

Inspection Report



The International School of Choueifat - Branch 2014-2015



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School information



General information

Location	Dubai Investment Park
Type of school	Private
Opening year of school	2012
Website	www.iscdip-sabis.net
Telephone	04-884-7884
Address	Dubai Investment Park 1
Principal	Jamal Hazbun
Language of instruction	English
Inspection dates	17 th - 20 th November 2014



Students

Gender of students	Boys and Girls
Age range	4 - 16
Grades or year groups	KG 1 - Grade 10
Number of students on roll	2191
Number of children in Pre-K	0
Number of Emirati students	33
Number of students with SEN	0
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	102
Largest nationality group of teachers	Irish
Number of teacher assistants	31
Teacher-student ratio	1:25
Number of guidance counsellors	6
Teacher turnover	25%



Curriculum

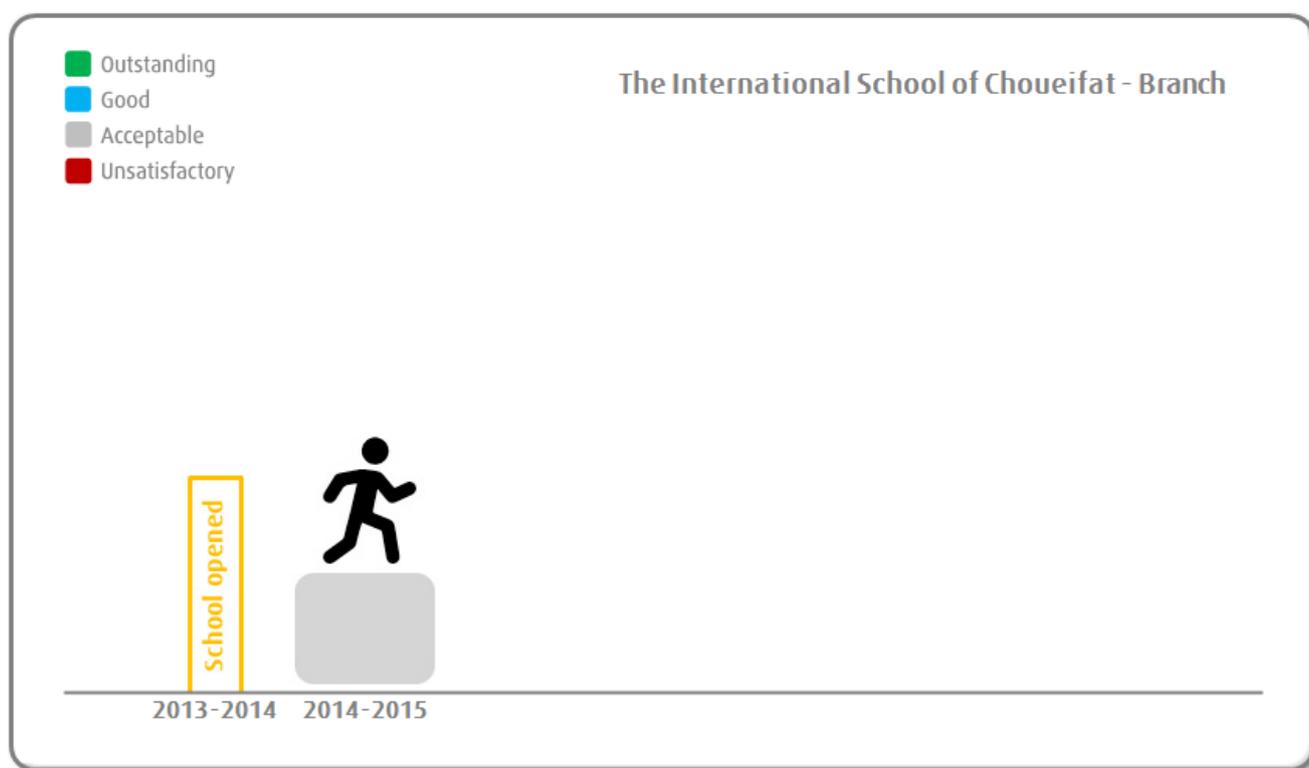
Educational Permit	SABIS
Main Curriculum / Other	SABIS
Standardised tests / board exams	SABIS
Accreditation	None



Dear Parents,

The International School of Choueifat - Branch was inspected by DSIB from 17th – 20th November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

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

- Students' attainment and progress in English in the High School and mathematics in the Middle School were good.
- Students in all phases showed positive behaviour, courtesy and self-assurance.
- There was a well-organised and efficient assessment system for tracking and measuring students' performance.
- There were good systems for ensuring students' health and safety.

Areas for improvement

- Governors must ensure that the school is fully compliant with all Ministry of Education requirements for the teaching of Islamic Education and Arabic.
- Improve the quality of teaching so that it is of a consistently high standard.
- Ensure that students are routinely challenged in lessons, and are given more opportunities to develop their investigation and problem solving skills.
- Ensure that the systems for identifying and supporting students with special educational needs, including the gifted and talented, are accurate and effective in meeting their learning needs.

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 The International School of Choueifat - Branch



How well does the school perform overall?

Overall, The International school of Choueifat – Branch provided an ‘**Acceptable**’ quality of education for its students.

- Students’ attainment and progress in learning the key subjects across the school were mainly acceptable. Students were enthusiastic learners. They demonstrated increased independent thinking skills when given the opportunities and as they moved up through the grades.
- Across all phases, students’ personal responsibility was good. They were self-disciplined and behaved well. They had had positive relationships with each other and the school’s teaching staff. Their attendance was good. Students had an adequate understanding of the impact of Islamic values upon modern life in Dubai. They understood some aspects of the Emirati culture, but not in depth.
- The quality of teaching was acceptable throughout the school. Teachers had secure knowledge of the subjects they taught, but did not vary activities well enough to interest students, or question them well enough to extend their understanding. Too often there was insufficient challenge to allow good progress to be made.
- The school followed the SABIS curriculum, which provided students with opportunities to memorise and recall facts and develop a basic understanding of concepts. There were too few opportunities for students to develop more complex understanding, or creative and critical thinking skills.
- The school was clean, safe and well-managed. There was a child protection policy in place, which teachers understood and followed. Students received instruction on healthy living and participated in physical education classes.
- School leaders were committed to the SABIS system vision, with its emphasis on examination success. Parents were not engaged in the decision-making processes and had no representation in the school’s governance. They did not have access to their children’s teachers to discuss progress or any other issues.



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

- The school only admitted students who achieved a predetermined standard on the school’s academic entrance exam.
- Students who had issues related to mental health or physical challenges were directed to other schools.
- The school did not have a programme in place to identify and support students with special educational needs.

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

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

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

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

Overall school judgement

Acceptable

Key strengths

- Students' attainment and progress in English in the High School and mathematics in the Middle School were good.
- Students in all phases showed positive behaviour, courtesy and self-assurance.
- There was a well-organised and efficient assessment system for tracking and measuring students' performance.
- There were good systems for ensuring students' health and safety.

Changes since the last inspection

- This was the first DSIB inspection of the school.

Recommendations

- Governors must ensure that the school is compliant with the Ministry of Education's requirements for teaching Islamic Education and Arabic as an additional language.
- Improve the quality of teaching by providing suitable levels of challenge, investigative activities, and opportunities for students to use technology and develop their critical and creative thinking skills.
- Use assessment data effectively across all key subjects to modify the curriculum so that it fully meets the needs of all students.
- Review the school's admission procedures for students with special educational needs and align it with best international practice and the expectations of the UAE agenda.
- Ensure that the systems for identifying and supporting students with special educational needs, including the gifted and talented ones, are rigorous and effective in supporting them to make good progress.
- Use the DSIB Inspection Handbook criteria for conducting the school's self-evaluation and use the resulting information as a basis for making improvements.

 Improved from last inspection

 Declined from last inspection

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

Kindergarten

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	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Many students entered the school with limited English language skills. They made acceptable progress in their speaking skills with constant practice in all aspects of school life. They learned new vocabulary from their class reading books and revised familiar words, but did not make good links between sounds, words and reading. Most students could form letters and a few could write a sentence with support.
- By Kindergarten 2 children could count and order numbers to 20. They could identify 'one more than' and 'one less than' a number. They could name basic two-dimensional shapes and the primary colours. They had begun to use their knowledge to solve simple problems, including the use of practical resources to carry out the addition of two single-digit numbers. Children were given very few opportunities to practice their skills in child-like activities. This restricted progress in their understanding and application.
- In science, children could follow instructions independently when planting seeds as part of a topical theme about growth. They could identify and use their senses as part of themes about themselves and their lives. The development of enquiry and investigative skills was limited.

Elementary

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

- In Islamic Education, most students could recite the prescribed verses of the Holy Qur'an and understand the key vocabulary and their overall meanings. They knew factual information about the birth and childhood of the Prophet Mohammed (PBUH). Most students made acceptable progress in developing their knowledge and skills regarding the rules of The Holy Qur'an's recitation in relation to their starting points.
- In Arabic as a first language, most students demonstrated secure listening and responding skills. Writing was a less developed skill for most students; it was characterised by some mistakes in spelling, grammar, and word choices. The majority of students made better than expected progress as measured against appropriate learning objectives and their starting points.

- In learning Arabic as an additional language, a majority of students had adequate listening and speaking skills, but both their reading and writing skills were below the expected levels.
- In English, by Grade 5 students spoke with confidence to answer questions and explain their understanding. They had secure knowledge of a broad range of adjectives and adverbs and their use within sentences. Students made good progress in writing well-constructed compositions, with a majority of students able to write interesting and imaginative pieces with varied use of vocabulary and correct spelling.
- In mathematics, students had acceptable levels of understanding about the four operations of numbers, including the use of inverse operations. They made acceptable progress in their knowledge and understanding, but a significant minority struggles to put their knowledge into practice when solving problems.
- In science, most students were able to recall scientific facts, but they were not sufficiently involved in doing investigative work. Students demonstrated acceptable knowledge and understanding of the main concepts in science in their discussions with their teachers.

Middle

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

- In Islamic Education students could express the reasons behind the prescribed Islamic laws and acts of worship at the expected levels. They knew and applied the required Islamic etiquettes of supplication and giving and receiving advice. Most students made acceptable progress in developing their knowledge and skills when reciting The Holy Qur'an in relation to their starting points.
- In Arabic as a first language, most students demonstrated secure listening and responding skills. They understood their teachers' Standard Arabic and responded well to questions. Students made good progress in communicating their ideas and expressed their views in formal Arabic with reasonable, age-appropriate levels of accuracy and fluency.
- Only a minority of the students' listening and responding skills in Arabic as an additional language were adequate. Most students' reading and writing skills were below the expected levels. Their progress in acquiring writing, speaking, listening and reading skills was too slow.
- In English, students had confident speaking skills when responding to questions and explaining their work. They had appropriate grammatical knowledge and made good progress identifying and using proper and common nouns, definite and indefinite articles within sentences. They used their writing skills appropriately to answer comprehension questions, but did not extend them consistently well to write sustained pieces for a variety of purposes.
- Students made good progress in applying their prior mathematical knowledge to new learning. Their knowledge of concepts such as algebra and equations was beginning to develop well. Weaknesses in their ability to investigate and think deeply resulted in a few struggling to do more complex work.
- In science, most students were able to recall facts and demonstrate a shallow knowledge of scientific concepts. Most students were not sufficiently involved in investigative work. The majority were not sufficiently challenged in classes, which slowed their rates of progress.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students demonstrated the required Islamic concepts and principles to age-appropriate levels. They could explain the rules and conditions of a number of Islamic concepts to a level in line with the curriculum standards.
- Most students across all classes demonstrated secure listening and responding skills while learning Arabic as their first language. They understood their teachers' standard Arabic. A majority of students demonstrated the expected levels of skill in reading prescribed Arabic texts, whether prose or poetry.
- In learning Arabic as an additional language, most students had difficulty conducting a simple conversation about daily life. Their reading and writing skills were weak; the progress by a minority of students in listening was adequate. Overall progress in reading, speaking and writing were well below the expected levels.
- At Grade 10, most students spoke English clearly and fluently when responding to questions and in expressing their opinions in discussions. They had competent grammatical skills, such as ensuring that subjects, pronouns and verbs agreed within a sentence. They were confident readers who could derive meaning from texts. Their progress varied the most in writing; this was the weakest aspect of students' achievement in English lessons.
- In mathematics, students made acceptable progress from their various starting points to attain standards in line with curriculum and international standards. They had good understanding of data handling and information analysis. Their understanding of the concept of probability was weaker.
- In science, most students demonstrated sufficient knowledge of scientific concepts. Their progress was restricted, because they were not sufficiently involved in investigative and experimental work. They had few opportunities to engage in learning that could develop their critical, creative and higher order thinking skills.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Most students were engaged in lessons and eager to display their knowledge and understanding. They took responsibility for their own work and developed greater independence as they progressed through the grades.
- Students collaborated well and could present their ideas with confidence when given the opportunity to do so.
- Guidance was required at times to help students identify links between their work and real life, or to previous learning.
- Most students demonstrated independent thinking skills when given the opportunity to do so. They rarely exhibited age-appropriate research and investigative skills. Students did not readily use technology in their classrooms.

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

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good

- The students were self-disciplined and behaved well, which was a developing feature of all phases.
- In all phases, the students had positive relationships with each other and the school's staff. They were respectful, considerate and sensitive to the needs of others.
- The students in the upper phases set good examples for the younger ones in their choices of healthy food and adoption of active life styles.
- Across all phases, the students' attendance and punctuality were both good.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable

- The students across all phases appreciated the impact of Islamic values on modern life in Dubai.
- The children in the Kindergarten could speak about the mosques and a Muslims' life in Dubai; in the Elementary School, they accurately named Emirati dress for males and females and could describe other important cultural aspects.
- Students had clear understanding of their own cultures and enjoyed the cultural diversity of the school's population.

	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

- Most students had adequate understanding of their responsibilities as members of the school community. Their opinions had limited effects upon the school's development.
- Students had a positive work ethic towards their academic achievements. They were involved with school activities and demonstrated a clear awareness of their duties towards others and the school community.
- The ability to make decisions independently regarding their environmental initiatives, and their participation in the local community projects were both developing.

3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • Most teachers had secure subject knowledge. However, a significant number in the Kindergarten did not have a good understanding of the appropriate and international best practices. Many did not adjust their teaching sufficiently to make lessons interesting, relevant or age-appropriate for children. • Lessons were planned in accordance with the school's curriculum workbooks, but did not take sufficient account of the range of students' abilities in each classroom. In the best lessons, teachers were aware of those students who were challenged by their work and provided additional explanations, but this was not consistently done across the school. • Some group work was evident, especially in upper school classes, but this was not a feature of most lessons. Too little use was made of practical activities or tasks that were relevant to the students' own experiences. • When teaching was good, the teachers had high expectations of students' responses and expected full explanations in response to their questions. However, in the majority of classes the teachers' questions were often superficial and not used to good effect. Students were not encouraged to think deeply about their responses, or challenged to reach more complex conclusions. • A lack of challenge in lessons, particularly for the higher-attaining students, resulted in many waiting passively for others to complete questions before moving on in their learning. As a result, progress in the majority of classes was restricted. In most lessons the teachers did not provide students with time to think critically or to develop the research skills needed to find out things for themselves. • The teaching of Arabic as a first language was good in the elementary and middle phases and acceptable in the high school. In the high school, the students' listening and speaking skills were less developed, due to the use of colloquial Arabic. The teachers' questions were generally closed and did not motivate students to think critically. 				

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> • The school's assessment systems were linked closely to the SABIS curriculum programmes of study and provided detailed information about student's success at mastering each subject. • The analysis of data obtained from the regular testing was rigorously analysed and provided students and teachers with detailed knowledge of gaps in students' learning. • The school did not have assessment information that benchmarked the students' learning outcomes against international assessment standards. • Assessment information was not used to plan tasks that met the learning needs of all groups of students in each lesson. Tasks lacked sufficient challenge for the higher attaining students. Consequently, they consolidated knowledge but did not consistently make better than expected progress in most subjects and grades. • Although students were at times involved in the marking of their own work and that of others, they did not have regular opportunities to provide critical feedback or to assess their own attainment and progress. 				

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

	KG	Elementary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school followed the requirements of the SABIS curriculum, which was broad and balanced. Most areas and levels of the curriculum were supported by a clear rationale; however, there was a focus on rote learning and the recall of knowledge rather than on the development of skills and the application of knowledge to different contexts. In the Kindergarten, teachers were enhancing the prescribed curriculum by providing some opportunities for the children to engage in hands-on learning activities. Progression from one grade and phase to the next was generally well considered. The rationale and progression of the science curriculum in the Kindergarten was unclear. There were insufficient opportunities for students to engage in learning that promoted higher order, creative and critical thinking skills, and the development of inquiry and research skills. The curriculum was reviewed from the SABIS headquarters, based on the data and feedback collected from its schools; however there were limited opportunities for school-based review in order to meet the learning needs of all students. The school was not compliant with the Ministry of Education's requirements for the provision of Arabic as an additional language from Grades 1 to 10 and for Islamic Education for non-Arab Muslims from Grades 1 to 9. The school followed the Ministry of Education curriculum for the teaching of Arabic as a first language. It was sufficiently broad and balanced, and progression from one year to the next was adequate. There were limited cross-curricular links with other subjects; opportunities for students to develop their critical thinking skills were inconsistently given. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> The school had systems in place to monitor and follow up with students who were not making the expected progress. Modification of the curriculum within each classroom was limited, as teachers had to work within the constraints of the SABIS curriculum and assessment systems. These constraints undermined the teachers' abilities to meet the educational needs of the different groups of students in their classrooms. The curriculum's design did not meet the needs of all groups of students. Students with disabilities were not admitted into the school and very few opportunities were provided to extend the learning of the higher attaining students. The curriculum provided some opportunities for students to study more creative subjects, such as art and music in the elementary and middle grades. Students in the High School had access to basic subject options. The school organised some extra-curricular activities to help students develop their academic, physical and personal skills. There were insufficient activities to promote links within the community. 				

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

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> The school used the generic SABIS child protection policy. Teachers were provided with a copy and received training during induction and annually thereafter. The few incidents of bullying were dealt with in a timely manner and appropriate reports were made. There was no policy on internet safety, but computer studies teachers did make reference to some ways to stay safe on the internet and when using social media. The campus was clean and maintained to a high standard, with regular safety checks. Students were well-supervised during lessons and on the buses. This was not always the case, however, during breaks and lunch times, particularly in the Elementary School. The school had a sophisticated and highly functional student information system, which recorded all incidents and follow-up related to the students' health and safety. There were two clinics on-site available for any student with health concerns. The facility was fit for purpose, with adequate space for the current number of students. The furniture and fittings were age-appropriate and all buildings and equipment were in a good state of repair. Students received ongoing instruction in various aspects of healthy living and physical education was a regular part of the curriculum. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Relationships between students and teachers were mutually respectful and behaviour in lessons was well-managed. The Student Life Coordinator had a strong link with students. Very efficient systems were in place to monitor students' attendance and punctuality. Students were tracked through the student information system and appropriate follow-ups with parents occurred. Students with special educational needs were not admitted into the school. The admission policy required that all enrollees met a required academic standard when assessed, using the school's diagnostic entrance tests. The school did not cater to students who were physically or mentally challenged. Teachers and other staff members were well informed about the well-being and personal development of each student. Extensive data collection and the analysis of students' progress, both academically and socially, was performed on a regular basis. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Leaders of the school followed a policy of non-admittance for students with special educational needs. There were no formally identified students with special educational needs who had been admitted to the school. 	

- There were no policies and procedures in place for the identification of students with special educational needs who were already enrolled.
- Curriculum modifications were not planned or provided for in lessons. There was some support for students with relatively mild learning challenges in the form of special classes, Saturday school and remedial reading in the Kindergarten.
- Parents of students with mild learning difficulties were consulted about the placement of their children in special classes, or in a few instances, when the school was considering retaining a student to repeat a grade.
- As there were no formally identified students with special educational needs, there was no information about the progress made by such students. Among those students informally identified by their teachers as having mild learning differences, progress was acceptable overall.

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • Leaders were engaged in developing the school's own community identity within the over-arching SABIS vision for education. They were committed and well-intentioned. The senior administration team demonstrated suitable knowledge and understanding of the processes needed to effectively manage the school. • The leaders' roles and responsibilities were clearly understood. The limited distribution of leadership roles generated few opportunities for empowering individual members of the staff or leadership teams within the phases. Collective responsibility was primarily focussed on the quality of examination results. • Relationships and communication between leaders were professional; almost all members of the staff and the students understood what was required of them. • As a team, the school's leaders had the capacity to explore and develop areas for improvement. However, the SABIS system limited opportunities to initiate improvement activities, for example the broadening of the curriculum design in response to students' differing needs. • As a relatively new school, the leaders had been successful in promoting good staff and student relationships. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory
<ul style="list-style-type: none"> • The school did not have effective self-evaluation processes based upon a realistic understanding of its provision, or in comparison with international best practices. This shortcoming led to a limited view of its strengths and weaknesses. • Self-evaluation processes lacked rigour; they were limited, with only a few links to the DSIB inspection criteria. The evidence gathered was narrow, with examination results the primary focus. Too few stakeholders were involved in the self-evaluation process and too much control was exerted from beyond the school. • There were no school-specific improvement plans that identified specific goals for improvement. • As this was the school's first DSIB inspection, there was no previous inspection report or recommendations to address. 	

	Overall
Parents and the community	Unsatisfactory
<ul style="list-style-type: none"> Parents were not full partners in their children's learning or experiences within the school. Many indicated that they assisted their children with homework tasks. Parents' views were not sought on possible school improvements and there was no parents' association. Effective communication systems were in place, but were under-developed and did not increase parental involvement in the school. Reporting of students' progress was closely linked to examination scores and progress through the SABIS curriculum. Parents were not encouraged to offer feedback as a contribution to their children's learning. There were links with other SABIS schools, locally and notably through regional sports events. Links with other schools and the local community were under-developed. 	

	Overall
Governance	Unsatisfactory
<ul style="list-style-type: none"> The school had no governing board. The teaching staff had made suggestions to the SABIS head office regarding changes to the text book resources. However, little consideration was given to the views of stakeholders. The school's leadership team was held to account, but the system restricted their opportunities to make improvements; for example, by modifying the curriculum to meet the needs of all students. Statutory requirements for teaching Arabic as an additional language and Islamic Education for non-Arab Muslims were not being met. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The school ran smoothly and there was effective administration of daily matters. Almost all teachers had degree-level qualifications but only about ten per cent possessed a teaching qualification. Professional training was available during induction sessions and through in-house support or from regional subject leaders. The premises and specialist facilities were safe and secure, with a pleasant and stimulating Kindergarten external play area. The provision of ramps and lifts ensured access for visitors. Classroom resources were often limited, and they were inconsistently used to enhance students' learning. 	

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 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	437	30%
	Last year	0	0%
 Teachers	15		15%
 Students	3		8%

- A minority of parents, a few teachers, and a very few senior students completed their surveys.
- Most parents were satisfied with the quality of education offered by the school and their children's progress in learning English, mathematics and science.
- A significant minority of parents indicated that their children were not making good progress in Islamic Education and Arabic.
- While most parents had positive views of the school's leadership, a significant minority believed that their views were not sufficiently acknowledged or acted upon.
- Many parents were concerned that they were prevented from meeting their children's teachers to discuss progress or other issues.
- Many parents were concerned that their children had to sit for too many tests.
- A significant minority of parents and teachers believed that students were not developing an awareness of other cultures and that the school did not provide an appropriate range of resources for learning.
- They also indicated that the school did not offer their children a sufficiently wide range of subjects and extra-curricular activities to choose from.
- A significant minority of teachers believed that the school did not provide for students with special educational needs, and that they were not sufficiently involved in reviewing the school's curriculum or other aspects of school life.

*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