

ACCEPTABLE



2019-2020



























INSPECTION REPORT

SABIS(UK/US) CURRICULUM

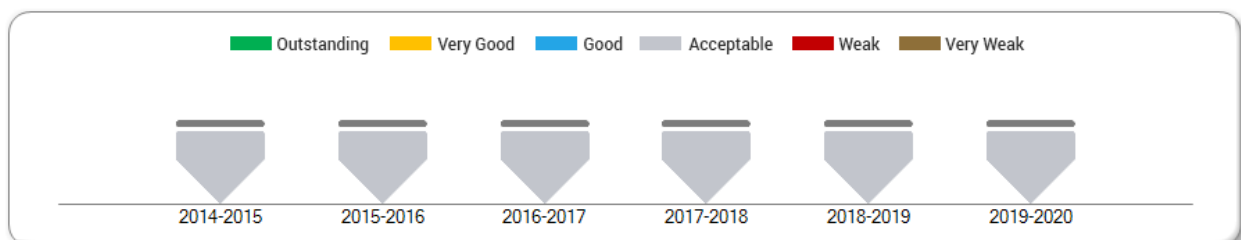
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School Information

| | | |
|---------------------|---|-----------------------|
| General Information |  Location | Dubai Investment Park |
| |  Opening year of School | 2012 |
| |  Website | www.iscdip-sabis.net |
| |  Telephone | 048847884 |
| |  Principal | Jamal Hazbun |
| |  Principal - Date appointed | 9/1/2012 |
| |  Language of Instruction | English |
| |  Inspection Dates | 13 to 16 January 2020 |
| Students |  Gender of students | Boys and girls |
| |  Age range | 4-18 |
| |  Grades or year groups | KG 1-Grade 12 |
| |  Number of students on roll | 2858 |
| |  Number of Emirati students | 20 |
| |  Number of students of determination | 20 |
| |  Largest nationality group of students | Arab |
| Teachers |  Number of teachers | 134 |
| |  Largest nationality group of teachers | Irish |
| |  Number of teaching assistants | 36 |
| |  Teacher-student ratio | 1:23 |
| |  Number of guidance counsellors | 0 |
| |  Teacher turnover | 27% |
| Curriculum |  Educational Permit/ License | SABIS |
| |  Main Curriculum | SABIS(UK/US) |
| |  External Tests and Examinations | AP, IGCSE |
| |  Accreditation | MSA-CESS, NCPSA, Ai |
| |  National Agenda Benchmark Tests | ISA |

School Journey for THE INTERNATIONAL SCHOOL OF CHOUEIFAT - BRANCH



Summary of Inspection Findings 2019-2020

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

| | |
|--|---|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p> | <ul style="list-style-type: none"> • There has been no improvement in students' progress or attainment since the previous inspection. In the high phase, students continue to perform well in English, mathematics and science. In Islamic education, progress remains weak in the middle and high phases, and attainment has declined to weak in the middle phase. In Arabic as an additional language, attainment and progress are weak. In other subjects, progress is acceptable or better. • Throughout the school, students have positive and responsible attitudes to their learning. They behave well and enjoy respectful and cordial relationships with teachers. They demonstrate a sound understanding of safe and healthy lifestyles. Students have a clear appreciation of, and respect for Islam and Emirati culture. Older students use their initiative and leadership skills well. They help others to understand the importance of environmental sustainability. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p> | <ul style="list-style-type: none"> • Teaching is mainly focused on the acquisition of conceptual knowledge. Teachers do not often develop critical thinking, problem-solving or innovation skills. The school uses internal assessments to measure students' attainment against the SABIS curriculum. Some international assessments are also used to benchmark students' attainment. Leaders analyse all assessment outcomes, but teachers do not use this information consistently in meeting the learning needs of different groups of students. • The curriculum remains unchanged overall. Its strengths are clarity and logical sequencing. However, it does not provide sufficient opportunities for the development of skills or for creativity. The school has not modified the curriculum to meet the different learning needs of students. Those in the lower grades have few opportunities to be involved in social and community events. • The school is safe, secure and well maintained. Procedures for managing the behaviour, attendance and punctuality of students are sound. The safeguarding policy has been appropriately revised. Traffic management during students' arrival and departure times has improved. The identification and support of the learning needs of students of determination are inadequate. Older students receive appropriate vocational advice. The social and emotional needs of individual students are not always met. |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p> | <ul style="list-style-type: none"> • The school is well managed. Leaders implement fully SABIS policies and procedures. The school is slightly more inclusive. Improvement planning does not have a significant impact on the work of the school. Most parents are satisfied with the quality of education. Governors have not implemented the recommendations of the previous inspection report. They provide adequate accommodation, staffing and resources to meet the school's objectives. |

The best features of the school:

- Senior students' well-developed learning skills, and their good academic results in English, mathematics and science
- Students' good or very good behaviour
- Students' understanding of Islamic values and their awareness of Emirati and world cultures
- The school's health and safety policies and practices.

Key recommendations:








Governors and senior leaders should take action to improve:

- the skills of teachers across the school, their ability to use information from assessments appropriately, and their ability to enhance the quality of student's learning
- provision for students of determination and for those with gifts and talents
- progress in Islamic education and Arabic as an additional language
- partnerships with parents and the community, and
- self-evaluation and improvement planning.

Overall School Performance

Acceptable

1. Students' achievement

| | | KG | Elementary | Middle | High |
|---|------------|----------------|------------|------------|----------------|
|  Islamic Education | Attainment | Not applicable | Acceptable | Weak ↓ | Acceptable |
| | Progress | Not applicable | Acceptable | Weak | Weak |
|  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 | Weak | Weak | Not applicable |
| | Progress | Not applicable | Weak | Weak | Not applicable |
|  English | Attainment | Acceptable | Acceptable | Good | Good |
| | Progress | Acceptable | Good | Good | Good |
|  Mathematics | Attainment | Acceptable | Acceptable | Acceptable | Good |
| | Progress | Acceptable | Acceptable | Acceptable | Good |
|  Science | Attainment | Weak ↓ | Good | Good | Good |
| | Progress | Acceptable | Good | Good | Good |
|  UAE Social Studies | Attainment | Weak | | | |

| | | KG | Elementary | Middle | High |
|------------------------|--|------------|------------|------------|------|
| Learning skills | | Acceptable | Acceptable | Acceptable | Good |

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

| | KG | Elementary | Middle | High |
|---|------------|------------|------------|-----------|
| Personal development | Good | Good | Very good | Very good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Good ↑ |

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|--------------|--------------|--------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable | Good |
| Assessment | Acceptable ↑ | Acceptable ↑ | Acceptable ↑ | Acceptable |

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|--------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation | Acceptable ↑ | Weak | Weak | Weak |

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

| | KG | Elementary | Middle | High |
|--|------------|------------|------------|------------|
| Health and safety, including arrangements for child protection/ safeguarding | Good | Good | Good | Good |
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |

6. Leadership and management

| | |
|---|------------|
| The effectiveness of leadership | Acceptable |
| School self-evaluation and improvement planning | Weak |
| Parents and the community | Weak |
| Governance | Weak ↑ |
| Management, staffing, facilities and resources | Acceptable |

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments is below expectations.

- The school has no recent comparative international assessment information from the Programme for International Student Assessment (PISA) or from the Trends in Mathematics and Science Study (TIMSS). The available TIMSS information indicates that the school exceeded its 2015 targets in English and science, and almost met its target in mathematics. PISA based tests for schools indicate that the school is at proficiency level 3, which is basic. Overall progression in National Agenda Parameter (N.A.P) testing is weak. When comparing N.A.P outcomes against the measured academic potential of students, there is a negative gap in English, mathematics and science, indicating that students rarely perform at their measured, cognitive potential.

The impact of leadership is approaching expectations.

- Appropriate modifications have aligned curricula to the requirements of external tests. However, teaching is not adequately influenced by the use of information from assessments or from tests of students' cognitive potential (CAT4). Information gained from CAT4 tests is used in a limited way to refine differentiation during lessons. Nonetheless, low performing students are identified and supported through separate lessons.

The impact on learning is below expectations.

- The development of critical thinking and problem-solving is not sufficiently embedded in lessons throughout the school. Opportunities for students to undertake independent research are restricted. Students' use of learning technologies is limited to the completion of online assignments and tests.

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

For development:

- Track students' progress in internal and external assessments against their measured potential to identify key areas of strength and weakness.
- Analyse information from external assessments to identify and close gaps in students' learning.
- Adopt a more consistent approach to the development of critical thinking, problem-solving, and research.

Moral education

- The curriculum for moral education is integrated with the school's overall curriculum framework. It has a defined scope and sequence, and guides teachers to plan relevant lessons and appropriate learning activities for most students. There is little engagement with families and the wider community.
- Teachers have a secure subject knowledge. They make lessons more personalised and engaging while using the required textbooks. They provide opportunities for most students to apply their understanding to personal, local and global contexts.
- Students are formally assessed for moral education using end-of-unit tests. Assessment does not take account of how students feel, think and act. Their attitudes and behaviour are reported to parents, if merited.

The school's implementation of moral education is meeting expectations.

For development:

- Extend students' learning by using more digital resources and activities to allow them to consider moral and ethical issues that they may face in today's world.

Reading across the curriculum

- The school is not fully effective in improving students' literacy levels and reading achievement. Underperformance in reading is addressed by the English department. There is a lack of appropriate texts in Arabic.
- The teaching of reading literacy has not significantly improved since the previous inspection.
- However, fostering the skill of reading has been extended by the establishment of a reading room for younger students. Book clubs based on the collective reading of selected novels have been established.
- The development of reading literacy throughout the school is rudimentary.

The school's provision, leading to raised outcomes in reading across the curriculum, is underdeveloped.

For development:

- Provide enough reading rooms so that all students may benefit from them.
- Provide a wider range of books for reading in Arabic.

Innovation

- Students have few opportunities in lessons to demonstrate the skills of creativity and innovation, or to act as creative and reflective learners.
- Students take part in some activities to improve the environment. Those in the high phase successfully use technology to research environmental topics.
- There are insufficient opportunities in lessons for students to generate new ideas and to engage in innovative activities and problem-solving.
- The curriculum is not adapted to enable students to demonstrate and develop their skills in innovation.
- Senior leaders enable teachers to initiate classroom activities which comply with the SABIS approach to education, but across the school, innovation is not a prevalent theme.

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

For development:

- Ensure that teachers in all phases promote a culture of innovation and provide opportunities for students to develop and demonstrate their problem-solving and creative abilities.

Main Inspection Report

1. Students' achievement

Islamic Education

| | KG | Elementary | Middle | High |
|------------|----------------|------------|--------|------------|
| Attainment | Not applicable | Acceptable | Weak ↓ | Acceptable |
| Progress | Not applicable | Acceptable | Weak | Weak |

- Students in the elementary and high phases make steady progress in most areas. However, in the middle phase, there are considerable gaps in students' knowledge and skills. Non-Arabic speaking students mostly make better progress. Arab students perform better in their recitation of the Holy Qur'an.
- Across all phases, students' acquisition of Islamic knowledge is appropriate to their age. Understanding of divine revelation, Fiqh and Islamic etiquette is adequately developed. In the middle and high phases, the application of Islamic knowledge to contemporary issues is underdeveloped.
- Students are slowly improving their recitation skills, particularly in the elementary phase. This improvement is not significant enough to have an impact on overall attainment.

For development:

- Improve students' achievement in all aspects of Islamic education by raising teachers' expectations and by developing students' independent thinking skills.

Arabic as a First Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable | Acceptable |

- Students in the upper middle and high phases speak and write confidently, using an increasing range and variety of vocabulary. Those in the elementary phase can apply rules of grammar well.
- Students' listening skills are developing. Many lack fluency in using classical Arabic in their speaking. Their ability to read with accuracy, to infer meanings and to extract main ideas from unfamiliar texts is underdeveloped.
- Writing is stronger when students write about familiar topics which they have already discussed. In general, students have insufficient challenge in their activities.

For development:

- Ensure that learning tasks are appropriately challenging in all four language skills.

Arabic as an Additional Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|--------|----------------|
| Attainment | Not applicable | Weak | Weak | Not applicable |
| Progress | Not applicable | Weak | Weak | Not applicable |

- Most students in the upper elementary phase have similar levels of knowledge to those in lower elementary classes. There is little progress. In the middle phase, the gaps between students become wider.
- In most grades, students can identify and write letters and copy sentences correctly. They do not have the skills to write independently. The majority do not read at the expected level, nor can they carry out a short conversation.
- Because they are not sufficiently challenged, students' language skills improve slowly. Low expectations in lessons and in examinations further hinder attainment and progress.

For development:

- Increase expectations of what students can achieve, in particular in the upper elementary and middle phases.
- Provide more frequent opportunities for students to speak and to read texts in classical Arabic.

English

| | KG | Elementary | Middle | High |
|------------|------------|------------|--------|------|
| Attainment | Acceptable | Acceptable | Good | Good |
| Progress | Acceptable | Good | Good | Good |

- Students in the Kindergarten (KG) begin with widely varying English skills. They make good progress in subsequent years, especially in reading and writing. Their oral skills allow them to participate well in lessons.
- Particular strengths include students' abilities to engage in conversations and in group activities. Some students are unable to read long stories. Some have yet to write at length and for a variety of purposes. A few excel at both of these activities.
- Only a few students succeed in international tests offered by American or English examination bodies. These tests are not mandatory at school.

For development:

- Develop students' ability to write at a substantial length, and extend their writing of imaginative texts.

Mathematics

| | KG | Elementary | Middle | High |
|------------|------------|------------|------------|------|
| Attainment | Acceptable | Acceptable | Acceptable | Good |
| Progress | Acceptable | Acceptable | Acceptable | Good |

- In the elementary and middle phases, attainment in external examinations is weak. However, as students advance through the school, their levels of attainment and progress improve considerably, leading to successful results in IGCSE and AP examinations.
- In the KG, children use objects to calculate quantities and can count on or back from a given number. In the elementary phase, skills in mental arithmetic are sound. In the high phase, students can apply their mathematical knowledge to solve complex problems.
- In the elementary and middle phases, students can calculate accurately and apply formulae and strategies appropriately. Their ability to tackle problems involving higher-order mathematical thinking and problem-solving is less secure. A key strength in older students is their ability to reason mathematically.

For development:

- Develop students' problem-solving skills in all phases and so strengthen attainment.

Science

| | KG | Elementary | Middle | High |
|------------|------------|------------|--------|------|
| Attainment | Weak ↓ | Good | Good | Good |
| Progress | Acceptable | Good | Good | Good |

- In KG, attainment is not strong because children's fundamental investigative skills are not well developed. Students in the elementary, middle and high phases have a good foundation in basic scientific knowledge. Critical thinking, research skills and the application of learning to other contexts are all less secure.
- Students' investigative skills are improving due to laboratory work in the middle and high phases, and to activity-based science in the elementary phase. Effective use of technology in some lessons strengthens attainment.
- Students have few opportunities to be engaged in challenging and rigorous learning, and there are limited opportunities to go beyond the curriculum. Students are often passive learners, sometimes not fully enough engaged with the lessons to make sufficient progress.

For development:

- Enhance students' skills in critical thinking, innovation and problem-solving.

UAE Social Studies

All phases

Attainment

Weak

- Attainment is not in line with expectations in the elementary and middle phases. Students have limited opportunities to extend their knowledge beyond what is presented in text books. They are not exposed to all of the content which is defined in the curriculum standards.
- Students' skills of evaluation, communication and presentation are not sufficiently well-developed. Attainment information is not sufficiently detailed.
- In a few lessons, students are able to share their research with the class. The lively teaching, especially in some of the lessons taught in Arabic, leads to some improvement.

For development:

- Ensure that the curriculum and assessments consistently meet the published standards for UAE social studies.
- Provide opportunities in lessons for students to develop the skills of evaluation, communication and presentation.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Acceptable

Acceptable

Acceptable

Good

- Most students demonstrate a positive attitude to learning. They are keen to learn. In KG, and in the elementary and middle phases, children and students are rarely given the opportunity to take responsibility for their own learning; they become too dependent on teachers.
- In a few cases, students' collaborative learning skills support the development of enquiry and critical thinking. These skills are stronger in English, in the high phase. The application of learning to real-life situations is inconsistent across all subjects.
- Students use learning technology appropriately in a few lessons. Opportunities for research and innovation, and for the development of independent learning, are limited

For development:

- Provide more opportunities for students to collaborate in their learning, and to develop higher-order thinking skills.

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

| | KG | Elementary | Middle | High |
|----------------------|------|------------|-----------|-----------|
| Personal development | Good | Good | Very good | Very good |

- Across the school, children and students demonstrate positive and responsible attitudes to their learning. In the high phase, students' self-reliance supports their leadership roles.
- Students behave well and enjoy respectful and cordial relationships with teachers and other staff. They exercise self-control and adhere to the school rules. They show concern for, and tolerance of others, including students of determination.
- Students demonstrate a sound understanding of safe and healthy lifestyles. They are active, and understand what constitutes healthy eating. They are aware of the need for good attendance and how it affects their attainment.

| | KG | Elementary | Middle | High |
|---|------|------------|--------|------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |

- Students demonstrate a clear understanding of, and respect for Islam. However, they take part in a limited number of Islamic celebrations, and Islamic values are not well displayed around the school. Children in KG can apply the values of helping others and being courteous.
- Throughout, students show respect for the Emirati culture. They participate in many cultural events that promote the heritage of the UAE, such as National Day and Flag Day. These events are organized by the Student Life Organization.
- Students have a strong knowledge and understanding of their own culture and of some other cultures. They demonstrate tolerance and respect. This is less evident in children in KG.

| | KG | Elementary | Middle | High |
|---|------------|------------|------------|--------|
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable | Good ↑ |

- In the upper phases, students are more involved in activities that have a positive impact on the school and the wider community. They know that their opinions are listened to, and have a bearing on the school's development.
- Older students initiate and carry out a range of projects. They are generally reliable and active. Younger students sometimes generate suitable ideas but need help to carry them through.
- Students understand the importance of environmental sustainability. They take care of their school environment by recycling paper. Older students act as role models for the younger students by collecting litter on the school premises.




For development:

- Across all phases, engage students in entrepreneurial and volunteering projects that make a worthwhile social contribution.

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|------------|------------|------------|------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable | Good |

- Most teachers of English, mathematics and science in the high phase have a secure subject knowledge. They often build successfully on students’ prior knowledge to deepen their understanding of fundamental concepts.
- Teaching across the other phases is mainly focused on the acquisition of knowledge. Learning activities, work in laboratories, reading assignments, projects, and worksheets rarely extend learning or develop critical thinking, problem-solving, and innovation skills.
- The quality of teachers’ questioning varies. In the better lessons, teachers use open-ended questions to engage students in meaningful discussions, and create opportunities for critical thinking.

| | KG | Elementary | Middle | High |
|------------|---|---|---|------------|
| Assessment | Acceptable  | Acceptable  | Acceptable  | Acceptable |

- The school uses a range of internal assessments to measure students’ attainment in key subjects. These assessments are fully aligned to the SABIS curriculum requirements and are timetabled regularly at key points throughout the year. When available, information from international assessments benchmarks students’ achievement.
- Senior leaders carefully analyse the outcomes of assessments, and share the analyses with their colleagues. However, teachers do not always make effective use of this information to adjust what they do in class. The needs of different groups of students are not always fully met.
- In most subjects, there continues to be a significant gap between the external and internal assessment results. Analysis of information from internal, external and CAT4 assessments is not used effectively for setting individual targets.


For development:

- Develop teachers’ skills so that they can offer challenging and rigorous learning opportunities to extend and enrich the curriculum and to meet students’ needs more fully.
- Ensure that teachers make full use of assessment information, including information on students’ potential, in order to improve attainment.

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Acceptable |

- The curriculum remains unchanged in overall quality, although the school has made revisions in some subjects since the previous inspection. A few teachers occasionally enrich the schemes of work for students.
- The strengths of the curriculum are clarity and logical sequencing. Major weaknesses are its narrow scope, insufficient development of skills, few opportunities for creativity, and low levels of challenge for many. The time allowed for Islamic education does not meet Ministry of Education (MoE) requirements.
- The school has made no significant improvements to the curriculum since the previous inspection, despite a formal recommendation to do so. Many students, including children in KG, are at times not well served by the curriculum which they follow.

| | KG | Elementary | Middle | High |
|-----------------------|--|------------|--------|------|
| Curriculum adaptation | Acceptable  | Weak | Weak | Weak |

- The curriculum has adequate modifications to meet the needs of children in KG. However, the different abilities and additional learning needs of older students are not fully addressed. The few modifications offer little challenge, especially for more able students.
- Throughout, innovation and creativity are given low priority. Robotics and electronics clubs are at a very early stage of development. The limited range of extra-curricular activities in the lower grades allows for little involvement of students in social and community events.
- Most students have an appropriate understanding of UAE culture and society. Teachers rarely relate their lessons to students' experience of life in the UAE.
- Arabic is taught in KG (Early Years) for one period each day.

For development:

- Ensure that the time allocated to Islamic education is in accord with MoE regulations.
- Modify the curriculum to meet the needs of all students, including those with gifts and talents.

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

| | KG | Elementary | Middle | High |
|---|------|------------|--------|------|
| Health and safety, including arrangements for child protection / safeguarding | Good | Good | Good | Good |

- The school has a new and detailed safeguarding policy, with appropriate reporting procedures. All teachers are aware of the content. Students receive useful information on topics such as vaping, healthy foods and handwashing.
- The school premises are well-maintained, clean and possess appropriate equipment and play areas. They provide ample room for large numbers of students to move about during breaks and lunch times, well monitored by supervisors.
- The school has addressed concerns on traffic congestion and procedures at the main gates by deploying additional safety and traffic personnel. Some students still walk in the traffic lanes and between parked cars.

| | KG | Elementary | Middle | High |
|------------------|------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |

- Most teachers have a good rapport with students. Interactions are courteous. The school has appropriate procedures to manage students' behaviour. Parents are involved if a serious matter arises. Systems for managing attendance and punctuality are effective.
- The school's processes for the identification and support of students of determination are inadequate. Facilities and resources are not modified to address the needs of a wider range of students of determination.
- Older students receive appropriate advice about future careers and opportunities for higher education. The monitoring of the well-being and personal development of students is underdeveloped, and the social and emotional needs of individuals are not always met.

For development:

- Ensure that secure systems are in place to guarantee the safety of students and parents during arrival and departure times.
- Establish appropriate systems to identify the additional needs of all students, and implement a programme to meet all of their social, emotional and academic needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- Owners, governors and school leaders do not promote an inclusive ethos. There is a clear lack of policy and planning, despite the fact that two staff members have been recently appointed to the role of inclusion champions.
- The school has only 20 students of determination on the inclusion register. There is no detailed account as to how this register was compiled. The identification of students' needs is not accurate, and is not embedded in school practice or policy.
- Parents are rarely invited to give their views or to engage in any individual planning for their children. The school has not developed such a partnership with families of students of determination. It does not ensure that parents play a role in addressing their children's additional learning needs.
- The absence of a rigorous identification process does not help the modification and adaptation of the curriculum to meet the specific needs of individual students. In the absence of accurate assessment information, the school is unable to design appropriate programmes of support.
- The progress of students of determination is not measured separately.

For development:

- Ensure that owners, governors and leaders fulfil their local and national responsibility to provide an inclusive education.
- Put in place an appropriate identification process and inform students of their social, emotional and academic needs, together with their parents and teachers.
- Develop a wide range of key supports to meet the social, emotional and academic needs of all students of determination.

6. Leadership and management

| | |
|---|------------|
| The effectiveness of leadership | Acceptable |
| School self-evaluation and improvement planning | Weak |
| Parents and the community | Weak |
| Governance | Weak ↑ |
| Management, staffing, facilities and resources | Acceptable |

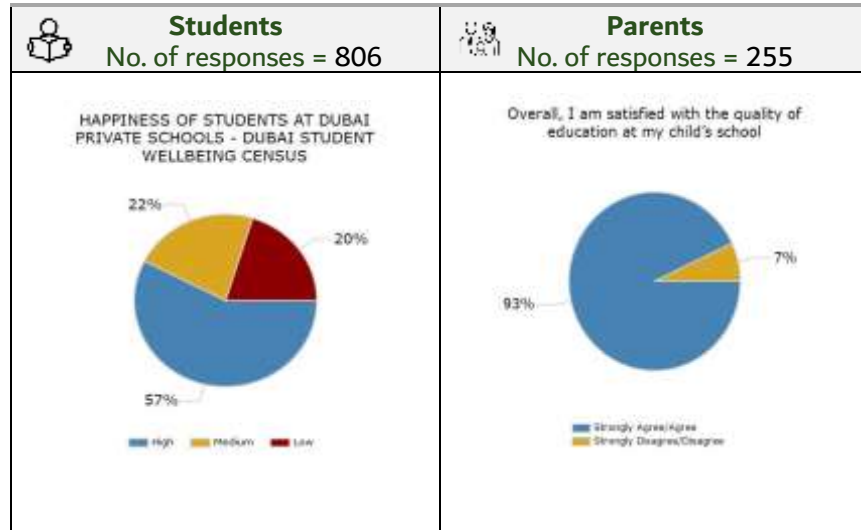
- Senior leaders give a clear direction to the school, in line with the SABIS values and vision. They implement procedures to meet some of the national priorities. The impact of heads of department and subject coordinators is not consistently strong in improving students' outcomes. Leadership is shared well, and the initiatives of senior and middle leaders are appropriately supported. Leaders do not exploit all the opportunities available for innovation and improvement.
- Senior and middle leaders monitor lessons and students' progress systematically. They use limited approaches to try to improve students' outcomes. The improvement plan does not include all of the recommendations made in the previous inspection report. It is not bringing about sufficient improvement in Islamic education and Arabic as an additional language. The school has taken a few steps to improve inclusion and parental involvement. Overall, there is limited progress in addressing the recommendations of the previous inspection report.
- Most parents are satisfied with the education provided for their children. The school does not encourage parents to be active partners in all aspects of their children's personal learning and school life. The school rarely seeks or considers parents' views when shaping improvement priorities. Outside of other schools in the SABIS organization, the school makes few social contributions to the local, national or international communities.
- The school board does not include parents' representatives. Governors do not systematically seek the views of parents or other stakeholders to inform the board's processes. Although the board holds the school to account for its academic performance, its accountability criteria are limited. The SABIS organisation has a very strong influence on the school's structure, curriculum, teaching methodology and policies. The board makes adequate provision for accommodation, staffing, and resources.
- The school is well managed and well organised. School procedures and routines are efficient and effective. Most teachers are not qualified on appointment. However, they have opportunities to engage in professional development and to enroll in college courses to improve their teaching skills, or to seek certification. The accommodation and facilities are of high quality. Resources are adequate and enable the school to meet its educational objectives.



For development:

- Comply with and commit to the educational policies of the Emirate of Dubai, and of the UAE.

Views of Parents and Students

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



| | |
|--|---|
|  Students | <ul style="list-style-type: none"> On almost all measures of the survey of well-being, the results are below the relevant Dubai averages. Reported levels of victimisation are broadly in line with Dubai averages. On most measures, senior girls are much more positive than senior boys. Most students, especially the seniors, are content with the school. |
|  Parents | <ul style="list-style-type: none"> Most of the few parents who completed the survey are satisfied with the quality of education provided for their children. They feel that their children are safe and well cared for. A significant minority of parents feel that the school does not listen to them, and that academic reports do not keep them well enough informed about their children's progress. Inspection findings are in broad agreement with parents' views. |

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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