

INSPECTION REPORT

2022-2023



DUBAI INTERNATIONAL ACADEMY L.L.C

IB CURRICULUM

OUTSTANDING

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

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	07 to 10 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 13
	Number of students on roll	2650
	Number of Emirati students	13
	Number of students of determination	48
	Largest nationality group of students	Indian

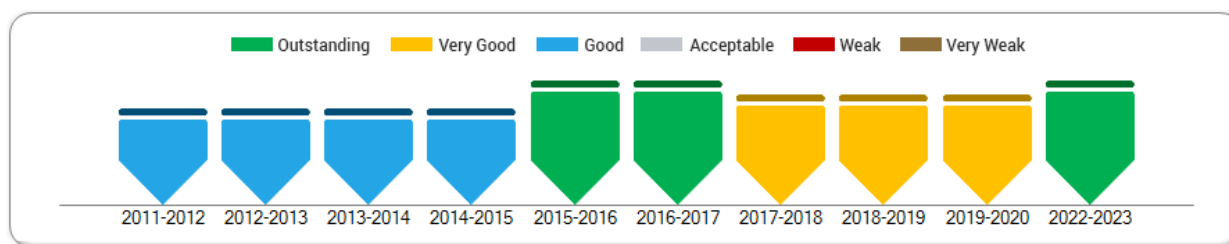
TEACHERS

	Number of teachers	240
	Largest nationality group of teachers	British
	Number of teaching assistants	42
	Teacher-student ratio	1:11
	Number of guidance counsellors	3
	Teacher turnover	16%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP, IBMYP-e
	Accreditation	IB, NEASC

School Journey for DUBAI INTERNATIONAL ACADEMY L.L.C



Summary of Inspection Findings 2022-2023

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

- From Kindergarten (KG) onwards, students acquire strong learning skills and achieve particularly well in English, mathematics and science. In these subjects, attainment and progress are mostly outstanding. Attainment and progress in Islamic Education are good in PYP and acceptable in DP. Attainment in MYP is good and progress is acceptable. In Arabic as a first language and as an additional language, progress in PYP is good, while attainment is acceptable. In other phases, progress and attainment in Arabic are both acceptable.
- Students' outstanding personal and social development makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Their behaviour is mostly respectful and considerate, and they display very responsible attitudes to learning. Students appreciate and respect Islamic values and the culture and heritage of the UAE. They willingly take on the numerous leadership opportunities provided in the school and display well-developed innovative skills.

PROVISION FOR LEARNERS

- Teaching is outstanding in KG, MYP and DP and very good in PYP. Most teachers use their subject knowledge and teaching skills very effectively to plan purposeful and engaging lessons. In most lessons, teachers make excellent use of questioning to deepen students' thinking. In some PYP lessons, learning is overly directed by teachers and students are not given enough opportunity to apply their strong learning skills.
- From KG onwards, the curriculum is well designed to develop students' skills, knowledge and understanding and to ensure continuity. The curriculum in MYP and DP is enhanced by an extensive range of options. Cross-curricular links and connections to everyday life are fully embedded. A wide range of extra-curricular activities offers additional achievement opportunities. The curriculum is particularly well adapted to meet the needs of most groups of students.
- Students' safety and wellbeing are given a high priority. Safeguarding procedures are clear and supported by regular staff training to ensure that they are fully understood. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. Very good support is provided for students of determination.

LEADERSHIP AND MANAGEMENT

- With the support of all senior leaders and staff, the principal provides a very clear vision for the future of the school. Comprehensive self-evaluation procedures provide leaders with an accurate picture of the school's performance. Parents are highly supportive. The advisory council exerts a constructive influence on the future of the school. Staff are well qualified and effectively deployed. The school runs smoothly on a day-to-day basis.

The Best Features of The School:

- The commitment of the principal, senior leaders and governors to ensuring that students' wellbeing and achievement are at the heart of this inclusive school.
- Students' high achievement in English, mathematics and science and the many opportunities for them to excel in the performing arts and sport.
- The welcoming introduction to education provided for children in KG, leading to outstanding personal development.
- Strong partnerships with parents and the excellent arrangements for keeping students safe and for promoting healthy lifestyles.
- The rich curriculum and extensive range of extra-curricular activities which offer students a wide variety of learning experiences.

Key Recommendations:

- Ensure that, in all lessons in PYP, teachers make full use of students' capacity for independent learning.
- Improve the leadership structure in Islamic Education and Arabic to ensure that leadership has a positive impact on the quality of teaching and learning, and on students' attainment and progress.

Overall School Performance

Outstanding ↑

1. Students' Achievement

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

	KG	PYP	MYP	DP
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

2. 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

3. Teaching and assessment

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

4. Curriculum

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

5. 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

6. 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

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	is above expectations

- International assessment data show improvement in students' overall mathematics scores in the 2018 PISA tests. Although the school did not meet its targets in Grade 4 mathematics and science in TIMSS in 2019, in Grade 8, students reached the top tier of the high international benchmark in both subjects. Progression in National Agenda (NA) benchmarking is outstanding in English and science.

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

- The leadership team appreciates and supports the vision and values of the NA. The school conducts a thorough analysis of the learning gaps identified in the PISA, TIMSS and ISA reports. Adaptations are made to the curriculum to address these gaps. These adaptations have resulted in improved attainment in recent assessments.

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

- The school has recently administered a standardised reading assessment to measure and monitor students' reading literacy levels. The results show that, for the large majority, students are performing above expectations. The promotion of critical thinking is strongest in science.

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

For Development:

- Increase opportunities for students to develop critical thinking and independent inquiry skills.

Wellbeing

The quality of wellbeing provision and outcomes is at very high level:

- Wellbeing is a major school focus and is one of the four drivers of the school improvement plan. This emphasis ensures that on-going attention is given to wellbeing, which, in turn, leads to greater impact. The wellbeing plan includes action to support members of staff and students. A range of data and results of parents' and students' surveys are carefully analysed. The outcomes are reviewed and used to identify students who may need personalised support. Support is provided through the heads of pastoral care or counsellors.
- Almost always students are positively engaged in lessons and have excellent relationships with peers and staff. Through a variety of activities, the contributions of individual staff members are recognised and celebrated, contributing to the high level of staff retention and morale in the school. Systems are in place to monitor and support the wellbeing of all students. Teaching and specialist staff provide high levels of care and support. New students are greeted by friendship ambassadors and paired up with another student to help them to settle in.
- Timetabled lessons, in both the primary and secondary phases, focus specifically on the development of social and emotional skills. The inclusion department works in close collaboration with the pastoral team and counsellors to provide all-round support for students. Every unit of inquiry has a component focused on wellbeing issues, reinforcing the unified approach to safe and healthy lifestyles. Students report that they feel happy, safe and connected to others within the school. Positive behaviour is a major factor in the student's engagement and high attendance rate.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural framework. The programme is integrated in Years 7 to 9 and taught in separate lessons in other years. It is integrated into English across the school. Appropriate textbooks and other resources are used throughout.
- Moral, social and cultural education is taught using inquiry methods. The teaching draws on relevant, everyday contexts to deepen students' understanding of Emirati culture, UAE society and students' own backgrounds. A wide range of on-going assessments is used to measure students' understanding and to provide guidance on the next steps in learning.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across the PYP phase, students demonstrate age-appropriate knowledge and understanding in relation to most aspects of Islam. A majority can competently deduce, conclude and infer rulings and guidelines from the Holy Qur'an, Hadeeths and Seerah, above the curriculum standards.
- Students' lack of basic skills is evident in MYP and DP. Most have difficulty in making connections with their previous learning. Both memorisation skills and knowledge of Tajweed are underdeveloped. The majority can make links between their learning and everyday life.
- Higher expectations have a positive effect on attainment and progress in PYP. However, in MYP and DP, not enough use is made of assessment information to match work to students' attainment. Students' progress in MYP and attainment in DP both suffer as a result.

For Development:

- Improve students' memorisation and recitation skills.
- Make full use of assessment information to match work to students' levels of attainment in MYP and DP.

Arabic as a First Language

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

- Younger PYP students demonstrate stronger reading and speaking skills, as well as the ability to analyse elements of stories. Students in MYP and DP are able to analyse images and text, to express their views and to justify them in speaking and writing.
- Reading skills are underdeveloped in all phases. In PYP, students can summarise the text which they have read. In MYP, they can grasp the main idea of a text, but have difficulty concluding the meaning of words from the context.
- Declining progress in MYP is a result of inconsistent teaching strategies in the lower year groups. Learning tasks are not challenging enough. In the more effective lessons, students can express themselves in Arabic, but a lack of vocabulary leads to the overuse of English.

For Development:

- In all phases, develop students' reading fluency and their ability to understand what they read.
- Extend students' vocabulary to support their use of Arabic in lessons.

Arabic as an Additional Language

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

- Students in MYP demonstrate secure listening, reading and comprehension skills. Their vocabulary is well developed but their ability to use it in extended writing and speaking is limited. Students in PYP have basic reading skills.
- Students are able to introduce themselves and to respond to simple questions or instructions. Early learners receive effective support. A differentiated curriculum and varied tasks help them to develop the basics of the language in both phases.
- Accelerated progress in PYP results from effectively planned work that challenges students to reach their potential. Students take more responsibility for extending their vocabulary and can apply their knowledge to create varied sentences.

For Development:

- Provide more opportunities for students to engage in extended writing and speaking in MYP.

English

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

- Teachers develop students' listening, speaking, reading and writing skills in all lessons. The focus on reading development through a structured scheme and a new accelerated reading programme is having a positive impact on reading skills, particularly in KG and PYP.
- Lesson planning is informed by relevant information on students. A common template for planning allows teachers flexibility in adapting plans for their students. Most teachers use questioning strategies effectively, and develop students' critical thinking and independent learning skills.
- Students regularly cooperate, collaborate and learn together in planned group settings. In KG, children have many opportunities to develop their speaking skills through talking and sharing with one another. Digital presentation technologies have a positive impact on teaching and learning in English lessons. The attainment and progress levels of Emirati students in English are in line with those of their peers.

For Development:

- Review the role of the library within the context of the English department's focus on reading.

Mathematics

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

- Attainment in external examinations is very strong in DP. The attainment of boys and girls is mostly equal throughout the school. All groups of students, including students of determination, make rapid progress in their understanding of mathematical concepts.
- Children in KG have a good sense of number. In PYP, students successfully develop their skills of operations with fractions. Students in the MYP phase have good skills in searching for patterns. Statistics and probability are among the strengths of students in DP.
- The school prioritises the application of mathematics to real-life situations, thus enabling students to have a better understanding of the important role of mathematics in the modern world. The development of critical thinking skills is not fully embedded in lessons.

For Development:

- Improve students' skills in solving challenging problems in unfamiliar contexts.

Science

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

- Students in all phases show levels of understanding and skills that are above curriculum standards. The improved performance of students in MYP and DP is demonstrated by their strong performances in external examinations and benchmark tests.
- Students can apply their scientific learning to real-life contexts and construct their own deeper understanding of the scientific method. This begins in KG, where children investigate the absorption of liquids in plants and continues to Year 13, where students discuss how to design experiments to test solar panels.
- In almost all science lessons, students are engaged in practical learning, research and experiments. They develop a deeper understanding of scientific concepts and of abstract thinking skills. They are able to use the full range of learning skills, and all groups of students excel.

For Development:

- Review the conceptual basis of the PYP programme of inquiry in order to include more science.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Effective learning routines are part of almost all lessons. They enable students to be productive and engaged in a variety of cooperative and collaborative learning activities. In KG, children enjoy learning in large and small groups and are keen to share with others.
- Most students are enthusiastic learners and are actively engaged in their learning. In many lessons, students are able to make clear connections with real-life and draw examples from their own experiences. They engage responsibly in self-assessment in most lessons, and also assess one another.
- Most students are highly skilled in the use of digital technologies, helping them to take ownership of their learning. However, the use of technology to support learning skills is underdeveloped in KG. In science, students show highly effective independent research skills in all phases.

For Development:

- Ensure that, in all lessons, teachers provide opportunities for students to apply their well-developed learning skills.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases have extremely positive attitudes to school. They are self-reliant, resilient, respectful and polite. They work very effectively and collaboratively together, showing support and empathy for the needs of their fellow students.
- Behaviour is exemplary during lessons and around the school. Students are self-disciplined and courteous to all. Their strong relationships with their teachers are based on mutual respect. Students take the lead in improving their school. Student leadership continues to be a strength.
- In all phases, children and students have an excellent awareness and commitment to following healthy lifestyles. They make sensible decisions about eating and about regular exercise. Attendance and punctuality are excellent.

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

- Most students demonstrate a deep understanding of the Islamic values of tolerance, justice, kindness and honesty. They can talk in detail about how they practise these values in school life, for example when showing consideration to fasting students or when engaging in celebrations.
- Students have a good understanding of Emirati culture and history. They are less aware of key features of everyday life in the UAE. They are knowledgeable about Emirati symbols and features of the landscape. They engage well in National Day and Flag Day.
- Students demonstrate an excellent appreciation of other world cultures. They participate in multinational activities, including study visits to other countries and cross-curricular projects. They recognise common themes in their history, geography, social studies and moral education lessons.

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

- Students are active, responsible members of the school. They frequently initiate and lead activities that contribute to sustainability and conservation. They make meaningful contributions to their school environment and to the wider community. Their opinions are valued and often influence change.
- The school successfully promotes a culture of innovation. Students have an excellent work ethic. They are resourceful, innovative and creative. They engage in numerous activities that promote innovation and social responsibility in the local and wider environment.
- Students actively seek ways to participate in projects to improve the school and the environment. They are extremely well informed about environmental sustainability. They regularly initiate actions for improvement of the school.

For Development:

- Extend students' understanding of key features of everyday life in the UAE.

3. Teaching and assessment

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

- Across the school, teachers have very secure subject knowledge and strong teaching skills. In KG, lessons are well planned with clear learning objectives focused on learning skills and the application of knowledge. Positive interactions between teachers, children and students are a feature of all lessons.
- Most teachers effectively use a range of questioning strategies which provide opportunities for students to develop their critical thinking and independent learning skills. This practice is more variable in PYP.
- Teachers are highly skilled and creative in the use of appropriate digital technologies and resources which support a variety of teaching and learning strategies. Students are highly engaged when digital equipment and resources are used effectively and creatively.

	KG	PYP	MYP	DP
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Internal assessment processes are coherent, consistent and directly linked to curriculum standards. They provide valid, reliable and comprehensive measures of students' knowledge, academic progress, and personal and social development in most subjects across the phases.
- The school conducts external assessments linked to curriculum expectations in DP. It participates in a range of tests to benchmark students' performance to international standards in PYP and MYP. Rigorous analyses of assessment information support the monitoring of students' progress.
- Teachers know the strengths and weaknesses of their students. They regularly provide comprehensive and constructive feedback on students' work. The use of information from assessments to influence teaching is not consistent, particularly in PYP.

For Development:

- Ensure that lesson plans and teaching strategies designed to support the needs of all students are used appropriately in lessons.
- Improve the quality of assessment processes in Islamic Education and Arabic.

4. Curriculum

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

- Effective curriculum planning, coupled with the inquiry-based nature of the IB programmes, ensures structured progression in learning in all subjects. Continuity in and across phases is seamless. Students are fully prepared for the next phase of their education, both within and beyond school.
- Students have an excellent range of curricular options. They range from choices of activities and ways to present their understanding within lessons, to extensive subject choices in MYP and the choice of three challenging courses in DP.
- The curriculum is reviewed rigorously each year. Teachers reflect on units of work once they are completed. Thus, the curriculum is continuously developed to ensure that it fully meets the academic and personal development needs of all students.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The school is highly successful in modifying the curriculum to meet the needs of all groups of students. Strategies to cater for the needs of all students are included in lesson plans. Units are reviewed after completion and modified if needed.
- The PYP exhibition, the MYP personal project and a range of other projects in DP provide students with an excellent range of opportunities to motivate and inspire. Opportunities for enterprise, innovation, creativity and social contribution are embedded in all curricular areas.
- A stimulating range of extra-curricular activities is offered across the school, with many led by students. Sport is very popular. Other activities, and raising money to aid others, are underpinned by service learning and the UN's sustainable development goals.
- Arabic is offered in KG for two lessons each week.

For Development:

- Strengthen links with Emirati culture and UAE society in the Islamic Education programme.

5. 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

- The school is diligent in its approach to safeguarding and child protection. Procedures and processes are rigorous. Members of staff have undertaken extensive training. They are proactive in identifying and responding to any health or safety concerns that students may have.
- The premises, resources, accommodation and school transport are maintained to a high standard. The safety of students around buses and private transport is well organised and closely supervised. Records of all incidents, including medical records, are securely maintained.
- The school offers an excellent environment and is accessible to all groups of students. The premises provide excellent sporting facilities. The promotion of safe and healthy lifestyles and students' wellbeing are high priorities, and are evident and well understood across the school.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between members of staff and students are very positive. Trust and respect are strong features of interactions. Parents and students are made aware of the expectations for students' behaviour through a contract that is signed by parents and members of staff annually.
- Well-established procedures are used to identify and assess students' particular learning needs. A referral process indicates the specific steps to be followed when students are considered for support. These processes are also applied to students who may be gifted and or talented.
- Students' wellbeing is routinely monitored in a systematic way. Students have access to counselling support relating to personal and social issues, with guidance on career choices and higher education available for older students.

For Development:

- Maintain the very high standards of health and safety, care and support.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- Provision for students of determination is guided by a range of clear policies and procedures. Commitment is reflected in the allocation of space within the school, the purchase of appropriate material and equipment, as well as the employment of specialist staff.
- Leaders make effective use of assessment to match programmes and services to the needs of students of determination. They ensure that there is an inclusive ethos throughout the school. The inclusive education development plan guides provision.
- Parents are very well informed about their children's progress. They say that members of staff are always readily available to meet them, and that their children are happy and well supported. They have peace of mind, knowing that their children are well cared for.
- There is a constant focus of the promotion of independence for all students of determination. Through on-going checks of progress, the level of support is adjusted to ensure that it is always appropriate to students' needs.
- The monitoring of students' progress towards their learning goals has been strengthened since the previous inspection. It underpins the support given to students in lessons. As a result, most make very good progress towards their personal and social goals.

For Development:

- Enhance the partnerships with external agencies in order to strengthen the provision for students of determination.

6. 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

- The principal has a deep knowledge of the school and the community which the school serves. With the support of all staff, he provides a very clear vision for the future. Students' wellbeing, achievement and all-round personal development are at the heart of this inclusive school. The wide distribution of leadership roles enables all staff to contribute to the drive for improvement. However, leadership in Islamic Education and Arabic is less consistently effective than in other subjects.
- Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Members of staff, governors, parents and students all contribute to the process of self-evaluation. The resultant information, and systematic analyses of assessment information ensure that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report have been tackled with determination.
- Parents are highly supportive of the school and of the school leadership. Their views are regularly sought and considered. Communications with parents are frequent and much appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to members of staff. The school has cooperative links with other schools and is involved with a variety of charitable organisations.
- The governing board provides the resources needed to enhance the quality of education offered by the school. The advisory council, which includes external consultants and parents, acts on behalf of the board and exerts a guiding influence on the future of the school. Through regular visits, members have a very good understanding of the school's performance. They carry out their roles as critical friends effectively. They actively support leaders in pursuing the national agenda targets.
- The school runs smoothly on a day-to-day basis. Members of staff are well qualified and effectively deployed. They benefit from a wide range of training opportunities, which are focused on individual and whole-school improvement targets. The library is well stocked and provides a welcoming centre to support research and reading. The school premises and classrooms are well maintained and provide excellent facilities for physical education and sport.

For Development:

- Strengthen leadership in Islamic Education and Arabic.

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