

Inspection Report



Dubai International Academy

2014-2015



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School information



General information

| | |
|-------------------------|--|
| Location | Emirates Hills |
| Type of school | Private |
| Opening year of school | 2005 |
| Website | www.diadubai.com |
| Telephone | 04-3684111 |
| Address | Emirates Hills, Dubai |
| Principal | Pratibha Rao |
| Language of instruction | English |
| Inspection dates | 9 th - 12 th February 2015 |



Students

| | |
|---------------------------------------|----------------|
| Gender of students | Boys and Girls |
| Age range | 3-18 |
| Grades or year groups | KG 1 - Year 13 |
| Number of students on roll | 2021 |
| Number of children in Pre-K | 150 |
| Number of Emirati students | 21 |
| Number of students with SEN | 70 |
| Largest nationality group of students | European |



Teachers / Support staff

| | |
|---------------------------------------|---------|
| Number of teachers | 170 |
| Largest nationality group of teachers | British |
| Number of teacher assistants | 28 |
| Teacher-student ratio | 1:12 |
| Number of guidance counsellors | 4 |
| Teacher turnover | 14% |



Curriculum

| | |
|----------------------------------|-------------------------------------|
| Educational Permit | IB |
| Main Curriculum / Other | IB |
| Standardised tests / board exams | IB DP, MYP, IBT, CAT4 ASPECTS, PIPS |
| Accreditation | IB, NEASC, CIS |



Parents'

Report

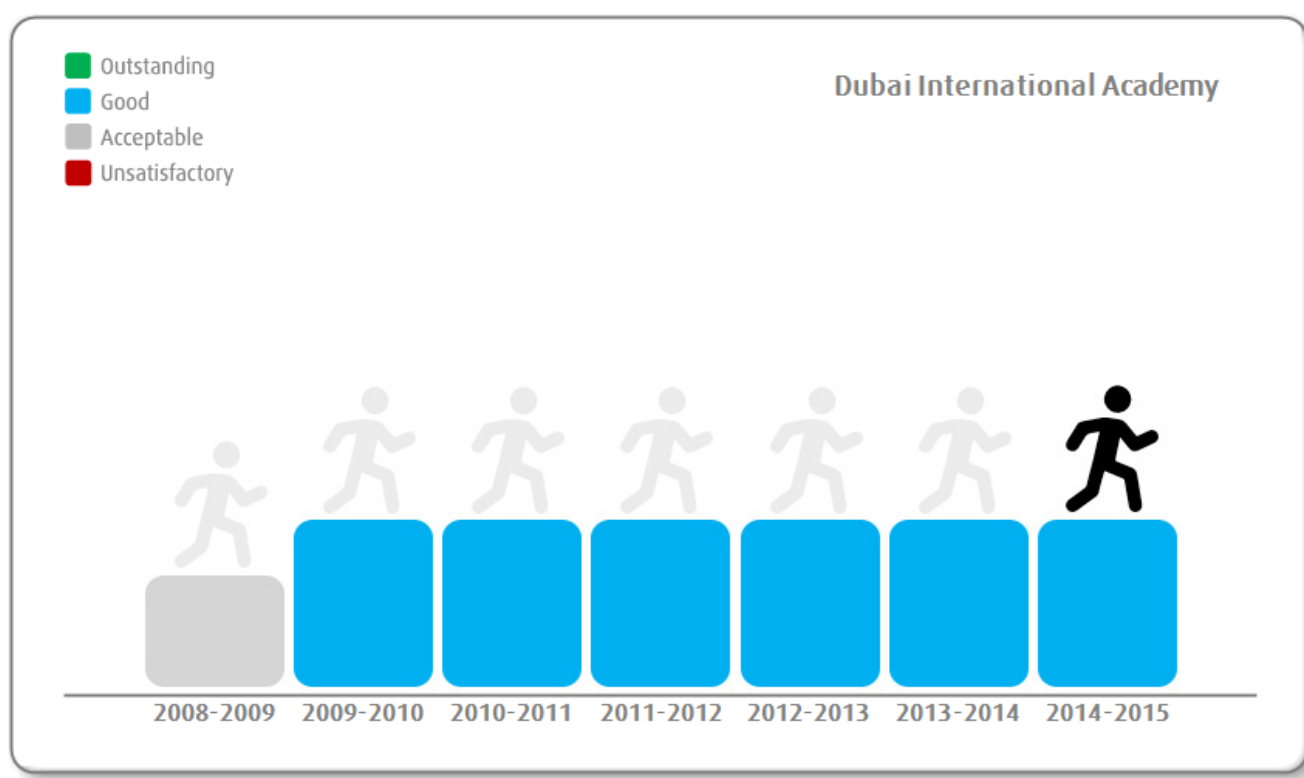




Dear Parents,

Dubai International Academy was inspected by DSIB from 9th to 12th February, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The outstanding provision in Kindergarten and the Diploma Programme had led to outstanding outcomes in a range of subjects.
- Students' personal and social development and the provision for health and safety across all phases were outstanding.
- The quality of the curriculum across all phases was outstanding.
- The quality of leadership, governance and relationships with parents were outstanding.

Areas for improvement

- Share the outstanding practice that exists in the primary and middle phases to improve the consistency of teaching, learning and assessment.
- Improve self-evaluation and school improvement planning processes by using assessment data aligned to international guidelines.
- Hold school leaders to account for improved attainment and progress of students in Islamic Education and Arabic language lessons.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at Dubai International Academy



How well does the school perform overall?

Overall, Dubai International Academy provided a 'Good' quality of education for its students.








- Students' attainment and progress was variable across key subjects and phases. It was generally acceptable in Islamic Education and Arabic language, and was strongest in English where students in all phases made outstanding progress. Students in the Kindergarten and the Diploma Programme (DP) were actively engaged in their learning. They had high levels of interaction and collaboration, applied their learning to the real world and actively developed the International Baccalaureate (IB) Learner Profile attributes.
- Students' personal and social development was outstanding across all phases.
- Teaching and assessment in the Kindergarten and the DP were outstanding. There was consistent, high quality, age-appropriate facilitation of learning and accurate assessment. Elsewhere teaching and assessment were good but there was inconsistent use of successful teaching strategies to improve learning outcomes. In the Primary Years Programme (PYP) and the Middle Years Programme (MYP) inconsistent assessment restricted clarity of student's levels of progress. The school did not use results rigorously to compare students' outcomes against appropriate international expectations.
- The quality of the curriculum to meet the educational needs of all students was outstanding. The school's use of the Early Years Foundation Stage early learning goals, and the IB PYP, MYP and DP curriculum programmes, ensured wide-ranging and balanced provision across all phases.
- There was outstanding protection and support for all students. Students with special educational needs were welcomed to this inclusive school.
- The leadership, relationships with parents and the governance of the school were outstanding. However, some aspects of the school's monitoring and evaluating of its performance, including teaching and learning, required greater rigour and accuracy.





How well does the school provide for students with special educational needs?

- The majority of students with special educational needs made at least good progress in English, mathematics and science, and acquired knowledge, skills and understanding that prepared them well for their future careers.
- The school had a comprehensive admissions policy. However, it lacked reference to the identification of children in the Kindergarten and omitted guidance for parents in considering an expert assessment of their child's needs.
- In the MYP and the DP curriculum, the modifications and accommodations were based on the needs of each student, such as extra time for examinations or adjusted pace and content of lessons. The counsellor, learning support teacher and class teachers had developed modified strategies to manage a range of challenging student behaviours.

1. How good are the students' attainment, progress and learning skills?

| | | 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 | Acceptable |
| | Progress | Not Applicable | Acceptable | Acceptable | Acceptable |
|  Arabic as an Additional Language | Attainment | Not Applicable | Acceptable | Acceptable | Not Applicable |
| | Progress | Not Applicable | Acceptable | Acceptable | Not Applicable |
|  English | Attainment | Good | Good | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding | Outstanding | Outstanding |
|  Mathematics | Attainment | Good | Good | Outstanding | Good |
| | Progress | Outstanding  | Good | Outstanding | Good |
|  Science | Attainment | Good | Good | Good | Outstanding |
| | Progress | Outstanding  | Good | Good | Good |
| | | KG | PYP | MYP | DP |
| Learning skills | | Outstanding | Good | Good | Outstanding |

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

| | KG | PYP | MYP | DP |
|---|-------------|-------------|-------------|-------------|
| Personal responsibility | Outstanding | Outstanding | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding | Outstanding | Outstanding |
| Community and environmental responsibility | Outstanding | Outstanding | Outstanding | Outstanding |

3. How good are teaching and assessment?

| | KG | PYP | MYP | DP |
|---------------------------------|-------------|------|------|-------------|
| Teaching for effective learning | Outstanding | Good | Good | Outstanding |
| Assessment | Outstanding | Good | Good | Outstanding |


4. How well does the curriculum meet the educational needs of all students?

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Curriculum quality | Outstanding | Outstanding | Outstanding | Outstanding |
| Curriculum design to meet the individual needs of students | Outstanding | Outstanding | Outstanding | Outstanding |

5. How well does the school protect and support students?

| | KG | PYP | MYP | DP |
|--------------------|-------------|-------------|-------------|-------------|
| Health and safety | Outstanding | Outstanding | Outstanding | Outstanding |
| Quality of support | Good | Outstanding | Outstanding | Outstanding |

6. How good are the leadership and management of the school?

| | All phases |
|--|---|
| The effectiveness of leadership | Outstanding |
| Self-evaluation and improvement planning | Good |
| Parents and the community | Outstanding |
| Governance | Outstanding |
| Management, staffing, facilities and resources | Outstanding  |

Overall school judgement

Good

Key strengths


- The outstanding provision in the Kindergarten and the Diploma programme led to outstanding outcomes in a range of subjects.
- Students' personal and social development were outstanding.
- Health and safety provision was outstanding across all phases.
- The quality of the curriculum was outstanding across all phases.
- The quality of leadership, governance and relationships with parents was outstanding.


Changes since the last inspection

- The Kindergarten programme had been enhanced by curricular and personnel changes. Children now made outstanding progress in all key subjects.
- A more purposeful, planned approach to improve the quality of teaching and learning had been implemented. The 'Leaders of Learning' programme had effectively complemented a range of staff professional development opportunities and initial improvements were evident, particularly in the Kindergarten.
- Additions to enrich the curriculum were wide ranging and included a stronger alignment between phases. The after school activities programme included an innovative and expanded 'mother tongue programme'.
- The strategic direction of the school had been reviewed and aligned to meet the needs of 21st Century learners.

Recommendations



- Improve the consistency of teaching, learning and assessment in the PYP and the MYP by embedding the improvements already made and building on the examples of outstanding practice available in both phases.
- Improve self-evaluation and school improvement planning processes by accurately identifying key areas for development, using rigorously analysed and valid data benchmarked against international guidelines.
- Ensure that the governing board holds school leaders to account for further improvement in the attainment and progress of students in Islamic Education and Arabic language.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

KG

| Subjects | Attainment | Progress |
|----------------------------------|----------------|---|
| Islamic Education | Not Applicable | Not Applicable |
| Arabic as a First Language | Not Applicable | Not Applicable |
| Arabic as an Additional Language | Not Applicable | Not Applicable |
| English | Good | Outstanding |
| Mathematics | Good | Outstanding  |
| Science | Good | Outstanding  |

- In English, the majority of children listened to one another's stories with good levels of attention and recall. They connected ideas and used a range of tenses. Most children used extended vocabulary and explored the meaning and sounds of new words confidently. They wrote their own names and constructed short meaningful sentences.
- In mathematics, the majority of children identified everyday applications they had observed. Most children counted numbers in a particular pattern range, found which number was more or less and matched it to the appropriate quantity of objects.
- In science, the majority of children identified the five senses. They grouped fruits and other foods into those with a sour or a sweet taste. Most children used scientific language to describe and classify living and non-living things, and to explain the life cycle of seeds and plants. When measuring volume, mass and length in investigations they could predict, test and record the results accurately.

PYP

| Subjects | Attainment | Progress |
|----------------------------------|------------|-------------|
| Islamic Education | Acceptable | Acceptable |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Acceptable | Acceptable |
| English | Good | Outstanding |
| Mathematics | Good | Good |
| Science | Good | Good |

- In Islamic Education, most students had an adequate level of knowledge and skills. They could recall the pillars of Islam and recite short prescribed verses of the Holy Qur'an. Most students made acceptable progress acquiring knowledge of appropriate preparation for prayers.
- In Arabic as a first language, most students had secure listening skills. They spoke and read with adequate fluency. Most were making expected progress in the development of comprehension skills and widening their vocabularies but progress was slower in the development of their writing skills.
- In Arabic as an additional language, most students' listening and responding skills were in line with curriculum expectations. They were able to understand the teachers' standard Arabic instructions and explanations. A few were able to speak with confidence about familiar topics and were able to independently write sentences. However, most writing was characterised by mistakes in spelling and grammatical structure.

- In English, students' reading skills were sufficiently well developed to enable them to use dictionaries and the internet competently. Students' writing showed a widening vocabulary and the majority wrote with grammatical accuracy. Almost all students listened intently when others were expressing their views and they expressed their own ideas clearly.
- In mathematics, students' knowledge and understanding of number, shape and space was secure and they interpreted data well. From Year 1, students solved mathematical problems confidently. They applied their knowledge and reasoning increasingly well as they progressed through school, especially when choosing the best ways to solve complex problems. The development of critical thinking was frequently good and occasionally outstanding. Progress was slower in some lessons where work lacked challenge.
- In science, students in Year 1 were able to use simple scientific terms to name the parts of plants. They could describe the functioning of the transport system in plant stems. By Year 6, they confidently discussed nutritional values in relation to healthy eating and were able to evaluate the nutritional quality of their lunches. Students made good progress in their continued development of conceptual understandings, investigative skills and critical thinking across the phase.

| MYP | | |
|----------------------------------|-------------|-------------|
| Subjects | Attainment | Progress |
| Islamic Education | Good | Good |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Acceptable | Acceptable |
| English | Outstanding | Outstanding |
| Mathematics | Outstanding | Outstanding |
| Science | Good | Good |

- In Islamic Education, the majority of students had a secure knowledge of optional and obligatory prayers. Students' ability to explain and refer to the Holy Qur'an was less secure. The majority of students improved their knowledge and understanding of morals and values.
- In Arabic as a first language, most students had adequate skills. Although students' listening skills were strong, their speaking skills were less well developed. Students' writing skills were improving at an acceptable rate but most students' reading lacked fluency.
- In Arabic as an additional language, most students' listening and responding skills were at expected levels but their reading comprehension and creative writing skills were less developed. Most students were able to understand the teachers' standard Arabic instructions. A few students were able to speak standard Arabic with accuracy and enter into dialogue with confidence.
- In English, almost all students could read aloud with confidence. Most were able to extract information from text and other sources, and identify key ideas when summarizing the main points. However, weaknesses in comprehension slowed the progress of a minority. The writing of most students showed a firm grasp of grammar. The majority were able to develop logical arguments and cite evidence to support a point of view. Most were able to develop their ideas through discussion with other students and showed respect when listening to the views of others.
- In mathematics, students applied their knowledge and reasoning well in solving real life problems, for example, using trigonometry to find out the height of cliffs and buildings. They generalised from specific instances and worked out a mathematical rule from a series of examples in algebra. They reasoned, justified, analysed and synthesised using precise and accurate mathematical language. Almost all made outstanding progress. They chose work that regularly stretched their abilities.

- In science, students were able to describe the action of forces and determine the resultant effect of two opposing forces through simple investigation and observation. Older students could describe and draw the structures of simple atoms. They completed simple practical investigations, collected and analysed data and interpreted the results. They were able to account for errors or limitations in the experimental procedure.

| DP | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic Education | Good | Good |
| Arabic as a First Language | Acceptable | Acceptable |
| Arabic as an Additional Language | Not Applicable | Not Applicable |
| English | Outstanding | Outstanding |
| Mathematics | Good | Good |
| Science | Outstanding | Good |

- In Islamic Education, the majority of students were familiar with a wide range of Islamic morals and values such as patience and reverence. Students' ability to explain and refer to the Holy Qur'an was less secure. A majority of students had well-developed knowledge of the Prophets.
- In Arabic as a first language, most students had adequate language skills. They were making acceptable progress in developing their writing but their speaking and reading skills lacked accuracy and fluency.
- In English, most students had well developed skills of literary analysis. They were able to read and understand a wide range of increasingly demanding texts. Most were able to explain the use and intended effects of different literary features. The writing of most was reasoned and persuasive, conveying complex perspectives. They made relevant connections and references to contemporary events. Their speaking and listening skills were sufficiently well developed to enable confident participation in discussions of the work of different authors.
- In mathematics, students made good progress but their attainment was variable. Occasionally, progress was limited because the work was too easy for some and too difficult for others. In higher year levels, most students understood why some mathematical strategies were more effective in different situations and explained their choices clearly. Occasionally, a few students applied formulas without having a clear understanding why they worked.
- In science, students had a wide range of scientific knowledge, skills and understanding. By the end of the DP most were able to design and carry out an investigation based on a hypothesis. They accurately collected, analysed and synthesised the resulting data, and communicated their results and conclusions appropriately. Students maintained their good progress in developing enquiry, research, investigation and critical thinking skills from the end of the MYP through the two years of the DP.

| | KG | PYP | MYP | DP |
|---|-------------|------|------|-------------|
| Learning skills | Outstanding | Good | Good | Outstanding |
| <ul style="list-style-type: none"> In most lessons, students were fully engaged, highly motivated and eager to learn. Most were able to assess their learning and were acutely aware of their progress. Most students collaborated effectively when working in groups. Through the sharing of ideas they contributed positively to each other's learning. In most lessons, they could confidently apply their learning to real world contexts and make connections between areas of learning. This was a particularly strong feature of outdoor learning in the Kindergarten. Students progressively developed enquiry, research and critical thinking skills, particularly in the Diploma Programme. These skills were less evident in lessons in the PYP and MYP, and in Islamic Education and Arabic language lessons. | | | | |

2. How good is the students' personal and social development?

| | KG | PYP | MYP | DP |
|---|-------------|-------------|-------------|-------------|
| Personal responsibility | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Most students demonstrated an excellent sense of responsibility and positive relationships with each other and with staff. Behaviour was exemplary in almost all lessons and during breaks. Almost all students demonstrated excellent attitudes to learning. They were enthusiastic and highly motivated. They had very effective work ethics and demonstrated great pride in their school. Children in the Kindergarten enjoyed school. They trusted their teachers and responded well to them, as they did to their peers. Older students demonstrated a mature respect and sensitivity for others. They were exemplary role models for younger students. Healthy living was encouraged as an integral part of the school's life. Students demonstrated good understanding of healthy eating and actively participated in physical activities during breaks and after school. Attendance and punctuality were outstanding across all phases. Almost all students arrived promptly for the start of lessons each day. | | | | |

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Almost all students identified and appreciated Islamic values. They spoke about them with admiration and could articulate how Islamic values underpinned the development and growth of modern Dubai. Most felt strongly that the UAE culture and its heritage deserved the utmost respect. They valued the freedom that living in Dubai offered and appreciated the fact that their own cultures were also respected. The school's mission statement and the international curriculum of the school endorse the development of an appreciation of students' own as well as other worldwide cultures. | | | | |

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Community and environmental responsibility | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> All students were responsible members of the school and local communities. Student action was embedded in the PYP, the MYP and the DP frameworks. Many students were actively involved in a variety of charitable projects, such as the schools' 'Give' foundation, and students were entrusted with the annual determination of beneficiaries. All students demonstrated a positive work ethic. Increased opportunities for student-led initiatives would facilitate further student leadership. Students were actively involved in caring for the environment and in supporting sustainability. The schools Eco-Club was engaged in a variety of environmental projects, for which they had received a Green Flag award. | | | | |

3. How good are teaching and assessment?

| | KG | PYP | MYP | DP |
|---|-------------|------|------|-------------|
| Teaching for effective learning | Outstanding | Good | Good | Outstanding |
| <ul style="list-style-type: none"> Most teachers had good subject knowledge, understood how students learn and were able to make learning meaningful for students. Strong subject knowledge was a particular feature of teaching in the DP. In the Kindergarten, most teachers demonstrated excellent subject knowledge and teaching skills. They were adept at adapting key elements of both the PYP and EYFS to meet the children's needs. Lessons were generally well planned to provide learning tasks that motivated and engaged students' interest. Most lessons provided a suitable range of whole class and small group work, together with opportunities for individual learning. In a few lessons in the PYP and the MYP, students were not given sufficient opportunity to work independently and were too reliant on the teacher. The good quality of relationships between adults and students was a feature of almost all lessons. In most lessons, teachers skillfully used questioning to probe students' understanding and promote curiosity and interest. However, in a few lessons, insufficient use was made of questioning to challenge and extend students' thinking. In the majority of lessons, teaching strategies and the work set catered well for the range of student abilities. Most teachers had high expectations of students' progress and behavior. Students were expected to take responsibility for their learning and be effective independent learners. The marking of students' work was particularly good and students were provided with opportunities to respond to teachers' marking and to evaluate their own learning. The outstanding learning environments in the Kindergarten were used well to encourage children to be self-confident and inquisitive. In Arabic as a first language, teaching was inconsistent. In the majority of lessons, expectations were too low and there were too few opportunities for students to develop spoken Arabic. | | | | |

| | KG | PYP | MYP | DP |
|---|-------------|------|------|-------------|
| Assessment | Outstanding | Good | Good | Outstanding |
| <ul style="list-style-type: none"> In the Kindergarten, assessment practices were closely aligned to the school's curriculum. Children's academic progress and personal and social development were closely tracked and analysed. Assessments were used very effectively to guide lesson planning and were shared with parents to inform them of their child's progress. In most other phases, assessment practices provided clear information about students' academic development. Students' progress was regularly checked and additional support was provided if underachievement was identified. However, in Arabic and Islamic Education in particular, much of the assessment information collected by teachers was inaccurate. The school had introduced a wide range of international benchmarking procedures to assess students' academic development. However, students' levels of attainment and progress in comparison to international standards remained unclear, as results were not used consistently enough to make valid comparisons. In a limited number of subjects, the analysis of benchmarking data resulted in improvements to the curriculum and to teaching practices. However, this remained inconsistent across the school. Most teachers had an accurate view of their students' strengths and areas for development. Many encouraged students to take responsibility themselves for choosing activities at a suitable level of challenge and through ongoing support and skillful feedback, they promoted improvement. However, in a number of other lessons, particularly in Islamic Education and science, the quality of feedback from teachers was inconsistent, and restricted progress. In the DP, teachers' detailed knowledge of the assessment criteria and course requirements ensured students were prepared well for examinations. In the Kindergarten, assessment was based on the systematic collection and interpretation of information about what children knew, understood and could do. This enabled teachers to build on children's existing knowledge, interests, and abilities. They carefully checked the progress children were making over time and used this information to evaluate the effectiveness of teaching and the learning opportunities being provided. However, the assessment procedures for children with special educational needs were not rigorous enough to enable children's particular learning needs to be identified with total confidence. The information gathered on these children's progress was mostly anecdotal. | | | | |

4. How well does the curriculum meet the educational needs of all students?

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Curriculum quality | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> The school had developed a comprehensive curriculum based on the IB frameworks. It was wide-ranging and balanced across all subjects. It provided many opportunities for students to develop and demonstrate their subject skills, knowledge and understanding and in particular, to develop their deep, critical thinking. The Kindergarten curriculum combined the PYP and the EYFS, which together ensured outstanding provision that enabled children to develop their personalities, talents and abilities to a high level, irrespective of ethnicity, culture, home language, learning difficulties, disabilities or gender. The curriculum was well-planned and structured. It facilitated smooth progression and transition between programmes and Diploma Programme students were well prepared for the transition and | | | | |

entry into further education. Recent additions included drama in the MYP and mother tongue courses to meet the language needs of an increasingly diverse school population.

- The curriculum, particularly the PYP Programme of Inquiry, was diverse and rich. It challenged students and enhancing their learning.
- Cross-curricular links were evident in all phases of the school but were strongest in the Kindergarten and the DP. There were opportunities for students to make links and transfer skills between subject areas both inside and out of the classroom.
- The curriculum was reviewed regularly and modified where necessary in order to meet the academic and personal development needs of the students.
- The Arabic as a first language curriculum had been enhanced by offering additional writing opportunities and adequate resources were used to add interest and relevance for students. However, opportunities to develop their speaking skills were limited.

| | KG | PYP | MYP | DP |
|---|-------------|-------------|-------------|-------------|
| Curriculum design to meet the individual needs of students | Outstanding | Outstanding | Outstanding | Outstanding |

- The curriculum was skillfully designed to accommodate the wide range of students' needs. Second language learners were well catered for. Specific support included the development of key vocabulary and assessment of understanding. The school had identified a weakness in the literacy levels of boys and had purchased a collection of 'boy-friendly' books to motivate them in their reading. The progress of the most able students was logged and reviewed monthly. Support for lower attaining students by subject specialists in English and mathematics was frequently of high quality resulting in better progress.
- The curriculum for older students offered a wide range of choices. In the final two years of the MYP students chose courses to meet their future aspirations. In the DP, students could choose to study for Diploma Programme Certificate Courses well as the full Diploma Award. The school did not yet provide a choice of vocational courses for its senior students.
- The school provided a wide range of popular extra-curricular activities, including sports and the arts. These contributed positively to students' personal and academic development. Close links were forged with the wider world community through community service, for example, students built facilities offshore and raised funds locally to support the needy. The many links with the local community enhanced students' learning, for example, local professionals and parents enriched younger children's understanding of the community they lived in.
- The school offered 2 sessions of 30 minutes per week for the 56 Arab students in the Kindergarten, where the program included storytelling, letters, basic vocabulary and learning Arabic expressions.

5. How well does the school protect and support students?

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Health and safety | Outstanding | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> The school actively promoted its child protection policies and procedures to support students. Critical incident policies including 'lock down' and 'clamp down' had been developed and were about to be implemented. The school environment and facilities were safe, clean and meticulously maintained. They provided a conducive physical learning environment. Regular safety drills were held. The health clinic's record keeping was systematic and records and medicines were securely stored. The school actively promoted healthy living: there were relevant connections to the academic program and encouragement of physical activity, including sport in the after school program and the encouragement of students to cycle to school. | | | | |

| | KG | PYP | MYP | DP |
|--|------|-------------|-------------|-------------|
| Quality of support | Good | Outstanding | Outstanding | Outstanding |
| <ul style="list-style-type: none"> The outstanding quality of relationships between staff and students promoted positive behaviour and high levels of confidence and trust. The outstanding management systems in the school encouraged an ethic of personal responsibility and contributed to the excellent attendance figures and good punctuality habits. Children entering the Kindergarten were not adequately screened to identify those with a special educational need and there was no written policy to guide parents on entry assessment procedures and support available. Teachers held daily meetings to discuss strategies and accommodations for specific students and this had resulted in good to outstanding progress in the key subjects. Accommodations were based on the specific needs of the student, such as extra time for examinations or access to technology to support positive learning outcomes when reading or writing. Most students had ready access to counsellors who provided timely guidance and personal support. High quality advice on career and further education options motivated students and provided them with the confidence to improve and succeed in their own area of interest. | | | | |

How well does the school provide for students with special educational needs?

| | Overall |
|--|---------|
| The overall effectiveness of provision for students with special educational needs | Good |
| <ul style="list-style-type: none"> Senior leaders were not sufficiently proactive in ensuring that a whole-school policy on identification and support was developed and implemented. | |

- The arrangements to identify students with special education needs was comprehensive in the MYP and the DP. Support was delivered in a range of settings. The procedures to accurately identify children in the Kindergarten were underdeveloped and the steps taken by the school to guide parents in considering an expert assessment required greater rigour and clarification.
- The accommodations and modifications in the MYP and the DP were based on the specific needs of each student, such as extra time for examinations, chunking and scaffolding of lessons and laptop access. The counsellor, learning support teacher and class teachers had developed modified strategies for managing a range of challenging behaviours and they regularly reviewed and evaluated the impact of their interventions.
- The school had developed an extensive range of Individual Education Plans (IEPs) and parents were invited to regular meetings to review the progress of their children.
- The majority of students with special educational needs made good to outstanding progress in English, mathematics and science and acquired knowledge, skills and understanding that prepared them well for future careers.

6. How good are the leadership and management of the school?

| | Overall |
|--|-------------|
| The effectiveness of leadership | Outstanding |
| <ul style="list-style-type: none"> • The Principal and her senior leadership team shared an aspirational vision with the governors. It was becoming well understood and embedded within the school and its community. It embraced all aspects required in a 21st century learning world. It proposed an education that was holistic, rigorous and internationally aligned. • The leadership team had effectively pursued a distributive leadership model that embraced the development of clear and consistent expectations and processes for teaching staff. The school's quest for higher levels of student attainment and progress had provided impetus for teams to work collegially on the required actions to improve the school. Key staff had been identified who were able to model and mentor others through the innovative 'Leaders for learning' programme. • Staff relationships were professional. There was a developing harmony and cooperative approach. There was greater coordination between phases, driven by a laudable corporate desire to improve the learning outcomes of all students. • The school leaders had wisely assessed staff and recognised the need for targeted training to build additional capacity. All teaching staff were capable of playing an active part in the school improvement process and had been supported by comprehensive training. The impact of this was becoming more evident. • The school leaders had yet to move toward the consistent use of valid and reliable data from international benchmark testing. The few available results were yet to enhance the school's ability to accurately track and identify improvements in student learning and this was an impediment to school improvement. | |


| | Overall |
|--|---------|
| Self-evaluation and improvement planning | Good |

- The school's self-evaluation process had involved staff as well as a wider audience of stakeholders. The resulting documentation was detailed but lacked sufficient evaluative information to adequately identify the school's strengths and key areas for future development. This impacted the effectiveness of the school's improvement plans.
- A few departments were overly-optimistic in their views of students' levels of attainment and progress. They could not accurately evaluate students' work because they had insufficient valid and reliable international benchmark evidence.
- Senior leaders had designed a comprehensive teacher monitoring process with associated documentation to assess the quality of teaching. Staff were therefore systematically assessed but the monitoring of teaching was not entirely accurate and some judgements were over-generous. Professional development opportunities were numerous and helping to improve the quality of teaching. Staff in the Kindergarten were exposed to training in curriculum standards and content and this ensured that most understood what was developmentally appropriate for children.
- The school's action plans were reviewed frequently to ensure a focus on targeted areas. However, there were some inconsistencies in the identification of measurable targeted outcomes. Most UAE National Agenda items had been addressed but there were remaining inconsistencies in the school's provision of Islamic Education, Arabic language and the quality of teaching, learning and assessment in the PYP and MYP.
- The school had been successful in addressing only some aspects of each of the previous inspection report's recommendations.

| | Overall |
|---------------------------|-------------|
| Parents and the community | Outstanding |




- There was extensive involvement of parents in all facets of the school's operations and parents were highly attuned to all aspects of their child's education. The school had actively pursued further enhancements, including parents' focus groups, an active and evolving parents' association (Padia) and the mother-tongue languages initiative.
- Regular communication via the electronic plus-portal ensured timely information on students' progress. The school's responsiveness to parental concerns was a noteworthy feature.
- Reporting on students' progress was regular. An enhanced reporting system in the PYP, which provided more detailed information on students' progress, was well supported by parents.
- There were strengthening links and partnerships with regional International Baccalaureate schools, local businesses and companies.

| | Overall |
|--|-------------|
| Governance | Outstanding |
| <ul style="list-style-type: none"> • The governing board was ably complemented by the advisory council, comprising a broad range of professional educators, parents, community representatives and school staff. Both were sharply attuned to the workings of the school, and its short and long term needs. • The advisory council was an effective conduit between the school and community. Its members were proactive and brought an astute perception and an informed understanding of the required future pathway. They provided wise counsel to leadership on progress and community matters. The council regularly conducted parent surveys and invited additional parental representatives to discuss pertinent issues. • Links between school leaders and the advisory council were regular and strong. All council members had a clear overview of the school's daily management and classroom practices. Their quest was improved educational outcomes. They had conducted a SWOT analysis as part of the review process of the school's mission, vision and strategic direction. All were acutely aware of the need for greater consistency, academic rigour and appropriate levels of challenge while maintaining the supportive learning environment. • The governing board oversaw the school's work and held senior leaders to account for academic and operational aspects although a sharper, more accurate quality of information about levels of students' attainment and progress was required. Students of Islamic Education, Arabic language and those in the PYP and the MYP required the board's support to ensure that they received the expected quality of education. | |

| | Overall |
|---|---|
| Management, staffing, facilities and resources | Outstanding  |
| <ul style="list-style-type: none"> • The management of the school's procedures and routines was effective and efficient, with the exception of the collection and use of data to enhance teaching and learning. • All staff were well qualified and deployed appropriately. They had access to a range of professional development activities to support and enhance their classroom practice. • The school facilities were of good quality and provided specialist rooms for the arts, design, technology, physical education, languages and science. However some specialist classes in the arts were restricted due to insufficient space. All areas of the school were accessible by those with physical disabilities. Teachers and students had made good use of display space to enhance the learning environment. • The learning resources were generally of good quality. The school provided a range of age-appropriate e-learning tools, as well as supporting a 'bring your own device' programme in the secondary school. The school's library had a restricted range of Islamic Education and mother tongue texts, including Arabic. | |

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

| Responses to the surveys | | | |
|--|------------------|-----|------------|
| Responses received | Number | | Percentage |
|  Parents* | This year | 433 | 31% |
| | Last year | 534 | 44% |
|  Teachers | 143 | | 89% |
|  Students | 335 | | 76% |

- Most teachers and students but only a minority of parents completed their surveys this year.
- Most parents and students were satisfied with the quality of education provided in Dubai and by the school.
- Almost all parents and students felt that progress was good in English, while most felt that progress was good in both mathematics and science.
- Parents and students were much less positive about progress in the Arabic language. Of those who could comment, the majority did not agree that there was good progress in Arabic as a first language or as an additional language.
- Almost all parents and students felt that there was a good range of learning skills developed and most agreed that there was good teaching, which promoted good learning.
- The majority of parents and students felt that the school provided sufficient careers education and preparation for the next stages of education, and that it dealt well with bullying, and almost all parents and students felt that the school offered a safe environment.
- Most parents and students felt that the school was well led and the majority of parents and students felt that the school listened to their comments and acted on their views.
- Teachers were happy with almost all aspects of the school's provision and operations.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

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

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