

INSPECTION REPORT

2022-2023



AMBASSADOR SCHOOL

INDIAN CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Mankhool
	Opening year of School	2010
	Website	www.ambassadorschool.com
	Telephone	97143983535
	Principal	Sheela Menon
	Principal - Date appointed	9/9/2015
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1379
	Number of Emirati students	0
	Number of students of determination	75
	Largest nationality group of students	Indian

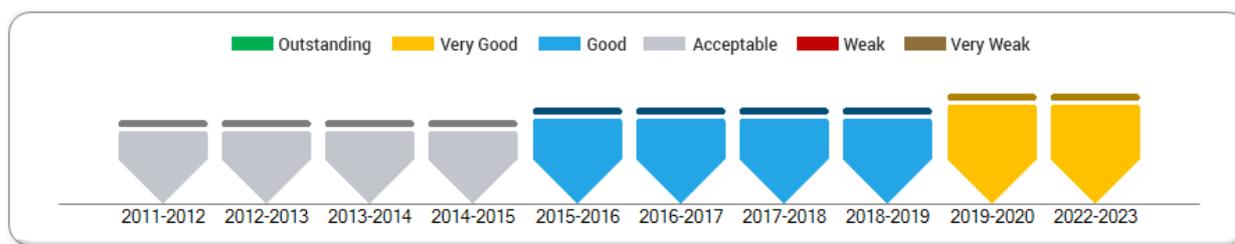
TEACHERS

	Number of teachers	108
	Largest nationality group of teachers	Indian
	Number of teaching assistants	40
	Teacher-student ratio	1:9
	Number of guidance counsellors	3
	Teacher turnover	9%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CISCE
	External Tests and Examinations	ICSE/ISC
	Accreditation	CISCE

School Journey for AMBASSADOR SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' developing strengths in critical thinking across the school, and their outstanding achievement in English in most grades, support excellent progress in almost all subjects. Although students' progress is starting to improve in Arabic, attainment is not at the same level. Kindergarten (KG) children demonstrate very good achievement, with particular strengths as they explore independently and make connections in their learning.
- Throughout the school, students think creatively as they apply innovation skills to a variety of learning opportunities. Their personal and social skills are outstanding, and they are highly self-motivated. All students show caring attitudes to everyone in this inclusive school community and extend that caring to others beyond the school. Islamic values permeate their day-to-day actions.

PROVISION FOR LEARNERS

- Highly-effective teaching by qualified and motivated teachers, using strategies that support higher-order thinking, contributes to students' eagerness to achieve well. Teachers use assessments systematically and with purpose, resulting in an in-depth understanding of each student's skills and abilities. Focus areas for reading literacy and critical thinking are successfully driving school improvement and students' learning.
- The curriculum is effectively enhanced, creating a wide range of learning opportunities from yoga through to additional academic subjects. The effect of this range is very positive in developing broad interests. Students are very well prepared for their Board examinations and for international assessments. However, the middle school curriculum is not as well developed. Children in KG benefit from an outstanding curriculum design that is well adapted to meet their needs.
- Safeguarding procedures are outstanding. The development of wellbeing is a highlight of the school. At all levels, and considering the challenges of the last few years, the school continue to provide a very caring and inclusive environment. Older students receive very good careers guidance The school is working to develop and support its identification and support for gifted and talented students.

LEADERSHIP AND MANAGEMENT

- Effective leadership at all levels, and the clear vision and direction towards students' achievement and wellbeing, has led to improvement across the school in the last three years. During the merger of the Ambassador KG and the main school, and the different protocols and education approaches required during the Covid pandemic, school leaders ensured uninterrupted growth in a well-managed and positive learning environment.

The Best Features of The School:

- The quality of care and support for wellbeing extended to all in the school community, and the maintenance of outstanding health and safety practices
- Outstanding personal development of all students, their social responsibility and innovation skills
- Provision of an interesting, varied, and well-adapted curriculum
- Very strong relationships with parents, and significant community partnerships which enhance and support students' learning
- The strength of the National Agenda focus, and students' critical thinking in all grades

Key Recommendations:

- Raise performance in Arabic and align teaching methodologies with instruction in other languages taught in the school.
- Consistently embed the use of technology to support teaching and learning.
- Enable greater access to sufficient space on the campus to support active learning in all subjects.

Overall School Performance

Very good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Very good	Very good	Good
	Progress	Not applicable	Very good	Very good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
 English	Attainment	Very good	Outstanding ↑	Outstanding ↑	Outstanding
	Progress	Very good	Outstanding ↑	Outstanding ↑	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Very good
Learning skills		Very good	Very good	Very good	Very good

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Outstanding
Social responsibility and innovation skills	Outstanding	Very good	Outstanding ↑	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding ↑	Very good	Outstanding
Curriculum adaptation	Outstanding	Very good	Very good	Outstanding ↑

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	Not applicable

- Progression in TIMSS and PISA is outstanding. The school significantly exceeds its targets. In the National Agenda parameter tests, the school is maintaining its very good outcomes across all phases.

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

- Leaders' analysis of assessment data revealed that the profile of critical thinking and problem-solving needed to be strengthened. They are extremely successful in integrating this element into lessons across all phases. The foundations laid in KG are successfully developed as students progress through each grade. These essential student skills enable teachers to become facilitators of learning. Consequently, opportunities for independent learning are greatly enhanced.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- The school uses a diagnostic reading assessment which is providing valuable information to teachers. A strong focus on the inclusion of literacy features in all lessons enables students to understand subject specific language, and more easily practise critical thinking and problem-solving.

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

For Development:

- Maximise the use of the cognitive assessment test data to help teachers to enhance their understanding of the specific needs of different groups of students.
- Use additional information derived from reading assessments to give an even more detailed overview of each student.

Wellbeing

The quality of wellbeing provision and outcomes is very high:

- A strong vision of wellbeing is interwoven into the fabric of the school. The governing board and school leaders promote wellbeing very effectively. They use a range of national data gathering tools, and their own internal data, to focus on specific aspects of wellbeing, targeting students, parents, and teachers. Future plans include ensuring that every student can and does access the wide range of opportunities available when required, and systematic monitoring processes are in place to ensure that the community is as safe as possible.
- The school community is supportive of each student's wellbeing. Mindfulness classes provides relaxation techniques and counsellors and the wellbeing team conduct one-to-one sessions to support students in times of stress. Students have good opportunities to receive help from teachers and fellow students, which they regularly access. The school also delivers mental health and wellbeing sessions for parents. The aim is to empower parents to raise children who are confident, compassionate, and resilient. The development of further opportunities for teachers to benefit similarly are underway.
- The school employs a holistic approach to wellbeing development. This includes dedicated curricular programmes and explicit teaching of social and emotional skills. During the school day, students' positive attitudes, and their motivation to learn are embedded features of their experiences resulting in a strong wellbeing ethos. Surveys indicate that, in the main, students like their work, are happy in school and are keen to do well. Teachers and counsellors encourage students to adopt safe and healthy lifestyles.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest Moral, Social and Cultural Framework (MSC) from Grades 1 to 8 through weekly lessons of 40 minutes, taught in English. Moral education is integrated into other lessons for secondary students.
- The moral education curriculum has a clear rationale and is fully aligned to the requirements of the UAE learning outcomes. It is effective in developing a balance of knowledge, skills and understanding. Lessons are well planned and taught by proficient teachers to ensure better conceptual understanding. They often include activities to develop critical thinking and challenge and make appropriate connections to personal experiences. Students frequently work independently and explore for themselves. They use technology in innovative ways to support their learning.
- A wide range of assessments, including integrated projects and differentiated worksheets, is used to determine students' knowledge, skills, and understanding. Progress trackers record each student's strengths and areas for improvement, with individualised strategies to help them to improve. The trackers are also shared with parents. In lessons and in recent work, a majority of students attain levels that are above curriculum standards in UAE social studies. Students make better than expected progress in relation to their individual starting points and to the UAE social studies curriculum standards.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Very good	Very good	Good
Progress	Not applicable	Very good	Very good	Good

- Students in the middle and secondary stages have better recitation skills, and the application of Tajweed rules is practised more accurately. Primary students' understanding of Islamic principles and their recitation with Tajweed rules are improving.
- Students in the upper phases respond well to critical-thinking questions. Across all phases, there is a lack of cumulative knowledge of all Islamic laws and principles.
- Middle and secondary students have improved their ability to make real-life connections to what they learn in class. Individual research and the provision of evidence from the Holy Qur'an or Hadiths are not common features in learning.

For Development:

- Continue to expand individual research skills across all phases to promote deeper understanding of the topics.
- Provide students with challenging tasks to support their findings with evidence from The Holy Qur'an and Hadiths.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good

- Students in the primary, middle, and secondary phases can conduct simple conversations within given contexts. Students across all phases can use newly introduced vocabulary in simple sentences or in longer guided structures.
- In lessons, students can understand simple questions and instructions. Speaking is limited to the current vocabulary taught, and comprehension is limited to familiar contexts. Most students can read the texts, but may have difficulty in fully understanding the meaning.
- Students' attitudes towards learning Arabic are very positive. They enjoy sharing their knowledge and what they can do. Their ability to write independently about real-life situations is not well extended.

For Development:

- Increase opportunities for students to apply their knowledge of words and phrases in different contexts.
- Provide students with guided opportunities to write independently in more detail, in particular in the middle and secondary phases.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Outstanding ↑	Outstanding ↑	Outstanding
Progress	Very good	Outstanding ↑	Outstanding ↑	Outstanding

- Children in KG gain essential English skills, thus laying a strong foundation for language acquisition. Most students in the other three phases attain above curriculum standards, with better-than-expected progress in the development of English language skills and their application in different contexts.
- Attainment and progress have improved in the primary and middle phases. Students are increasingly engaged in collaborative activities where they practise reading and vocabulary. All students show a sound understanding of grammatical structures and have very well-developed speaking and writing skills.
- Engaging lessons based on data analysis, design thinking and strategic planning support students in the three upper phases to make excellent progress. Students' use of technology to research, present, and work online within lessons is common and supports their English language development.

For Development:

- Strengthen teaching practices to extend language skills across all grades.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- A large majority of students, across all phases, attain at levels that are above curriculum standards. Students in general make better than expected progress.
- Problem-solving is a strength across all phases. In KG and Primary, the understanding of numerical operations is firmly embedded, despite a lack of opportunities for active learning in the primary phase. Older students are adept in their application of mathematical skills to the real world.
- The focus on critical thinking, across all phases, has a significant impact in mathematics. Students are challenged to think for themselves, thus contributing to the highly successful outcomes that they achieve in international benchmark tests.

For Development:

- Mitigate the space constraints in some classrooms in the primary phase, which restrict opportunities for active learning.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Outstanding
Progress	Very good	Very good	Very good	Very good

- In all phases, the large majority of students attain levels that are above curriculum standards. Children in KG ask relevant questions as they explore scientific ideas. Most students show strong knowledge and understanding of scientific concepts and produce high-quality work, particularly in secondary.
- Scientific methodology is a regular feature across phases in students' learning skills. Most students plan their own investigations, make predictions, and then review them successfully. Across the phases, most students demonstrate strong critical thinking and problem-solving skills.
- Children and students participate enthusiastically in practical and research activities. They explain their ideas clearly and confidently and apply their learning to real-life experiences. They use digital technology very well for research and experimental work.

For Development:

- Ensure that students are consistently challenged in their learning and develop a deeper understanding of scientific concepts through an appropriate range of activities.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good	Very good

- In almost all subjects, students are motivated and enthusiastic, and participate very well in their learning. Most are actively involved and are developing the learning skills required to make them truly independent learners. Most students contribute very successfully to lessons.
- In most subjects, students work very well individually and in groups, with older students frequently leading lessons through presentations and through helping their fellow students to learn. Across all phases, collaborative work is very well developed.
- In most subjects, most students are developing their critical thinking and problem-solving skills very effectively. Across all phases, critical thinking is embedded very well into teaching and learning. In most lessons, students successfully link what they are learning to real-life applications.

For Development:

- Ensure that all students have consistently high-quality learning experiences in all subjects across the curriculum.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Students have a very strong sense of responsibility and show independence of mind. They thrive on giving and receiving feedback. They are punctual in arriving at school and for lessons throughout the school day. They recognise the link between attendance and attainment.
- Students' attitudes to school and to others result in excellent behaviour. They are self-disciplined, and interact very well with one another and with adults. They enjoy excellent relationships with staff.
- Students frequently initiate and participate in activities that promote safe and healthy lifestyles, including sports, dance, and yoga.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good	Very good	Outstanding

- Students have a secure appreciation and understanding of how Islamic values influence contemporary UAE society. Where appropriate, they conscientiously put into practice what they learn from their awareness of Islamic values.
- Students are very knowledgeable about and respectful of the heritage and culture of the UAE. They involve themselves in a range of related activities which they can discuss in great detail.
- Students fully appreciate and celebrate their own culture. They show experience and knowledge of cultural diversity, and value human differences. They can engage in meaningful debate about similarities and differences between their culture and other world cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Very good	Outstanding ↑	Outstanding

- Students actively participate in school life and in the wider community. They initiate and manage projects and school events efficiently. They voluntarily participate in charity projects. However, students in Primary have fewer opportunities to become involved in community events.
- Almost all students show a very positive work ethic through planning, initiating and leading projects and enterprise activities. They demonstrate innovation through their science, mathematics, and art projects, among others.
- Students initiate and participate in activities that have an impact on sustainability and conservation in the local and global environment. The continuing emphasis on developing students' critical thinking and problem-solving skills has led to new initiatives and successful entries in global sustainability contests.

For Development:

- Provide more opportunities for students in the primary phase to participate in local projects and events, including charitable experiences and environmental initiatives.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Very good

- Throughout the school the quality of teaching is very strong. Almost all teachers provide regular opportunities for students to be reflective about their work, to be innovative, and creative.
- Most teachers use skilled questioning to challenge and promote meaningful discussions, to probe understanding and deeper reflection, and to make students think more critically. As a result, teachers have created positive learning environments. Teachers use time and resources appropriately.
- In most lessons, teachers are increasingly developing students' critical thinking, problem-solving, research, and independent learning skills. Most teachers use a variety of strategies to meet the needs of the different groups of students.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good	Very good	Very good

- Across all phases the school has developed assessment procedures that give a comprehensive overview of each individual student in relation to academic performance and progress.
- Information from assessments is carefully considered to give leaders, teachers and governors a clear indication of where changes and adaptations need to be made and provides valuable information to address any areas where targeted growth is needed.
- Adaptations to the curriculum to embed critical thinking and problem-solving are key features in almost all lessons. However, guidance in written feedback, in relation to what students need to do to improve, is inconsistent across subjects and phases.

For Development:

- Ensure consistency of high-quality teaching in all subjects across the curriculum.
- Ensure that written feedback is meaningful and refers to how improvements can be made.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding ↑	Very good	Outstanding

- The systematic rigorous reviews of students' achievements and aspirations ensure a rounded development for almost all students.
- A wide range of curricular options, with extensive choices, for senior students enables them to be well prepared for their chosen careers. Most students are successful in having their choices met.
- The interesting and purposefully planned cross-curricular themes, particularly in the KG, primary and secondary phases, ensure that students' skills are developed in meaningful contexts, and enrich the learning experiences of all groups of students.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Very good	Very good	Outstanding ↑

- The curriculum is planned to provide useful and interesting learning opportunities, providing most groups of students with necessary engagement and challenge.
- Students have a range of opportunities to engage in activities that promote enterprise, creativity, and social contribution. A wide range of extra-curricular activities such as sports, cultural and scientific events enables students to extend their learning.
- Innovative and coherent learning experiences are embedded in most aspects of the curriculum. These enable students to develop a deep understanding of the UAE's culture and society, and enhance students' academic and personal development, particularly in the secondary phase.
- Arabic is taught in KG 2 for one period of forty minutes each week.

For Development:

- Develop the curriculum to ensure structured progression for all students, and appropriate cross-curricular experiences for students in the middle phase.
- Modify the curriculum as necessary to ensure engagement and challenge for students of all abilities, including students of determination and the gifted and talented.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Highly-effective procedures for safety and security are well implemented throughout the school. Safeguarding of students and child protection are given high priority. School transport and parents' delivery and collection of their children are well supervised and orderly.
- The provision for and promotion of healthy living is a strong feature of the school. Students understand the importance of healthy food choices as is evidenced by their choice of snacks and lunches. Healthy living and students' wellbeing are embedded in the ethos of the school.
- The school equipment and physical resources are well suited to the needs of students, particularly children in KG. The premises are maintained well, although some parts are not accessible to all. Students are safe and well supervised at all times.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- Teachers know their students well and address their needs appropriately. Systems for managing behaviour are effective, with students taking responsibility for themselves. Attendance and punctuality are very good.
- Identification processes for students of determination are rigorous. The thorough and developing system for identifying students who are gifted and talented is positive.
- Effective inclusion supports students of determination and those who are gifted and talented. However, in every class there are missed opportunities for some students to experience greater challenge.
- The high quality of counselling and career guidance enhances students' wellbeing, enabling them to progress and to grow in all aspects of their development.

For Development:

- Offer greater challenge in lessons to all students in all subjects.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The principal and school leaders, advised and supported by the governors, are fully committed to implementing a vision of inclusion for all. The vision is integral to and visible in the management and organisation of the school.
- The school uses tracking, monitoring and evaluation tools to very good effect. The information gathered allows the school to show how well students are progressing and how the information can be used to address students' needs.
- Partnership between home and school is highly effective, with the student at the centre for all involved. High-quality communication between the partners is a consistent feature of the school.
- Curriculum modification successfully matches students' learning needs. Skilled and well-targeted support ensures that students of determination are actively engaged with a range of learning activities. The effective support enables students to develop the skills, confidence and resilience needed to work independently
- Recent information gathered on students of determination indicates that they are moving closer to age-related expectation across a wide range of areas.

For Development:

- Expand efforts to progress towards age-related expectations for the students of determination.

6. Leadership and management

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

- Highly-competent leaders have a well-focused vision for school improvement and whole-school development. They understand students' strengths and needs, based on accurate data and ongoing evaluation. Communication is effective, and positive relationships exist among all staff, students, and parents. Leaders have an in-depth knowledge of the curriculum, and of essential learning skills including critical thinking, technology tools and literacy. This reflects their capacity to support growth, enabling school performance to continue to strengthen.
- All stakeholders are involved in the school's processes for self-evaluation. The processes are effective but would benefit from the use of more points of reference. Leaders have a sound understanding of the school's strengths and next steps needed to improve. Teaching is monitored well. Levels of support are effective in developing teaching approaches. The focus on critical thinking across subjects and grades has raised students' capabilities effectively. School improvement planning includes guidance from the previous inspection, along with current realities.
- The school is highly successful in engaging with parents and values their support. Parents state that the challenges of the last few years have strengthened relationships between school and home, and partnership in their children's learning. Their views are valued. They have a positive impact on improvement planning. Reporting on students' learning, both formally and informally, keeps parents well informed of their children's progress. The school has sustained relationships with local and international partners, contributing to students' achievement and wellbeing.
- Governors represent stakeholders at all levels. They are well informed about the quality of teaching, and support improvements through the provision of learning resources. Governors monitor attainment data. They regularly review students' achievement outcomes, examples of learning and the monitoring of teaching, holding school leaders to account. Across the school community, the actions of the governors during the challenging last few years are recognised as having had a significant impact on the continuing education and wellbeing of students.
- The school is very well managed on a day-to-day basis. There has been a seamless merger of two schools into one. Leaders consistently demonstrate managerial forethought and planning. Qualified teachers include specialist staff. There are issues about the size of some classrooms, and the need for improved accessibility across the school. Learning resources are plentiful and used well, including resources needed for innovative challenges in science, technology, and robotics. Space is used creatively to cater for dance, yoga, and sport.

For Development:

- In evaluating the development of the school, ensure that multiple points of reference are used.
- Expand on existing community, and international, partnerships.

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