



المعرفة
Knowledge



DUBAI INTERNATIONAL ACADEMY ALBARSHA

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER




























VERY GOOD

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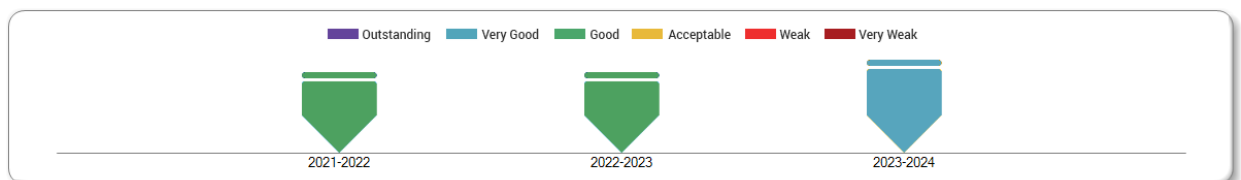
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Barsha 1
	 Opening year of school	2018
	 Website	www.innoventureseducation.com
	 Telephone	045244800
	 Principal	Ian Thurston
	 Principal - date appointed	5/7/2022
	 Language of instruction	English
	 Inspection dates	29 to 02 February 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	Pre-KG to Grade 12
	 Number of students on roll	1638
	 Number of Emirati students	14
	 Number of students of determination	148
 <p>TEACHERS</p>	 Number of teachers	152
	 Largest nationality group of teachers	Irish
	 Number of teaching assistants	47
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	IB
	 External Curriculum Examinations	IBMYP/IBDP/BTEC
	 Accreditation	IBO

School Journey for DUBAI INTERNATIONAL ACADEMY ALBARSHA



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- From the Kindergarten (KG) onwards, children achieve exceptionally well in English, mathematics and science. Students' progress is good in Islamic Education, and attainment is acceptable. In Arabic as a first language, progress is acceptable in MYP and good in PYP and DP. Attainment is acceptable in all three phases. In Arabic as an additional language, progress and achievement are good in PYP and acceptable in MYP. Learning skills are outstanding in KG and very good in the other phases.
- Students throughout the school have very positive and responsible attitudes. They are consistently self-disciplined and tolerant of others. An ethos of caring and wellbeing is evident throughout the school. Students have an excellent understanding of safe and healthy lifestyles, Islamic values and Emirati culture and society. They frequently participate in activities to promote these. They enjoy coming to school, resulting in high levels of attendance and punctuality.

Provision For learners

- Teaching is very good across the school, with a notable improvement in MYP. Lesson planning is effective with some outstanding lessons, especially in PYP. Questioning effectively engages students in critical thinking. Teachers use strategies that support the needs of most students. However, the level of challenge for more able students is inconsistent. Although assessment strategies are effective and follow the IB assessment criteria, students are not always given enough feedback on the quality of their work.
- The curriculum offers effective progression in all subjects, with the Careers-related Programme (CP) and vocationally oriented courses providing additional choices for older students. Trans- and inter-disciplinary units engage students' curiosity. The school modifies the curriculum successfully to meet the needs of almost all students. A variety of co-curricular activities caters for the interests of a large number of students. Internships provide work-based learning for older students.
- The school environment is safe and hygienic, with well-maintained buildings and equipment. There is accessibility for all students. Facilities meet diverse students' needs. Leaders effectively promote health, safety, behaviour and attendance. Support for students of determination is improving, with very effective identification and appropriate interventions. Personal and academic support for all students is highly effective.

Leadership and management

- The leadership of the school continues to have a significant impact on improving school outcomes. Self-evaluation provides an accurate picture of the school and supports the effective plans for school improvement. The school board plays an active role in supporting development, as do the parents, who are very engaged. The facilities and resources have been enhanced.

Highlights of the school:

- The students' sense of responsibility, their work ethic, and their well-developed understanding of Islamic values and UAE culture and society.
- The positive impact of students' and parents' views.
- The coherent and well-structured curriculum with a widening range of pathways for older students.
- The very positive start made by children in KG.
- The commitment and drive of the leadership team to improve school outcomes.

Key recommendations:

- Improve the quality and consistency of teaching and raise attainment in Islamic Education and Arabic.
- Further improve the consistency of teaching by making more effective use of assessment data to plan learning activities that match the learning needs of all groups of students.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 STUDENTS' ACHIEVEMENT

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

02 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	Very good	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Outstanding ↑	Outstanding ↑

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Curriculum adaptation	Very good	Very good	Very good	Very good ↑

05 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	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

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

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	
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Whole school	Emirati cohort
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B. International and Benchmark Achievement	Outstanding	Good
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- The school's performance in the Progress in International Reading Literacy Study (PIRLS) between 2016 to 2021 showed an improvement, with the school's latest score of 600 exceeding its target of 547. Whole school progression in standardised benchmark assessments saw English move to very good and mathematics and science to outstanding. Emirati students' progression was similar in English and science, but not as strong in mathematics.

C. Leadership: International and Emirati Achievement	Very good	
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- Internal and external assessment outcomes relating to students' academic potential, their attainment in English, mathematics and science, and their reading literacy scores, are rigorously analysed. These analyses identify any curriculum gaps and highlight any underperformance. Action planning is well developed for National Agenda targets. There are appropriate initiatives for the cross-curricular development of reading.

Whole school	Emirati cohort
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D. Teaching and Learning: Improving reading literacy	Very good	Very good
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- A strong reading culture within the school is developing. It is supported by a comprehensive literacy policy that permeates every aspect of the curriculum. This includes the integration of literacy improvement strategies into lesson planning across all subjects, ensuring that reading skills are continuously developed and reinforced. Teachers use online platforms to monitor and track students' progress. Emirati students are allocated a specific mentor. Enhanced resourcing for the library provides a diverse range of reading materials, with a dedicated staff library to enhance teachers' knowledge of current best practices. Parents are actively involved in implementing reading as an expected home learning activity, and in supporting reading groups in school.

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

For Development:

- Enhance current strategies to improve reading outcomes for all students.
- Improve Emirati students' outcomes in external mathematics benchmark assessments.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing on the inspection of three core well-being domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Wellbeing is central to the school's philosophy and aligns closely with moral, social and cultural studies (MSCS). Clear and meaningful documentation, thoughtful policies and initiatives support provision. Senior leaders use data to inform, expand and modify programmes where needed. The surveys of parents and staff are closely analysed together with the outcomes of surveys of students' attitudes to self and school. The outcomes inform improvement planning and enhance wellbeing.
- Stakeholders' contributions are an essential part of the wellbeing programme. New catering arrangements and extended sporting events are a direct result of students' requests. Students share their thoughts anonymously through the suggestions and concerns box. Senior leaders, counsellors, wellbeing ambassadors, pastoral and inclusion teams work together to ensure students' welfare and safety. However, the locations of these key personnel are not always clear enough.
- The comprehensive, age-appropriate wellbeing programme covers all phases. Wellbeing features in all lesson plans and is threaded through subjects. Students understand the importance of mental, physical and emotional health. Recently they initiated a programme to highlight the benefits of sufficient sleep. Students understand the advantages of self-regulation and safety when using digital devices. The positive learning environment encourages a sense of belonging where students contribute, thrive and develop purposeful values.

For Development:

- Display signs clearly indicating the locations of for counsellors, medical staff and wellbeing leads across the school.

UAE Social Studies and Moral Education

- The school follows the UAE MSCS framework. Teachers plan lessons that develop students' interests and understanding and meet the requirements of the curriculum. In PYP, the curriculum is integrated with other areas of study through the Programme of Inquiry (PoI) and as a stand-alone lesson. In MYP and DP, the curriculum is delivered as stand-alone lessons.
- In PYP, students from Grades 1 to 5 have one lesson of 60 minutes per week, together with an assembly once per fortnight. Students in Grades 6 to 9 have three lessons of 60 minutes per fortnight. Those in Grades 10 and 11 have one 60 minute lesson per week of moral and cultural education. Year 12 has one moral education lesson per week. On-going assessments evaluate all aspects of learning. There are regular reports to students and parents.

Arabic in Early Years

- Arabic is taught in one 60 minute period per week to prepare children for starting the full curriculum in Grade 1. The school deploys five Arabic teachers in KG. One has early years qualifications. Children are taught the alphabet and linguistic fundamentals, together with conversational skills through greetings and introductions. Assessment strategies include continuous assessment during oral activities. Teachers use a mixture of direct teaching and opportunities for children to learn through play, games, interactive activities and worksheets. However, activities are not always sufficiently differentiated to match children's learning needs.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Students' memorisation and recitation skills are improving in all phases. Knowledge of Islamic values is stronger among Arab students. Non-Arab students have better knowledge of Seerah and can communicate their learning more effectively.
- Students' knowledge of Islamic etiquette is strong in PYP. Most students are able to demonstrate adequate knowledge of faith. Students develop their critical thinking skills and an ability to apply what they have learnt to everyday situations in MYP and DP.
- The school's Holy Qur'anic sessions have a positive impact on students' recitation skills. However, only a few students can cite references from the Holy Qur'an and Hadith to support their responses during class discussions. Internal assessment is not yet fully aligned to curriculum requirements.

For Development:

- Develop students' abilities to support their responses by evidence from the Holy Qur'an and Hadith.
- Modify the curriculum and the use of assessment to provide appropriately challenging learning activities, especially for the more able.

ARABIC AS A FIRST LANGUAGE

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

- In PYP and DP, students have the skills to communicate in both spoken and written Arabic. They have emerging reading skills and comprehension. Inference and integration of information is evident in students’ recent work. These skills are less developed in MYP.
- Students in PYP and DP can read and write Arabic. Across all phases, students have a knowledge of grammar rules. However, in all grades, accuracy in writing and the application of grammar are less secure. The use of standard Arabic is inconsistent in all phases.
- The reading activities and booklets in PYP, and opportunities for students in DP to process and compare texts, make students’ reading skills more secure. However, the improvement is not yet consistent in MYP. Internal assessment is not designed to assess students’ progress in the four language skills.

For Development:

- Improve students’ progress and attainment by raising teachers’ expectations and using assessments that measure all four language skills.
- Ensure that appropriate attention is given to the development and use of standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The majority of students in PYP make better than expected progress, as is evident in lessons and their recent work. Progress in MYP is less secure, as students have fewer opportunities to speak independently in different contexts.
- In PYP, students’ reading comprehension and textual analysis are well developed. They use a reasonable range of vocabulary when speaking. In MYP, reading comprehension is more secure in the higher grades. Listening skills are strong in all grades. However, independent writing skills are not well developed in either phase.
- The additional teaching time in PYP is effectively invested in reading and speaking. However, the grouping of students in MYP who are not at the same stage of studying Arabic is slowing progress.

For Development:

- Provide MYP students with more opportunities to initiate and maintain discussions in Arabic, and for independent writing on different topics.
- Ensure that assessment procedures take more account of the number of years that students have been learning Arabic.

ENGLISH

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

- The most rapid progress is in KG. Levels of attainment are strong in all phases. This is confirmed by external and internal assessment data, and by students' work in lessons and in their books. Reading comprehension and written work show improving understanding of English in all phases.
- Reading skills develop through all phases because of a strong reading literacy programme in KG, PYP and MYP that is monitored thoroughly. In lessons, the large majority of students are able to express themselves confidently.
- The phonics programme in KG and lower PYP ensures the strong development of language skills. In PYP and MYP, writing in a variety of styles is developing well. In DP, there is a strong focus on the development of the skills required for external assessments.

For Development:

- Consolidate the improvements made in KG and further improve students' performance in the other phases.

MATHEMATICS

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

- The attainment of the large majority of students in external benchmark tests, and in MYP and DP examinations, is high. This aligns with internal assessments and work scrutiny. The large majority of students are making better than expected progress relative to their starting points and curriculum expectations.
- In KG, children confidently calculate subtraction equations to 20. In PYP, students find a missing angle of vertically opposite angles. In MYP, they can represent inequalities on a line. In DP, students differentiate composite functions to explain the chain rule.
- A sharper focus on explicit mathematical problem-solving skills has resulted in a significant rise in students' confidence and skills when they approach their learning tasks. There has also been a successful focus on building students' mathematical literacy in all phases.

For Development:

- Ensure that students' skills in problem-solving are further developed and embedded as they progress through the school
- Ensure that teaching in MYP builds upon the strong mathematical skills demonstrated by students in PYP.

SCIENCE

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

- Improved attainment in KG reflects the experiential learning which builds on children's natural curiosity. Review of the programme of inquiry has supported outstanding achievement in PYP. Emphasis on practical and inquiry-based science following the IB criteria has consolidated achievement in MYP.
- In MYP, students perform extremely well in external benchmarks and regularly engage in scientific tasks and assessments that prepare them for senior studies. In DP sciences, students demonstrate improved progress in lessons, with particularly strong achievement in biology.
- A focus on developing technical language and precise scientific vocabulary underpins improvements, together with regular opportunities for discussion and students' presentation of their work. Too few open-ended investigations are limiting further development of the essential practical, problem-solving and inquiry skills which are necessary in DP.

For Development:

- Ensure that all students experience regular open-ended practical investigations to prepare them appropriately for the requirements of DP.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Outstanding ↑	Very good	Very good ↑	Very good

- Children in KG are enthusiastic and motivated learners who can sustain their learning for extended periods of time. Students in all phases collaborate effectively, have productive interactions and are effective communicators. However, in a few subjects, not all students show a strong capacity for independent learning.
- Enterprise, inquiry, research and critical thinking feature in the most effective lessons. These skills are not equally apparent in all subjects. In a few lessons, students are overly dependent on teachers and a few students are passive in lessons.
- Children in KG are deepening their learning in language and mathematics and show an emerging understanding of scientific investigation and inquiry. Most students take responsibility for and are fully engaged in their learning. Learning skills are not equally developed in all subjects.

For Development:

- Develop and apply learning skills in all subjects.

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

	KG	PYP	MYP	DP
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Students' positive attitudes to school and to others result in excellent behaviour. They show genuine concern, empathy for, and tolerance of, others. Students display a clear understanding of safety. They are confident, sociable and collaborate well.
- Students enjoy excellent relationships with staff. They feel safe, valued and supported. This makes a significant contribution to the school's calm and purposeful learning atmosphere. Students are self-disciplined and very supportive of others when the need arises. They are punctual to school and to lessons.
- Students work well together to resolve differences. They respond very well to one another and to adults. Their understanding of the value of healthy eating and maintaining an active lifestyle is reinforced by their participation in a wide range of sporting and other physical activities.

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

- Students have a clear understanding of Islamic values and an awareness of Emirati culture. They understand how these influence life in the UAE. They reflect upon key messages using their own experiences. They thoughtfully put into practice values such as acceptance and giving. This is less developed in KG.
- Students are very knowledgeable of, and respectful to, the Emirati culture. They have comprehensive awareness of the features of Dubai, and they can discuss deeply the heritage, food, history and customs of the UAE.
- Students fully appreciate and celebrate their own cultures. They can talk in detail about other cultures and the school's cultural projects. They participate in activities such as the Model United Nations. Across the school, students are interested in learning about and gaining an understanding of other cultures.

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

- Students in MYP and DP enthusiastically take on leadership roles with increasing responsibilities. They participate in volunteer programmes and competitions and contribute to charity work. The student council is responsible for the 'Wednesday Popcorn' wellbeing initiative.
- Students across the school have a strong work ethic. They appreciate opportunities to be innovative and entrepreneurial, and to initiate and manage projects such as the charity chess tournament. Grade 9 students are responsible for producing the monthly newspaper, the DIAB Digest.
- Environmental conservation and sustainability are well understood and supported across the school through the Eco garden, the new hydroponic greenhouse and a beekeeping project, producing honey. Children in KG take pride in the environment by tidying their classrooms at the end of the school day.

For Development:

- Develop KG children's appreciation and understanding of the role and values of Islam in UAE society.
- Further involve students in volunteer activities that have positive social or environmental impacts within local communities.

03 TEACHING AND ASSESSMENT

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

- Teachers' knowledge of their subjects is thorough. They use time and resources well to enable students to learn. In KG, teacher-led and play-based experiences enable children to develop basic skills and to be creative. However, there are occasional inconsistencies in all subjects.
- In the most effective lessons, teachers have high expectations. Their questioning and discussions challenge students to think deeply, reflect on their learning and elicit insightful viewpoints. These approaches are seen in most, but not all, lessons.
- The application of modified teaching approaches has supported improvements in MYP. The development of students' critical thinking, problem-solving and independent learning skills varies between subjects. Teaching does not always meet the needs of the more able students.

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

- The outcomes of external and internal data are rigorously analysed. Internal assessments closely follow the expected IB practices. Individual performance is tracked, and outcomes analysed to provide planned support for further learning.
- Students are confident in understanding their strengths and areas for improvement. They accurately assess their own work in partnership with their teachers. Oral feedback is a strength of the assessment routines in lessons. However, students are not fully engaged with the feedback process.
- Teachers know their students well. Their use of assessment information influences their teaching and strategies to meet the learning needs of all groups of students. However, learning challenges for more able students are not always well planned or delivered in lessons

For Development:

- Ensure that learning challenges for more able students are consistently planned and delivered.
- Ensure that feedback procedures are consistently applied to engage students fully in the evaluative process.

04 CURRICULUM

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

- Curriculum development has ensured a strong IB philosophy and values across phases. The KG and PYP curricula are designed with excellent child-centred and challenging activities set in everyday contexts. Trans- and interdisciplinary links are strong in most subjects with the recent addition of the assessed MYP interdisciplinary unit.
- The IB curriculum demonstrates progression and continuity. A review of the PYP programme of inquiry has resulted in a better balance of subjects with greater depth and breadth. Detailed planning has improved transition between the phases. The range of subjects on offer in the upper grades is expanding.
- Academic counselling on subject choices and tertiary options is strong, allowing students to choose subjects appropriate for their chosen careers. Senior pathways have been strengthened by the recent introduction of the CP and a Business, Technology Education Council (BTEC) vocational option.

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

- The school is using available assessment data to make many meaningful modifications to the curriculum to meet the needs of almost all students, with some well-organised interventions. However, modifications in the planning are not always implemented in lessons.
- Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. These activities greatly enhance students' learning, as does the broad range of the co-curricular programme. Creativity, Activity, and Service (CAS) is at the heart of DP.
- The wider curriculum includes programmes which develop students' knowledge, understanding and appreciation of Emirati heritage. Opportunities are provided to celebrate Emirati traditions, values and culture on special days such as National Day.

For Development:

- Ensure that curriculum modifications that appear in lesson planning are effectively implemented to meet the learning needs of all students.
- Fully embed the most recent curriculum changes and improvements.

05 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 ↑

- Policies and protocols for safeguarding students are comprehensive and rigorous and include internet safety. Security and safety measures are very well resourced and regularly reviewed. Risk analyses are thorough. Evacuation drills are systematically rehearsed.
- The buildings, outdoor areas and sports facilities are carefully maintained. Any incidents are addressed quickly. Records are very detailed and secure. School and private transport are very well managed and supervised.
- The promotion of safe and healthy lifestyles and students' wellbeing are evident across the school. The two medical clinics provide high quality care and support to students, in collaboration with the physical education and other departments.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Very good

- Empathy, kindness and tolerance are values that can be seen both in and out of classrooms. Secure procedures are in place for attendance and punctuality. Students are generally well behaved, respectful and appreciative.
- The identification of students of determination and those with English as an additional language is robust. Support for these groups has improved, but there is still some inconsistency. There is an updated register for those with gifts and talents, but support is not always adequate in the classroom.
- Careers guidance has been developed significantly. Students now benefit from a range of information regarding different pathways and university choices. Identification and accuracy in determining the level of need of has improved provision for students of determination.

For Development:

- Ensure consistent and appropriate support for students of determination and those with gifts and talents in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The inclusion lead, principal and governor are all committed to creating an inclusive environment where students are welcomed and supported. This is reflected in the admission and inclusion policies and procedures. The well-qualified inclusion lead organises training and workshops for staff and parents.
- Rigorous procedures are used to identify students of determination. Referrals can also be made by teachers and parents. Teachers have access to students' individual education plans (IEPs). Students of determination are well supported by the inclusion team in classrooms and separate sessions.
- Parents are pleased with their children's increased confidence in academic skills, improved social interaction and growing independence. They welcome the opportunities to meet with other parents and teachers to share challenges and to engage in learning workshops.
- To ensure consistency in supporting students of determination in the classroom, teachers have received additional training in differentiation, planning and in specific areas such as dyslexia and sign language. Support assistants and support teachers are well trained and work in collaboration with classroom teachers.
- The school has rigorous assessment systems for tracking students' progress. The data show that all students of determination are making very good or outstanding progress in relation to their learning goals.

For Development:

- Embed the interventions now in place for classroom inclusion across the school.
- Ensure that the school is suitably equipped to support students of determination with more complex needs

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders are effective in implementing improvement strategies, aligned closely with the school's mission and values. They have developed a palpable community spirit. The appointment of dedicated programme coordinators has enhanced leadership, resulting in positive impacts in several areas. Communication within the school is highly effective and open and morale is high. Although there is some inconsistency at middle leadership level, leaders have demonstrated a capacity to improve educational outcomes.
- The school has a systematic and effective self-evaluation process that is accurate. Incorporating the findings and recommendations from the previous inspection, leaders have formulated an effective development plan with targeted goals to sustain their drive for improvement. The ongoing monitoring of teachers offers insights into strengths, weaknesses and areas requiring support. Notably, the school has exhibited substantial improvement over the past two school years.
- Strong partnerships with parents are evident through the active involvement of the parent association in supporting school initiatives. Parents express satisfaction with the highly effective communication channels, emphasising the open-door policy and the welcoming attitude of leaders and teachers. There is regular formal reporting on students' academic and personal development. Leaders are actively expanding links with the wider community, introducing work experience for older students.
- The governance of the school is provided by the executive board of Innoventures and the school advisory council. The sub-committees of the advisory council provide opportunities for students and parents to express their views. There is effective monitoring of the school's actions. Leaders are held accountable for students' personal and academic outcomes. Governors are supportive of the school and is provide additional resources as the school continues to grow.
- The day-to-day management of the school is effective in supporting students' outcomes. There is an appropriate number of staff deployed to support the growth in both student numbers and curriculum choices. Opportunities are provided for further professional training. The facilities and resources are well suited to the requirements of the IB curriculum, and to the needs and interests of the students.

For Development:

- Improve the capacity of middle leaders to support the continuing growth and development of the school.
- Strengthen middle leaders' role in the monitoring and evaluation of teaching and learning.
- Monitor the growth of the school to ensure that appropriate learning pathways are available for all students.



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