



المعرفة Knowledge



AUSTRALIAN INTERNATIONAL SCHOOL - DUBAI L.L.C

AUSTRALIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION

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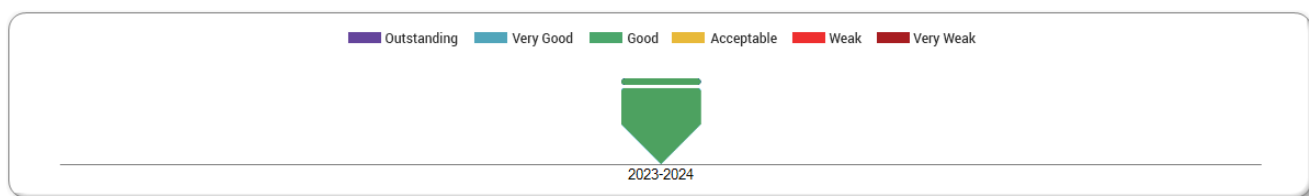
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Al Barsha South
		Opening year of school	2021
		Website	www.aisdubai.ae
		Telephone	971505550818
		Principal	Karen McCord
		Principal - date appointed	9/1/2021
		Language of instruction	English
		Inspection dates	26 to 01 March 2024
 STUDENTS		Gender of students	Boys and girls
		Age range	3 to 14
		Grades or year groups	Pre-K to Year 8
		Number of students on roll	424
		Number of Emirati students	14
		Number of students of determination	43
		Largest nationality group of students	Australian
 TEACHERS		Number of teachers	46
		Largest nationality group of teachers	Australian
		Number of teaching assistants	26
		Number of guidance counsellors	1
 CURRICULUM		curriculum	Australian
		External Curriculum Examinations	None
		Accreditation	Education Queensland

School Journey for AUSTRALIAN INTERNATIONAL SCHOOL - DUBAI L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- In Primary and Secondary, students' achievement is consistently at a good level in English mathematics and science. In Phase 1, although children's progress in these subjects is good, attainment is acceptable. Students' achievement in Islamic Education and Arabic is acceptable. In all phases students who are learning English as an additional language, are making very good progress. Students' learning skills are consistently good.
- Most students demonstrate self-discipline, and positive attitudes to learning. Relationships between students and teachers are respectful, contributing to a culture of kindness and empathy. Students make healthy choices, engage in a variety of physical activities. They are punctual to school and their lessons. Students display a secure understanding of Islamic values, participate in celebrations, and respect the UAE's heritage and culture. Older students take on leadership roles, contribute to school improvement projects, and develop enterprise skills through charitable fundraising.

Provision For learners

- Teachers apply their strong subject knowledge in lesson planning, resulting in purposeful lessons and positive student engagement. Dialogue challenges and extends students' thinking. Questioning by teachers encourages thoughtful responses but does not always involve all students. Teaching effectiveness varies in Phase 1, with inconsistent provision of opportunities for inquiry and critical thinking. The starting points of students in Phase 1 are not established clearly enough. In all phases, formative assessment is used well.
- The school's curriculum is aligned with the Australian National, and the Ministry of Education (MoE) curricular. The curriculum incorporates inquiry-based learning and supports independent and collaborative activities. It ensures continuity across phases, offering a broad range of experiences. Adaptations for students' personal and academic needs are effective in Primary and Secondary, but less so in Phase 1. Modifications to the Arabic curriculum are incomplete. The curriculum fosters creativity and enterprise and supports students' understanding of UAE values and culture.
- The school cultivates strong relationships and a culture of mutual respect among students and members of staff, promoting good behaviour, attendance, and punctuality through positive and careful monitoring. While most students receive adequate support, tailoring learning tasks for all groups, especially in Prep, is developing. The school prioritises and embeds students' wellbeing. Their personal development is closely monitored and supported to ensure positive outcomes.

Leadership and management

- The school's strategic direction is aligned with the UAE National priorities, a commitment to inclusivity and effective teaching strategies. Communication is professional and respectful. The school's self-evaluation process identifies strengths and areas for improvement. Parental engagement is successful. Governors have a positive impact on the school's performance. The day-to-day management of the school is well-organised. The facilities are of high quality and resources are conducive to teaching and learning.

Highlights of the school:

- The commitment of the leadership team to the continuing improvement of the school
- The support of the owner, governors, and parents in the development of the school
- The strong vision of wellbeing which ensures a safe, happy place for students to learn
- The inclusive nature of the school and the commitment to meet the needs of all students
- The very positive attitudes and responsible behaviour shown by students in all phases

Key recommendations:

- Raise students' achievement in Islamic Education and Arabic to match that in other subjects.
- Improve teaching and learning so that they are at least good in all subjects and phases.
- Improve the use of assessment information, in modifying the curriculum to meet the needs of all groups of students.
- Strengthen the roles of the middle leaders and the monitoring of teaching and learning in the process of self-evaluation.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Phase 1	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good
	Progress	Good	Good	Good

	Phase 1	Primary	Secondary
Learning skills	Good	Good	Good

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

	Phase 1	Primary	Secondary
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

03 TEACHING AND ASSESSMENT

	Phase 1	Primary	Secondary
Teaching for effective learning	Acceptable	Good	Good
Assessment	Good	Good	Good

04 CURRICULUM

	Phase 1	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Acceptable	Good	Good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Phase 1	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Acceptable	Good	Good

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Not Applicable	Not applicable

C. Leadership: International and Emirati Achievement	Good
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- The school's National Agenda action plan sets out appropriate steps towards improving students' outcomes. All plans are informed by assessments of students' performance. Teachers are aware of the gaps in students' knowledge and skills that have been identified by assessments. Most differentiate learning activities to meet the varying needs of students. Leaders monitor the impact of teachers' actions on students' progress.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- This inclusive school is striving to improve students' reading literacy skills, especially those with low scores in the reading tests. The outcomes of students' reading literacy assessments are not always shared with teachers. The reading literacy action plan and the National Agenda action plan set out appropriate steps to improvement in students' outcomes. However, the plans do not indicate named responsible individuals and timescales for review and completion.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure the National Agenda and reading literacy action plans have named responsible individuals and clear timescales for review and completion.
- Ensure students' reading literacy assessment information is shared with all teachers.

Wellbeing



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

Overall, the quality of wellbeing provision and outcome is at a good level

- The strong wellbeing vision creates a safe, happy environment that enables students to achieve. Policies and practices emphasise the importance of wellbeing and guide wellbeing improvement planning. Staff collect a variety of wellbeing data, including from regular surveys throughout the year, to inform decisions and next steps for enhancing the wellbeing of staff, students, and parents. However, the range of wellbeing data being collected is not wide enough.
- Caring and well-informed staff effectively identify and support students' wellbeing. Students use a variety of strategies to regulate their own wellbeing. Senior leaders regularly consult students on ways to improve their wellbeing. They also consider other stakeholder views and respond appropriately. Members of Staff say that they receive high-quality support to enhance their wellbeing. Parents receive effective support through advice and information sessions to ensure students adopt healthy behaviour, for instance, getting enough sleep.
- Wellbeing is part of the curriculum and permeates the entire school. Teachers effectively integrate wellbeing themes into every lesson. The classrooms offer an extremely nurturing environment. Students say they receive good support and use a variety of strategies to manage their own wellbeing. They lead some initiatives, such as, raising awareness of the need for cyber safety. Students, staff, and parents feel a strong sense of belonging to the school community, bolstered by regular school social events.

For Development:

- Enable students to lead further wellbeing initiatives.
- Increase the range and sources of wellbeing data to inform improvement planning.

UAE social studies and Moral Education

- The school teaches social studies, using the UAE social studies standards, integrated with the Australian humanities and social science (HASS) framework. Moral education is taught as a stand-alone subject using the UAE Moral, Social and Cultural Studies (MSCS) framework.
- The school's integrated teaching of UAE social studies with the HASS framework enables students to make links across areas of learning. Students' progress and attainment are assessed through in-lesson pre- and post-teaching tasks. These enable the accurate tracking of students' gains in learning. A range of assessment approaches, including formative assessment, anecdotal records, and student self-assessment is used in moral education. In both subjects, students engage well with their learning and make effective cross-curricular links. Through MSCS, they carry their learning into their daily conduct within the school. This contributes importantly to the school's harmonious and purposeful climate for learning.

Arabic in Early Years

- Children in Phase 1 learn Arabic for 240 minutes every week. The school's curriculum is based on the MoE curriculum. The early childhood Arabic language curriculum prioritises foundational language and communication skills and integrating sensory development. Teaching emphasises oral and basic writing skills, using sensory resources such as, games and clay. This approach lays a secure foundation, preparing children for continued Arabic language learning. Assessment strategies include formative and summative assessments supported by teacher observations. Lesson planning centres on age-appropriate goals and interactive activities, incorporating the effective use of resources. This approach helps children's transition to Primary.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Phase 1	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- As seen in lessons and student work, most primary and secondary students' understanding of the Islamic creed and values, as well as their knowledge of worship rulings, meets curriculum expectations. Students' knowledge of the Prophet's (PBUH) Seerah is better in Primary than in Secondary.
- Students make acceptable progress in both phases. In Primary, students show an adequate understanding of Islamic manners, etiquette, and the interpretation of Hadith. In Secondary, while students can connect lessons with everyday situations, the links are more superficial. In both phases, students' memorisation of the Holy Qur'an and Hadith is less well-developed.
- The Islamic department's delivery of the curriculum, which includes starting each lesson with a revision of the basics of the Islamic creed, principles, and the Prophet's (PBUH) Seerah, has positively affected students' attainment. This impact is more evident in Primary than in Secondary.

For Development:

- Consolidate students' understanding Islamic principles and the Prophet's (PBUH) Seerah.
- Improve students' memorisation of the Holy Qur'an and Hadith.
- Strengthen the connection between student learning and everyday situations.

ARABIC AS A FIRST LANGUAGE

	Phase 1	Primary	Secondary
Attainment	Not applicable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Not applicable

- Students adequately extract information from texts. They develop reading, listening and comprehension skills that are in line with curriculum expectations. Emphasis is appropriately placed on the use of standard Arabic. Attainment and progress are more secure in the lower grades of Primary. Internal assessment results, however, are unreliable.
- Students engage in story analysis and reflect on their learning. Discussions of learning are limited by weaknesses in students' speaking skills. Although students' notebooks show improved writing and spelling, there are inconsistencies in punctuation and grammar.
- Although progress is at the expected level, students have significantly improved from their low starting points. Especially towards the end of the phase, students benefit from intervention plans to make more progress, particularly in reading fluency and in speaking.

For Development:

- Raise attainment and progress to be at least good.
- Improve students' speaking skills and use of correct spelling, punctuation, and grammar in writing.

ARABIC AS AN ADDITIONAL LANGUAGE

	Phase 1	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students demonstrate adequate reading comprehension and listening skills, and a developing vocabulary. Speaking and writing skills vary due to different starting points within the same class. Progress is more evident in students' notebooks in the lower grades in Primary. Internal assessment results are unreliable.
- Students with more years of learning Arabic make faster progress, with learning outcomes that are more closely linked to the curriculum standards. However, students with fewer years of learning Arabic struggle to cope with the level of the work.
- Students make better progress when the teaching strategies enable them to build on their prior knowledge and use their existing vocabulary to speak aloud. Newer learners are heavily reliant on translations to their home languages.

For Development:

- Provide work in lessons that is linked to students' years of learning Arabic.
- Ensure that all assessments are appropriately aligned with the curriculum standards.
- Improve students speaking and writing skills, especially in the upper grades in Primary and Secondary.

ENGLISH

	Phase 1	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Good	Good	Good

- In Primary and Secondary, students' attainment in lessons and recent work is better than their performance in benchmarking assessments. Children in Phase 1 attain at expected levels and make better than expected progress, as do students in Primary and Secondary.
- Across all phases, students steadily develop their listening, speaking, reading, and writing skills. By the last year of Primary, students can write accurately and at length for a range of purposes. Secondary students employ rhetoric effectively in oral presentations.
- The significant proportion of students for whom English, is an additional language, while well-supported overall, do not yet consistently contribute to class discussions. This is because teachers' questioning is not at a suitable level to enable them to share or reflect on ideas before responding.

For Development:

- Ensure that teachers' questioning enables all groups of students to engage in class discussions.

MATHEMATICS

	Phase 1	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Good	Good	Good

- The attainment of most children in Phase 1 is line with expectations. In Primary and Secondary, attainment is stronger. Across all three phases, a majority make better than expected progress in their mathematical learning.
- In Phase 1, children learn about number, patterns, and common shapes. In Primary and Secondary, students' learning includes fractions, ratios, and word problems. They also learn about graphs and data handling, as well as measurements of length, time, volume, and capacity.
- There is an appropriate emphasis on developing mathematical vocabulary in a majority of lessons, that is reinforcing students' understanding of mathematical language. However, in too many lessons, students do not get enough time to verbalise their mathematical thinking orally or tackle simple word problems to consolidate their learning.

For Development:

- Ensure that students have more opportunities to talk about their learning, using appropriate mathematical vocabulary.
- Increase opportunities for students to tackle mathematical word problems.
- Allow more time for students consider a question and formulate an answer.

SCIENCE

	Phase 1	Primary	Secondary
Attainment	Acceptable	Good	Good
Progress	Good	Good	Good

- In Primary and Secondary, students' attainment and progress in internal assessments and in their work show levels of scientific knowledge, skills and understanding that are above curriculum expectations. In Phase 1, attainment is in line with expectations while progress is above.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their inquiry skills are progressively developed as they move up the school. Students' skills in planning and conducting independent investigations are well developed in the upper phases. Students benefit from improvements in the application of their scientific vocabulary.
- A particular strength of students in Secondary is their use of online programmes to enhance investigations, research, thinking skills and their understanding of scientific concepts.

For Development:

- Raise attainment in Phase 1 to at least match that in the other phases.

LEARNING SKILLS

	Phase 1	Primary	Secondary
Learning skills	Good	Good	Good

- Across all phases, students are eager to learn and engage within lessons, especially where they can take responsibility for their own learning. Students collaborate well, particularly those in the early stages of learning English as an additional language.
- Across the school students can make connections between different areas of their learning. This is best exemplified in the wider world applications in science. Students enjoy finding things out for themselves, especially in the context of, for example, preparing presentations.
- Students' effective use of learning technology includes language translation applications to support communication. Students' problem-solving and critical thinking skills are insufficiently exercised in most of the key subjects. Children Phase 1 do not yet enjoy sufficient opportunity to lead on their own learning.

For Development:

- Ensure that all students enjoy regular opportunities to take age-appropriate responsibility for aspects of their own learning.

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

	Phase 1	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students enjoy coming to the school, they feel safe, well supported, and appreciated by their teachers. They believe that the school listens to and values their points of view. They are encouraged to suggest ideas for improving the school.
- Students demonstrate self-discipline and maintain positive attitudes towards learning. They always show respectful behaviour. Relationships between students and members of staff are respectful, kind, and supportive. Students offer support to those in need and welcome and accept newcomers to the school.
- Students make mostly healthy food choices and participate in a wide range of physical activities both during and after school, including a variety of sports clubs. Almost all students are punctual in arriving at school and for lessons.

	Phase 1	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students show a clear understanding of Islamic values and how they characterise the UAE society. They learn about Ramadan through school assemblies and show respect for their Muslim peers. They actively participate in celebrating Islamic occasions, such as, the Prophet's (PBUH) birthday.
- Students' deep respect and appreciation for UAE heritage and culture are notable. They actively participate in events for instance, National Day and Flag Day and can talk about UAE history, leaders, and traditions.
- Students take pride in their own cultural backgrounds, showing respect and understanding for other nationalities and religions within the school community. They celebrate this diversity through events such as, International Day and cultural projects.

	Phase 1	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Most students have a positive work ethic and show understanding of their responsibilities. Older students enjoy helping others through leadership roles such as, House Captains and membership of the Student Council. They share ideas and are beginning to work on projects to improve the school.
- Students in Primary and Secondary have started to develop enterprise skills through fund raising at the winter souk and movie night. This enables older students to hone skills learned in economics. They use funds raised to pay towards their camping expedition.
- Students learn about the impact of human activity on the Earth, for example, through pollution of the sea and deforestation. Older students use their innovation skills and creativity as they design water filtration systems, in the exploration of sustainability and conservation.

For Development:

- Further enhance students' understanding of Islamic values.
- Provide more opportunities for students to take part in schemes that promote conservation and sustainability in the local and wider communities.

03 TEACHING AND ASSESSMENT

	Phase 1	Primary	Secondary
Teaching for effective learning	Acceptable	Good	Good

- Across all phases, teachers' subject knowledge is well-applied to lesson planning and implementation. This results in purposeful lessons with teacher-student interactions that almost always enable positive learner engagement and in a supportive climate for learning.
- Questioning promotes thoughtful and considered responses from individuals. Opportunities are sometimes missed to engage all students in sharing their thinking among themselves before responding. Dialogue between teachers and students frequently challenges and extends students' thinking.
- Teaching to meet the needs of individuals and groups is less consistently effective in Phase 1. Across the phases, teaching does not always provide consistent reinforcement for early English language learners' use of new vocabulary. Opportunities for inquiry, problem-solving and critical thinking are inconsistently provided, particularly in Phase 1.

	Phase 1	Primary	Secondary
Assessment	Good	Good	Good

- In Phase 1, children's starting points are not recorded clearly enough to form a base for measuring their progress. In Primary and Secondary, the attainment and progress of students are tracked systematically.
- Across the school, formative assessment is used effectively, especially in English. Most teachers use questioning successfully to assess students understanding and to stimulate their thinking. Learning is consolidated when teachers allow time for reviews at the end lessons.
- The school's assessment policy outlines arrangements for formative and summative assessments. School leaders have collaborated with teachers to develop a marking policy. In general, teachers' response to students' written work is effective, often offering constructive guidance towards improvement.

For Development:

- Provide more opportunities for problem-solving and critical thinking opportunities, across the school.
- Ensure there is consistent reinforcement for students in the early stages of learning English.
- Record accurately children's starting points in Phase 1 to enable more accurate assessments of their progress.

04 CURRICULUM

	Phase 1	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The curriculum is securely based on the Australian National Curriculum and incorporates methodology from Queensland which focuses on inquiry-based learning. A 'rich task' approach supports students' development of independent and collaborative inquiry. It is fully compliant with the MoE curriculum requirements.
- The school's planned curriculum programmes provide continuity and progression. Planning across all phases is structured. Consequently, students learn systematically. The curriculum is broad. Students experience a variety of subjects, including creative, physical, and practical experiences.
- Cross-curricular links are meaningful and well planned. They are managed thoroughly and assist students' transfer of learning between different subjects. There are few links in Islamic Education with other subjects. The school periodically reviews the curriculum to ensure provision is maintained. The school has identified a need for greater vertical curricular alignment.

	Phase 1	Primary	Secondary
Curriculum adaptation	Acceptable	Good	Good

- The curriculum is effectively adapted to meet the personal and academic needs of all groups of students in Primary and Secondary, but less so in Phase 1. Ability grouping in English and mathematics is successfully impacting students' achievement. Modifications to take account of students' differing number of years of learning Arabic, have yet to be made.
- The curriculum offers a wide range of imaginative and engaging opportunities, which motivate almost all students. Activities promoting students' creativity, enterprise and innovative skills are effectively woven into all phases of the curriculum.
- Coherent learning experiences, embedded across the curriculum, are developing students understanding of the values, culture, and history of the UAE. Most subjects, especially Islamic Education, Arabic, and social studies, contribute to students understanding of the UAE's culture. This is supported by students' participation in national festivals and cultural events.

For Development:

- Ensure that identified gaps in the school's vertical curriculum are addressed.
- Adapt the syllabus in Arabic as an additional language, to better meet students' differing needs.
- Ensure that the curriculum is modified more effectively to meet children's personal and academic needs in Phase 1.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Phase 1	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school implements rigorous child protection policies and procedures. Regular training ensures all staff are fully aware of their safeguarding duties, and that parents understand the expectations when on the campus. Staff ensure that students can identify trusted adults to seek help if needed.
- The school is hygienic, secure, and very well-kept through regular checks and a maintenance programme. However, there is some inconsistency in safety measures and checks. Comprehensive records, subsequent actions and risk assessments are maintained securely.
- The facilities, equipment and resources cater very well for all students' needs. The supervision of students on site and on school transport is very effective. Members of staff and the medical team actively promote safe and healthy choices throughout school.

	Phase 1	Primary	Secondary
Care and support	Acceptable	Good	Good

- Students and members of staff build strong relationships within a whole-school atmosphere of mutual respect. Careful monitoring and positive approaches promote good behaviour, attendance, and punctuality.
- Accurate identification of students of determination and those with gifts and talent ensures most students receive good support. In Prep, learning tasks do not consistently meet the needs of all groups of students. The school has yet to match the effective identification of English language learners with the level of support needed to meet their needs.
- Students' wellbeing and personal development is embedded in the curriculum and is a priority for the school. Staff closely monitor and effectively support students to ensure that their wellbeing and personal development are positive.

For Development:

- Ensure that all safety measures and checks are consistently implemented.
- Ensure that support is appropriately matched to the needs of all groups of students in all phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The senior leadership team and the inclusion team provide effective leadership, ensuring a highly inclusive ethos throughout the school. They make a positive impact on the quality of provision and students' outcomes by implementing the inclusion improvement plan effectively.
- The school's identification procedures successfully support the planning of interventions that promote inclusion and progress. Specialist staff support class teachers in meeting the goals outlined in student's individual education plans (IEPs). However, support for students in the early stages of learning English is underdeveloped.
- Parents have effective communication links with the school and are kept well-informed of their children's progress and next steps in learning. They welcome opportunities to attend events at the school where they support their children's learning and meet other parents.
- Support for students of determination is generally matched to their individual needs. Class teachers, inclusion staff, and learning support assistants promote students' engagement in learning well. However, in a few lessons, teaching approaches are not always appropriately modified for students to experience success.
- Student's IEPs provide the information needed to track their progress over time. This information, along with other assessment data, shows that most students of determination make good overall progress.

For Development:

- Ensure that in all lessons teaching approaches are suitably modified to enable students of determination to experience success.

06 LEADERSHIP AND MANAGEMENT

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

- School leaders provide a clear strategic direction and vision that is aligned with UAE national priorities and shared by the school community. Leaders have a secure understanding of the Australian curriculum. They promote effective teaching strategies, fostering a positive learning culture with a focus on achieving high standards of student learning and personal development. Communication is effective, professional, and respectful across the school. A distributive leadership model supporting senior leadership actions is being implemented. The senior leadership demonstrates a dedicated commitment to ongoing development and school improvement.
- The school has an effective self-evaluation process, using internal and available external data, as well as recommendations from previous visits to inform the development of school improvement plans. The identification of strengths and areas for improvement aligns with the school's mission, vision, and UAE priorities. While the monitoring of teaching is effective in improving teaching strategies, there is insufficient attention to the impact of teaching on students' progress. Middle leaders are not yet sufficiently involved in the monitoring and self-evaluation processes.
- The school effectively engages parents. There is an active parents' association, the 'Friends of AIS'. Parental views contribute to ongoing school development. Communication is efficient, keeping parents well-informed about their children's learning. Parents of students of determination are very satisfied with the school's support. Regular reports on their children's academic and personal development highlights their achievements and next steps in learning. While students' involvement in the local and wider community is limited, it is a developing aspect of the school.
- Governance includes representation from almost all stakeholders including the owner. The board seeks and considers stakeholder views, visits the school regularly and has a detailed knowledge of the school and its performance. The board regularly monitors students' outcomes and holds senior leadership accountable for the quality of the school's performance. The governing board is having a positive impact and influence on the school. Governors ensure that the school is appropriately staffed and resourced, and that all statutory requirements are met.
- The school's day-to-day management is well-organised, and effective in ensuring smooth operations. Student movement around the school is carefully monitored. Staffing aligns with the school's vision and mission, with teachers appropriately qualified and deployed. They benefit from relevant professional development training. High-quality premises include specialist facilities for primary students. There is space within the facility for additional specialist rooms when the need arises. The school environment fosters a conducive atmosphere for teaching and learning.

For Development:

- Strengthen the role of middle leaders in the monitoring of teaching and the process of self-evaluation.
- Ensure that the monitoring of teaching has a clear focus on the impact on students' progress
- Develop opportunities for students to be more involved in the local and wider communities.



WHAT HAPPENS NEXT?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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