



المعرفة  
Knowledge



## AMBASSADOR INTERNATIONAL ACADEMY L.L.C

### IB CURRICULUM

GOOD

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA  
PARAMETER



VERY GOOD

# CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



## SCHOOL INFORMATION



	Location	Al Quoz 2
	Opening year of school	2019
	Website	www.aiadubai.com
	Telephone	045806999
	Principal	James Edward Lynch
	Principal - date appointed	8/1/2019
	Language of instruction	English, Arabic
	Inspection dates	05 to 08 February 2024



	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	KG 1 to Grade 10
	Number of students on roll	1506
	Number of Emirati students	13
	Number of students of determination	158
	Largest nationality group of students	Indian

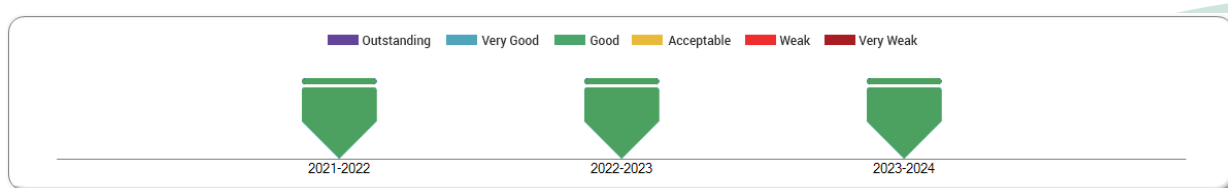


	Number of teachers	155
	Largest nationality group of teachers	UK
	Number of teaching assistants	57
	Number of guidance counsellors	2



	Curriculum	IB
	External Curriculum Examinations	NA
	Accreditation	IBO

## School Journey for AMBASSADOR INTERNATIONAL ACADEMY L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Following improvement in the Ministry of Education (MoE) subjects, the achievement of students in PYP is slightly better than those in MYP. In the Kindergarten (KG) children's achievement is good in science and very good in English and mathematics. In the other phases students' achievement in these subjects is at least good. Learning skills are very good in KG and good in PYP and MYP.
- Students display a strong sense of belonging to the school community. They are independent, confident, tolerant and respectful. Student-led initiatives are helping to improve their learner profile. They understand, appreciate, and celebrate Islamic traditions. Most relate well to the UAE's context and acknowledge the range of cultures within the school's community. Students embrace positions of responsibility and are committed to sustainability.

### Provision For learners

- Teachers exhibit secure subject knowledge. They plan lessons, manage time and use resources purposefully, and in the best lessons, teachers support or challenge students with a range of needs. Teachers KG are improving the use of assessment to personalise learning. However, in the other phases, only in the best lessons do we see teachers making the most effective use of outcomes of external benchmark assessments when planning lessons.
- The curriculum encapsulates a strong IB philosophy. The KG and PYP curricula are child-centred and provide links to everyday contexts. Transdisciplinary and interdisciplinary links have been strengthened. There are a range of planned pathways for students entering DP. In the best lessons, teachers personalise the implementation of the curriculum to meet students' needs, including for students of determination and the most able students.
- Students' welfare is a priority. All staff understand their safeguarding duties. The premises are safe and hygienic. The supervision of students is highly effective and healthy lifestyle choices are encouraged. There is a strong commitment to inclusion and the wellbeing of all. Systems for identifying students of determination are very effective.

### Leadership and management

- Leaders have a shared vision of inclusion, global citizenship and a secure knowledge of the IB philosophy. Delegated leadership is helping to improve outcomes. Parents are committed partners in learning and their voice is heard and acknowledged. Governors are committed to the development of a range of pathways for students when they enter the DP phase. There has been substantial growth in provision for inclusion and for wellbeing.

### Highlights of the school:

- The mutual trust between leaders and governors, teachers, students and parents
- The diverse school community and their understanding of Islamic values and UAE culture
- The very strong achievement of children in English and mathematics in the Kindergarten and the progress they make in Primary
- The open communication that engages parents as active partners in their children's learning.
- The significant development of human and physical resources to support learning

### Key recommendations:








- Improve the outcomes in Islamic Education and Arabic by:
  - modifying the curriculum more effectively to address gaps in students' knowledge and skills, particularly in Islamic Education in MYP and in Arabic for non-native speakers, and
  - modelling the best practice in these subjects and focusing on the development of all language skills.
- Share the school's best practice of teaching and learning to ensure that all groups of students fully realise their potential
- Ensure that the analysis of assessment information provides an accurate picture of students' progress and is used in lesson planning to match learning activities to students' needs and abilities.
- Support recently appointed leaders to increase their skills within their faculties and to prepare for the introduction of the various programmes for senior students.



## OVERALL SCHOOL PERFORMANCE

**Good**

### 01 Students' Achievement

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

	KG	PYP	MYP
Learning skills	Very good	Good	Good



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

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

## 03 TEACHING AND ASSESSMENT

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



## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 LEADERSHIP AND MANAGMENT

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding 
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

#### International Assessment, Reading Literacy and Emirati Achievement

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



#### A. Registration Requirements

**Met Fully**

Whole school

Emirati cohort

#### B. International and Benchmark Achievement

**Very good**

**Not applicable**

- The school's first international assessment of the Progress in International Reading Literacy Study (PIRLS 2021) was successful, with the school exceeding its target by 31 points, and gaining a strong score of 578. On average, students taking benchmark progress tests in English, mathematics and science sustained a good overall judgement over two years, with stronger results evident in the lower PYP grades. There are too few Emirati students to make reliable judgements on their performance.

#### C. Leadership: International and Emirati Achievement

**Very good**

- School leaders at all levels have a secure understanding of the results of external assessments and what is needed to address the areas of greatest need. Action planning starts from the point of data collection. Plans show realistic and achievable goals to raise students' attainment and increase students' understanding. Leaders consider the varied home languages of the student population as they plan for how best to raise students' achievement. During lessons, teachers' use of data and the application of action planning are monitored. However, the effectiveness of this is variable among individual teachers.

Whole school

Emirati cohort

#### D. Teaching and Learning: Improving reading literacy

**Good**

**Not applicable**

- The results from the most recent reading literacy skills test show students in the lower grades with lower reading scores than the average scores of older students. The proportion of new students entering the school in PYP means that there is a range of starting points in literacy in English. Steps to develop reading engagement have had some effect. However, measures to develop reading skills are just beginning to have an impact. There are whole class approaches to building reading skills, but lower performing readers do not receive individual targeted interventions.

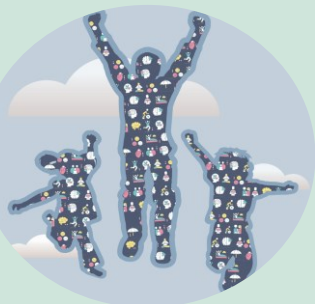
**Overall school standards in the National Agenda Parameter are very good**

#### For Development:

- Introduce more individualised approaches to improve students' reading literacy skills in all phases.



## 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 demonstrates a strong commitment to wellbeing, illustrated by the leaders' clear vision. The application of wellbeing initiatives varies from grade to grade illustrating that wellbeing is not yet fully integrated within the school. The school employs various methods to assess wellbeing, including stakeholder surveys and classroom observations. However, these are not documented or analysed fully enough to ensure that it is sustained.
- The school strives to engage stakeholders in wellbeing matters. Members of staff and students actively contribute to the maintenance of a positive environment. Positive and engaging classroom environments reflect positive relationships. Student voice is a cornerstone of this provision and student leaders lead well-being initiatives across the school. Although staff wellbeing is supported through various initiatives, the vision is not communicated as clearly as it could be to them.
- The school has established a supportive environment for student wellbeing, characterised by initiatives such as worry jars, student-led assemblies, and regular wellbeing checks. These initiatives, while having some impact, reveal the inconsistencies between different grades. Parents work in collaboration with the school to actively engage in the well-being of their children. The school fosters students' wellbeing through various activities. It is also encouraging a nurturing atmosphere through trusted adult support and self-evaluation tools.

### **For Development:**

- Implement comprehensive evaluation methods to record and measure the effectiveness of wellbeing initiatives in all phases.
- Establish a systematic framework for assessing and refining student-led initiatives.

## UAE social studies and Moral Education

- Moral education and social studies follow the MoE framework for Moral, Social and Cultural Studies (MSCS) In PYP students receive one moral education and one social studies lesson, each of 40 minutes, per week. In MYP, moral education and social studies are taught as a combined MSCS subject in one 40-minute lesson per week.
- MSCS lessons are taught in English and are well planned to enable students to tackle increasingly sensitive and complex issues with confidence. Students' thoughtful discussions indicate their growing understanding of their place in the world. All lessons make strong links to the culture and context of life in the UAE. Students' achievements are reported to parents termly.

## Arabic in Early Years

- Arabic is taught to all children in KG1 and KG2 for 40 minutes per week for Arabic and non-Arabic children. The curriculum focuses on colours, numbers and alphabets and some simple three letter words. It is designed as an introduction to Arabic for the next phase. One teacher delivers the lessons through a range of activities. Teaching and assessment are not always suited to the age group as they are too similar to those in PYP.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	KG	PYP	MYP
<b>Attainment</b>	Not applicable	Good ↑	Acceptable
<b>Progress</b>	Not applicable	Good ↑	Acceptable

- The majority of PYP students achieve stronger outcomes than those in MYP although older students are making improvements in their knowledge and understanding. Students in both phases demonstrate confidence in memorisation and recitation of the Holy Qur'an, particularly non-Arabic students.
- Students in Grade 5 understand the emphasis of kindness in the Holy Qur'an and Sunnah. Grade 10 students struggle to differentiate between endowment in the Sadaqah and Zakah. Grade 8 non-Arabic students are confident in their understanding of the Pillars of Umrah.
- Arabic students in MYP lack confidence in their understanding of Islam. There is insufficient introduction and reinforcement of prior learning at the start of lessons to support further learning. This is limiting students' achievement.

#### For Development:

- Strengthen the background Islamic knowledge and understanding of MYP students.
- Improve students' achievement by maintaining a better balance between teacher's input and students' independent learning during lessons.

## ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good ↑	Acceptable

- Students' progress in PYP is noticeably faster than in MYP. Girls' attainment is marginally stronger than boys. The progress of less able students' is slower than that of other groups. Students' listening skills are strongest in the upper grades of PYP.
- Although students have acceptable reading skills, their reading comprehension is less strong. Their listening skills are mostly secure but speaking skills using standard Arabic are less so. In PYP, students' progress in listening and reading aloud is rapid. Writing skills are less well-developed.
- The overuse of worksheets in lessons is limiting progress in the development of students' overall language skills.

### For Development:

- Provide students, especially in MYP, with more purposeful opportunities to develop their speaking skills using modern standard Arabic.
- Modify the curriculum and adjust teaching strategies to systematically develop students listening, speaking, reading and writing skills, particularly in MYP.

## ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP
<b>Attainment</b>	Not applicable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable

- Girls in the upper grades in PYP attain slightly higher than boys. The progress of students with fewer years of studying Arabic is relatively faster than other groups. Students' speaking and reading skills are less strong than the other language skills.
- Most students' listening and reading skills are sound. Speaking is limited to greetings and familiar introductions about themselves. Reading comprehension and independent writing skills are less strong. Students' progress in developing listening and responding skills is sound.
- To raise achievement, most teachers are enhancing learning environment with more varied tasks and worksheets. However, these are not yet sufficiently focused on improving all four language skills.

### For Development:

- Improve students' listening, speaking and reading skills in PYP and MYP.
- Ensure that all teachers provide activities in lessons that target and improve all four language skills.

## ENGLISH

	KG	PYP	MYP
<b>Attainment</b>	Very good ■	Good .	Good .
<b>Progress</b>	Very good	Very good ↑	Good .

- Children in KG progress rapidly with phonic skills. In PYP, students' reading fluency improves with guided reading. In MYP, reading is supported by a reading comprehension programme and reading logs. Reading for pleasure is encouraged throughout all phases and having positive benefits.
- Cross-curricular approaches to reading and innovative styles of oral presentation are now being supported using technology. The focus on developing all four language skills are ensuring that students are improving their listening and speaking skills.
- Student's writing skills have improved in PYP and MYP. They have collaborated to publish books and participated in external literacy competitions, supporting their learning further. Critical thinking skills are beginning to be developed during lessons to help to improve students' literacy.

### For Development:

- Extend students' research.
- Improve students' literacy skills.
- Provide all students with even more opportunities for developing their critical thinking and problem-solving skills.

## MATHEMATICS

	KG	PYP	MYP
<b>Attainment</b>	Very good	Good .	Good .
<b>Progress</b>	Very good	Very good ↑	Good .

- In KG and PYP, progress is enhanced by practical approaches to learning mathematics. Students demonstrate increasing understanding of the use of number, measurement, shape and data. Older students have fewer practical opportunities but are improving their learning of algebra.
- Children in KG use number strategies, such as, counting on. They collaborate well when using data and in graphical display. In PYP, students take on reasoning challenges and applying their knowledge to solve mathematical problems.
- In PYP, students develop as thinkers and inquirers. Many MYP students are willing to be risk-takers moving from the familiar to more challenging problem-solving. They reflect positively on the characteristics of the Learner Profile during lessons.

### For Development:

- Ensure that students are able to consolidate new mathematical learning before going forward.
- Provide more practical learning experiences for students in MYP.

## SCIENCE

	KG	PYP	MYP
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good

- Across the school students' improving outcomes reflect the focus on their increasing use of scientific vocabulary. This enables better access to the curriculum, especially for students for whom English, is not their first language. Stronger rates of progress are evidenced during lessons than in students' books.
- Children in KG engage in experimental science that builds on their natural curiosity. In PYP, the current units of inquiry help to students to engage in research and improve their problem-solving skills. However, they but do not contain the depth and breadth of scientific knowledge required for MYP.
- In some grades in both PYP and MYP the lack of regular, challenging, inquiry-based practical work is restricting the development of strong scientific thinking and independent investigative skills required for IB success.

### For Development:

- Ensure all students engage in more regular practical laboratory work to build confidence in conducting investigations aligned with the scientific method.

## LEARNING SKILLS

	KG	PYP	MYP
<b>Learning skills</b>	Very good	Good	Good

- Children in KG and students in PYP and MYP demonstrate active engagement and a growing sense of responsibility for their own learning in almost all subjects. Most can identify their own strengths and areas for improvement, and most are taking steps to enhance their achievement.
- In all subjects, students exhibit strong collaboration and communication skills. They interact well, working effectively in groups and explaining their learning. Students' use technology for communication and for research with confidence. Their critical thinking and problem-solving skills are improving.
- In both science and mathematics there is a particular emphasis on everyday connections. This makes learning more interesting and relevant but also enhances students' ability to connect theoretical concepts to practical examples.

### For Development:

- Provide regular opportunities for students to apply their critical thinking and problem-solving skills in lessons.
- Ensure that more use is made of technology to extend students' research and presentation skills.



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

	KG	PYP	MYP
<b>Personal development</b>	Very good	Very good	Very good

- Across all phases, students have a strong sense of belonging to the school community. They show independence of mind, self-confidence and behave well.
- All students exemplify a sense of tolerance, empathy and mutual respect for adults and for each other. They understand how to deal with conflict. Student-led initiatives are helping to build the characteristics of the Learner Profile which is important in an IB school.
- Students understand how to live a safe and healthy life. They make wise choices about the food they are eating. Most are active and participate, with enthusiasm, in physical education lessons and extra-curricular activities. Students' attendance is very good, and they are punctual to school and to their lessons.

	KG	PYP	MYP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good ↑	Very good ↑

- Most students demonstrate a strong understanding of the core values of Islam. They are developing into compassionate, considerate, global citizens who value their own and others' wellbeing. All students understand, appreciate and celebrate the Islamic principles and traditions.
- Children in KG can identify the flags of many nations and relate well to their own cultures and traditions. Older students celebrate national events often with the support of their parents.
- Students can relate their studies to the local context of the UAE. They also celebrate many other cultures represented in the school community during the International Day Festival.

	KG	PYP	MYP
<b>Social responsibility and innovation skills</b>	Very good ↑	Very good ↑	Very good ↑

- Students embrace responsibilities and enjoy helping others. Children in KG care for their resources and maintain tidy classrooms. In PYP, 'digital innovators' champion digital citizenship through student-led presentations. In, MYP student leaders fund-raise for nations affected by disasters, illustrating a commitment to social and community support.
- Most students across the school exhibit a very positive work ethic. Children in KG foster creativity in programmes such as, 'Kinder Chefs', in creating a cookbook. In PYP, student leaders drive innovative projects, such as, the 'Worry Jar'. In MYP, students sharpen their entrepreneurial skills in leading personal projects.
- Students' commitment to sustainability is evident. The KG 'Green Finger Team' grow and harvest vegetables in the pot garden. In PYP, students explore sustainability, using recycled materials in a fashion show. Students in MYP, devise water-saving solutions in inter-school competitions, showing their creative environmental awareness.

### For Development:

- Encourage more consideration of the similarities and differences between Emirati and other cultures.

## 03 TEACHING AND ASSESSMENT

	KG	PYP	MYP
<b>Teaching for effective learning</b>	Good	Good	Good

- In all phases, teachers exhibit secure subject knowledge and ensure a solid foundation for effective learning is in place. Teaching strategies are more variable during science lessons especially where the IB methodology is not used.
- Most teachers plan lessons, manage the time well and use resources purposefully to create positive learning environments. In some lessons, there are variations in how learning objectives are communicated. In mathematics in MYP, instances of over-directed teaching prevent students from learning independently.
- In the better lessons, teachers apply a range of strategies which foster positive student interactions, group discussions, and the development of critical thinking skills. There are still inconsistencies in some lessons of a lack of opportunity for the personalisation of learning and students' self-reflection.

	KG	PYP	MYP
<b>Assessment</b>	Good	Good	Good

- In KG, more use if being made of the outcomes of improved Internal assessment procedures to personalise children's learning. In PYP and MYP, the use of assessments criteria enables students to reflect on their own learning and make links to the IB criteria.
- School leaders evaluate the outcomes of international and benchmark assessments to identify gaps in learning. However, teachers' use of this information to inform lessons planning and address the gaps in students' learning is inconsistent.
- In the marking of students' work, science teachers in MYP include details of the standards against which the work is assessed in preparation for the rigour of the DP. However, across all subjects, the teachers' feedback on the standard of students' written work and how it can be improved is inconsistent.


### For Development:

- Encourage the clear communication of learning objectives in all lessons.
- Raise the level of challenge in moderated internal assessments and align the required skills and content to the IB or MoE standards.
- Improve the use of assessment information when planning learning for all groups of students.

## 04 CURRICULUM

	KG	PYP	MYP
<b>Curriculum design and implementation</b>	Very good	Very good	Very good

- The curriculum encapsulates a strong IB philosophy in all subjects. The KG and PYP curricula are designed with child-centred activities in wider world contexts. Transdisciplinary and interdisciplinary links have been strengthened. Planning is already in place for an assessed MYP interdisciplinary unit.
- The curriculum has continuity and progression. However, the PYP Programme of Inquiry currently lacks the depth and breadth in core subjects to prepare students for MYP. Careful planning has supported improved transitions between phases.
- Academic counselling is assisting the first groups of DP students to select subjects appropriate for their chosen careers. The range of planned pathways includes the Diploma Programme (DP), Careers related programme (CP) and IB Courses. The CP pathway has been strengthened by the inclusion of the Business Technology Education Council (BTEC) vocational courses.

	KG	PYP	MYP
<b>Curriculum adaptation</b>	Very good 	Good	Good

- The school uses available assessment data to make many meaningful modifications to the curriculum. Well-organised interventions meet the needs of some students. However, modifications in lesson plans are not always delivered, resulting in variable levels of differentiation.
- Opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution exist throughout the curriculum. Extra-curricular activities, and after school clubs, include sport, dance, music, drama, chess, robotics and judo. The enrichment programme in KG is innovative and greatly enhances the children's learning.
- The wider curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati traditions, values and culture are also celebrated on special days such as, National Day.

### For Development:

- Ensure that the curriculum modifications that appear in lesson plans are delivered to meet the learning needs of all groups of students.
- Ensure that curriculum planning in PYP, takes full account of the depth and breadth of subject knowledge and skills required for MYP.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school prioritises student welfare through regular training and a wide range of policies. All staff understand their safeguarding duties. Leaders adapt to changes in safeguarding requirements by adjusting the already rigorous procedures. The previous inspection recommendation to extend the cyber-bullying policy has been fully addressed.
- Premises are very safe, hygienic and excellently maintained. Comprehensive records document regular safety checks. The supervision of students is highly effective, including on school transport. The school has transitioned to a new IT system. However archived information is not readily available for decision-making.
- The promotion of healthy lifestyles, encompassing nutrition and exercise, is effectively executed in all phases by the medical team, teachers and through educational programmes. Student-led social media debates exemplify the commitment to ensuring student safety.

	KG	PYP	MYP
<b>Care and support</b>	Very good	Very good	Very good

- There is a strong commitment to inclusivity, nurturing respectful staff-student relationships that support the wellbeing for all. This enriches the school's community. The current attendance rate is very good and effective policies are in place to maintain it.
- Systems for identifying students of determination are effective and lead to timely interventions. However, the level of adaptations during lessons varies significantly between teachers and phases. It is more effective in KG.
- Students' wellbeing and personal development is actively monitored. This approach demonstrates a commitment to nurturing well-rounded citizens. However, concerns raised by individuals are not always responded to swiftly.

### For Development:

- Ensure that archived information relating to students' welfare is accessible to enable leaders to make fully informed decisions.
- Foster an inclusive and equitable learning environment in which every student receives personalised support and challenge tailored to their individual needs and abilities.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- The inclusive ethos fostered by the principal and governing board is reflected in the well-designed premises, resources, and admission procedures. However, while there is evidence of a supportive environment, leaders do not always ensure consistency of provision across the school.
- Strong identification entry procedures are in place, and these demonstrate a deep understanding of individual student needs.
- Collaboration with external specialists enhances the identification processes. However, in some cases, intervention strategies are not sufficiently broad to fully address a student's barriers to learning.
- The school demonstrates a commitment to fostering parent partnerships through clear communication and support services. Parents in KG are generally more involved than elsewhere in the school. Parents of students accessing specialist education pathways in MYP are increasingly engaged with their children's learning.
- The provision of modified learning pathways and personalised support demonstrate a commitment to meeting the needs of students, including those with more complex learning profiles. Targeted professional development and collaborative planning have not yet ensured access to quality education for all students.
- While there is evidence of students' progress and skill acquisition, variations between internal and external assessment data raise questions about the reliability and validity of some outcome measures..

#### For Development:

- Develop clear protocols for assessing students starting points, setting achievement targets, and monitoring progress consistently in all phases and subjects.
- Implement individual plans for those identified as more able or gifted and talented, outlining specific modifications, and instructional strategies to their needs.

## 06 LEADERSHIP AND MANAGEMENT

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

- The principal has drawn together leaders at all levels setting a clear direction and a shared vision of an inclusive school. Most leaders have secure knowledge of the IB and best practice in accelerating learning. Delegated leadership, based on mutual trust, is beginning to improve attainment and increase progress in almost all subjects. Most leaders have already developed some aspects of their departments and demonstrate a clear understanding of their next steps.
- Systematic self-evaluation is based on internal and external data that is largely analysed accurately to inform improvement planning. Processes for monitoring teaching and learning have improved. Leaders know the strengths and areas to address. These are set out in more detailed development plans, with well-focused and measurable goals. There has been significant progress in addressing almost all previous inspection recommendations. Most notably all staff now receive appropriate training to deliver the full range of IB programmes.
- Parents are committed partners in their children's learning. They engage fully with reading to children and events such as, dressing the door for National Day. Most importantly they feel that their voice is heard enabling them to contribute to the school's development. They feel empowered by the school's channels of communications including reporting procedures. They have benefitted from workshops to support their understanding of the IB's philosophy and national priorities. International partnerships are becoming re-established.
- The governing board and owner value the views of parents, staff and students. This ensures their understanding of the educational and developmental aspirations of the school's leaders. At all levels, leaders are held to account through learning walks and regular presentations on all aspects of the school's educational performance and students' wellbeing. Governors are committed to the development of a range of learning pathways for students when they enter the DP phase.
- All aspects of the school's day-to-day management are highly efficient. There has been significant investment in human and physical resources. All members of staff are suitably qualified and have received professional development to understand the IB's approach to learning. There has been substantial growth in provision for inclusion and for wellbeing. There are ample physical resources for learning in most subjects. However, there is limited specialist provision for primary science.

### For Development:

- Ensure that all leaders accurately analyse progress data and monitor teachers' effective use of it to accelerate students' progress.
- Improve provision for investigative science in PYP.





## 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](mailto:QA.Schools@khda.gov.ae)