"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

DUBAI
Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Dubai International Academy

Very good

Curriculum
IB

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School Information

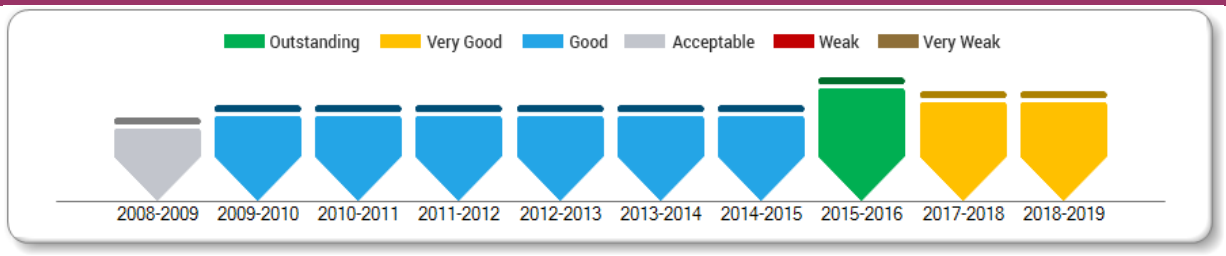
General Information	
Location	Emirates Hills
Opening year of School	2005
Website	www.diadubai.com
Telephone	043684111
Principal	James Lynch
Principal - Date appointed	8/1/2018
Language of Instruction	English
Inspection Dates:	18 to 21 February 2019

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Year 13
Number of students on roll	2293
Number of Emirati students	22
Number of students of determination	85
Largest nationality group of students	Indian

Teachers	
Number of teachers	184
Largest nationality group of teachers	UK
Number of teaching assistants	34
Teacher-student ratio	1:11
Number of guidance counsellors	2
Teacher turnover	18%

Curriculum	
Educational Permit/ License	IB
Main Curriculum	IB
External Tests and Examinations	IBDP, IBMYP-e
Accreditation	IB, CIS, NEASC
National Agenda Benchmark Tests	GL Progress Tests, ISA

School Journey for Dubai International Academy



Summary of Inspection Findings 2018-2019

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' achievement in almost all areas is very good or better. Achievements are better in the Middle Years Programme (MYP) and Diploma Programme (DP), although not in Islamic education at DP, where progress has declined this year. Students' performance in external examinations is very good or better, and is outstanding in English. Most students are reaching their potential when compared to external benchmarks and cognitive ability test (CAT4) indicators. • A strength of the school is the students' personal and social development, their understanding of Islamic values, Emirati and world cultures and their participation in community services and implementation of innovative ideas.
Provision for learners	• The school's processes and practices for assessment are outstanding throughout. Of note is the use by students of self- and peer-assessment in support of their learning. Teaching is very good or better across the school but more effective in MYP and DP. There are, however, inconsistencies in the quality of teaching in all phases. • The school delivers all four programmes of the International Baccalaureate (IB) curriculum framework. The development of the Career-related Programme (CP) in the DP phase provides an alternative pathway for students. There is a wide range of extra- and co-curricular activities available for students of all ages. Many of these activities are managed and delivered by student leaders. • The school provides a safe, supportive and caring environment. The buildings are maintained to a very high standard. This is an inclusive school that identifies and supports all groups of students. However, the monitoring of the provision for, and outcomes of, students of determination and those with gifts and talents is not sufficiently robust.
Leadership and management	• School leaders have a clear vision for the school. They are developing an inclusive and caring ethos that is focused on student well-being through positive relationships. They are providing more opportunities for students to be leaders. Morale throughout the school community is very high. Parents are particularly positive in their views of the school. The processes for bringing about change are being extended and implemented at all stages.

What the School does Best:

- The students' personal development, their understanding of Islamic values and world cultures, and their social responsibility and innovation skills
- The positive and supportive relationship between the school and parents
- The active support by the school management for the student leaders in the school, and the development of student initiatives
- The use of a variety of assessment practices, especially self- and peer-assessment, to support student learning.

Key Recommendations:

- Develop the skills of all leaders to be more effective in evaluating classroom practice, to ensure that there is:
  - greater consistency in the effective delivery of the IB approaches to teaching and learning, especially in Kindergarten (KG) and Primary Years Programme (PYP)
  - more effective support in classes for students of determination.
- Enhance the learning opportunities for students in Islamic education and Arabic by providing additional professional development for teachers, and by mentoring and monitoring its impact on improving teaching and learning and the use of assessment.

Overall School Performance

Very good

1. Students' Achievement

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

	KG	PYP	MYP	DP
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 N.A.P. targets:

Registration requirements

The school meets the registration requirements for the N.A.P for the academic year 2018-2019.

School's Progression in International Assessments	is above expectations.

- PISA and TIMSS international data demonstrate very good progression overall. English progression in PISA is outstanding. Year 5 science and mathematics and Year 9 mathematics show very good progression, while Year 9 science is good. The GL scores show good progression overall. The rate of progress is stronger in mathematics. The PIRLS results are at the high international benchmark level reflecting improvements in reading and comprehension. Comparisons between N.A.P. outcomes and CAT4 measured potential demonstrate that the large majority of students exceed predictions.

Impact of Leadership	is above expectations.

- School leaders strongly support the vision and goals of the National Agenda. Action planning is detailed, specifying processes for monitoring and measuring students' outcomes. Targeted curriculum modifications have aligned the curriculum better to external assessments. The effective use of assessment information is influencing teaching practice positively in most subjects.

Impact of Learning	is above expectations.

- Research skills are being fully developed and they assist students to distinguish between relevant and irrelevant information. The use of the scientific method to support investigations in science is well developed. Critical thinking and problem-solving are now positive areas of learning, developing flexibility, open-mindedness and inquisitiveness in students.

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

For development:

- Regularly track individual students' progress in internal and external testing, and against their measured potential, in order to identify key areas of strengths, weaknesses and students' preferred learning styles.
- Monitor with more precision the effectiveness of differentiation in all classes to ensure consistency in meeting the learning needs of all students.
- Ensure that all independent student research work is accurate, and that students receive helpful feedback to remedy inaccuracies.

Reading Across the Curriculum

- Students' achievement is improving because of the careful analysis of assessment data, along with new spelling initiatives in KG and PYP, and the active promotion of reading in other subject areas.
- Children in KG and students in Year 1 are more confident in using phonics. Students in PYP are able to analyse simple texts while MYP and DP students are more critical and analytical readers.
- The school library programme is expanding and includes children from KG and their parents. The librarian takes care to attract readers to new and interesting books.
- Schemes to encourage and reward reading are motivating students to have their reading passports stamped and be recognised by leaders as ambassadors of reading.

The school's implementation of reading across the curriculum is developing.

For development:

- Determine if the borrowing of books by boys is increasing, and provide texts that will engage their interest and encourage them to read widely.

UAE Social Studies

- The UAE social studies curriculum is very well planned. It links with other subjects through units of inquiry. It is skilfully enhanced by imaginative and engaging resources.
- Students collaborate extensively and make meaningful connections to other subjects. Opportunities to use research and problem-solving skills to explore the concepts of UAE social studies are inconsistent.
- A variety of assessments provides appropriate measures of students' attainment. The large majority of students attain above expectations in their development of knowledge, skills and understanding.
- Students' progress in lessons and over time is very good, with the large majority making better than expected progress. Self- and peer-assessments support students' understanding of their own progress.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- The school has embedded a culture of innovation where students can initiate and lead activities of their choice. Students take ownership and responsibility for their own learning.
- Students have an excellent work ethic. They initiate and enjoy leading activities. They are creative and use opportunities to develop enterprises that support charities and have social impact.
- Almost all teachers regularly plan opportunities for students to develop problem-solving and investigation skills. Students make excellent use of digital technology to carry out independent research and to communicate their learning.
- The curriculum provides rich opportunities for innovation skills, which students embrace enthusiastically in lessons and through extra-curricular activities.
- Leadership is very supportive of innovation, especially when it is suggested by students. Leaders have a positive approach to change through innovation. While the processes are now becoming embedded, the impact of actions is still being evaluated.

The school's promotion of a culture of innovation is systematic.

1. Students' Achievement

Islamic Education

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

- Students in PYP demonstrate knowledge and understanding appropriate to their age. Students studying Islamic education in English make more rapid progress in applying their knowledge and understanding than those who are taught in Arabic. The rate of progress of DP students has declined, their recitation skills being the least well developed.
- Students in MYP and DP have better knowledge and understanding of Islamic morals and values than of the Holy Qur'an, Fiqh and Seerah. Those in PYP make better progress in Holy Qur'an recitation and memorisation than in other phases.
- The good attainment in the MYP and DP phases is sustained due to effective teaching in the classes delivered in English and students' strong learning skills. However, attainment is inconsistent in the PYP, and in the Arabic medium classes. The slow pace of lessons in all phases affects students' progress, although it is better overall in MYP.

For development:

- Expand the use of technology, contextual references to Sharia, and reliable assessment strategies, to enable more students to demonstrate the depth and breadth of their understanding.
- In the lower years, monitor more closely students' understanding of basic principles, so that they are fully prepared for the next stage of their learning.
- Review the mapping of outcomes in all strands of the curriculum to ensure that all elements are fully covered.

Arabic as a First Language

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

- Arabic language skills across PYP and MYP are at the expected curriculum levels. In DP, students have well developed reading skills, but only acceptable levels of writing as compared with the MoE curriculum standards. Students' speaking skills are variable across the phases.
- The use of classical Arabic in students' conversations is improving in PYP. At the end of the MYP phase, students have inconsistent linguistic fluency. The capacity to analyse literature is better in DP. Extended writing skills are within expectations across all phases. Syntax and oral language skills are underdeveloped.
- Teachers' use of assessment and new teaching strategies are beginning to improve students' progress, but the impact is not evident on their levels of attainment.

For development:

- Improve language proficiency through strengthening language fluency in guided oral activities, and through using syntax and rhetorical skills more effectively.

Arabic as an Additional Language

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

- Students' language skills are within curriculum expectations in both phases. However, based on students' starting points, the school is not measuring levels of progress accurately. The best progress is seen in lower PYP where students are beginning to learn Arabic.
- Students' oral production, with fluency appropriate to their age, remains inconsistent across the two phases. Their vocabulary is not well-developed in MYP. The use of the language in a variety of contexts is better in PYP. Writing for a range of uses is weaker in MYP.
- Students are beginning think about ways to improve their learning, and this is starting to have an impact on their language skills.

For development:

- Identify students' needs by accurately aligning their starting points and outcomes with the MoE standards and based on the years of study of Arabic.

English

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

- In KG, children's speaking and language skills develop quickly and link to the 'Talk for Writing' strategy in PYP. Students in MYP and DP make better progress, producing high quality writing based on strong literary criticism, analytical skills and personal response.
- PYP students have less choice within literacy tasks than in MYP, where, a greater emphasis on critical thinking and creativity accelerates students' progress through developmental projects. Students in DP demonstrate the literacy competencies of confident readers, writers, talkers and independent thinkers.
- The promotion of reading throughout PYP encourages students, particularly boys, to explore a range of literary styles, learning how writers construct text to influence readers or to capture their imagination. The DP students take significant ownership of their approaches to wider reading and from a range of styles.

For development:

- Plan challenges for PYP and lower MYP students to enable them to develop and refine all language skills.

Mathematics

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

- Students' attainment in external examinations is very good overall. There is a balanced provision for the application of problem-solving skills and the use of technology. In KG, most children are developing their number skills very well, but are not challenged enough in developing an understanding of mathematical concepts.
- The streamed classes in MYP, supported by the Numeracy Toolkit, are rapidly improving students' skills in number and mental mathematics. Across the school, problem-solving and investigative skills are well developed, although a few students require more support and more monitoring of their written mathematical language.
- In a few classes in PYP, the consolidation of new concepts does not always lead to sufficient depth of understanding. Students who have difficulties accessing the course requirements of DP at the Higher Level, do not receive appropriate support to help them address the gaps in their knowledge and skills.

For development:

- Raise attainment levels for those students in MYP who may wish to follow a Higher-Level mathematics course in DP.
- Provide more mathematical challenges for all children in KG, particularly the more able.

Science

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

- Science taught through real-world contexts results in very good progress across all phases. The work in KG is not challenging enough to promote higher attainment. Diploma results in biology and Standard Level (SL) physics are outstanding, as are the overall MYP e-assessment results.
- Children in KG are starting to inquire and see their world through the lens of science. Students in PYP engage in independent research work within the units of inquiry, but they are not sufficiently accurate in the use of the scientific method to prepare them for the rigour of MYP and DP.
- Students use scientific language confidently in explaining their work, reflecting a greater emphasis on key vocabulary. Critical thinking, inquiry and research skills are very well developed, as are problem-solving and reasoning skills.

For development:

- Ensure that the science within the PYP units of inquiry is both accurate and sufficiently challenging to provide the essential scientific background for later success in MYP and DP.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are skilful, responsible and motivated learners who routinely use a range of resources to further their learning by effective research. Students' inquiry and critical thinking skills are strong features across the school.
- Students take ownership of their learning, and reflect and assess their work honestly. They apply approaches to learning consistently and in a variety of contexts when given the opportunity. They present their work confidently and collaborate well with others. KG children's skills in collaboration have improved.
- Students connect their learning to real-world situations and explore topics within a global context. Opportunities for them to apply their learning skills are inconsistent, particularly in Islamic education taught in Arabic, and occasionally in the KG and PYP.

For development:

- Ensure that students across the school have consistent opportunities to apply and enhance their learning skills.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly respectful and motivated. They are keen to learn, self-disciplined and sensitive to the needs of others. The children in KG show resilience and perseverance when faced with challenging tasks. They know the school's expectations for good behaviour.
- Relationships amongst students and their teachers are exceptionally positive. Students are positive about the levels of support which they receive from their teachers. Many older students help younger colleagues by tutoring and mentoring them.
- Students have an exemplary understanding of healthy lifestyles in the areas of diet, nutrition and exercise. Newly enhanced tracking systems, and staff dedicated to the monitoring of absence, have improved attendance significantly.

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

- Students across the school demonstrate a high appreciation and understanding of UAE culture, as well as their own. They show respect towards Islamic values and recognise their impact in creating a peaceful and productive environment for all citizens in the UAE.
- Students are well-informed about the rapid growth of Dubai. Older students demonstrate a thorough understanding of how the UAE has developed and the high aspirations of its leaders. Students' rich daily experiences in school life help them to acquire a deep understanding of many aspects of other world cultures.
- The mother-tongue programme is providing an opportunity for students to be mindful of the multiplicity of world languages. Exposure to international music and arts has further developed students' understanding of cultural diversity, and is increasing their appreciation of cultural similarities and differences in the school, irrespective of backgrounds.

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

- Students share a great sense of community and responsibility. Students in all phases are empowered to initiate and lead a wide of activities and competitions.
- Students have an excellent work ethic. They are aspiring, creative leaders who enjoy leading well-planned voluntary and charitable activities. They promote activities that have significant social impact, such as building wells and providing clean water for remote communities in other countries.
- The school has been credited with the Green Flag status because of its initiatives. Students have well-developed awareness of local and global environmental issues. As an example, they have recently created an app to make the next regional Model United Nations (MUN) conference, which the school is hosting, the first paperless MUN conference.

For development:

- Ensure that students put into practice what they learn from their awareness of Islamic values.

3. Teaching and assessment

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

- Teachers in KG understand how young children learn and are increasingly effective in facilitating child-initiated learning. Consequently, children engage in open-ended activities and are beginning to be more independent in their choices. In the PYP, activities are not always sufficiently well matched to the needs of all groups of children.
- While assessment information is used to plan and inform teaching to meet learning needs, its use is inconsistent in supporting students of determination and to challenge the more able learners. This inconsistency is particularly evident in lessons in Islamic education and Arabic.
- Enhanced questioning skills to promote critical thinking, research and reflection, are regular features of lessons in MYP and DP as a result of teachers' secure subject knowledge and understanding of curriculum requirements. These skills are less well developed in other phases.

	KG	PYP	MYP	DP
Assessment	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Internal and external assessment data show a close alignment and assessment processes and practices produce more reliable and valid data. Assessment has improved in KG and in Arabic as a result of more rigorous monitoring of students' attainment.
- The tracking of individuals and year groups is extensive. Target setting for students, based on external and CAT4 data, is effective and encourages students to take greater responsibility for their own learning. Assessment information is used well to identify students' strengths and weaknesses and to modify the curriculum.
- The quality of teachers' feedback is excellent. The use of assessment rubrics is extensive, but the language is often too complex for students to understand, particularly in the PYP. In Islamic education, students' knowledge is assessed, but not their skills and understanding.

For development:

- Ensure consistency in teachers' use of assessment information to plan appropriately challenging activities in all subjects, particularly Islamic education and Arabic.
- Ensure that all rubrics used in assessment processes are written in language appropriate to the age of the students.
- Provide a more accurate measure of attainment and progress in Islamic education by assessing students' skills and understanding as well as their knowledge.

4. Curriculum

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

- The learner-centred approach integrates local, social and cultural knowledge into demanding IB programmes. Children in KG select learning activities. In PYP, students choose additional languages. Inquiry drives knowledge, understanding and innovation in MYP and DP courses.
- Continuity and progression in KG and PYP, where children suggest their own inquiries, develop critical thinking skills that culminate in the PYP exhibition in Year 5. Older students make guided subject choices following traditional or vocational pathways, including the Career-related Programme (CP) which uses Business and Technology Education Council (BTEC) units.
- In KG, children learn through exploration in their redesigned outdoor learning spaces. New opportunities exist for students following the CP to shadow professionals in the work-place. A new curriculum initiative in PYP is successful in targeting the conversion of students' confident speech into competent writing.
- Moral education is taught for one discrete 55-minute lesson to most year groups, and integrated into the Programme of Inquiry units in KG and the lower PYP.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- A range of valuable adaptations of the curriculum enhances the learning opportunities for students of determination, especially using the skills of specialist support staff. In Arabic, teachers are now adjusting lesson plans to cater for students of different abilities.
- Children in KG are encouraged to explore and to be inquisitive, and so they find great excitement in their learning. In other phases, the engagement of students is very positive and their innovative learning skills of research, creativity and enterprise are very well developed.
- Students respond positively to charity initiatives and enjoy their school-based innovation projects. They have a strongly developed understanding of Emirati culture and frequently draw on real-life examples from the UAE or other subject areas.
- In KG, children have two 45-minute periods of Arabic, where they sing songs, and learn letter shapes and simple words.

For development:

- Ensure that work in lessons is planned to meet the needs of students of different abilities, and so accelerate their progress, especially in Islamic education and Arabic.

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

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

- Procedures for safeguarding, including child protection, are robust, well understood and rigorously applied. A recent initiative and follow-up sessions have developed students' and their parents' awareness of cyber-safety, and of being responsible users of technology.
- The school provides a safe and secure environment. Standards of maintenance are very high, with reported problems being addressed efficiently. Transport arrangements are well planned, ensuring the safety of students at the start and end of the day. Emergency procedures are well established.
- The school's commitment to students' well-being and health is exemplary. Through extra-curricular activities and planned lessons, teachers in the physical education department, as well as medical personnel and class teachers, monitor and motivate students to make healthy food choices.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The school has a strong community ethos in which all members are valued. There are positive and respectful relationships at all levels, commencing in KG, where children settle quickly and begin their learning. The attendance and conduct of students are closely monitored, resulting in high levels of attendance and positive behaviour.
- Students of determination are identified by specialist staff. A range of appropriate supportive measures guides them and helps to improve their progress. Equally well organised is the identification of students with gifts and talents. Learning support assistants and specialist teachers play a valuable role in promoting students' progress in a variety of settings.
- All staff give a high priority to the care and well-being of students. Counsellors, medical personnel and teachers respond quickly to students who seek their support. Guidance for students and their families on important decisions, such as future pathways, is well-planned.

For development:

- Ensure that the monitoring of progress of students of determination is effective.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- The two heads of inclusion lead a close professional team that provides a wide range of support for students of determination, both in class and in small groups outside lessons, throughout the school. Senior leaders promote a fully inclusive ethos.
- Students' learning needs are identified effectively. Specialist staff work in a positive partnership with parents to shape learning plans for their children's development. Students with gifts and talents are accurately identified and progress towards the challenges set for them are monitored well.
- Parents receive regular termly information about their children's progress. Staff are readily available to discuss any concerns that parents may have. Some training initiatives for parents have been organised.
- The quality of support in lessons and the success with which the curriculum is modified are good overall. Recent training initiatives are beginning to help class teachers adjust lessons to meet the needs of students of all abilities, but this is not consistent and the impact on learning is variable.
- Almost all students of determination make good progress in their lessons and in their work over time. However, progress varies across phases and subjects. It is very good in MYP and in science in PYP. Progress remains weaker in Arabic as a first language.

For development:

- Provide a rigorous lesson monitoring programme to ensure that areas for improvement are identified quickly, and that staff are provided with training to enable them to support students of determination more skilfully.

6. Leadership and management

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

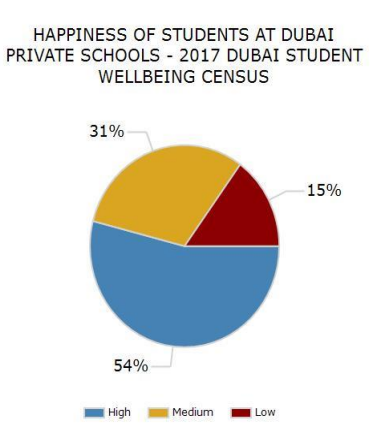
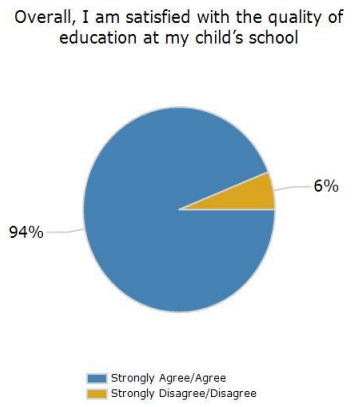
- The school's senior leadership team, led by a newly appointed principal, has a strong vision for the school that is closely linked to the UAE national agenda priorities. Leaders promote an inclusive and caring ethos that is focused on student well-being and positive relationships between all stakeholders. School leaders are committed to empowering students, and more opportunities are available for student leaders this year. Morale throughout the school is very positive with the processes for driving change being developed and implemented.
- The school has a comprehensive improvement plan that is directly related to the findings of the previous inspection. The actions identified in the plan are having some effect, but there is no detailed measurement to ensure that the actions are having the desired impact on learning outcomes. The school self-evaluation is robust and has provided a mostly accurate picture of the school. Inaccuracies are related to the school's monitoring processes not being fully effective.
- Parents are very supportive of the school and are active partners in their children's learning. Communication is frequent and informative. Parents have numerous opportunities to contribute to their children's education and to enhance their own skills. They are influential in defining new priorities in school improvement, such as reading across the curriculum. Their views are welcomed, and their opinions valued. They feel appreciated by the open-door policy which is followed when dealing with their children's needs.
- The school's corporate governing and local advisory boards meet regularly. The corporate governing board has supported the school's leaders in acting on the recommendations of the previous inspection report. Governors exert a positive and direct impact on school performance. They hold leaders accountable for the overall school performance. Governors ensure that the level of staffing, facilities and resources are effective in supporting students' needs.
- The day-to-day management of the school is very efficient. Resources, particularly for science and technology, are plentiful, and well matched to curriculum requirements. Specialist learning areas, including the new outdoor learning spaces, are used to their advantage. Most teachers are well qualified and receive extensive professional development. However, there are large numbers of students in some of the Islamic education classes.

For development:

- Produce a well-structured development plan that is based on the strategic vision of the school, rather than just a response to inspection report findings, and share it across the school community.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

Students No. of responses = 493	**Parents** No. of responses = 588
	

Students	• Most students who responded indicate that they are happy at school, are optimistic and able to persevere with tasks. All students think that they have some connection with adults at the school, and indicate that they have a high level of engagement in their school work. Overall, inspection findings support students' views.
Parents	• Almost all parents are satisfied with the education which the school provides for their children. They perceive that their children are happy and feel safe at school and are positive about their children's well-being. A few parents say that they are never involved in activities at the school, and a few are critical of the level of communication from the school. In general, inspection findings concur with those of parents.

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 inspection@khda.gov.ae