



BLOOM WORLD ACADEMY L.L.C

IB CURRICULUM

GOOD

CONTENTS

CONTENTS.....	2
SCHOOL INFORMATION.....	3
Summary of Inspection Findings 2024-2025	4
Overall, School Performance	6
Focus Areas	8
Main Inspection Report	11

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha South
	Opening year of School	2022
	Website	www.bloomworldacademy.ae
	Telephone	971 43714777
	Principal	John Henry Bell
	Principal - Date appointed	1/2/2022
	Language of Instruction	English
	Inspection Dates	28 April to 01 May 2025

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 17
	Grades or year groups	Pre-KG to Grade 11
	Number of students on roll	1106
	Number of Emirati students	3
	Number of students of determination	103
	Largest nationality group of students	Other European

TEACHERS

	Number of teachers	106
	Largest nationality group of teachers	UK
	Number of teaching assistants	59
	Number of guidance counsellors	2

CURRICULUM

	Main Curriculum	IB
	External Curriculum Examinations	eMYP
	Accreditation	IB

School Journey for BLOOM WORLD ACADEMY L.L.C

Outstanding Very Good Good Acceptable Weak Very Weak



2024-2025

Summary of Inspection Findings 2024-2025

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

STUDENTS' OUTCOMES

- Students' attainment is acceptable in most subjects and phases. It is very good in English and good in maths in the Middle Years Programme (MYP) and in the Diploma Programme (DP). Attainment is also good in science in DP. Students' positive learning skills contribute to the good progress they are making in almost all subjects and phases.
- Students' personal development and social responsibility are very well developed. They willingly volunteer and lead activities that have a positive impact on the school. Students' enjoyment in coming to school is reflected in their very good attendance. Across all phases, students demonstrate a strong appreciation of Islamic values. Their understanding of both local and global environmental issues is also strong.

PROVISION FOR LEARNERS

- Teachers across all phases have secure subject knowledge and understand how students learn best. Interactive digital learning technologies, used to support teaching, is a feature of most lessons, especially in English, mathematics and science. Coherent and consistent internal assessments provide accurate measures of students' progress. Students' achievement in all subjects is benchmarked against appropriate national and international standards.
- The curriculum is well planned to support students' progress from the kindergarten (KG) through to DP. The personal pathways programme is a valuable addition to the Primary Years Programme (PYP) and the MYP. The curriculum is enhanced by a broad range of extra-curricular activities that cater well for students' wide range of interests, skills and talents.
- The school has well-defined systems and policies in place to safeguard students. These are clearly communicated to all stakeholders. All teaching and support staff receive regular training on safeguarding. Positive and trusting relationships between students and staff are evident across all phases. Students describe teachers as genuinely caring and supportive. The school has established secure identification systems for students of determination using a variety of assessment and pastoral information.

LEADERSHIP AND MANAGEMENT

- Senior leaders are committed to a culture of respect and care. School self-evaluation processes and outcomes do not yet align fully with the expectations of the UAE's School Inspection Framework. The school is appropriately staffed and resourced to fulfil the mission and vision of the school. Parents are highly supportive of the school's culture and vision. Although current governance practices and arrangements are mainly formal, they still lack rigour in holding key leaders to account.

Highlights of the school:

- Students' good progress in almost all subjects and phases
- Students strong personal and social development and their understanding of Emirati heritage and Islamic values
- The personalised learning pathways and the wide range of creative extra-curricular activities
- The engagement and support of parents
- The high-quality resources and facilities that support students' learning

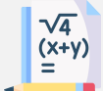
Key Recommendations:

- Ensure that subject improvement plans and targets are linked to the school development plan and are fully aligned with IB programme requirements.
- Fully align school self-evaluation processes with the expectations of the UAE's School Inspection Framework.
- Establish a model of governance that is representative of all stakeholders.
- Ensure that governors have expertise in reviewing students' achievement data, supporting wellbeing, and inclusion, and, are able to hold leaders to account for the school's performance.

Overall, School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Very good	Very good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Good	Good	Good
		KG	PYP	MYP	DP
Learning skills		Good	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

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:

A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

- Student outcomes in the National Agenda Parameter (GL) assessments in English, mathematics and science all indicate good progress for all students. The very few Emirati students make acceptable progress in English but very good progress in mathematics and science.

C. Leadership: International and Emirati Achievement	Acceptable
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- Most leaders are aware of the outcomes of the benchmark assessments and where there are gaps in students' learning, particularly reading. They require teachers to personalise learning accordingly although the effectiveness of this is uneven. The National Agenda action plan (NAP) identifies the need to prepare students for the external benchmark assessments, but the actions identified are not specific enough or measurable.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- The school's reading literacy skills profile reveals that most students' reading literacy scores are at, or above, age-related expectations. The profile is stronger in MYP and for the very few Emirati students in the school. Most teachers generally use data from reading assessments to adjust their planning for teaching, but the impact of these plans is inconsistent. The school is working to foster a stronger reading culture in most curriculum areas.

Overall, school standards in the National Agenda Parameter are good.

For Development:

- Use the data from external and internal assessments more effectively when planning targeted classroom interventions.
- Ensure action plans for improving students' reading skills include specific measurable targets and monitor and evaluate their impact.

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 school's strategic vision for wellbeing is values-led and based on the Positive, Engagement, Relationships, Meaning and Achievement (PERMAH) model. Student wellbeing is assessed using tools, such as Pupil Attitudes to Self and School (PASS), and weekly reviews. A clear action plan exists, though systems for monitoring the long-term impact are not yet fully embedded.
- Students, parents, and staff report high levels of emotional safety and feel their voices are valued. Staff wellbeing is prioritised through adjusted timetables, professional development training and informal support. The formal evaluation of the wellbeing of long-term members of staff remains underdeveloped.
- Students are confident, articulate, and actively contribute to the shape of wellbeing provision through initiatives such as peer mentoring and advisory inputs.

For Development:

- Ensure consistency in students' wellbeing experiences across all groups and phases.
- Develop formal evaluation procedures for staff wellbeing initiatives.

UAE social studies and Moral Education

- The UAE social studies and moral education programme is based on the official Moral, Social and Cultural Studies (MSCS) framework and taught in English. Social studies is taught from Grades 2 to 8 and moral education is taught from Grades 1 to 11. There is one 40-minute MSCS lesson per week. A further 40-minutes is integrated into subjects across the curriculum, especially in the humanities subjects.
- Provision for MSCS is delivered through dedicated teaching and learning materials, supported by digital and audio-visual resources. In PYP, students' work is assessed through formative and summative tests, the Social Studies Benchmark Test (SSBT) and teachers' observations, with outcomes reported to parents. The majority of students enjoy their MSCS lessons and regularly participate in projects and creative learning pathways.

Arabic in Early Years

- In KG1 and KG2, the school provides Arabic language instruction for three 40-minute lessons per week for native Arabic-speaking children and two 40-minute lessons for non-native speakers. A balanced approach to assessment is implemented, incorporating both formative and summative methods to monitor and support children's learning. Arabic instruction across KG is delivered by a team of five qualified teachers.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and their recent work, most students demonstrate the expected levels of knowledge and understanding of the Ministry of Education (MoE) curriculum. External assessment data indicate similar levels of attainment. Internal data is higher. Observations and data show the progress of both boys and girls, to be stronger.
- Students demonstrate a secure understanding of Islamic values and key Islamic concepts. Their knowledge and understanding of the Holy Qur'an and the Noble Hadith have improved this year. Students are now able to make references to them for evidence of rulings or values. Their knowledge of Seerah and Islamic Law is improving but is not as yet fully secure.
- The school has improved students' memorisation skills of the Holy Qur'an in all phases, by providing more opportunities for recitation. However, students' knowledge of Tajweed rules and their ability to apply these consistently remains insecure.

For Development:

- Improve students' ability to apply Tajweed rules.
- Enhance students' knowledge of Seerah by incorporating more references to the life of the Prophet (PBUH).

Arabic as a First Language

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

- Students in PYP demonstrate stronger progress than those in MYP because learning is based on more accurately identified individual starting points. Both internal and external data indicate that students across both phases are performing at the expected curriculum standards.
- Students in PYP show greater confidence in using standard Arabic to express their ideas and thoughts. In MYP, students' written responses meet expectations yet reading skills vary across both phases. Stronger foundational language skills are evident in the lower PYP grades.
- The accurate identification of learners' starting points in PYP has contributed to improved language skills. However, inconsistent teaching practices and learning experiences in MYP have resulted in uneven language development and slower progress.

For Development:

- Increase the consistency of teaching in MYP and ensure that learning is based on the accurate identification of students' starting points.
- Improve students reading and comprehension skills across both phases.

Arabic as an Additional Language

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

- The use of Arabic is more evident in PYP than in MYP. In PYP, students demonstrate better confidence in using Arabic to express their ideas and needs.
- In PYP, students are able to describe their surroundings confidently, while students in upper MYP struggle to use the language in everyday contexts. Speaking skills in PYP are more developed, because of a higher level of challenge in most lessons.
- The lack of alignment between curriculum expectations and the number of years studying Arabic in MYP limits students' progress. In contrast, the effective use of assessment data in lesson planning in PYP is having a positive effect on students' progress.

For Development:

- Provide more opportunities for students to use Arabic in a variety of contexts, particularly in MYP.
- Ensure that the work presented to students in MYP is appropriately challenging and matched to their years of studying Arabic.

English

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Very good	Very good
Progress	Good	Good	Good	Good

- In English, students make above the expected levels of progress across all phases. Students are engaged in their learning and progress was observed in all lessons. In KG, most children can describe what they are going to write about and are starting to write simple sentences. A large majority of students attain above curriculum standards in the upper two phases.
- Students' writing and listening skills are developed from an early age, while speaking and reading skills become embedded as they move through the school. Although, English classes visit the school libraries on a regular basis, full use is not made of this resource to develop further students' reading skills.
- Collaborative learning opportunities for students are a feature in most lessons. However, some lessons tend to include too many activities and time for students to reflect on their own learning is limited.

For Development:

- Ensure that sufficient time is available at the end of lessons for students to reflect on their own learning.
- Review the role of the school's library service as a central reading hub, both for the English department and for the school as a whole.

Mathematics

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

- Good progress reflects the focus on improving students' language skills so that they have better access to the mathematics curriculum. Students' attainment in the PYP phase is impacted by the weak external Granada Learning (GL) test data. Inconsistency in teaching, results in a lack of appropriate challenge for some students in MYP and DP.
- In the best lessons in KG, children engage in practical mathematics which builds on their natural curiosity. In PYP, the units of inquiry have helped develop students' research, problem-solving, reasoning and inquiry skills.

- In both MYP and DP, insufficient opportunity to construct, argue and critique the reasoning of others, limits students' ability to reason abstractly or quantitatively. Perseverance in problem-solving is also a developing attribute.

For Development:

- Ensure that all lessons provide an environment where students are given greater opportunity to develop mathematical precision and strong reasoning skills.

Science

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

- Assessment data and lesson observations indicate that attainment is variable across all phases. In general, the external assessment data is not as strong as the school's internal data, particularly in PYP. Students are making stronger progress in both PYP and MYP. There is no external data as yet for DP.
- Most students display a secure understanding of scientific concepts in their oral work and use scientific terminology appropriately when they discuss their work. Nevertheless, they are less confident when discussing or writing about their scientific experiments.
- Practical investigations enable students to link theoretical learning to their everyday lives and develop critical thinking and problem-solving skills. This is less consistently seen in PYP and the lower MYP grades.

For Development:

- Provide more opportunities for students in PYP and MYP to develop their practical investigation and writing skills.
- Address the gap between the internal and external assessment outcomes particularly in PYP.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Good	Good	Good	Good

- In KG, children are keen and responsible learners. Students in all phases are confident users of digital devices. However, in some mathematics and science lessons, inquiry and research skills are less well developed.
- Students are increasingly able to reflect on their own learning as they move through the school. However, sufficient time in lessons is not always available for students to reflect on their own learning. The majority of students interact and cooperate well together in groups, although groups are at times too large in some lessons.

- The use of everyday examples makes learning interesting and relevant for learners. In Islamic Education, English, mathematics and science, students develop and apply their problem-solving and critical thinking in most lessons.

For Development:

- Extend opportunities for students to develop their critical thinking and problem-solving skills.
- Ensure that students have time in lessons to reflect on and assess their own learning.

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

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

- Students demonstrate very positive attitudes and behave with maturity and respect. They remain focused, follow expectations, and collaborate confidently. Older students are more self-directed and reflective, while younger students are enthusiastic but sometimes require encouragement. Students remain actively engaged due to the overall positive and conducive learning environment.
- Relationships across the school are strong, respectful, and supportive. Students interact kindly and show genuine care for one another. Attendance is excellent, reflecting high levels of engagement and commitment. Punctuality is well managed, although a few students occasionally need reminders to settle promptly, especially at the start of the day and after breaks.
- Students show a growing commitment to safe and healthy lifestyles. They participate enthusiastically in wellbeing initiatives, sports, and emotional health programmes. Most make thoughtful choices, supported by school guidance.

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

- Students across all phases demonstrate a strong appreciation of Islamic values. Ramadan assemblies and charity events provide meaningful opportunities to reflect on empathy, generosity and community spirit. Active student participation in these experiences strengthens understanding and promotes a deeper connection of Islamic teachings within the context of UAE society.
- Students show a developing respect for the UAE's history and culture through participation in national events such as, Martyr's Day and Flag Day. Assemblies and celebrations foster pride, unity and a shared sense of belonging. A few aspects of Emirati culture, remain less familiar to students, particularly in the lower phases.

- Students express knowledge of both their own and global cultures with confidence. Multi-cultural celebrations, along with thematic projects and curriculum-linked language development, promote a secure understanding. Older students make insightful comparisons between cultures, while younger students begin developing cultural awareness through everyday experiences and multi-lingual exposure.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- The student leadership team is an active body. They willingly volunteer and initiate and lead activities that have a positive impact on the school. Students are active in organising fund-raising events and make a worthwhile contribution to the wider community.
- Student-led initiatives on Artificial Intelligence (AI) foster responsible use and creativity. They gain opportunities to innovate and build entrepreneurial skills through a variety of projects, including mobile applications that celebrate Emirati heritage, culture, and values.
- Environmental awareness is strong, both locally and globally. Students speak enthusiastically about their Eco Team's role and demonstrate responsibility in maintaining the school's environment. They actively participate in a range of eco-friendly initiatives.

For Development:

- Expand the range of opportunities for students to engage in volunteer roles within the wider community.

3. Teaching and assessment

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

- Teachers across all phases have secure subject knowledge and understand how students learn best. The use of interactive digital learning technologies to support teaching is a feature of most lessons, and especially in English, mathematics and science.
- Lesson plans are informed by student data, while learning objectives and success criteria are usually shared with students. Personalised and differentiated learning strategies are often seen in the planning stages for learning, but not always delivered during actual lessons.
- The majority of teachers effectively use a range of questioning strategies, which develop students' critical thinking and independent learning skills. In KG, appropriate levels of challenge and support are provided in a majority of lessons. However, in other phases, the levels of challenge are not always well matched to the needs of higher attaining students.

	KG	PYP	MYP	DP
Assessment	Good	Good	Good	Good

- Internal assessments are coherent and consistent, and provide detailed measures of students' progress. Students' attainment and progress in all subjects are benchmarked against national and international assessments. However, internal assessments are not yet fully aligned with external assessment data.
- The progress of individual and groups of students is monitored systematically by senior leaders and communicated to class teachers. The use of this information by teachers, to plan and implement lessons that meet the needs of individuals and groups of students, is still variable.
- The majority of teachers have a good knowledge of students' strengths and the next steps needed to improve their achievement. They monitor students' work in lessons and most provide immediate, helpful feedback. Students have opportunities for self-and-peer-assessment, but this, as well as the quality of the teachers' marking and feedback, is inconsistent.

For Development:

- Ensure that in all lessons, appropriate levels of challenge are provided for all groups of students.
- Make full use of internal and external assessment data in lesson planning.
- Ensure consistency in the written feedback to students so that it provides clear guidance on how they can improve their work.

4. Curriculum

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

- The curriculum has a clear rationale and aligns to the IB and MoE requirements. It is broad, balanced and develops students' skills, knowledge and understanding. The personal pathways programme is a valuable addition to the PYP and MYP programmes, providing the opportunity for choice as early as KG.
- Transitions between phases are efficiently managed. The Units of Inquiry in the core subjects in PYP do not fully achieve the depth and breadth required for successful transition to MYP. Cross-curricular links are strong.
- Senior students have a choice of academic pathways. Students either follow the full DP or the Career Related Programme (CP) including interesting vocational Business and Technology Education Council (BTEC) options. Targeted careers counselling assists students to make the best option choice to suit their academic ability, interests, and career ambitions.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good	Very good	Very good	Very good

- Differentiation, additional modifications and varied interventions are planned to ensure students receive work that matches their needs. In some instances, the planned modifications are not delivered in lessons, particularly in relation to the work provided for higher attaining students.
- Students have opportunities to engage in activities that promote enterprise, innovation, creativity, and social contribution across the curriculum. The broad range of extra-curricular activities enable students to explore their personal interests and develop their skills and talents.
- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati culture and traditions are celebrated on all special days such as, National Day.

For Development:

- Review the Programme of Inquiry in PYP to ensure that the Units of Inquiry deliver the essential knowledge and skills required for success in the core subjects in MYP.
- Ensure that curriculum adaptations are applied consistently across subjects and phases, particularly in relation to higher attaining students.

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

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

- The school has well-defined systems and policies in place to safeguard students. These are clearly communicated to all stakeholders. All teaching and support staff receive regular training on safeguarding practices. The school is committed to protecting students from all forms of abuse.
- The school premises are designed to be fully inclusive, with buildings and equipment maintained to a high standard. The supervision of students during arrival, departure, and when using school transport is effective. Although risk assessment procedures are comprehensive, their application is not always reliable.
- The promotion of healthy living is a strong feature of the school. Students demonstrate an understanding of healthy food choices, as reflected in their snacks and lunches. An emphasis on healthy living and student wellbeing is firmly embedded in the school's ethos.

	KG	PYP	MYP	DP
Care and support	Good	Good	Good	Good

- Positive and trusting relationships between students and staff are evident across the school. Students describe teachers as being genuinely caring and supportive. Behaviour is managed sensitively, and the school's approach is effective in promoting attendance and punctuality.
- The school has established systems to identify students' needs that draw on a variety of tests, teacher referrals, and pastoral data. However, the individualised planning that follows is not always translated into classroom practice.
- Personalised wellbeing support and peer mentoring is well-embedded. However, measures of the progress of students with additional needs lacks standardisation, and analysis by student group or need category is underdeveloped. This limits the ability to evaluate the impact of provision.

For Development:

- Ensure consistency in the implementation of risk-assessment procedures.
- Standardise measures of the progress of students with additional needs, particularly in relation to their social and emotional targets.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Inclusion is appropriately prioritised in the school's mission and vision statements. This is supported by a knowledgeable and committed inclusion team. However, the governor for inclusion is a current staff member, and documented evidence of oversight and strategic challenge is limited.
- Students are identified using a variety of tests, teacher referrals and screening checklists. Identification is more dependable for higher need students. Early screening and differentiation according to the level of need, remain inconsistent across phases.
- Parents are engaged and feel respected. They are active contributors to intervention and planning meetings and value the department's open-door approach. They appreciate ongoing updates and feel well-supported emotionally and practically throughout the identification and intervention process.
- Students are provided with modified curriculum pathways. However, curriculum adaptations in lessons are inconsistent. Teachers do not always plan according to student's Individual Education Plan (IEP) targets. Classroom differentiation is often reliant on the presence of a learning support assistant (LSA) rather than inclusive teaching strategies.
- Student's IEPs are regularly reviewed, and students are included in goal setting. However, the IEP tracker lacks clear success criteria or triangulated evidence. This limits the reliability of reports on progress and the school's ability to evaluate the impact across provision.

For Development:

- Strengthen classroom differentiation by ensuring all teachers implement student's IEP goals in lesson planning and delivery.
- Strengthen the tracking of progress against student's non-academic IEP targets to ensure that the impact of support strategies is evidenced over time.

6. Leadership and management

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

- Senior leaders, led by the principal are dedicated and effective. They display strong professional competence and demonstrate a secure understanding of the IB practice. Leaders are committed to ensuring a school culture that prioritises empathy and care. Plans for improvement are aligned to local and national priorities and shared with parents on a regular basis. Linking subject improvement planning and targets to the school's long-term development plan, remains a work in progress for all leaders.
- Evidence to support self-evaluation is gathered from a range of sources. Self-evaluation outcomes and priorities are reviewed by senior leaders, with use made of internal and external assessment data. However, the current school self-evaluation processes and outcomes do not align fully with the expectations of the UAE School Inspection Framework. The analysis and review of students' social, emotional and academic outcomes, including wellbeing, inclusion, teaching, learning are not rigorous enough.
- Parents are highly supportive of the school's culture and vision. Every Thursday and Friday, the school hosts forums where students, families, and staff gather to showcase the school. Effective communication ensures parents are well informed about their children's development. They are invited every six weeks to review their children's progress which is recorded in the Learner Achievement Passport. Parents' views are considered when developing school improvement priorities. Parents provide regular feedback to school leaders.
- The governing board of the school is closely aligned to Bloom's goals. The current governance practices and arrangements in the school follow a structure with varying degrees of efficiency in holding all key leaders to account. Building representation of all stakeholder groups in the school is developing and the monitoring of the school's performance is a key priority for the next stage of developing the school governance's role.
- The school has excellent resources to support the IB programme, including an Early Excellence Centre, a dedicated KG playground, specialised art studios, innovation laboratories and a recently developed pre-university centre. The school is appropriately staffed to fulfil the mission and vision of the school. Professional development training is ongoing and has a specific focus on ensuring all teachers fully understand IB expectations. The school's routines and requirements are well understood, though the maximising of effective timetabling presents some challenges.

For Development:

- Ensure that all subject improvement plans and targets are linked to the school's development plan.
 - Fully align the school's self-evaluation processes and outcomes with the expectations of the UAE School Inspection Framework.
 - Strengthen governance to include representation of all stakeholder groups, and include members with the expertise to review data, support wellbeing and inclusion, and hold leaders fully to account.
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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