

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

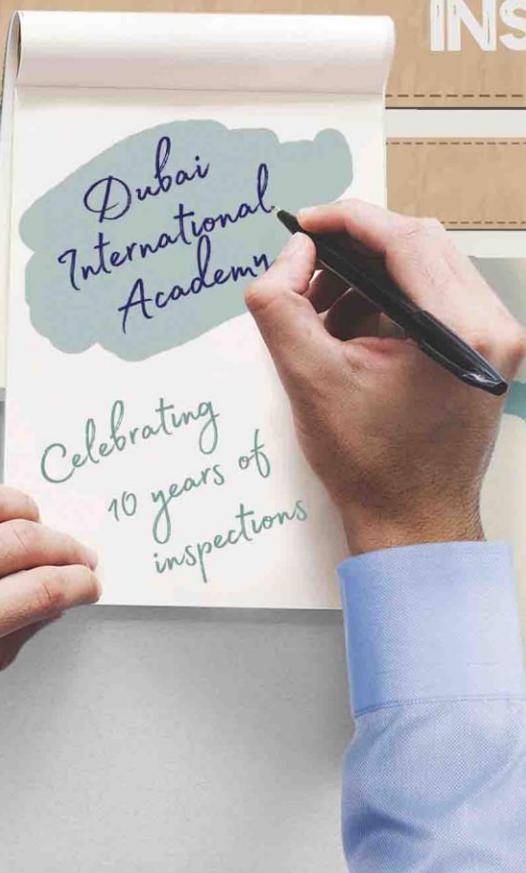
VERY GOOD



دبي
المعرفة Knowledge

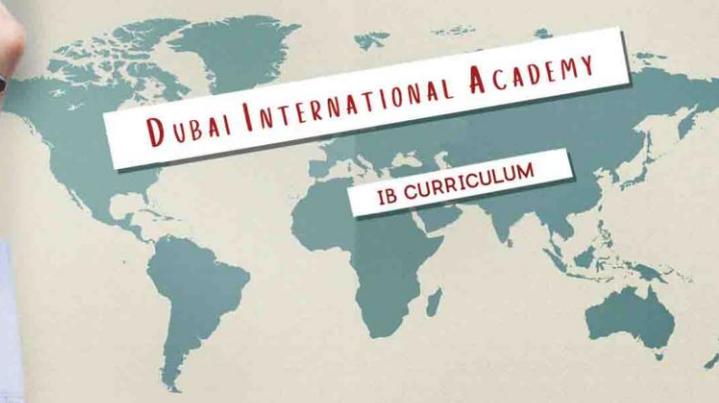
INSPECTION REPORT

2017-2018



Dubai International Academy

Celebrating 10 years of inspections



DUBAI INTERNATIONAL ACADEMY

IB CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities.....	9
Main inspection report.....	13
1. Students' achievements	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	19
4. Curriculum	20
5. The protection, care, guidance and support of students.....	21
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management	23
The views of parents, teachers and senior students.....	24

School information

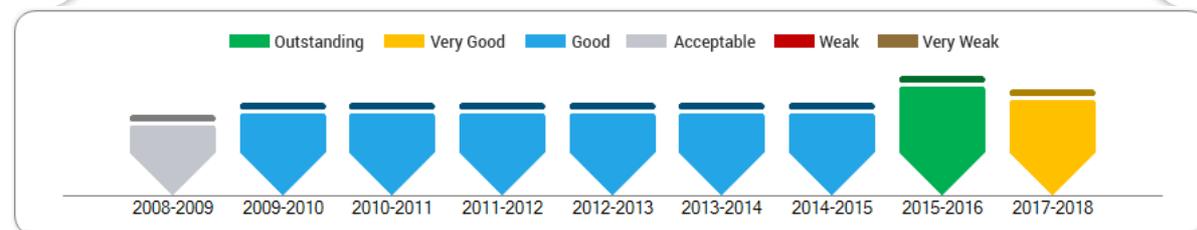
General information	
Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.diadubai.com
Telephone	043684111
Address	PO.BOX 118111 Emirates Hills , Dubai
Principal	Pratibha Rao
Principal - Date appointed	10/15/2014
Language of instruction	English
Inspection dates	05 to 08 February 2018

Teachers / Support staff	
Number of teachers	190
Largest nationality group of teachers	UK
Number of teaching assistants	60
Teacher-student ratio	1:11
Number of guidance counsellors	7
Teacher turnover	20%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Year 13
Number of students on roll	2241
Number of children in pre-kindergarten	0
Number of Emirati students	26
Number of students with SEND	84
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBDP;IBMYP;SAT 1;SAT2;PSAT; PIPS
Accreditation	NEASC; MEIBA; IBO; CIS
National Agenda benchmark tests	GL, IBT

School Journey for Dubai International Academy



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Dubai International Academy was inspected by DSIB from 05 to 08 February 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders share a strong sense of purpose and pride in the students' personal and academic achievements. Senior and middle leaders are encouraged to innovate, lead and drive improvements at the school. A wide range of stakeholders, including governors, participate in the self-evaluation processes. Parents are actively engaged in their child's education. Students benefit from access to high quality resources and facilities.

Students' achievement

Throughout the school, students demonstrate very good or outstanding attainment and progress in English and mathematics. Students are highly motivated and engaged in their own learning. Diploma Programme (DP) students' attainment in Arabic as a first language has improved. Students in the Middle Years Programme (MYP) achieve outstanding attainment and progress in science, but outstanding progress is not consistent across all subjects.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding in all phases. They demonstrate excellent self-disciplined behaviour in class and around school, possessing a strong work ethic and taking responsibility for their learning. Students respond well to innovative and challenging tasks, especially in the use of the technological resources available in the school. They prosper in an atmosphere where their leadership skills and potential are highly valued.

Teaching and assessment

Teachers know their subject matter, and in the best lessons they expertly manage to create motivating learning environments. High quality interactions with students enhance learning and progress. In outstanding lessons, teachers' use the extensive assessment data available to ensure tasks and activities skilfully promote critical thinking and problem solving skills. Planning is thorough and detailed. Carefully chosen questions extend students' learning and understanding.

Curriculum

The outstanding curriculum includes linguistic, physical and creative experiences and is regularly reviewed to ensure the highest quality provision for students' academic and personal achievements. Through creative, physical and practical activities, this highly inclusive school provides opportunities for the promotion of students' innovation skills. Students and parents value the excellent range of high quality extra-curricular activities.

The protection, care, guidance and support of students

The school has rigorous safeguarding measures. Effective procedures are in place to ensure the safety and security within the school community. Healthy lifestyles, promoted in particular through excellent physical education experiences, are demonstrated by almost all students across the school. Relationships between staff and students are exemplary. Students benefit from the high quality of personal and academic guidance and support.

What the school does best

- Outstanding attainment and progress in English in the MYP and DP phases
- Outstanding maturity, independence and awareness of their own preferred modes of learning displayed by students throughout the school
- Excellent after school activities enriching an outstanding curriculum provision
- Outstanding arrangements for health, safety, care and support and for students with special educational needs and disabilities (SEND)
- Highly supportive, engaged and involved parents and governors.

Key recommendations

- Raise students achievement in Arabic and Islamic education in all phases by:
 - ensuring consistency of teaching
 - monitoring of students' progress in all areas of the subject
 - designing assessments that accurately measure attainment and progress.
- Raise the standards of teaching for effective learning to outstanding across all phases and subjects by:
 - ensuring that the most able students are always sufficiently challenged
 - sharing the existing outstanding practice among colleagues.
- Focus the monitoring and evaluation of classroom practice by senior and middle leaders to ensure consistent accuracy and promotion of outstanding features of teaching, learning and 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	Good
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	Very good ↓	Outstanding	Outstanding	Outstanding
Science 	Attainment	Good	Very good ↓	Outstanding ↑	Very good ↓
	Progress	Very good ↓	Very good ↓	Outstanding ↑	Very good ↓
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	Very good ↓	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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- In English, mathematics and science, attainment in National Agenda tests indicates that expectations are being met in all three subjects.
- The school meets the registration requirements for the National Agenda Parameter
- The school's leadership is committed to the National Agenda and is supported by the Governing Body. The school's National Agenda action plan addresses all key areas.
- CAT4 and N.A.P. data are analysed well and compared, to highlight gaps which exist in students' learning and to use the data to inform personalised provision.
- The school has made comprehensive and regular changes to the curriculum in the light of data from TIMSS, CAT4, N.A.P. and PISA.
- Teaching strategies are amended on a regular basis to take account of the school data.
- Students are skilful learners, who routinely use a range of resources to further their learning by effective research.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The school employs robust systems to collect and monitor a range of performance information. Rigorous analysis ensures that school leaders have a thorough understanding of the progress of each Emirati student in the school. Communication with parents is comprehensive, with regular reports and meetings supplemented by digital access to information about their child's learning and achievement.
- Emirati students collaborate well with their peers in lessons, and work diligently at all times. School leaders rigorously analyse CAT4 data and disseminate the findings widely with the expectation that teachers will use the information in their planning. However, leaders have not yet focused on those students who have variances between verbal and non-verbal skills.
- Teachers' planning consistently draws upon CAT4 information when devising seating plans and differentiating lesson materials. The school has implemented successful strategies for improving reading in English, particularly for boys, which have seen PISA scores improve significantly. The primary guided reading programme now utilises the 'Bring your own device' (BYOD) technology that students routinely use in lessons. Parents report an increased engagement with reading.

The school's provision for raising the achievement of Emirati students is above expectations

Moral Education

- Moral education is effectively integrated through related subjects into the curriculum. Where appropriate, specific units are taught discretely.
- Teachers use a variety of resources to effectively engage and motivate students. They plan carefully to ensure there is consistency and continuity within year groups and across phases.
- Most lessons are skillfully adjusted to meet the needs of all groups of learners, resulting in engagement and challenge.
- Assessment of moral education is being refined. Students' feelings, thoughts and actions in relation to moral dilemmas are increasingly considered.

The school's implementation of the moral education programme is well-developed.

Social Studies

- The UAE social studies curriculum is well-balanced, relevant and effective in developing students' knowledge, skills and understanding.
- Lessons are taught using English. Teachers planning is appropriate: they make meaningful links to other curriculum areas, to help students effectively transfer their learning between subjects.
- Students use learning technologies effectively to carry out research and they collaborate well in group activities.
- A variety of assessments provide appropriate measures of students' progress.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- The best lessons incorporate activities which fully engage students and provide frequent opportunities to promote innovation and research skills.
- The developing, innovative use of ICT, to support improved learning in class, is generating student initiatives to devise even more creative uses of ICT.
- Social and community benefits of innovative environmental initiatives have resulted in a cleaner school with less waste produced and less water and energy consumed.
- The wide range of activities both in and outside the classroom provide many opportunities for innovative skill development which supports students' academic and social progress.
- Leaders are enthusiastic in promoting a school wide culture of innovation. They provide extensive student leadership roles and activity groups to develop the skills of innovation.

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

Main inspection report

1. Students' achievements

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

- The majority of MYP and DP students are achieving above curriculum expectations, and are making better than expected progress. In PYP the attainment of most students' is in line with curriculum standards and most are making expected levels of progress.
- The majority of students memorise and can recite required verses of the Holy Qur'an and Hadith and have a strong knowledge of basic Islamic beliefs and values. However, their knowledge about Seerah is inconsistent. Students in upper phases are able to apply their learning to real world issues and present their learning confidently.
- Students' recitation skills remain strong due to regular and effective provision. Teachers' expectations in upper phases lead to more collaborative work and stronger levels of achievement.

For development

- Provide additional opportunities for students to recite the Holy Qur'an and Hadith.

		KG	PYP	MYP	DP
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good

- Levels of achievement in both phases are very close, better in DP. Listening is the strongest. Students are able to speak Arabic but few of them are fluent in classical. Extended writing is within expectations; grammatical knowledge is below the expectations for all students.
- Students' abilities to analyse literature text and identify the key ideas are strengths. However, the ability to express their understanding orally or in writing is inconsistent from one class to another.
- Increased challenges by some teachers, especially in DP, has resulted in positive improvements to students' achievement. However, the lack of classroom consistency has created unequal opportunities to practice the language.

For development

- Increase the range of writing opportunities for students and enable them to reflect on improvements.

		KG	PYP	MYP	DP
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Acceptable	Not applicable

- Most students develop their knowledge, skills and understanding in line with curriculum standards and make expected levels of progress.
- Across both phases, students' listening and speaking skills are stronger than their reading and writing skills. A few students in MYP exceeded the expectations in all skills.
- Students' progress is often restricted because of limited opportunities to use language in multiple contexts.

For development

- Involve all groups of students in assessing their progress in the development of their key skills of reading and writing.

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

- In Kindergarten most children make outstanding progress from their starting points and against expected outcomes. Almost all children are effective communicators; they listen very carefully and speak confidently. They initiate conversations, recognise letters and their sounds, and use an ever increasing range of vocabulary.
- The majority of PYP students have very good reading and oral communication skills. Their writing shows adequate structure but their skills of spelling, proofreading and grammatical accuracy are not consistently developed. Overall the majority have very good attainment and progress.
- Most MYP and DP students demonstrate outstanding attainment and progress. They are able to draw on a wide range of reading, when they analyse the intended effects of an author's use of different literary devices. Their writing is consistently reasoned and persuasive. Well-developed speaking and listening skills enable them to engage in high quality and well-informed class discussions.

For development

- Improve the consistency of PYP students skills of spelling, proofreading and grammatical accuracy

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

- Mathematics is taught enthusiastically using interesting and relevant contexts making the subject meaningful to students. Attainment levels are above curriculum standards in all phases. Progress in KG is limited by a lack of challenge in the mathematics activities. In all other phases, progress for most students is outstanding.
- Students confidently discuss their understanding of mathematics using accurate terminology. The use of technology to access textbooks, to graph simulations, to self-assess, to practise mathematical skills and to conduct research is supporting the outstanding progress across the upper phases. DP students use graphics calculators competently to prepare for higher level work.
- A greater emphasis has been applied to mental mathematics, reasoning, data analysis, real life applications, geometry and other weaker areas identified in external testing. These changes strengthen student understanding and mathematical skills in PYP and MYP and provide better preparation for future success in the DP phase.

For development

- Provide a clear balance in lessons between the use of technology and the application of mathematical problem solving skills.

		KG	PYP	MYP	DP
Science 	Attainment	Good	Very good ↓	Outstanding ↑	Very good ↓
	Progress	Very good ↓	Very good ↓	Outstanding ↑	Very good ↓

- Attainment in internal and external tests, and observed in lessons and in students' work-books demonstrate above curriculum levels, with secure knowledge being demonstrated. MYP is the strongest phase, with biology being the strongest subject at DP.
- Investigative skills are systematically developed from PYP to DP. Basic practical skills of measuring, recording and transforming data to aid analysis are very strongly developed. Students' enquiry skills are being embedded. However, KG children have too few opportunities to independently investigate and find things out for themselves.
- Students' across all phases make at least better than expected progress from their starting points. In lessons, rapid progress against learning objectives is often observed, as are everyday connections with studies in other curriculum areas.

For development

- Increase KG children's opportunities to investigate and find things out for themselves.

	KG	PYP	MYP	DP
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students throughout the school demonstrate an enthusiasm for learning. They enjoy well-paced, interesting, relevant and challenging work. They collaborate well and communicate confidently with their teachers and peers. Children in the KG take advantage of opportunities to collaborate in practical activities.
- In most subjects, students use learning technology and conduct research individually or in groups. Students in lessons develop initiative and take responsibility for directing their learning.
- Opportunities for critical thinking and problem solving skills are well developed features of learning. Students see connections between subjects and most make relevant connections between their learning and real life.

For development

- Develop greater student collaboration in the KG.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Excellent personal development is a very strong feature across the school. In lessons, PYP students demonstrate the highest levels of self-discipline, even when lessons are not long enough.
- Almost all students have very positive and responsible attitudes and demonstrate strong self-reliance. They respond very well to others and have excellent relationships. Attendance is very high.
- The school is effectively implementing opportunities to encourage the development of empathy when dealing with others.

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

- Students across the school have strong knowledge and appreciation of Islamic values and how they influence modern life in the UAE. They can give concrete examples and share highly positive personal experiences of living in Dubai.
- Students fully respect and appreciate the local Emirati culture. They have a thorough understanding of how the UAE has developed and the high aspirations of its leaders. Effective implementation of the UAE social studies curriculum has strengthened students' understanding of the country.
- Students take pride in their home culture and pursue opportunities to improve their mother language and celebrate their own culture. They show respect for other world cultures and involve themselves in the study of world art, music and literature.

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

- The quality of students' social responsibility and innovation skills is outstanding across all phases. Students contribute actively to school life and the wider community as volunteers. For example the PYP reading buddies of the KG 2 children.
- Students have an excellent work ethic. Many confidently lead others, converting creative and practical ideas into actions. A broad range of well planned projects and enterprises provide significant social impact as students develop their creative and innovative skills.
- Students are engaged in environmental projects and are very aware of the need for sustainability. Student led projects, for example by the ECO Club, exist to improve the school environment and to support conservation beyond the school.

For development

- Create a wider range of leadership opportunities for even more students to develop and experience the challenges and enjoyment of leading others.

3. Teaching and assessment

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

- Teachers are well qualified and demonstrate a secure subject knowledge. Most have a clear understanding of how students learn best. Opportunities for active learning are evident in most lessons where teachers skilfully question students to check on understanding and stimulate discussion and reflection. However, planning in KG is inconsistent.
- Teachers increasingly promote critical thinking, problem solving and other 21st century skills, with more consistency being evident in MYP and DP lessons. In KG collaboration, critical thinking, and the development of innovation skills are less well promoted by teachers.
- Technology is used effectively throughout the school and is resourced to a high standard. It is effectively used in English, mathematics, science and physical education to motivate students and develop their critical thinking, research skills and physical performance. In KG children regularly use technology to support their learning.

	KG	PYP	MYP	DP
Assessment	Very good ↓	Outstanding ↑	Outstanding ↑	Outstanding

- Internal assessment is generally thorough and is benchmarked well against external data. This provides information about students' performance, which is used to good effect in lessons to move learning forward, In KG and in Arabic languages, external data is not used effectively to guide curriculum adjustments.
- Information from CAT4 is compared with external data. Additionally, this data is used to inform planning and development in all curriculum areas. Trends are seen and progress is tracked, although the system used produces inflated data.
- In the classroom, information is used to guide verbal and written feedback and students are routinely being involved in assessing their own performance. Students use 'next-step' comments from teachers to establish a meaningful dialogue and guide their learning.

For development

- Analyse progress data more accurately to enable even more sophisticated adaptations to teaching to take place, including more personalised differentiation.

4. Curriculum

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

- The curriculum design is outstanding across all phases because the curricular programme, courses and activities generally promote challenge, enjoyment, relevance and choice for students.
- Reviews of the curriculum have resulted in the inclusion of an IB vocational programme for Year 12 students and three science subjects for MYP students. However, the lack of balance between skill and knowledge development in PYP science is restricting the level of understanding of key scientific concepts.
- Successful implementation of structured cross curricular links is providing meaningful and interesting learning opportunities. Students' advanced technology skills and the available technology has supported the development of excellent opportunities for independent learning, research, self-assessment and critical thinking.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is effectively planned to provide stimulating learning opportunities and to ensure maximum engagement and challenge for students of all abilities. Effective planning supports students with SEND and challenges the high achievers.
- The curriculum is interesting, motivating and diverse allowing opportunities for an extension of student experiences and aspirations. A high participation rate in a wide range of social, cultural, scientific and athletic co-curricular activities allows students to extend their learning and interests and serve the community.
- The UAE culture and society is embedded across all curriculum areas. Students are developing an excellent understanding of UAE heritage, culture and traditions.
- All Arabic and non-Arabic students in KG receive two 45 minute lessons of Arabic language weekly.

For development

- Review the PYP science units of inquiry to ensure provision of the essential scientific building blocks.

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

- Rigorous safeguarding arrangements and associated highly effective procedures ensure the safety and security of all while on the school premises. There is effective control of visitor access to the school premises. Evacuation procedures are embedded and regularly practiced.
- Medical staff ensure high quality care in their excellent facilities. Healthy living is effectively promoted. Health and fitness for all is taught in physical education lessons and extra-curricular activities and also linked to healthy diets and the students' lunches.
- All areas of the school are kept meticulously clean and hygienic. The school has a zero-tolerance approach to bullying or sustained intimidation; classes focus on internet safety as a part of the curriculum. Risk-assessments for activities such as educational trips are rigorous and recorded.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The school's promotion of student leadership plays a significant role in setting an ethos in which students' behaviour rarely has to be managed by staff. Students value the range of rewards available. Comprehensive monitoring systems promote excellent attendance and punctuality.
- The identification of students' special educational needs is timely and comprehensive. Interventions are well matched to students' needs because teachers are given clear information about support strategies. Support for students with SEND in Arabic is less effective than in other subject areas.
- The school has refined its gifted and talented student identification processes. Systems for monitoring students' well-being and personal development are robust. The school prepares students well for their transition to university and the world of work.

For development

- Improve the quality of support provided for students with SEND in Arabic.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- Leaders have appointed appropriate people to the roles of inclusion champion and governor for inclusive education. The inclusive education action plan is appropriately focused on school improvement priorities, but does not set sufficiently specific targets that relate closely to the department's identified needs.
- The school systems for identifying students' needs are robust and well understood by all staff. Planning and interventions are both accurate and timely. Leaders have limited information about the trends and patterns of students' needs and performance.
- Communication with parents is highly effective. Digital portfolios of students' work and regular opportunities to meet staff ensure parents have current information about their children's learning and development. Parents are fully involved in the planning and monitoring of the support provided for their children.
- Individual plans monitor student's success by measuring the level of support needed to achieve their targets. This helps students to improve self-regulation and take responsibility for their own learning. Learning support personnel are deployed effectively and work skilfully, focusing on developing students' independence.
- The school's has comprehensive monitoring and tracking systems. Students' progress over time is very good. Literacy interventions support outstanding progress. A lower proportion of students make at least expected progress in Arabic in the primary school than in other subjects.

For development

- Ensure the inclusive education action plan more accurately reflects the identified needs of the department and be written with more specific, time-bound targets.
- Investigate and implement innovative practices to help a higher proportion of students with SEND make at least expected progress in Arabic.

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

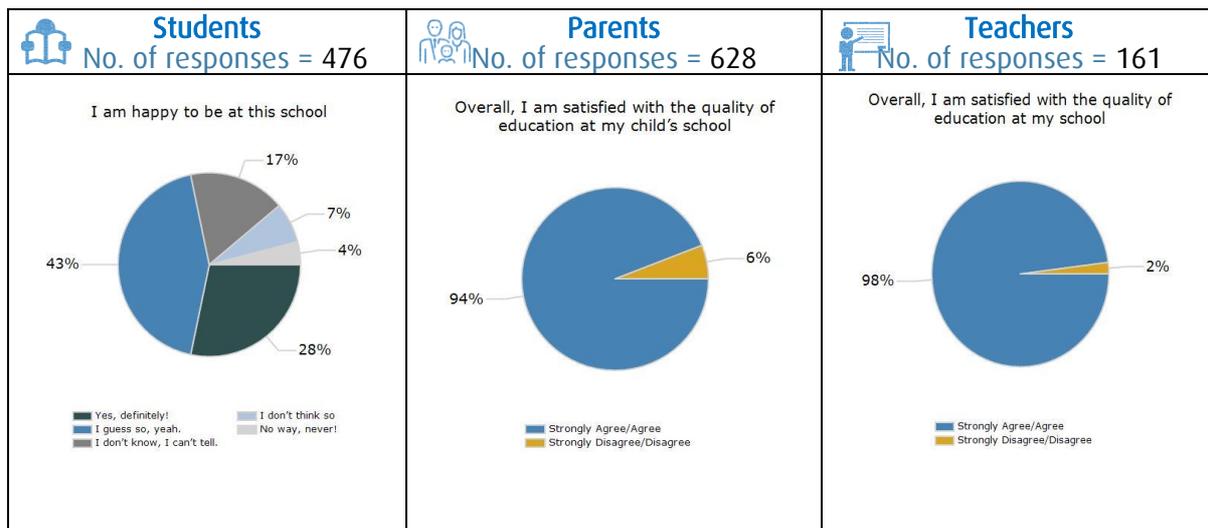
- A clear vision for this successful school is promoted by the leadership team. The strong ethos is evident in the high quality relationships amongst students, staff and parents. This is shared with the school community and stakeholders with the help of an increasing number of staff engaged in the 'Leaders of Learning' group, lack of rigour in monitoring results in some inconsistencies in the quality of teaching.
- Senior and middle leaders are encouraged to lead and drive improvements at the school. The school had responded to the previous inspection by addressing the recommendations. School self-evaluation is aspirational; some judgements are overly optimistic. Key priorities are accurately identified and analysed, and improvement plans comprehensive.
- The school has an excellent and positive relationship with all groups of parents. The parents' association PADIA helps to bring the community together in social events that it supports and members engage in the school's evaluation activities. Parents are exceptionally well informed about all aspects of their own children's achievement, well-being and development.
- Governors are focussed on further improvement of the school through greater engagement and accurate monitoring. Advisory Council members have increased their monitoring of the National Agenda priorities by creating linked posts for each improvement target. They promote the inclusive nature of school, especially in the DP, and recognise the impact it is having on attainment outcomes. The school leadership is diligently held to account.
- The premises and facilities provide a safe, pleasant and stimulating environment, well suited to supporting the excellent curricular and extra-curricular activities of students. A variety of internal and external work areas enhance students' learning experiences. High quality resources are matched to educational needs. The school is accessible to students, staff and visitors who have additional physical needs.

For development

- Increase the rigour in monitoring and evaluating the performance of staff at all levels to eliminate inconsistencies.

The views of parents, teachers and senior students

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



 Students	<p>Most students are happy to be at the school. They find it a friendly and welcoming environment. Most students believe they have a wide range of subjects and extra-curricular activities to choose from; they can participate in activities that help them develop their leadership skills.</p>
 Parents	<p>Almost all parents feel their child is kept safe at school and on school transport, and is happy at school. They feel school leaders and staff are approachable and led the school well. Most parents agree their child is offered a wide range of extra-curricular activities to choose from, and teachers know their child's strengths and weaknesses well.</p>
 Teachers	<p>Almost all teachers are satisfied with the quality of education at the school and feel students learn well most of the time because of effective teaching. They agree that teachers know students' strengths and weaknesses well. Most believe the school is well led, and that it is a good organisation to work for.</p>

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