

INSPECTION REPORT

2022-2023



AMBASSADOR INTERNATIONAL ACADEMY L.L.C

UK/IB CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|-----------------------|
| | Location | Al Quoz 2 |
| | Opening year of School | 2019 |
| | Website | www.aiadubai.com |
| | Telephone | 0097145806999 |
| | Principal | Anthony Andrew Wright |
| | Principal - Date appointed | 8/1/2022 |
| | Language of Instruction | English, Arabic |
| | Inspection Dates | 06 to 10 March 2023 |

STUDENTS

| | | |
|--|---------------------------------------|-----------------|
| | Gender of students | Boys and girls |
| | Age range | 3 to 15 |
| | Grades or year groups | KG 1 to Grade 9 |
| | Number of students on roll | 1470 |
| | Number of Emirati students | 13 |
| | Number of students of determination | 151 |
| | Largest nationality group of students | Indian |

TEACHERS

| | | |
|--|---------------------------------------|----------------|
| | Number of teachers | 124 |
| | Largest nationality group of teachers | British/ Irish |
| | Number of teaching assistants | 45 |
| | Teacher-student ratio | 1:12 |
| | Number of guidance counsellors | 1 |
| | Teacher turnover | 0 |

CURRICULUM

| | | |
|--|---------------------------------|-------|
| | Educational Permit/ License | IB |
| | Main Curriculum | UK/IB |
| | External Tests and Examinations | NA |
| | Accreditation | IBO |

School Journey for AMBASSADOR INTERNATIONAL ACADEMY L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children in the Kindergarten (KG) acquire very good learning skills and achieve particularly well in English and mathematics. Learning skills of this quality are less evident in the other phases. In PYP and MYP, students' attainment and progress in English, mathematics and science are good. In Islamic Education and Arabic, attainment and progress are acceptable. Students of determination make good progress towards their learning goals.
- The considerate behaviour of almost all students makes a significant contribution to the school's purposeful learning atmosphere. Students display positive and responsible attitudes to learning. They appreciate and respect Islamic values. They have a good understanding of the culture and traditions of the UAE. Students are keen to take on leadership roles. Their innovation skills are developing well.

PROVISION FOR LEARNERS

- Much good teaching successfully engages students' interest and attention. In the most effective lessons, learning activities are sufficiently challenging and independent learning is promoted. Lessons of this quality are most often seen in the KG. The use of assessment to guide learning is inconsistent. Assessments of students' attainment in PYP and in Islamic Education and Arabic are overgenerous.
- The curriculum is appropriately designed to meet IB requirements and to develop students' skills, knowledge and understanding. Transdisciplinary links are effective. Connections to everyday experiences bring learning to life. A variety of extra-curricular activities adds to students' academic and personal development. Although curriculum adaptations for students of determination have improved, successful adaptations for those with gifts and talents are less evident.
- Students' welfare and wellbeing are given a high priority. Safeguarding procedures are guided by clear policies and supported by appropriate training for members of staff. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. Students of determination receive good support.

LEADERSHIP AND MANAGEMENT

- Senior leaders are committed to providing students with the best possible education. Although self-evaluation provides a generally accurate view of the school's performance, improvement plans are insufficiently precise to guide improvement. Parents are highly supportive of the school. The governing board ensures that additional resources are available to improve the quality of education. Staff are suitably qualified and effectively deployed, but not all have completed IB focused training.

The best features of the school:

- The inclusive atmosphere of the school that ensures very good care and support for all students.
- In the KG, children's attainment in English and mathematics, and the acquisition of very good learning skills.
- Students' very good personal development.
- Strong partnerships with parents and the very good arrangements for keeping students safe.
- The very good design of the curriculum and the promotion of healthy lifestyles.

Key recommendations:

- Improve the effectiveness of all staff with leadership roles by ensuring that they have the skills needed to bring about improvement in their areas of responsibility.
- Raise attainment and accelerate progress in Islamic Education and Arabic.
- Ensure that assessment information is used to plan appropriately challenging work, that lessons are taught as planned, that full use is made of students' capacity for independent learning, and that teachers make regular checks on progress to identify and tackle any gaps in learning.
- Ensure that the procedures for evaluating students' performance are aligned with reliable external benchmark tests, and include clear descriptors related to the IB frameworks and curriculum expectations.





Overall School Performance

Good

1. Students' Achievement

| | | KG | PYP | MYP |
|--------------------------------------|------------|--|------------|---|
| Islamic Education | Attainment | Not applicable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable |
| Arabic as a First Language | Attainment | Not applicable | Acceptable | Acceptable ↑ |
| | Progress | Not applicable | Acceptable | Acceptable |
| Arabic as an Additional Language | Attainment | Not applicable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable |
| English | Attainment | Very good ↑ | Good | Good |
| | Progress | Very good ↑ | Good | Good |
| Mathematics | Attainment | Very good ↑ | Good | Good |
| | Progress | Very good ↑ | Good | Good |
| Science | Attainment | Good | Good | Good |
| | Progress | Good | Good | Good |
| | | KG | PYP | MYP |
| Learning skills | | Very good ↑ | Good | Good |

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

| | KG | PYP | MYP |
|---|--|--|-----------|
| Personal development | Very good | Very good | Very good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good  | Good  | Good |
| Social responsibility and innovation skills | Good  | Good  | Good |

3. Teaching and assessment

| | KG | PYP | MYP |
|---------------------------------|------|------|------|
| Teaching for effective learning | Good | Good | Good |
| Assessment | Good | Good | Good |

4. Curriculum

| | KG | PYP | MYP |
|--------------------------------------|-----------|-----------|-----------|
| Curriculum design and implementation | Very good | Very good | Very good |
| Curriculum adaptation | Good | Good | Good |

5. The protection, care, guidance and support of students

| | KG | PYP | MYP |
|--|-----------|-----------|-----------|
| Health and safety, including arrangements for child protection/ safeguarding | Very good | Very good | Very good |
| Care and support | Very good | Very good | Very good |

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

| | Whole school | Emirati cohort |
|---|----------------------------|------------------------|
| Progress in international assessment | meets expectations. | Not applicable. |

- The school has not yet entered students for PISA or TIMSS testing. The results of GL progress tests show a small attainment drop between 2021 and 2022 in English and in mathematics. The school maintained very good attainment in science.

| | Whole school |
|--|----------------------------|
| Leadership: data analysis and curricular adaptation | meets expectations. |

- School leaders analyse all data relating to students' academic potential, their attainment in English, mathematics and science, and their reading literacy scores. These analyses identify curriculum gaps and highlight any underperforming students. The school is not as effective in identifying students with the potential to achieve the highest levels, and those with particular gifts and talents. Teachers' use of assessment data to modify teaching to meet the needs of students is variable.

| | Whole school | Emirati cohort |
|---|----------------------------|----------------------------|
| Improving reading literacy and wider learning skills | meets expectations. | meets expectations. |

- Teachers' understanding of the use of reading literacy data is at an early stage. Students have opportunities for problem-solving across the curriculum. However, opportunities for them to develop critical thinking are less consistent.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that the National Agenda action plan clearly specifies actions to be taken to close any learning gaps identified by external assessments.
- Improve teachers' skills in understanding and using the reading literacy data to support readers effectively at all levels.

Wellbeing

The quality of wellbeing provision and outcomes is at a **high level**.

- Governors and school leaders have set wellbeing as a high priority in this inclusive school. They have invested significant resources in provision for both wellbeing and inclusion. Data from surveys and assessments are used to provide targeted support to meet individual personal and academic needs. Relationships between students and members of staff are very strong. They contribute to the positive atmosphere and effective class management throughout the school.
- All students have access to a number of adults for help and guidance. Most teachers provide students with consistent support and care positively impacting their wellbeing. Teachers are suitably qualified and senior leaders provide regular training in wellbeing. The personal welfare of all staff is well supported by the staff wellbeing team. Parents are close partners in their children's education. Their opinions and those of students are regularly sought.
- The curriculum provides many opportunities for students to extend their social and personal skills. A wide range of extra-curricular activities supports their emotional, physical and cultural wellbeing. They have many opportunities to adopt leadership roles. The medical staff, the wellbeing leader and student ambassadors promote healthy lifestyles and monitor them closely. Students know how to keep safe. They feel valued. Their enjoyment of school is reflected in good attendance levels. The school operates as a harmonious and happy community.

UAE social studies and Moral Education

- In Grades 1 to 9, students spend two 40-minute lessons each week studying moral, social and cultural studies. They are inspired by all aspects of this key area of the curriculum, which faithfully reflects Islamic values. Thoughtful discussions and a growing understanding of their place in world show students' well-developed standards. Lessons are taught in English. Students' achievements are reported to parents every term.
- Moral, social and cultural studies is a thread in the life of the school. Subject leaders are justifiably pleased with their success in supporting effective teaching and learning, which enables students to tackle sensitive issues with confidence. The curriculum is based on the statutory curriculum. Students in MYP benefit from well-designed technology programmes which support individual learning very effectively.

Main Inspection Report

1. Students' Achievement

Islamic Education


| | KG | PYP | MYP |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable |

- In PYP, students have a basic knowledge of Islamic concepts and faith. In MYP, most students have a secure understanding of Islamic etiquette and values. Internal assessments show higher levels of attainment than those observed in lessons and students' work.
- Students in both phases enjoy debates about interesting topics. However, discussions are not always supported with references to verses from the Holy Qur'an or Hadith, and so lack credibility. In MYP, students' understanding of the main concepts of the Seerah is improving.
- The introduction of Holy Qur'an recitation sessions is helping to improve students' memorisation skills. Increased involvement in Islamic competitions is developing students' recitation skills. However, these activities are not consistent across all grades.

For Development:

- Ensure that the level of challenge in lessons is well aligned with the abilities of different groups of students.
- Ensure that all assessments accurately reflect students' attainment levels.

Arabic as a First Language

| | KG | PYP | MYP |
|------------|----------------|------------|--|
| Attainment | Not applicable | Acceptable | Acceptable  |
| Progress | Not applicable | Acceptable | Acceptable |

- Students' attainment in upper PYP and lower MYP grades is marginally better than elsewhere. The progress of more able students is slower than that of other groups. Girls' achievement is slightly above that of boys.
- Most students have adequate listening skills and are able to read familiar texts. Their ability to speak using modern standard Arabic is limited. Independent creative writing skills are underdeveloped.
- The use of technology to provide students with online language activities during lessons is promoting their engagement in class and enhancing their learning. However, this development has not yet impacted students' language skills.

For Development:

- Improve students' independent creative writing skills and use of modern standard Arabic when speaking.
- Adapt teaching strategies to meet the needs of different groups of students.

Arabic as an Additional Language

| | KG | PYP | MYP |
|------------|----------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable |

- Those students who have been learning Arabic for the longest time are making less progress than other groups. The progress of girls in lower grades in PYP and upper grades in MYP is better than that of boys.
- Most students are able to read familiar texts, and their listening and responding skills are adequate. However, their comprehension and writing skills are less strong. Only a few are able to speak with confidence or write at length independently.
- Teachers provide students with a variety of learning activities to develop their language skills. However, these activities are not always well matched to students' differing learning needs.

For Development:

- Ensure that learning activities are matched to students' differing learning needs.
- Improve students' ability to speak with confidence and write independently.

English

| | KG | PYP | MYP |
|------------|-------------|------|------|
| Attainment | Very good ↑ | Good | Good |
| Progress | Very good ↑ | Good | Good |

- The most rapid progress is in the KG, where there is a strong emphasis on the development of the four language skills. In all phases, students' work shows increasing competence in the use of English and, in the upper grades, the ability to justify personal opinions.
- From the KG onwards, listening and speaking skills are an increasing strength, and students gradually become confident communicators in English. Critical thinking skills develop as students analyse increasingly challenging texts. These texts underpin students' steadily improving literacy skills.
- Older students are encouraged to take part in spelling and persuasive-speaking competitions. They are also encouraged to read more widely, both for purpose and for pleasure. However, other than in the English department, there is insufficient emphasis on the development of reading.

For Development:

- Develop a whole-school and cross-subject approach to the development of reading.

Mathematics

| | KG | PYP | MYP |
|------------|-------------|------|------|
| Attainment | Very good ↑ | Good | Good |
| Progress | Very good ↑ | Good | Good |

- Children in the KG make the most rapid progress in the manipulation of number. Other than in the Grade 9 extended mathematics lessons, progress is slowed because the level of challenge in work presented to students in PYP and MYP is not sufficiently demanding.
- A firm foundation for the development of mathematical skills is laid in the KG and in the early grades in PYP. Students develop their mathematical understanding reasonably well through inquiry. Teachers, especially in PYP, do not consolidate, summarise or reinforce students' learning.
- The introduction of lesson starters using appropriate questions is producing some benefits. The increased use of mental mathematical problems is helping younger students to develop their numerical skills. The new Grade 9 standard and extended mathematics courses are working well.

For Development:

- Raise teachers' expectations and the level of challenge in work provided for all students.

Science

| | KG | PYP | MYP |
|------------|------|------|------|
| Attainment | Good | Good | Good |
| Progress | Good | Good | Good |

- A majority of students 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 experiments and interpret data effectively.
- Practical learning activities provide a solid foundation for the development of scientific understanding. These activities range from rolling model cars down different surfaces to learning about friction in KG2, to exploring how adaptations enable organisms to survive and evolve in Grade 9.
- The evaluation of the findings of experiments, and reflections on experimental design, are common features of students' learning. However, opportunities for students to think critically about science and to explore solutions to everyday problems are less common.

For Development:

- Develop strategies that require students to analyse and evaluate information related to more complex problems.
- Ensure that the teaching of science in everyday contexts is consistent across the school.

Learning Skills

| | KG | PYP | MYP |
|-----------------|-------------|------|------|
| Learning skills | Very good ↑ | Good | Good |

- Children in the KG quickly become enthusiastic and independent learners. When given the opportunity, students in all phases collaborate exceptionally well and have a positive work ethic. However, students in the upper grades tend to be less self-reliant and more dependent on their teachers.
- Students are adept in the use of learning technology. In all phases, they use a range of learning platforms and search engines to support investigations. They are keen to discuss their learning, share their thinking and develop their ideas.
- Children in the KG display considerable enthusiasm for discovery, enhanced by the rapid development of their language and communication skills. In all phases, students enjoy practical and investigative work that enables them to apply their critical thinking skills.

For Development:

- Provide more opportunities for students in PYP and MYP to take responsibility for their own learning.

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

| | KG | PYP | MYP |
|----------------------|-----------|-----------|-----------|
| Personal development | Very good | Very good | Very good |

- Students are highly motivated and eager to learn. They demonstrate positive attitudes towards school and enjoy the opportunities available to them. They are consistently well behaved, thoughtful, respectful of one another and mindful of others' needs.
- Most students show maturity when collaborating during lesson activities. Students' self-management develops well in MYP. Attendance is good across all phases. Bullying is very rare.
- Students are committed to healthy lifestyles and have a well-developed understanding of what is involved. They consciously make healthy food choices. They participate in regular exercise and understand the importance of physical activity.

| | KG | PYP | MYP |
|---|--------|--------|------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good ↑ | Good ↑ | Good |

- Students have a clear understanding of Islamic values and awareness of Emirati culture, and of how these influence lives in the UAE. In the KG, children demonstrate a developing knowledge and understanding of life in the UAE.
- Students are knowledgeable about the traditions and heritage of the UAE. They enjoy the different activities that promote understanding of Emirati traditions. They accept one another exceptionally well and show tolerance towards diversity.
- In all phases, students enjoy celebrating different national and international days. They display a very good understanding of their own heritage and traditions, but their understanding of the similarities and differences with other cultures is variable.

| | KG | PYP | MYP |
|---|--------|--------|------|
| Social responsibility and innovation skills | Good ↑ | Good ↑ | Good |

- Throughout the school, students show care and consideration for others. Leadership roles are promoted in each phase. Students participate in school volunteering programmes and appreciate opportunities to contribute ideas for improvement and change.
- Students have a strong work ethic. They initiate projects that have positive effects both within and beyond the school community. They have opportunities to be innovative and to initiate and manage projects within the school, such as the weekly PYP student magazine.
- In all phases, students are aware of environmental issues and are committed to sustainability and recycling initiatives. Participation in projects directly related to the natural environment is in the early stages and involves mainly litter picking and beach cleaning.

For Development:

- Improve students' appreciation and understanding of the similarities and differences between cultures.
- Extend students' participation in projects related to sustainability and the natural environment.

3. Teaching and assessment

| | KG | PYP | MYP |
|---------------------------------|------|------|------|
| Teaching for effective learning | Good | Good | Good |

- In the KG, teachers demonstrate a secure knowledge of how young children learn. They provide stimulating environments to support independent learning. This approach is not consistent in the other phases, where there is an overreliance on learning activities directed by teachers.
- In the most effective lessons, teachers adapt explanations and use a skilful balance of questions to engage students of all abilities. However, in many lessons, they do not make enough use of questioning to identify misunderstandings and redirect learning.
- Lessons are generally well planned, using data effectively to match work to students' differing attainment levels. However, the planned lessons are not always translated into practice. Some learning activities do not offer an appropriate level of challenge.

| | KG | PYP | MYP |
|------------|------|------|------|
| Assessment | Good | Good | Good |

- In the KG, teachers assess children's progress effectively. In PYP, an eight-point assessment scale is used in most subjects, but in MYP it is a seven-point scale. Tracking of progress across phases is difficult and has led to some PYP assessments being inflated.
- The analyses of internal and external data enable curriculum gaps to be identified, as well as students in need of additional support. While assessments in Arabic are aligned to the MoE curriculum, they are overgenerously graded. In Islamic Education, the assessments are too simple.
- The extension of benchmark testing into the KG is enabling children's progress in English and mathematics to be confirmed through reference to international data. The quality of oral and written feedback to students is inconsistent across subjects in PYP and MYP.

For Development:

- Provide more opportunities for students to engage in independent learning activities, particularly in MYP.
- Ensure that assessment procedures are consistent across phases and that grading is accurate in all subjects.

4. Curriculum

| | KG | PYP | MYP |
|--------------------------------------|-----------|-----------|-----------|
| Curriculum design and implementation | Very good | Very good | Very good |

- The curriculum is underpinned by the National Curriculum for England (NCfE) and meets all MoE requirements. Unit plans describe a conceptual approach to understanding with transferable skills. The implementation of the curriculum in PYP and MYP does not always include the expected inquiry-based, experiential approach.
- Learning builds well on students' previous experiences with well-planned cross-curricular links, particularly in the KG and PYP. They provide students with transferable knowledge and understanding. Connections to everyday life are made in many lessons.
- The curriculum is well-planned with structured progression. Teachers meet regularly to carry out curriculum reviews. They ensure that the curriculum is well-designed to meet students' academic and personal development needs, and that they are well prepared for transition between phases.

| | KG | PYP | MYP |
|-----------------------|------|------|------|
| Curriculum adaptation | Good | Good | Good |

- The curriculum incorporates a variety of activities to meet the learning needs of students. The PYP exhibition and the MYP community project provide opportunities for innovation and social contribution. Science, technology, engineering, the arts and mathematics (STEAM) lessons develop students' innovation particularly well.
- The curriculum is enriched by a variety of after-school activities, field trips and celebrations. Students' understanding of Emirati culture and the society of the UAE is developed steadily inside and outside classrooms.
- Teachers regularly review the curriculum to make modifications to meet the needs of different groups of students. Although adaptations for students of determination have improved through better identification and resources, successful adaptations for those with gifts and talents occur less often.
- Arabic is taught in the KG for 40 minutes each week.

For Development:

- Ensure that transdisciplinary and interdisciplinary curriculum elements are included more consistently in lessons.
- Ensure that the curricula in Islamic Education and Arabic are aligned with the IB philosophy and methodology.

5. The protection, care, guidance and support of students

| | KG | PYP | MYP |
|---|-----------|-----------|-----------|
| Health and safety, including arrangements for child protection / safeguarding | Very good | Very good | Very good |

- The school gives students' safety and welfare, including cyber-safety, a high priority. Policies and procedures for child protection are clear and regularly communicated to staff, students and parents. There is an accurate register of all adults who work in the school or who regularly visit.
- The school buildings and outdoor areas, including the swimming pool, are routinely and carefully maintained. Any incidents are responded to very quickly. Detailed and secure records are maintained. Well-resourced security and safety measures are in place, including extensive CCTV.
- The safety of students around school and on school transport is effectively organised and supervised. The promotion of safe and healthy lifestyles and students' wellbeing are very well understood across the school.

| | KG | PYP | MYP |
|------------------|-----------|-----------|-----------|
| Care and support | Very good | Very good | Very good |

- Strong relationships and mutual respect contribute to the school's very positive atmosphere. The school community follows clear systems for managing behaviour very successfully. Procedures for monitoring attendance and promoting punctuality are well understood.
- An extensive range of assessment procedures ensures the accurate identification of students of determination. They receive, overall, a good level of support. While higher ability students are now being identified, they are not always provided with appropriately focused support.
- Wellbeing and personal care are high priorities. Students receive very strong support from the counsellor and the inclusion team. Transition advice and assistance are provided across phases. Older students receive effective guidance on their educational and career options.

For Development:

- Ensure that all higher-ability students are accurately identified and provided with appropriate support.
- Extend the cybersafety policies to ensure that students know how to be resilient if faced with manipulation and threats.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors welcome applications from students of determination and have made significant investments in staffing and resources. Many more such students have joined this inclusive school since the previous inspection. The leadership team for inclusion is well-qualified, knowledgeable and increasingly effective.
- The identification of students' needs from a range of assessments is accurate. External specialists ensure that any higher-level needs are correctly categorised. Some, but not all, students with gifts and talents are identified, and provision for them is being improved.
- Parents appreciate the help and advice which they receive from the inclusion team. Regular meetings fully involve parents in reviewing, forming and setting their children's learning targets. Parents value the regular communications and the school's open-door policy.
- Students' prime needs are clearly identified in their individual learning plans. They provide well focused curriculum modification and support strategies. In a minority of lessons, tasks are not sufficiently matched to students' individual needs and their next steps in learning.
- Students of determination benefit from interventions which reduce their barriers to learning. Progress is consistently good when students receive support from the inclusion team. Overall, students make good progress from their individual starting points.

For Development:

- Ensure that higher ability students, and those with gifts and talents, are accurately identified and receive appropriate support.

6. Leadership and management

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

- Senior leaders share a commitment to providing students with the best possible education. Together with all members of staff, they ensure that students' academic achievement and wellbeing are given equal importance in this inclusive school. Leadership is in the process of being expanded. Many staff with leadership responsibilities are developing the skills that will enable them to make more effective contributions to school improvement.
- Self-evaluation procedures provide a generally accurate view of the school's performance and guide improvement planning. While the school development plan is focused on relevant improvement priorities, it does not always specify measurable targets or indicate who has responsibility for ensuring that they are achieved. When carrying out checks on the effectiveness of teaching, an increased emphasis on students' learning is helping to improve their progress.
- Parents are highly supportive of the school and of school leaders. Communications with parents are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to staff. The school has cooperative links with other schools and is involved with a variety of charitable organisations.
- The governing board is fully representative of all stakeholders. Because the views of parents and students are sought regularly, they are able to influence many aspects of the school. Through regular visits, and reports from senior leaders, governors have a secure understanding of the school's performance. They ensure that additional resources are provided to improve the quality of education offered.
- The school runs smoothly on a day-to-day basis. Members of staff are suitably qualified and effectively deployed. They benefit from a wide range of training opportunities. However, not all teachers have completed IB training focused on the development of inquiry and project-based learning. This is impacting unfavourably on students' learning experiences. The school premises are well maintained and provide excellent facilities for physical education and sport.

For Development:

- Ensure that all improvement plans specify measurable objectives and those responsible for the successful implementation of the plans.
- Ensure that all teachers complete at least Category 1 International Baccalaureate training as soon as is practically possible.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae