



دبي  
Knowledge المعرفة



## DUBAI INTERNATIONAL ACADEMY L.L.C

### IB CURRICULUM

**OUTSTANDING**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER



**OUTSTANDING**

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## SCHOOL INFORMATION










### GENERAL INFORMATION

	Location	Emirates Hills
	Opening year of school	2005
	Website	www.diadubai.com
	Telephone	97143684111
	Principal	Hitesh Bhagat
	Principal - date appointed	8/15/2022
	Language of instruction	English
	Inspection dates	06 to 10 November 2023







### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2757
	Number of Emirati students	13
	Number of students of determination	84
	Largest nationality group of students	Indian






### TEACHERS

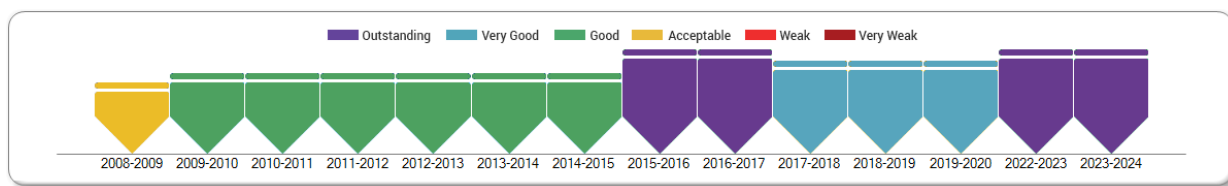
	Number of teachers	242
	Largest nationality group of teachers	British
	Number of teaching assistants	42
	Number of guidance counsellors	2



### CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IBDP/IBMYP-e
	Accreditation	IB, NEASC

## School Journey for DUBAI INTERNATIONAL ACADEMY L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Students' outcomes in Islamic Education and Arabic have improved. Children's literacy skills in the Kindergarten (KG) exceed expectations. By DP, students' scores are significantly higher than the world averages in English, mathematics and science. In science, KG children do not utilise their curiosity and sometimes struggle with understanding concepts. Older students are well prepared for more complex scientific inquiry. Students' learning skills are outstanding across the school.
- Students are co-operative, collaborative, independent and self-regulating. Almost all students make healthy lifestyle choices, demonstrate a clear understanding of Islamic values and have a secure understanding of other cultures from around the world. Students enjoy being innovative and enterprising. They show an excellent understanding of environmental sustainability.

### Provision For learners

- All teachers have excellent knowledge of their subjects and of the International Baccalaureate (IB) methodology. Teachers are skilful in questioning, which deepens students' thinking and promotes their active learning. Clear learning intentions and success criteria are embedded features of all lessons. Internal assessment is linked well to the standards of the curriculum. Assessment information provides an accurate picture of students' progress.
- The curriculum is driven by the IB philosophy and the Arabic curricula by the Ministry of Education (MoE) standards. Academic counselling on subject choice and further education allows students to choose subjects appropriate to their interests and careers. The curriculum is tailored to meet the needs of most groups of students. Enterprise, innovation and creativity are embedded. Community action and leadership are integral elements of learning.
- Rigorous policies and training ensure students' safety. Bus transport and the students' drop-off are well managed. The school's commitment to health and wellbeing is exemplary. Maintenance and repairs are completed immediately. Mutually respectful relationships establish a very special atmosphere in the school. There is timely and accurate identification of students of determination, and the gifted and talented students are challenged. The guidance and support for students' personal development is outstanding.

### Leadership and management

- The principal and leaders share a clear vision for establishing exceptional outcomes for students. All leaders know the school's strengths and areas for further development. Parents actively contribute to aspects of the school. The principal ensures that the school's directors understand the school's needs. High-quality facilities are being further extended.

### Highlights of the school:

- The diverse pathways in the upper school that are leading to outstanding results at IBDP and ensuring that all students have opportunity to progress to higher education
- The relationships between all stakeholders, built on mutual respect
- The quality of teaching in all phases that is developing students' outstanding learning skills
- The rigorous and comprehensive analyses of assessment data and their use in informing teaching and curriculum modifications
- The diverse co-curricular programme that provides opportunities for individuals to excel in sports, the arts and community service

### Key recommendations:








- Ensure that the KG Science curriculum is adapted more for the age group so that children are appropriately prepared for PYP.
- Increase opportunities for investigation in PYP science by enhancing the physical and human resources.
- Strengthen the inclusion improvement plan to ensure that barriers to learning for students of determination are reduced.



# OVERALL SCHOOL PERFORMANCE

## Outstanding

### 01 Students' Achievement


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

	KG	PYP	MYP	DP
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

## 03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Outstanding	Outstanding 	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

## 04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Not applicable</b>

- With an average score of 653, the school exceeded its set target in the Progress in International Reading Literacy Study (PIRLS) by 78 points and is now in the advanced international benchmark. In these assessments, students sustained outstanding outcomes in English, mathematics and science over two years.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- Most leaders understand how the subject skills and content align to the proficiency levels in the Programme for International Student Assessment (PISA) and international benchmark levels in Trends in Mathematics and Science Study (TIMSS) and PIRLS. Generally, they implement international assessment action plans to address the gaps identified in the benchmark assessment reports. The plans highlight appropriately the school's next steps for improvement.

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Outstanding</b>	<b>Not applicable</b>

- The school's most recent reading literacy skills assessment reveals that a large majority of students display reading skills that are above age-related expectations. The school plans interventions aimed at improving students' reading skills even further. Results of the monitoring of the impact of interventions suggest that most students are making at least expected progress in their reading proficiency. The school is working closely with families to foster a strong reading culture across the curriculum.

**Overall school standards in the National Agenda Parameter are outstanding.**

#### For Development:

- Ensure that curriculum adaptations always have clear reference to the reports from international benchmark and English reading assessments.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- Wellbeing is a high priority for the school and is interwoven within its ethos and culture. All staff and students promote wellbeing exceptionally well by building on the highly effective and mutually respectful relationships that exist. A whole school development plan provides leaders with carefully chosen, and very well targeted, initiatives. There is strong capacity to improve even further.
- All stakeholders are deeply committed to an ambitious and aspirational vision for wellbeing. Staff and students have significant input into the development of this provision. Students appreciate the fact that their opinions contribute to the implementation of wellbeing. These include increased seating for the clinic waiting area, an extra afternoon break, and in creating, and sometimes leading, the many after school programmes.
- A strong curriculum empowers students to grow and to manage their own journey of wellbeing. Staff and students are proud of the school and its community. They all work together to improve conditions for everyone by encouraging mutually supportive networks. Leaders have refined their wellbeing assessments to strengthen their provision.

### For Development:

- Target groups of students with consistently low Pupil Attitudes to Self and School (PASS) scores, and those students of determination with the highest needs in relation to learning.

## UAE social studies and Moral Education

- Moral and Social Cultural Studies (MSCS) is taught through an inquiry-based approach. It is led by students and reflects the IB learner profile. The content is drawn from the MoE framework and taught through a mixture of separate and integrated lessons. The school often exceeds the allocation of time required by the MoE. Teachers use the mandated textbooks. Teaching and learning are linked well to local and global contexts.
- The MSCS objectives are embedded throughout the curriculum and in all co-curricular activities. The vision, mission and values of the school are aligned, thus ensuring a holistic educational experience for all students. These are reflected in the learner profile, approaches to learning skills, leadership initiatives and community service.

## Arabic in Early Years

- Children in the KG attend weekly Arabic lessons of 60 minutes. The curriculum blends structured language instruction with activities, creating an immersive Arabic language setting. The primary focus centres on letters, sounds and word associations. Children move from basic vocabulary acquisition to constructing simple phrases. Assessment is ongoing through observations and feedback. The programme develops early communication skills and prepares children for transition into PYP. Teachers provide engaging activities and multi-sensory learning experiences.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Acceptable
<b>Progress</b>	Not applicable	Good	Good ↑	Good ↑

- Internal data indicate attainment that is above the curriculum standards in all phases except DP, where it remains in line with expectations. Students are making better than expected progress in several aspects of their learning in all phases.
- PYP students demonstrate secure knowledge of Islamic principles, the rules of worship and aspects of Seerah. The occasional lack of challenge affects their rates of progress. DP students are developing a sound understanding of the application of Islamic rules to everyday life. Students' recitation skills are improving.
- Students in DP are improving their understanding of Islamic laws and linking this knowledge to current issues. Their ability to research or to debate world issues in relation to the Holy Qur'an and Sunnah is underdeveloped.

#### For Development:

- Provide appropriate levels of challenge to extend all students' understanding of Islamic principles and rulings.
- Provide opportunities for students to discuss and analyse everyday situations with reference to the Holy Qur'an and Sunnah.

## ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good ↑	Acceptable	Good
<b>Progress</b>	Not applicable	Good	Good ↑	Good

- Internal and external data indicate that a majority of students are performing above the curriculum expectations in PYP and DP, but in line with expectations in MYP. During lessons and in their written work a majority of students are making above expected levels of progress.
- Students in PYP can extract meanings from the texts and respond appropriately in standard Arabic. In lower MYP classes, students' outcomes are more restricted because of their varying years of studying Arabic. As they move through this phase, students can apply analytical strategies to more complex texts.
- Most students are making rapid improvements in speaking. Notebooks and displays illustrate similar improvements in writing. Students analyse texts and employ literary terminology with confidence, except in MYP.

### For Development:

- Improve the language skills of MYP students, particularly of those only just beginning to learn Arabic, by modifying the curriculum to increase fluency in reading and speaking and to develop strategies to improve writing.

## ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good ↑	Good ↑	Not applicable
<b>Progress</b>	Not applicable	Good	Good ↑	Not applicable

- A majority of students are attaining above the curriculum standards, when considering their years of studying Arabic. Their progress is also exceeding expectations.
- Notebooks and displays in classrooms illustrate students' progress from simple writing to more intricate, well-structured texts using improved vocabulary. Students are applying the rules of grammar, reading strategies and mind maps well to organise their writing.
- Beginners and lower attaining students are well supported in developing their listening and reading comprehension skills. Many students struggle with worksheets that are not adapted to the length of their study of Arabic, thus impeding the development of their speaking and writing skills.

### For Development:

- Provide more frequent opportunities for all students, but especially lower attaining students, to develop speaking and reading skills based on each topic.
- Enhance learning and the accuracy of assessments by taking into account the number of years that students have studied Arabic.

## ENGLISH

	KG	PYP	MYP	DP
<b>Attainment</b>	Outstanding	Outstanding ↑	Outstanding	Outstanding
<b>Progress</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Children's literacy skills in KG exceed expectations when they transition to PYP. By Grade 6, most are competent, critical readers and thinkers. Students' achievement in the MYP e-assessments surpasses all schools worldwide. Achievement for students in DP is significantly higher than the world averages.
- Excellent extended writing is the culmination of a systematic development of students' understanding of the rules of assessment when developing their sophisticated analytical skills and self-evaluations. In the senior phases, students plan and structure writing which they discuss with well-developed levels of literary criticism.
- The increased use of the library reflects a significant increase in students' interest in reading and their appreciation of various styles. Across the school, students are now applying their skills in responding to self-evaluation and feedback to improve their work.

### For Development:

- Standardise the approaches to giving feedback to students and to the use of success criteria.

## MATHEMATICS

	KG	PYP	MYP	DP
<b>Attainment</b>	Outstanding	Outstanding	Outstanding ↑	Very good ↓
<b>Progress</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Attainment in international benchmark assessments is very strong in PYP and MYP. It is less secure in external examinations at DP. The progress of all groups of students remains very rapid across the school.
- Children in KG enjoy learning mathematics in everyday contexts. Students in PYP solve problems very well by applying arithmetical operations. By the end of MYP, students are developing strong algebraic skills. Higher level students in DP appreciate their success in calculus.
- Across the school, learning in mathematics is linked to real life situations. Students improve their problem-solving skills in unfamiliar contexts. However, there are still not enough opportunities for students to develop more independent research that leads to deeper critical thinking skills.

### For Development:

- Increase opportunities for students to develop their research and critical thinking skills.

## SCIENCE

	KG	PYP	MYP	DP
<b>Attainment</b>	Good ↓	Very good	Outstanding	Outstanding
<b>Progress</b>	Very good ↓	Outstanding	Outstanding	Outstanding

- Science experienced through wider world contexts supports outstanding achievement in DP. An increased emphasis on the use of scientific vocabulary is supporting very good attainment in PYP. Children in KG do not have enough opportunities to follow their natural curiosity.
- Students in PYP learn through practical opportunities. Older students are well prepared for more complex scientific concepts, assessments and challenges. In MYP there is an over-reliance on technological devices and online work.
- Opportunities to discuss and explain science are helping to develop students' confidence and understanding. Insufficient engagement in regular open-ended investigative work in some lessons is delaying the development of practical, problem-solving and inquiry skills. Research skills, however, are very well developed.

### For Development:

- Ensure that all students experience regular open-ended investigative work.
- Provide KG children with age-appropriate experimental learning opportunities.

## LEARNING SKILLS

	KG	PYP	MYP	DP
<b>Learning skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students from KG to DP demonstrate well-developed learning skills. They are confident collaborators, reflective evaluators and independent assessors of their own strengths and weaknesses. Inquiry and research skills are developing well in MYP, where students learn to attribute their sources of reference, as required in IB and higher education.
- Critical thinking is a strength in most subjects where opportunities are planned to encourage creativity, problem-solving and innovation through personal research and inquiry projects. Presentational skills are stronger when using digital technology rather than handwriting.
- The introduction of a Future Skills programme in MYP is supporting the development of students' critical thinking and independent inquiry skills. Almost all students across the school take responsibility for their own learning by applying the IB approach to learning in subjects and during extra-curricular activities.

### For Development:

- Ensure that all students, particularly in MYP, use electronic devices well, and also develop the rapid writing, drawing, graphing and calculation skills essential for success at DP and within other examinations.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	PYP	MYP	DP
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students are well-rounded and passionate, displaying enthusiasm for learning. They exhibit a positive outlook and attitude during lessons. They take responsibility for their work and seek new challenges. Children in the KG are equally positive and excited to learn.
- Students cooperate with their teachers and collaborate well with one another. They have a proactive approach to their own development leading to independence and self-regulation. Most are inquisitive and curious. They are very active participants in their learning.
- Almost all students make healthy lifestyle choices, including the choice of healthier food options. They participate well in an extensive range of sports and physical activities. Attendance is outstanding. Students make every effort to arrive punctually to lessons.

	KG	PYP	MYP	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate a clear understanding of Islamic values and how they are reflected within the society of the UAE. They understand values such as tolerance, respect and the support of charity. Students are aware of, and respect, Islamic practices such as fasting in the month of Ramadan.
- Students demonstrate a secure understanding of the culture and heritage of the UAE. They appreciate the diversity of its population, the safety of the country and its rapid development. The school's cultural diversity is celebrated during lessons and through events, exhibitions and National Day activities.
- Students are very aware and proud of their own cultures and heritage. They appreciate the similarities and differences between the wide range of nationalities represented in the school. Older students present themselves as leaders and global citizens.

	KG	PYP	MYP	DP
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- In all phases, student-led initiatives contribute to the school and to the wider community. The operation of the co-curricular programme empowers students to develop leadership skills and encourages enterprise. Charitable projects, special events and imaginative programmes develop collaborative skills and empathy.
- Students in each phase demonstrate a very strong work ethic. They develop innovation and entrepreneurial skills through a wide range of projects and activities. Children in KG make decisions for themselves. They choose their activities and the learning skills which they wish to develop.

- All students demonstrate an excellent understanding of environmental sustainability and global issues. They actively support and often initiate schemes that have positive environmental outcomes. For instance, they participate in a wide range of recycling programmes in school, including a planting scheme to create green areas.

**For Development:**

- Encourage all students to maintain a healthy lifestyle, and to develop their physical and emotional wellbeing.

## 03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
<b>Teaching for effective learning</b>	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Teachers have excellent knowledge of their subjects and of the IB methodology. Most provide activities adapted to the needs of students. Students in PYP are commonly offered exciting practical opportunities. Teachers' planning is not always consistent in all subjects.
- Most teachers are skilled in questioning to deepen students' thinking and to promote outstanding learning. Their expectations of all groups of students are mostly of a high standard, promoting active learning and insightful discussions. Clear learning intentions and success criteria are embedded in all lessons.
- Teaching is strong as a result of continuous professional training and use of regular assessment for learning in lessons. Discussions and pauses for thought allow the pace of lessons to be adjusted by teachers and then personalised, so that most students make excellent progress in their learning.

	KG	PYP	MYP	DP
<b>Assessment</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Internal assessment processes are coherent, consistent and linked well to the curriculum standards in each phase. They enable the tracking of each student's knowledge, academic progress, personal and social development.
- External assessments are linked to curriculum expectations. A range of tests benchmarks students' performance against international standards. Rigorous and comprehensive analyses of assessment information enable the school to obtain a detailed overview of students' progress. These systems are not yet aligned fully with the KHDA guidelines.
- The quality of assessment processes in Islamic Education and in Arabic has improved. Teachers of other core subjects use assessment information very effectively during most lessons to meet the learning needs of groups of students. In their written feedback, teachers are providing students with guidance on their next steps in learning.

**For Development:**

- Ensure that lesson planning in all phases, but especially in PYP, includes inquiry, action and reflection by teachers and students.
- Ensure that the methods of calculating students' progress are better aligned with KHDA guidelines.

## 04 CURRICULUM

	KG	PYP	MYP	DP
<b>Curriculum design and implementation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is embedded with IB philosophy and values in each phase. There is still an imbalance of subject content within the Units of Inquiry in PYP. In MYP and DP, the curriculum offers a broad range of options. Curriculum mapping ensures continuity and progression, and addresses gaps in knowledge and skills.
- The Arabic department adheres to MoE standards and has meticulously designed a comprehensive curriculum with teaching materials that encompass all four language skills, catering to students at all levels.
- Academic counselling on subject choice and tertiary options allows students to choose subjects appropriate for their selected careers and interests. Alternative pathways to tertiary education include IBDP and IBCP courses. This has strengthened the senior programme, which includes a vocational Business and Technology Education Council (BTEC) option.

	KG	PYP	MYP	DP
<b>Curriculum adaptation</b>	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is tailored to meet the needs of various groups of students. They include students of determination, those who are gifted and talented, and those with additional English language needs. Provision includes some withdrawal programmes and individual tuition.
- Opportunities to engage in activities that promote enterprise, innovation and creativity are embedded throughout the curriculum. Across the school, learning experiences develop students' knowledge and understanding of the UAE.
- Students make valuable social contributions. They initiate and participate in an extremely wide range of co-curricular and enrichment activities. Creativity, Action and Service (CAS) is an integral feature of the diploma programme.

### For Development:

- Address the imbalance in the PYP curriculum so that scientific inquiry is a key feature in developing students' knowledge and skills in preparation for MYP.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Rigorous policies and regular training ensure students' safety. Staff, students, and parents are kept fully informed of child protection measures and reporting procedures. A comprehensive register is maintained of adults and visitors. School transport and the drop-off and collection of students are very well managed.
- The maintenance of the school environment is excellent and well monitored by the security team. The facilities are designed to ensure the health and safety of all members of the community. Very detailed records are maintained relating to security.
- The commitment to health and wellbeing is exemplary. Through co-curricular activities and planned lessons, the physical education teachers, medical personnel and class teachers monitor and motivate students to make healthier lifestyle choices

	KG	PYP	MYP	DP
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Mutually respectful relationships establish a very special atmosphere. Students are given freedom and responsibilities. Gifted and talented students are identified and provided with appropriate challenge. Interventions are offered to support students who may be underachieving.
- There is timely and accurate identification of students of determination. The school engages well with most, but not all, parents of identified students. Most teachers understand how to adapt their lessons to meet the needs of these individual students.
- Guidance and support for students' personal development is outstanding. Careers counselling is an integral part of the curriculum in MYP. Students in DP receive exceptional support and guidance to prepare them for higher education. Compassionate and skilled counsellors support students' emotional needs.

### For Development:

- Review the systems that identify students of determination and ensure the full co-operation of their parents, to achieve accurate and timely diagnoses so that appropriate support can be provided.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Parents, teachers and students support the inclusive ambitions that school leaders have cultivated. Registration of students and inclusion improvement plans are mostly well developed but do not always adhere to the KHDA guidelines. Most systems and practices are effective, but the systems for registering students when they need support over time are not completely clear.
- Staff know students' academic and emotional needs well. Detailed information about students with the greatest levels of need is recorded in their individual education plans (IEPs). Supportive relationships with most parents enable leaders to refer appropriate cases swiftly to external assessors for further investigation. However, this is not fully successful in all cases.
- Leaders recognise the value that strong parental partnerships bring to the outcomes for students of determination. Additional support groups and various events are supporting this drive. Most parents are keen to understand details about their children's IEPs and to receive communication, training and support on a regular basis.
- Supportive classrooms ensure that students of determination can access high-quality teaching which usually serves their needs very well. During the better lessons, differentiated plans which include specific strategies engage all students well in their learning.
- Specialist learning support teams are boosting the progress of students on intervention programmes. Some IEPs do not yet clarify precisely the next steps or measurable information to ensure the best provision for all students of determination.

#### For Development:

- Strengthen engagement with parents to ensure that all students of determination receive tailored support and learning opportunities in response to high-quality IEPs.

## 06 LEADERSHIP AND MANAGEMENT

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

- Senior and middle leaders share a clear strategic direction for the school. The strategy strives for exceptional outcomes for students, as leaders understand best practices of teaching, learning and use of assessment. They are committed to the priorities of inclusion and wellbeing. Leaders have established numerous opportunities for students to display their own qualities of leadership. Leaders have the capacity to maintain the outstanding performance of students and to improve areas that are still developing.
- The school's self-evaluation is based upon accurately analysed data, the monitoring of teaching and learning, and the scrutiny of students' work. This ensures a robust understanding of strengths and priorities for improvement. Since the previous inspection, identified priorities have been fully integrated into the strategic plan. Significant steps have been taken to address both recommendations from the previous inspection.
- Most parents actively contribute to the school and their children's development. The parent's association ensures community cohesion. New parents rapidly feel confident as partners in learning. They value the various methods used by the school in communicating with them. They believe that the school listens to them and to their children. Reporting strategies ensure that they understand their children's learning and achievement. The school is contributing to the local, national and international communities, with clear benefits. for all.
- Senior leaders, directors and the advisory board form a strong team with a shared vision. Internal and external advisors and parent members of the advisory board are frequent visitors and committed advisors. Governors are trained in their responsibilities within the Innoventures Group and hold leaders to account. Their dialogue through the chief executive has ensured substantial investment in the school's physical and human resources.
- All aspects of school's day-to-day management impact positively on students' outcomes. Restructuring of the management of Islamic Education and Arabic has begun and is showing notable impact. The environment is highly conducive to learning. High-quality facilities are now being extended as the school's needs develop. There has been investment in the professional development of teaching staff which has supported improvements in students' outcomes. Further improvements in classroom practice remain to be considered, particularly in science.

### For Development:

- Strengthen the support of leadership in Inclusion to enhance provision.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

**Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

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