

**AMBASSADOR
INTERNATIONAL
ACADEMY**

IB/UK CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



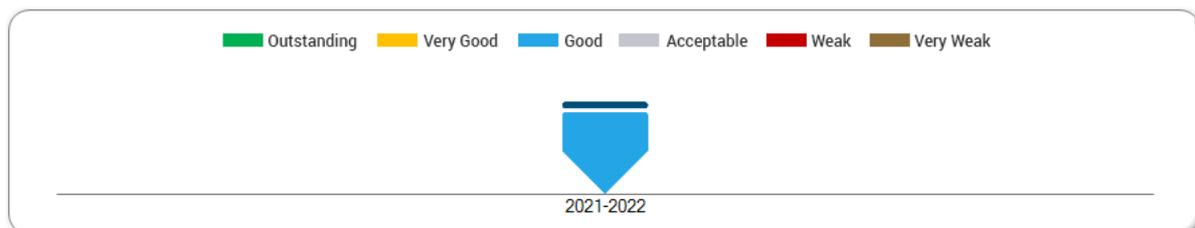
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School Information

General Information	 Location	Al Quoz 2
	 Opening year of School	2019
	 Website	www.aiadubai.com
	 Telephone	0097145806999
	 Principal	James Edward Lynch
	 Principal - Date appointed	8/1/2019
	 Language of Instruction	English
	 Inspection Dates	28 February to 03 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3-15
	 Grades or year groups	Pre-KG – -Grade 8
	 Number of students on roll	1033
	 Number of Emirati students	13
	 Number of students of determination	85
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	91
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	32
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	UK/IB
	 External Tests and Examinations	GL
	 Accreditation	IBO

School Journey for AMBASSADOR INTERNATIONAL ACADEMY



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

- Across the school, students' achievement is good in English, mathematics and science. In Islamic Education and Arabic, attainment is less strong, particularly in Arabic as a first language, in the Middle Years Programme (MYP). Progress is only acceptable in these subjects. Students develop good learning skills, from the Kindergarten (KG). They collaborate well and take increasing responsibility for their own learning.
- Students' personal development is a strength across all phases. They relate well to their peers and teachers and maintain high rates of attendance. Students' knowledge of Islamic values, including Emirati culture and heritage, is only acceptable in the KG and Primary Years Programme (PYP). It is stronger in MYP. Across the KG and PYP, students' enterprise and innovation skills are still underdeveloped.

Provision for learners

- Across the school the good standard of teaching is supporting the development of students' skills in inquiry-based learning. Well-planned activities in most key subjects are well matched to students' learning needs. In a few lessons, where learning is too directed by teachers, the needs of groups and individuals are less effectively met. The systematic evaluation of students' progress enables most teachers to set tasks and activities which further their achievement.
- The school's very well-designed curriculum offers students breadth, depth, continuity and progression in their learning. Most teachers adapt curricular content appropriately to meet the learning needs of groups and individuals. In KG and PYP, curriculum adaptation insufficiently emphasises the knowledge of Islamic values and culture of the UAE, as well as skills in enterprise and innovation.
- The quality of care, guidance and support is very good. Arrangements for students' safety and security, including child protection, are equally secure. The transportation of students to and from school is very efficient and orderly. Relationships between staff and students are respectful and caring. The school meets students' needs well. Approaches to the provision of inclusive education are a strength of the school.

Leadership and management

- School leaders are making good progress towards their vision of high-quality education based on the International Baccalaureate (IB). The school plans well for the improvement of students' outcomes but needs to focus more on particular aspects of achievement. School leaders and parents engage very well as partners in the children's and students' education, and in school improvement. Governors know the school well and support its development.

The best features of the school:

- Students' personal responsibility demonstrated by their care for others, their self-confidence and their readiness to act on constructive feedback
- The design of the curriculum which provides students with continuity and progression in the acquisition of knowledge and development of inquiry-based learning
- The school's arrangements for students' health, safety and security
- The very good provision of care and support for all students, including students of determination
- The effective partnerships with parents and the contributions which they make to their children's achievement, and to the improvement of the school.

Key Recommendations:

- Improve the quality of attainment and progress in Islamic Education and Arabic by:
 - ensuring that teaching enables students' interactive learning in both subjects.
 - encouraging students to use Arabic in lessons.
 - providing a suitable range of books in Arabic within the school library.
- Improve students' knowledge and understanding of Islamic values and Emirati culture by:
 - prominently displaying students' learning about Islamic values and the UAE in all phases.
 - adapting the curriculum to ensure that all students enjoy opportunities to appreciate the important aspects of Islamic values and Emirati culture and heritage.
- Improve students' skills in enterprise and innovation by:
 - enabling all students to initiate and lead projects of their own devising.
 - adapting the curriculum to provide more opportunities for students to learn about enterprise, innovation, creativity and social contribution.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>English</p>	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 <p>Mathematics</p>	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 <p>Science</p>	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Learning skills		KG	PYP	MYP
		Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Across PYP and MYP, students achieve similar levels in the key areas of Islamic Education. Non-Arab students make better progress from their starting points, overcoming language barriers that limit the progress of Arab students.
- Recitation and memorisation skills from the Holy Qur'an are well developed in PYP, but less so in MYP. Students' ability to link learning to real life meet expectations across the two phases. Students make stronger links when learning is predominantly in English. Students' capacity to illustrate Islamic concepts and infer rulings and guidelines from verses and the Hadeeth are underdeveloped.
- Students' written work reflects varied exercises in applying Islamic concepts. However, critical thinking and problem-solving skills are still below the expected levels.

For Development:

- Link Islamic concepts to real life, enhancing critical thinking and problem-solving skills through well-structured learning objectives and lesson activities.

Arabic as a First Language

	KG	PYP	MYP
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Students' achievement in language skills in PYP is stronger than in MYP. Across the phases, reading skills are underdeveloped. In speaking, the use of classical Arabic is slightly stronger in PYP.
- Knowledge and understanding of grammar and rhetoric are underdeveloped in MYP, but in line with the expected levels in PYP. Students' extended writing in PYP is in line with expected levels, albeit with a range of structural and grammatical mistakes. It is less developed in MYP.
- Students' achievement, especially in MYP, is constrained by teachers' limited use of progress data to plan lessons that build on students' prior learning. In this phase students' limited vocabulary, constrains their ability to use language in multiple contexts.

For Development:

- Use information on progress more effectively to plan all learning to meet the various needs of all groups of students.
- Enhance the application of all language skills through consistent practice and guided reading.

Arabic as an Additional Language

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

- Most students are just beginning their study of Arabic as an additional language. PYP and MYP students make the same progress from their starting points. They respond well to the language and can use it in different, contexts appropriate to their age. Listening and speaking skills are well developed across both phases.
- In both phases' students express themselves orally using basic vocabulary and simple sentence structures in line with expected levels. A few students in PYP exceed expected curriculum standards.
- Writing skills across the two phases are underdeveloped. All students make a positive beginning, and a better picture is evident in lower PYP. The lack of assessment information to influence teaching is limiting student progress.

For Development:

- Accelerate students' progress in both phases by using the assessment information more skilfully to prepare teaching and learning strategies.
- Structure learning objectives in class based on different levels, as expressed by the number of years studying Arabic as an additional language.

English

	KG	PYP	MYP
Attainment	Good	Good	Good
Progress	Good	Good	Good

- The diversity of students' first languages means that their achievements cross a very wide range of development in all four skills.
- Strengths include students' listening and speaking skills, from early KG acquisition of key vocabulary of learning through to older students' discussions on topics of controversy. Many demonstrate rich vocabulary and higher-order thinking skills when communicating orally.
- Children in KG make a positive start to writing. In PYP and MYP, note-taking during lessons is underdeveloped as is the composition of full sentences. Only a few students habitually write notes during lessons without prompting by their teachers.
- Emirati children in KG generally achieve at acceptable levels. Emirati students in the other phases achieve at acceptable and weak levels.

For Development:

- Promote writing during classes and for homework to develop students' skills and increase their levels of engagement.
- Encourage students who are new to the language to read at their developmental levels every day.

Mathematics

	KG	PYP	MYP
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Achievements in mathematics are at a similar level across the phases. In KG, knowledge of number is stronger than other areas of mathematics. In PYP and MYP, students' skills in mental mathematics develop well.
- In KG, children make a good start to learning key vocabulary of measurement and capacity. They are developing their skills of estimation well. Students in PYP and MYP are less secure in their handling of word problems than in other areas of mathematics.
- Over the last year, the school has focused particularly on the development of mental mathematics, to improve students' reasoning and problem-solving skills. The impact on students' knowledge, understanding and skills has been positive.
- Across the school, Emirati students' achievement is more variable than that of their fellow students.

For Development:

- Promote key mathematical language throughout the school.
- Give more opportunities for students to create their own mathematical problems to present to their classmates to solve.

Science

	KG	PYP	MYP
Attainment	Good	Good	Good
Progress	Good	Good	Good

- In PYP and MYP, information from external assessments show that attainment levels exceed curriculum expectations. Information from internal assessments demonstrates that the majority of students make rapid progress. In lessons, students from KG onwards, enjoy sufficient opportunities to develop scientific skills, such as making observations and predictions.
- In KG and PYP, students are developing their understanding of scientific concepts, such as changes of matter, through engagement in practical activities. However, their use of technology is inconsistent. In MYP, students use electronic tablets to enhance their learning. For instance, Tesla meter applications are used to measure magnetic fields around the school.
- The department is working to improve the quality of teachers' feedback to students, to ensure that progression from phase to phase is smooth for all students.
- Across the school, Emirati students' achievement is more variable than that of their fellow students.

For Development:

- Ensure that, after the extended use of online learning during the pandemic, students return to well-judged use of learning technology in lessons, especially in PYP.

Learning Skills

	KG	PYP	MYP
Learning skills	Good	Good	Good

- Learning skills are equally well developed across the phases. Students are keen to learn. They take responsibility for their own learning. They are well-motivated by regular opportunities, in most lessons, to learn through investigation and inquiry, including the appropriate use of technology.
- Students across all phases interact and collaborate purposefully. They communicate their learning well. In KG, children enjoy practical experimentation in collaborative inquiry. More widely, students in all phases and across the key subjects, do not sufficiently develop their skills of innovation, creativity or self-reflection.
- Overall, the school's emphasis on supporting students' development of English language skills is supporting effectively their development of independent learning skills.

For Development:

- Give opportunities to students to self-assess their learning and to set targets to improve.
- Increase the connections made between students' learning and real-life situations.
- Provide opportunities for students to be innovative and creative in all their learning.

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

	KG	PYP	MYP
Personal development	Very good	Very good	Very good

- Across the phases, students have positive and responsible attitudes in relation to their work and behaviour. On their arrival to the school, they are welcomed into a culture of mutual respect and become self-disciplined, responding well to others.
- A particular strength is the quality of relationships between students, and between students and their teachers. Students are sensitive to the needs and differences of others and consistently help one another. The result is a very positive climate for learning.
- As the school has grown rapidly over the last six months, students' responsibility has contributed to attendance rates that remain greater than 95%. Students also understand the importance of maintaining healthy lifestyles. They actively promote this concept to their fellow students through panel discussions at assemblies.

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

- MYP students have a clear appreciation of how Islamic values influence UAE society. This is less developed for children in KG and for PYP students. Most students understand that these values are an essential component of life in the UAE. MYP students actively participate in charitable and other activities.
- Beyond the age-appropriate activities in KG, students involve themselves in a range of cultural activities reflecting their growing understanding and appreciation of the heritage and culture of the UAE.
- MYP students demonstrate a deep understanding and appreciation of their own and other world cultures. They believe that diversity is the pathway to gaining new experiences. Other students in the school are still developing their understanding of world cultures.

	KG	PYP	MYP
Social responsibility and innovation skills	Acceptable	Acceptable	Good

- Students understand their responsibilities as members of a school community. A few undertake leadership roles in specific contexts. The constructive efforts of the MYP students benefit the school and the wider communities through, for example, their contribution to the promotion of healthy lifestyles.
- Students show a positive work ethic. They sometimes take the initiative and make independent decisions. Older students have creative ideas and help to promote better well-being across the school community. Innovation and enterprise are still underdeveloped aspects of students' social responsibility.
- All students care for their school and do not leave litter. Most take part in a range of activities to improve the local environment. Older students participate in schemes that promote sustainability and conservation locally.

For Development:

- Engage all students in the promotion of healthy lifestyles.
- Improve students' understanding of Islamic values and Emirati culture.
- Encourage younger students to initiate and lead social contributions to the school and the wider community.

3. Teaching and assessment

	KG	PYP	MYP
Teaching for effective learning	Good	Good	Good

- Teachers generally show secure knowledge of their subjects. They use effective teaching strategies which reflect their understanding of how students learn best. They make lessons interesting and student-centred. Teachers ask open-ended questions and engage students in effective discussions. In a few lessons, the pace is either too fast or too slow.
- Teachers plan lessons well to meet the needs of the different groups of learners. They often consider the differences in students' abilities and learning styles to personalise their teaching. In lessons, they promote independent learning, problem-solving and inquiry. However, this approach is less evident in Islamic Education and Arabic lessons.
- Since the school has resumed face-to-face learning, teachers in most subjects are balancing students' use of technology with opportunities for learning in groups.

	KG	PYP	MYP
Assessment	Good	Good	Good

- The school analyses information from internal and external assessments to understand students' attainment and progress. This analysis results in the identification of students' potential, strengths and areas for development. Teachers, in the large majority of subjects, use this information to plan lessons that meet the needs of the different groups of learners and to provide personalised interventions.
- In lessons, teachers' oral feedback to students helps them to extend their learning and to improve the quality of their work. The written feedback given to students includes useful next steps in learning.
- Staff are working to improve the validity of the school-based assessments. In KG, the school is developing the use of assessment models in lessons to enhance teachers' understanding of children's progress.

For Development:

- Ensure that the approach to inquiry-based learning, adopted by the school, is followed more closely in Islamic Education and Arabic.
- Ensure that the use of information from assessments is consistently applied across all subjects in teaching and in personalising learning.

4. Curriculum

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

- The IB curriculum supports the Emirate and National visions. It develops an effective balance of skills and knowledge, supported by well-planned progression. The continuity of learning allows it to meet the needs of almost all students. Transition between phases is mostly effective and comprehensive.
- Planning is well-advanced for subject choices in MYP and later in IBDP. Cross-curricular links are built into the KG curriculum. In PYP and MYP the units of inquiry provide natural cross-curricular links. This is not as well developed within the MoE subjects.
- The curricula are reviewed regularly and updated as part of the school's self-evaluation process. Staff reflect on the range, quality and impact of the curricula on student academic outcomes and personal development, and then make well-considered adjustments.

	KG	PYP	MYP
Curriculum adaptation	Good	Good	Good

- Most teachers modify the curriculum effectively to meet the needs of almost all groups of students. Teachers are using what they know about students' strengths and areas of improvement to provide learning experiences that are increasingly well matched to students' needs.
- The IB curriculum offers a range of opportunities designed to motivate and engage almost all students. Opportunities for creativity and social contribution are most effective in MYP. A variety of extra-curricular activities and community links enhances students' academic and personal development.
- Appropriate learning experiences are integrated through some aspects of the curriculum to enable students to learn about the UAE's values, culture and society. These curricular provisions are less consistently effective in KG and PYP.
- Arabic is provided for children in KG.

For Development:

- Ensure that cross-curricular links are established in Islamic Education and Arabic.
- Adapt the curriculum to provide more opportunities for students to develop their appreciation of UAE culture and society.
- Provide more opportunities for students, especially in KG and PYP, to be enterprising and innovative.

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

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

- The school has very good arrangements to ensure that all staff and students are fully aware of child protection issues and procedures, including clear advice on the unacceptability of all forms of bullying behaviour, including online abuse,
- The school provides a very safe and secure environment for students and staff, including well-supervised school transport. Comprehensive maintenance and record-keeping ensure the maintenance of school buildings, facilities and outside areas, including the swimming-pool.
- Almost all areas of the school are accessible to people with restricted mobility. There are safe and securely controlled entry arrangements. Recreation areas and outdoor learning areas are suitably constructed to minimise the risk of accidental injury. A safe and healthy lifestyle is well promoted across the school through social education programmes, special assemblies and events.

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

- Strong systems and procedures exist for managing attendance and students' behaviour.
- The school identifies students of determination on entry to the KG. They also identify promptly the needs of new students joining PYP and MYP where formal identification is more evident. The analyses of data are beginning to identify gifted and talented students. The school provides effective support for all students of determination, enabling most to make the best possible progress in their learning and personal development.
- The health and well-being of all members of the school community are important features of the school's guidance and counselling activities. A comprehensive career counselling programme for MYP subject choice and later IBDP is being developed.

For Development:

- Improve access to the outdoor playing field and enlist the 'student voice' to contribute to its use.
- Develop a more challenging programme for the identified gifted and talented students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The experienced Inclusion Leader liaises well with her team and the school counsellors. The Inclusion Governor communicates regularly with the leadership team. Leaders and governors are very supportive of the Inclusion department and of its aims for improvement.
- Accurate identification processes follow the KHDA classifications. Staff manage the identification process well. They involve parents effectively in planning students' learning. There is a regular thorough system for monitoring and tracking students' progress.
- Parents work well with school staff to support their children. Inclusion leaders, staff and the counsellor enjoy parental confidence. Staff are accessible and regularly update parents on their children's progress and any changes to their provision.
- Teachers modify the curriculum and plan lessons in most subjects to meet students' needs well. However, not all teachers are sufficiently skilled in doing so. Learning Support Assistants (LSAs) are mostly effective in supporting students' learning.
- Students generally make good progress in their learning and personal development. A minority of teachers do not consistently adapt tasks and activities well enough, which results in their students making less rapid progress.

For Development:

- Encourage parents of students of determination to obtain a formal diagnosis to direct and support accurate provision by the Inclusion Department.
- Develop the skills of teachers of Islamic Education and Arabic in adapting their teaching in accordance with student learning plans.

6. Leadership and management

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

- Leaders at the school promote a vision of high-quality education leading to internationally accredited student achievement. They effectively share this vision with all. Leaders understand and implement the IB curriculum and methodology effectively at all levels. They work well together in teams and share a commitment to inclusive education. The school's future developments are planned carefully but have not always ensured good outcomes in all areas of students learning and personal development.
- Overall, the school knows its strengths and areas for development. Conclusions about the quality of the school's work draw on appropriate evidence of students' achievement, the quality of teaching and learning, and surveys of students and their parents. Despite rigorous approaches to self-evaluation and improvement planning, some aspects of students' achievement and personal development are not consistently good in all phases and subjects.
- School leaders effectively involve parents as valued partners in their children's education. Clear channels of communication allow the successful sharing of information and exchange of views. School reports regularly communicate information on students' progress and are supported by opportunities for parents to speak to teachers. A range of local and international partnerships, across education and business, broadens students' understanding of the wider world and their future pathways.
- The governing body includes representatives of parents and staff as people with an educational knowledge. Governors know the school well, through regular observational visits and interactions with students, parents and staff. They hold school leaders to account for the school's performance and take suitable steps to obtain objective evaluations of strengths and areas for improvement. Governors ensure that the premises and resources meet statutory requirements.
- The school's daily routines ensure an orderly, calm and purposeful climate for learning. The school is staffed with suitably qualified teachers. Teachers receive relevant professional training on topics the IB curriculum and its methodology. Not all teachers are skillful in planning or in implementing learning. Class sizes in a few lessons constrain active learning opportunities. The Arabic language sections in the school library are underdeveloped.

For Development:

- Ensure that all aspects of students' attainment, progress, and personal development reach a good level.
- Ensure that all teachers are supported to teach the IB successfully.
- Ensure that, as the school grows, the premises and facilities continue to provide a suitable learning environment equipped with appropriate resources.

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