

**DUBAI
INTERNATIONAL
ACADEMY AL BARSHA**

IB CURRICULUM

**INSPECTION REPORT
2021-2022**


























GOOD



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School Information

General Information	 Location	Al Barsha 1
	 Opening year of School	2018
	 Website	www.dia-barsha.com
	 Telephone	+9745244800
	 Principal	Rod Boswell
	 Principal - Date appointed	1/3/2021
	 Language of Instruction	English
	 Inspection Dates	14 to 17 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	PreK-Grade 12
	 Number of students on roll	1260
	 Number of Emirati students	17
	 Number of students of determination	124
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	118
	 Largest nationality group of teachers	Ireland
	 Number of teaching assistants	17
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	2
	 Teacher turnover	31%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	MYP, DP
	 Accreditation	IB

School Journey for DUBAI INTERNATIONAL ACADEMY AL BARSHA

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2021-2022

Summary of Inspection Findings 2021-2022

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

- Students have predominantly good achievement across most subjects. Attainment is only acceptable in Islamic Education and the Arabic languages. Progress, whilst good, is less consistent in the Kindergarten (KG) than other phases. Students are enthusiastic learners who collaborate well from the Primary Years Programme (PYP) onwards. Nearly all students communicate their learning confidently. Critical thinking and problem-solving are less developed than other learning skills.
- Students have excellent behaviour and attitudes to learning. Supportive relationships between students and their teachers contribute much to the school's friendly atmosphere. Most students are aware of Islamic values and their relevance to the UAE. They are proud of their own countries, but do not always have a detailed understanding of them. Students take part in a variety of environmental and community projects.

Provision for learners

- Teaching quality is consistent across the school. Teachers plan purposeful lessons and make effective use of the available resources. They interact well with their students. In the best lessons, teachers incorporate activities to promote critical thinking, problem-solving and independent learning. Assessment systems are clear and appropriate. Assessment data enables the tracking of individual student's knowledge and progress and is used increasingly well to guide learning.
- The curriculum aligns well with the core vision of the school and the values of the International Baccalaureate (IB). Ongoing curriculum reviews, and collaborative planning, result in a broad and relevant curriculum that underpins students' good academic progress. An extensive range of extra-curricular activities enhances students' skill development and contributes well to their health and well-being.
- Arrangements for safeguarding, health, and safety are rigorous and regularly reviewed. Security levels around the school are high. Maintenance procedures and the upgrading of facilities are systematic. Students are well supervised at all times. Care and support are underpinned by mutual respect between staff and students. Students with additional needs are appropriately identified and supported. There is a personal mentoring programme for Emirati students.

Leadership and management

- Senior leaders understand their school well and provide it with a strong sense of purpose and continual improvement. Middle leaders have a varied range of previous experience but all work effectively within their areas of responsibility. Relationships and communication are strong throughout the school. Parents are well informed and are effectively involved in supporting their own children's learning.

The best features of the school:

- The vision and sense of purpose
- Students' good progress in almost all areas of the curriculum
- Students' high standards of behaviour and the quality of their personal development and relationships
- The partnership with parents and the quality of care
- The well-equipped campus which provides a spacious and healthy environment for learning.







Key Recommendations:

- Extend the role of middle leadership in the school by:
 - providing professional development that develops their expertise;
 - mentorship from senior leaders, including the consistent use of data;
 - supporting middle leaders in differentiating between the features of good and very good or outstanding lessons;
 - developing the range of strategies that leaders use to spread the best practices within their areas of responsibility, including sharing between phases in Arabic.
- Increase the proportion of lessons which:
 - feature a high standard of problem-solving, critical thinking and analysis;
 - provide challenges that facilitate rapid progress for the most able and lower achieving students;
 - analyse assessment data skilfully to identify and target different student needs.
- Develop the final phase curriculum pathways to ensure that provision meets all student needs.

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	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning skills		KG	PYP	MYP	DP
		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	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	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](#)

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and recent work, most students demonstrate knowledge and understanding that are in line with the Ministry of Education (MoE) curriculum standards. Students in the PYP and DP make more consistent progress than in MYP. Non-Arab students achieve better than Arab students.
- Most students demonstrate better than expected understanding of Islamic values and key Islamic concepts. Students have an adequate understanding of the Holy Qur'an, Hadith and Seerah. However, their ability to refer to them for evidence, or extract values or rulings, is more limited.
- The school has improved Qur'anic recitation and memorisation skills this year. The impact of this is most evident in PYP. MYP and DP students are more able to refer to Holy Qur'an and Hadith, but their recitation and memorisation skills are underdeveloped.

For Development:

- Improve students' Holy Qur'an memorisation and recitation skills by providing more regular practice.
- Provide students with more opportunities to make stronger connections between the Holy Qur'an, Seerah and Hadith in all areas of the subject.

Arabic as a First Language

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

- In PYP students' achievement in language skills is stronger than in MYP and DP. They make more rapid progress due to the use of diverse teaching strategies and assessment data to develop their skills. In the DP, students' progress is inconsistent, in part due to the difference between the requirements of the DP curriculum and meeting the MoE standards.
- Students use classical Arabic well in conversations in PYP, which is reflected positively in their extended writing. Reading skills are underdeveloped across MYP and DP but students can write well-organised responses to different topics. Language and grammatical skills are underdeveloped across MYP and DP.

- The school strives to incorporate various strategies into the teaching process, and which are reflected positively in students' notebooks. The ability to meet student learning needs is more successful in PYP, in which teachers successfully use a wider variety of strategies to meet different ability groups.

For Development:

- Use assessment data analysis more skilfully in all phases to target lesson tasks, and learning objectives, to meet students' different needs and abilities.

Arabic as an Additional Language

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

- PYP students make more rapid progress than students in MYP. They respond well to learning Arabic and are able to use it in age-appropriate contexts. Listening and speaking skills are well-developed across PYP. These skills are more variable in MYP.
- Students express themselves using the expected level of vocabulary and sentence structures in PYP; a minority exceed expectations. Extended writing across both phases is less developed, although there are examples of stronger written work in upper PYP.
- Teachers in PYP have introduced effective teaching strategies which are positively impacting stronger written work and more rapid student progress. This is less evident within MYP.

For Development:

- Accelerate MYP students' progress by using a broader range of targeted teaching strategies.
- Ensure that learning objectives are based on the years students have been studying Arabic, as an additional language.

English

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Almost all children in KG learn English as an additional language. They make good progress and their reading and speaking and listening skills develop well. These are enhanced as they move through the school. Writing skills improve more slowly and trail behind the other three skills in all phases.
- Students quickly become competent readers. In making presentations they express themselves confidently and clearly, and many show creativity and imagination in extended writing. However, the quality of students' written work is often reduced by inaccuracies in spelling, punctuation, and grammar.

- A focus on reading is having a positive impact on students' reading habits, particularly in PYP. However, the senior library is under resourced as a centre to support students' reading. The detailed analyses of data are enabling gaps in students' learning to be identified and closed.

For Development:

- Ensure that there is a continuing emphasis on accurate spelling, punctuation and grammar in students' written work.
- Improve the resources in the senior library to support students' reading.

Mathematics

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Attainment on external curriculum related examinations is very strong in the MYP. Boys and girls attain similarly throughout the school. Progress in lessons largely varies, depending on the level of challenge provided and is strongest in the MYP and the DP.
- In the PYP students have strong arithmetical skills. Students in the MYP are effective in applying mathematics to real-life situations. DP students are solving tasks well, even without the use of a graphic display calculator.
- Problem-solving skills are embedded in most classes. Critical thinking skills needs further development across the phases. Too few opportunities are provided for investigations and discussions. The use of technology is underdeveloped across the phases.

For Development:

- Provide additional tasks that develop students' critical thinking and investigative skills.
- Ensure that the level of challenge provided in lessons consistently allows all groups of students to progress according to their full potential.

Science

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Achievement across the school is strong, with slightly better outcomes evident in the PYP. Students have a sound grasp of age-appropriate concepts, and they show that they can apply their understanding to solving problems.
- Students are developing practical skills, such as, observing, measuring and recording. However, these can be extended further, especially in KG, where practical opportunities are not as strong. The higher-level skills of hypothesising, evaluating and drawing conclusions, are less well developed.

- A recent focus on practical skills has resulted in their improvement, especially in PYP, where they are effective features of many lessons. Investigative work is developing, yet due to an understandable desire to spend more time developing knowledge and understanding, it is seen less in DP than in MYP and PYP.

For Development:

- Ensure that students in all phases experience investigative work in science on a regular basis.
- Improve practical skills by using appropriate rubrics to support the students.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- Students are enthusiastic learners who are keen to improve. When given the opportunity, they actively participate in group work to try to solve problems. There are fewer instances of collaboration in KG. Nearly all students communicate their learning effectively, sustaining their efforts without adult intervention.
- There is an insufficient use of higher-order skills of critical thinking and solving problems in many lessons. Skills of evaluating, or combining ideas from independent research, are seen only in the better lessons. Students apply their learning regularly to the world, including effective use of the PYP Unit of Inquiry and MYP Global Contexts.
- Most students use technology readily and which is supporting their learning effectively. Digital learning platforms develop learning skills further and encourage, parental involvement. A recent emphasis on practical skill development is also supporting students to develop their skills.

For Development:

- Provide additional opportunities for students to think creatively and to solve problems which have a real-world context.
- Ensure that technology is used widely to improve students' ability to evaluate and judge evidence.

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

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

- Across the school behaviour is exemplary during lessons and almost always strong when moving around the school. Children and students have excellent attitudes towards learning and are self disciplined and self motivated. Older students are excellent role models for younger students.
- Excellent relationships between students and their teachers contribute much to the school's friendly atmosphere. In lessons, students show their appreciation of the achievements of others. They frequently take the initiative and share their ideas when working in small groups.
- Students readily accept, and respond positively to, the guidance of their teachers. They follow advice on healthy eating and on physical activity. Attendance is very good and students arrive at class punctually.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Most students are aware of Islamic values and understand their relevance to the UAE society. Students can give age-appropriate examples of values such as, tolerance and explain how people in the UAE are respected, irrespective of their race or religion.
- Students are proud of their own countries. However, only a few of them, particularly in the younger grades, are able to give detailed information about their own heritage and culture. Student knowledge of world cultures is strong with the most able to speaking knowledgeably about world cultures including, their food, art, and tourist attractions.
- The school has worked hard to improve student knowledge of the UAE heritage and culture. A range of activities integrated within the school curriculum, and within Islamic Education and Arabic, are supporting this development.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Good	Good	Good	Good

- Students volunteer willingly to participate in projects and increasingly take on responsibilities. They take leadership roles in, for example, school councils, as heads of houses and as Emirati ambassadors.
- Students in all phases demonstrate a positive work ethic and are keen to complete tasks as well as they can. Some students plan and implement initiatives such as, the medical club and the chess club. Others keenly represent the school community, for example by performing in the school choir at Expo2020.
- Students are aware of environmental issues and understand, at an appropriate level, what it means to be sustainable. Students take part in the eco club, which ensures recycling is happening in school and contribute to tree planting.

For Development:

- Improve students' awareness of their own and other world cultures, through embedding more inter-cultural activities within the curriculum.
- Encourage more students to play active roles in their communities, including expanding efforts to promote greater sustainability.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- Most teachers across the school consistently apply their subject knowledge well and use a range of teaching methods to engage students. They plan purposeful lessons that are aligned to the curriculum standards. They make effective use of the available resources.
- Teachers interact well with their students and use questioning techniques to encourage students to reflect. In the best lessons, teachers incorporate activities to promote critical thinking, problem-solving and independent learning.
- Teachers have a good knowledge of the strengths and weaknesses of individual students. They set work that motivates the students and encourages them to enjoy learning. Providing appropriate personalised support though, is a developing feature across the school.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- Internal assessment processes are linked to the existing curriculum standards. They are mainly coherent and consistent across subjects and phases. They enable the tracking of individual student's knowledge and progress in all phases.
- The school participates in appropriate external national and international benchmarking. Analyses of assessment data is conducted to inform curriculum modifications and influence teaching strategies. The use of assessment data to monitor students' progress is inconsistent.
- Teachers across the phases have good knowledge of the strengths and weaknesses of their students. The use and application of available assessment data in lessons to ensure individualised support is variable.

For Development:

- Ensure that all teachers meet the learning needs of their students, especially the most able, by using assessment data more consistently and effectively to inform teaching strategies.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is fully compliant and aligns well with the core vision of the school. The content demands of the National Curriculum for England (NCfE) and the Early Years Foundation Stage (EYFS), are successfully adapted within the framework of the PYP and MYP programmes.
- The curriculum provides children with a good start in KG, although opportunities for investigations are limited. From KG onwards, continuity in learning is good as students move between phases. However, in Arabic, there are some gaps in learning when students move from PYP to MYP.
- Ongoing reviews of the curriculum and collaborative planning result in a broad and relevant curriculum that underpins students' good academic progress. Although a range of options ensure that older students are well prepared for higher education, opportunities for students less suited to the full diploma award are more limited.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Good	Good

- Across all phases, the curriculum incorporates work with sufficient challenge and appropriate sequencing to meet the learning needs of most students, including students of determination. However, the curriculum does not fully meet the needs of those students identified as gifted and talented.
- The curriculum is well designed to stimulate students' interests and provide opportunities for creativity, enterprise and social contributions. An extensive range of extra-curricular activities enhances students' skill development and contributes to their health and well-being.
- Students are provided with numerous opportunities to celebrate the heritage and culture of the UAE through a variety of school-wide events. However, the relevance of culture and heritage to UAE society is not firmly embedded across the curriculum.
- Arabic is taught in KG1 and KG2.

For Development:

- Ensure that there is continuity in students' learning in Arabic as they move from PYP to MYP.
- Provide a wider range of options for students who are not suited to the full diploma award.
- Ensure that the curriculum provides more fully for the needs of gifted and talented 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

- There are rigorous, and regularly reviewed, safeguarding procedures in place for staff to follow. Where required, these are translated into several languages. The school is effective in protecting students from all forms of bullying. Students are regularly reminded about internet safety.
- Security levels around the school are high. The premises and facilities provide a safe and secure environment for students. Maintenance procedures and the upgrading of facilities are systematic. The supervision of students is very effective, including on school transport. The school's arrival and departure routines are robust.
- Lifts and facilities are readily available for wheelchair users, and all areas of the school are accessible. Medical care is provided by an on-site doctor and two nurses. Secure records are meticulously maintained.

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

- Care and support are firmly embedded across all phases because there is mutual respect between staff and students. There are efficient systems in place to manage attendance and punctuality. The school manages student behaviour effectively by instilling high expectations across all phases of the community.
- The criteria to identify students of determination are precise and specialist staff plan their provision appropriately. Gifted and talented students are also challenged but this is still inconsistent. Students in all phases make good progress because personalised planning meets their needs effectively.
- The school's guidance counsellor is part of an extensive team with expertise to monitor all students' well-being and provide reliable advice. There is a personal mentoring programme for Emirati students. All senior students have professional guidance to select options and choices for future pathways.

For Development:

- Build on the mentoring programme for Emirati students so that it becomes more personalised and supports them in considering their next steps in education or employment.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Together, the inclusion leaders and governors have created policies that are welcoming to all students of determination. There has been considerable investment in appointing well-qualified staff with skills to plan provision for, and to support teachers, consistently across the school.
- Assessment methods accurately identify the specific needs of students who require additional support. KG children are closely observed to inform early intervention. Assessment methods including diagnostic investigation, informs appropriate interventions, lesson planning and is helping to reduce barriers to learning.
- Parents are equal partners in planning the individual support plans and learning targets for their child's development. Parental views are welcomed and part of the formal and informal reporting system. Parents receive regular updates from the inclusion co-ordinators, subject and class teachers.
- Learning support assistants (LSAs) are directed by, and work effectively alongside teachers.. Students' personal, social and communication skills are equally promoted in planning modified and individualised support. A few younger students need more help to close learning gaps between them and their peers.
- Most students of determination make good progress from their individual starting points. KG children are encouraged to learn independently. This quality contributes to collaborative skills and responsible attitudes that prepare older students of determination to achieve their progress targets.

For Development:

- Develop a range of support programmes to enable lower primary students to catch up with identified skills.
- Train support staff to implement these programmes skilfully.
- Ensure that the diagnostic assessments for senior students identify their needs precisely and support is planned across the curriculum and in external examinations.

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	Very good

- Senior leaders have a strong vision and sense of purpose, enabling a positive and cohesive atmosphere throughout the school. They bring significant experience and expertise to their roles. Middle leaders have a more varied range of previous experience, but all work effectively within their areas of responsibility. Relationships and communication are strong throughout the school. Current leaders have the capacity to ensure that the school continues to develop and improve.
- Senior leaders know their school well. The self-evaluation processes are rigorous, including external validation, and provide judgements that were broadly aligned with those of the inspection team. Learning is monitored systematically by senior and middle leaders, and the quality of teaching is carefully analysed. This has led to a reduction in the proportion of ineffective lessons, and a period of sustained improvement at a time of the school's significant growth.
- Parents engage in supporting their children's learning, and in preparing events such as UAE national day celebrations. They are informed through a wide range of communication channels, including a personal approach that is highly appreciated. Written reports are comprehensive, including next steps. There are productive links with other schools in the Innoventures group, including, organisations to support the environment, sport, first language development and transition to university.
- Governance provides representation, accountability and support through a two-tier structure. A Board of Directors ensures funding and resourcing and regulatory compliance. The Advisory Council provides stakeholder representation, including parents, students and community members. Governors are well informed about the academic and personal development of students. They are providing the necessary resources and support to ensure a good quality of education for students.
- Leaders and staff ensure that daily routines are established, and the school is calm, orderly and purposeful. All teachers are qualified and possess the knowledge and skills to support high student achievement. Classrooms and outside areas are attractive and designed to provide an environment that encourages students to learn. Resources are plentiful, although the senior library is inadequately resourced to support student research and the development of reading for purpose and pleasure.

For Development:

- Enhance the effectiveness of middle leaders through training and mentoring programmes.
- Ensure that resources are in place to support the school's growth and to address any identified areas of needs, including the senior library.

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