

INSPECTION REPORT

2022-2023



DUBAI INTERNATIONAL ACADEMY ALBARSHA

IB CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha 1
	Opening year of School	2018
	Website	www.innoventureseducation.com
	Telephone	045244800
	Principal	Ian Thurston
	Principal - Date appointed	7/5/2022
	Language of Instruction	English
	Inspection Dates	20 to 24 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1436
	Number of Emirati students	17
	Number of students of determination	173
	Largest nationality group of students	Indian

TEACHERS

	Number of teachers	137
	Largest nationality group of teachers	Irish
	Number of teaching assistants	35
	Teacher-student ratio	1:11
	Number of guidance counsellors	3
	Teacher turnover	20%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	NA
	Accreditation	IB

School Journey for DUBAI INTERNATIONAL ACADEMY ALBARSHA



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

- There is a significantly improving picture in all subject areas and across the school, but especially in Kindergarten (KG). Attainment in all subjects is at least acceptable. Progress is predominantly good. Students' learning skills are now very good in all phases except for the Middle Years (MYP), where they are good.
- Students are respectful and tolerant towards others. They have positive attitudes and a good work ethic. They have an effective understanding of Islamic values and respect for the UAE. They show enterprise and a willingness to take part in different activities, including taking on responsibilities and leadership roles. This is an improving area of the school.

PROVISION FOR LEARNERS

- Teaching for effective learning is at least good in all phases. Teaching has a positive impact on students' achievement. However, some teachers in MYP do not allow students enough independence in their learning. Assessment processes are effective. The school's analysis of data provides a comprehensive overview of students' achievement. Not enough use is made of the data in the planning and delivery of lessons to support learning for various groups of students.
- The school is an IB World School, offering the Primary Years (PYP), Middle Years and Diploma (DP) Programmes. The curriculum provides for a broad, balanced and age-appropriate range of learning experiences. Additional choices are added at the upper end of the school. The KG curriculum is not sufficiently aligned with the early years requirements of PYP. Modifications to suit the needs of all learners are more limited in DP.
- Health and safety and the protection of students are very good. They support the wellbeing practices across the school. Overall, support and guidance for students are strong. For students of determination, they are good. There is insufficient provision to support students with gifts and talents and the growing number of students in the upper grades.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders have a strong vision and direction for the school, focusing on students and the wellbeing of all. School development plans are prioritised and aligned with that vision. Communication within the school is open and respectful, as is the partnership between the school and parents. The governing board has addressed the previous recommendations and is supporting the development of the upper phase of the school. Facilities and resources are conducive to learning.

The best features of the school:

- The implementation of initiatives to improve students' outcomes
- The active participation of parents in supporting the school and in engaging with their children's learning
- The facilities, resources, health and safety practices and provision for wellbeing that support the whole school community
- Students' attitudes and work ethic, especially those in DP and the final year of MYP
- KG children's very good progress from their starting points.

Key recommendations:

- Ensure that the use of assessment data supports planning for differentiated intervention, followed by implementation in classrooms to enhance learning for all groups of students.
- Ensure that teaching, especially in MYP, actively engages students through consistent use of the IB's 'Approaches to Teaching and Learning' in planning and delivery.
- Review, consolidate and update the school improvement plans to include measurable actions with targets to track the identified success criteria.
- Sustain the current improvement initiatives to ensure that they become embedded practice.

Overall School Performance

Good

1. Students' Achievement

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

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Very good ↑	Good	Very good ↑
Assessment	Very good ↑	Very good ↑	Good	Very good ↑

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Good

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

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

6. Leadership and management

The effectiveness of leadership			Very good ↑	
School self-evaluation and improvement planning			Good	
Parents and the community			Very good	
Governance			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



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	is above expectations.	Not applicable.

- Leaders at all levels support the vision and goals of the National Agenda. The school's National Agenda action plan details appropriate intervention processes and curriculum adaptations, but they are not understood or acted upon by all teachers.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations.

- Senior leaders use the assessment outcomes from TIMSS and NAP tests and associated reports to draw up a National Agenda action plan. It details specific actions to close gaps in skills and knowledge which are evident from the assessment outcomes and the reports. Adjustments to curriculum provision and lesson planning are made to bring about improvement, but not consistently.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	meets expectations.

- The school uses assessment outcomes to identify gaps in reading skills and to plan interventions for individual students. Recent data show discernible improvements in students' reading literacy.

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

For Development:

- Ensure a greater alignment of internal and external assessment and more consistent use of assessment results to inform teaching and learning, especially in MYP.
- Ensure that the National Agenda action plan is well understood by all teachers and implemented across all phases.

Wellbeing

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

- The school has a vision for wellbeing which is central to its overall ethos. It is evident in everyday activities and routines. Although there is no designated governor, school leaders' regular communication with the advisory council means that members are aware of the strengths and areas for development in wellbeing provision. The school uses internal and external surveys as well as informal methods to inform adaptations to its wellbeing provision and planning.
- All members of staff, including the wellbeing team and counsellors, are vigilant in monitoring students' wellbeing. The school intervenes quickly when issues arise. Members of staff provide effective support and advice while working in close partnership with parents. Staff morale is high. Leaders are alert and responsive to the needs of staff. Effective communication channels with parents and students mean that the school can adapt provision in response to any concerns which may arise.
- The school has engaging programmes to support wellbeing. They cover sports and healthy living. They help to inform students about the choices which they make. Students show enthusiasm for learning. They have positive attitudes in their approach to life in school and beyond. Information from internal and external sources shows that students feel safe, valued and engaged in their learning and day-to-day activities.

UAE social studies and Moral Education

- UAE social studies and moral education are taught in English as an integrated course using the latest moral, social and cultural Studies (MSC) framework. In PYP, the courses are planned by year leaders using the online textbooks as a resource. In MYP and DP, the lessons are planned and taught by homeroom teachers within the curriculum. Teachers use the lesson objectives from the prescribed textbooks.
- PYP students receive one 60 minute lesson and those from Grades 6 to 12 one 45 minute lesson per week of MSC. Moral education lessons alternate weekly with UAE social studies lessons in PYP. Ongoing assessment takes place throughout the year. Attainment and progress are reported to parents twice per year in MYP, with an additional four summaries in PYP.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Internal assessment data indicate that most students reach levels above the curriculum standards. Lesson observations and work scrutiny show that most students attain levels that are in line with curriculum standards.
- PYP students can list the Pillars of Islam but are not confident in listing the Pillars of Faith. They demonstrate adequate understanding of Islamic values and etiquettes. MYP students are aware of some of the rules of worship and Tajweed. They have basic understanding of aspects of Seerah. They can partially recite the assigned holy verses, Hadith and supplications.
- DP students develop an awareness of world issues and how they connect with Islamic values. Students demonstrate adequate understanding of some of the Islamic legislation. They are not always able to make strong links to the Holy Qur'an or Hadith.

For Development:

- Deepen students' understanding of aspects of Seerah throughout all phases.
- Enhance students' knowledge and skills by referring to the Holy Qur'an and Hadith when discussing current world issues.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Good ↑

- PYP students have the skills to communicate in both spoken and written Arabic. They have a good foundation in vocabulary and comprehension, as well as an understanding and appreciation of Arabic culture.
- Students in PYP and DP are able to read, write and speak Arabic as expected. They can generally communicate using standard Arabic in a variety of contexts. However, these skills are inconsistent in MYP. Across all phases, students' grammatical knowledge is below expectations. Their writing skills are within expectations but are better developed in PYP.
- Enhancement of the learning environment, regular practice and exposure to various Arabic language resources and experiences are generally improving students' skills in PYP and DP. However, the improvement is inconsistent across the different groups of students in all the phases, particularly in MYP.

For Development:

- Reduce attainment gaps between different groups of students in all phases and raise students' language proficiency by adopting more effective approaches to meet the different needs of individuals.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- The majority of students in PYP make better than expected progress as evident in lessons and recent work. Progress in MYP is more evident in the upper grades.
- Most students acquire new vocabulary and can analyse the key elements of texts and summarise them. Reading comprehension is more accurate in the higher grades of each phase. Listening skills are strong in all grades. Students' creative and independent writing skills are not well developed.
- Improved assessment procedures ensure that students' progress is tracked for the development of language skills. However, providing lessons for students who are at different stages of studying Arabic does not facilitate their progress or the accurate assessment of it.

For Development:

- Improve reading comprehension and writing skills through targeted reading for pleasure and writing interventions.
- Ensure that assessment procedures take a better account of students' number of years of learning Arabic.

English

	KG	PYP	MYP	DP
Attainment	Good	Very good ↑	Very good ↑	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Children in KG rapidly develop their communication, pre-reading and writing skills. Students progressively improve their knowledge, understanding and application of English writing conventions and techniques. Older students effectively acquire external examination writing techniques, resulting in very high attainment.
- Most students are confident and articulate speakers. They effectively communicate their thinking and support their views with information derived from texts. Students' reading and writing skills are stronger than their understanding and application of tasks such as analysis, evaluation and explanation.
- The streamed phonics programme in KG, and the emphasis on developing reading and writing skills, are impacting positively on vocabulary and progress. Students regularly assess their work and seek ways to improve it.

For Development:

- Improve students' understanding of words such as explain, analyse, compare and evaluate, to enable them to write more effectively and to support their views with relevant examples from text.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Good	Good
Progress	Very good ↑	Very good ↑	Good	Good

- In KG and PYP, internal and external assessments show that a large majority of students attain above curriculum standards and make better than expected progress. In the other phases, assessment outcomes are not consistently high.
- By the end of KG, most children understand basic number, shape and comparative language for length. In PYP, students learn to collect, organise, display and interpret data. Older students deal with more complex questions relating to geometry, trigonometry and calculus.
- Teachers are making increased use of standard assessments and learning technology to inform them about students' attainment and progress. As a result, they can challenge all learners more effectively and thus have a positive impact on learning outcomes. However, students' problem-solving skills remain insecure.

For Development:

- Ensure that the strong foundation which is being laid for mathematics in KG and PYP is built upon more effectively in MYP and DP.
- Take a more consistent approach to improving students' problem-solving abilities, particularly in the upper phases.

Science

	KG	PYP	MYP	DP
Attainment	Good	Very good ↑	Very good ↑	Good
Progress	Very good ↑	Very good ↑	Very good ↑	Good

- Lessons are characterised by practical, student-centred activities. A majority of students across the school can demonstrate knowledge, skills and understanding above the curriculum expectations. Students' attainment is stronger in PYP and MYP.
- From children in KG1 talking about what they might sense in a souk, through to Grade 12 chemistry students designing experiments to calculate the heat of combustion of fuels, students make predictions, observe and record results and draw conclusions. As they progress through the school, their ability to evaluate methods and results becomes increasingly more sophisticated.
- From Grade 3 upwards, students' conceptual understanding is strengthened through designing their own experiments and learning about science in everyday contexts. Students present and communicate their understanding appropriately in a variety of ways.

For Development:

- Ensure that students continue to develop their knowledge and skills progressively as they move upwards through the school.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good ↑	Very good ↑	Good	Very good ↑

- Students rapidly develop their communication skills. Most are confident, articulate speakers. They are keen to engage in learning and increasingly take responsibility for completing lesson activities. They can work for sustained periods without teacher support. This is less evident in MYP.
- Across the school, students interact very well with their teachers and fellow students. They engage regularly in collaborative learning activities to discuss their thinking and to assess their work. They frequently make connections in their learning to the outside world and to other subjects.
- Recent initiatives to promote students' critical thinking and problem-solving ensure that they are now features of most lessons. Students' practical scientific skills are developing. Students' use of technology to conduct independent research and to find things out for themselves is inconsistent.

For Development:

- Encourage students to take greater ownership of their own learning and use the available resources, to conduct independent research, to find things out for themselves and to apply what they learn in their work.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Outstanding ↑

- Almost all students display responsible attitudes to their work. Students, in particular those in DP, reflect the IB learner profile by being thinkers, communicators and risk takers. In KG, children enjoy all aspects of school life. Students are self-reliant and adept at working independently starting in KG.
- Students are sensitive to the needs of others. Bullying is rare. Students understand and make healthy lifestyle choices, including food and sports. In KG, children have a well-developed understanding of how to lead healthy lives and know which healthy foods they should bring to school.
- Attendance levels are very good. Students arrive to school on time. However, some arrive late to lessons, especially after breaks.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Student's understanding of Islamic values is very good. They demonstrate appropriate understanding of Islamic events and celebrations.
- Students have a secure understanding of the heritage and culture of the UAE. They know how the country has changed and how tourism is playing a larger part in the success of the economy. Children in KG have an age-appropriate knowledge of basic facts about the UAE.
- Students appreciate their own culture and heritage. They understand the similarities and differences between the range of cultures represented in the school. Cultural diversity is celebrated through events such as International Day.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students have a highly developed sense of community and social responsibility. They serve as student council members and heads of houses. They organise events for Diwali and present assemblies on mental health. They also have a very strong sense of community spirit beyond school.
- A strong work ethic is evident from KG. Students know what it means to be entrepreneurial. They participate in several events to develop their ideas. They take part in many competitions and innovative projects. However, MYP students do not initiate many projects themselves.
- Students are very aware of environmental issues and of the need for sustainability. They have suggested several initiatives at school such as tree planting, composting and recycling plastic bottles. They have produced videos on climate change.

For Development:

- Provide additional opportunities for students, especially in MYP, to initiate their own innovative and creative projects.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Very good ↑	Good	Very good ↑

- Teachers have secure subject knowledge and successfully use a range of resources to facilitate teaching. They engage students in purposeful, often enjoyable, learning activities. The quality of teaching is not always consistently high. It varies across the phases and subjects and sometimes within the same subject.
- Teachers ensure that the learning environment, particularly in KG and PYP, is conducive to learning. They interact well with students and ensure that learning activities provide appropriate levels of challenge for most. Most teachers use questioning successfully to promote students' thinking and to check their understanding.
- Teachers are increasingly using information from assessments to inform their lesson planning and strategies to meet the needs of individuals and groups of students.

	KG	PYP	MYP	DP
Assessment	Very good ↑	Very good ↑	Good	Very good ↑

- Assessment processes are coherent and consistent. They provide valid, reliable measures of students' academic development and progress. Effective systems are in place to analyse data, including those from external benchmarking assessments. However, there are weaknesses in MYP.
- In most classes, assessment information is used effectively to inform teaching, learning and curriculum planning. In these classes, teachers have an in-depth knowledge of their students' strengths, areas for development and what they can achieve. They plan their lessons accordingly.
- The school has invested significantly in learning technologies to support and enhance teaching, learning and assessment. From Grade 1, students can access their own learning. They have opportunities to evaluate it and suggest how they can improve their work. Technology also gives parents the opportunity to see how well their children are progressing.

For Development:

- Develop greater consistency in the provision of high-quality teaching across all phases and subjects.
- Improve the internal assessment systems at MYP so that they are more closely aligned to external assessment criteria.
- Use information from assessments more effectively to inform teaching and learning in MYP classes.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The curriculum mostly aligns with the school, the International Baccalaureate and national values. It effectively provides a balance of knowledge, skills and understanding that prepares students well for their futures. In KG, the curriculum is not fully aligned with PYP early years requirements. In DP, students do not have a sufficient variety of choices.
- A focus on students' responsibility for their learning is built into the curriculum from KG upwards to increase their engagement. Cross-curricular links and connections to everyday life are embedded in all areas of the curriculum. They provide a wealth of learning experiences.
- Teachers and leaders continuously review the curriculum, resulting in improvements such as the smoother transition between phases and the improved subject choices in MYP and DP. In Grade 5, a pilot programme for students with gifts and talents is being implemented.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Good

- Teachers make modifications to meet the educational needs of most students. Topics in KG and PYP are integrated, with links to students' interests. Modifications are made to the mathematics curriculum using information from external assessments. There is an increased focus on students with gifts and talents.
- A rich programme of extra-curricular activities includes social sports, some run by DP students. Additional events, talent shows, business-related activities and robotics competitions further support students' interests. Camps have been reinstated after the recent pandemic.
- In addition to national events and celebrations, teachers routinely make links to UAE culture and society, from an Arabian tea house in KG, to mapping modern Dubai in MYP. Students are often required to compare the UAE to other places to strengthen their understanding.
- Arabic is taught for one hour each week in KG.

For Development:

- Strengthen the KG curriculum by aligning it fully with the PYP early years requirements.
- Ensure that curriculum offerings in DP cater for the needs of all students.

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

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

- The school has rigorous procedures to ensure students' safety and security. There is a comprehensive register of all adults who work in, or who visit, the school. Members of staff, students and parents are kept fully informed about child protection and reporting procedures.
- Risk analysis is thorough. Potential problems are recorded with potential dangers swiftly addressed. Medical care is comprehensive and prioritises the wellbeing of the whole school community. Transport is secure. Students are properly supervised.
- The school gives very good attention to the promotion of healthy living. Excellent arrangements are available to support students' physical fitness and healthy lifestyles, including access to shaded areas. Emergency and evacuation drills meet all legal and statutory requirements.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Very good

- Students enjoy positive relationships with teachers. They feel valued because they are listened to and are well supported in their studies and personal development. The school promotes attendance and punctuality. They are monitored closely with timely interventions when needed.
- Rigorous systems are in place for identifying students of determination and those with gifts and talents. Effective individual plans and support are provided to enable most of these students to make consistent progress towards their identified goals in all phases.
- The wellbeing and personal growth of students are the school's highest priority. They are underpinned by very effective personal and academic counselling. Career guidance is strong and helps older students prepare for their future education and careers.

For Development:

- Enhance support and guidance, especially for students of determination, so that all students make their best personal and academic progress in all subjects.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders, supported by parents and staff, have a vision of a school which meets the needs of all students. The inclusive admissions policy allows a diversity of need to be accommodated within the mainstream classes.
- Effective procedures involving teachers and parents are in place to identify and provide for students of determination. The school identifies students and provides immediate additional support to overcome their barriers to learning. Support includes individual education plans (IEPs) with appropriate personal and academic targets.
- Parents of children of determination are highly appreciative of the work of the school. They say that the school gives their children's wellbeing a high priority. They feel well informed about how to support them and are delighted with their progress.
- Most teachers know their students well. They intervene in learning and modify their lessons accordingly. In a few lessons, interventions are less successful. Assistance from learning support assistants (LSAs) is often effective, but it sometimes hinders students' development as independent learners.
- Progress towards academic and personal development goals is carefully recorded and shows that at least a majority of students make good progress.

For Development:

- Enhance the consistency of provision and support for students of determination through continued staff training and increased monitoring and sharing of classroom practice.

6. Leadership and management

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

- The senior leadership team works as a cohesive unit, based on the vision and direction of the school, to develop and improve students' outcomes. The middle leadership teams are developing under the guidance of the senior leaders. As the school grows, there is a need for middle leaders to be fully responsible, and to be held accountable, for their actions. Relationships and communications in the school are positive and support the process of improvement.
- School evaluation is based on the analysis of data from a variety of sources, leading to prioritisation of areas for improvement. The subsequent actions are not always fully defined, structured or have measurable targets. Teaching and learning are monitored regularly, but the monitoring lacks a focus on students' learning outcomes, especially in the lower MYP grades. School improvement processes are beginning to have a positive impact on outcomes.
- The parents, especially members of the parents' association, are active. They are engaged both as partners in their children's learning and as supporters of the school. Reports to parents about their children's academic and social development are very detailed. The school is re-establishing links with the local and wider community to provide participation in sports, arts and additional academic activities.
- The board of directors and advisory council comprise the governance structure of the school. The latter includes a range of stakeholders representing different groups within the school community. The board and council meet regularly to review the outcomes of the school. They hold senior leaders responsible. Feedback from stakeholders, including parents, members of staff and students, is a part of the school's decision-making process. The governing body ensures that the school meets all regulatory requirements.
- A range of well-maintained facilities and resources across the large campus is used effectively to support learning. There are sufficient members of appropriately deployed staff. The day-to-day management is effective. There have been recent daily routine changes for PYP, and the daily routine for MYP is under review. Teachers have a range of professional training opportunities.

For Development:

- Support the development of the middle leadership team to sustain improvements across the school.
- Rationalise school improvement plans and include measurable targets.
- Extend community links to support older students' vocational aspirations.

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