

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**The International
School of Choueifat -
Branch**

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
SABIS(UK/US)



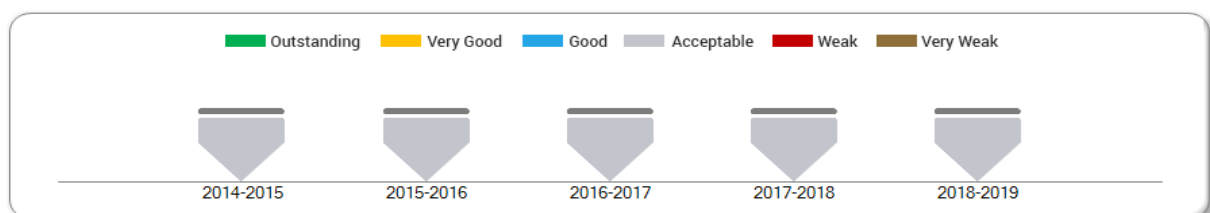
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School Information

General Information	 Location	Dubai Investment Park
	 Opening year of School	2012
	 Website	www.iscdip-sabis.net
	 Telephone	04-8847884
	 Principal	Jamal Hazbun
	 Principal - Date appointed	1/9/2012
	 Language of Instruction	English
	 Inspection Dates:	21 to 24 January 2019
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	3061
	 Number of Emirati students	21
	 Number of students of determination	13
	 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	1
	 Teacher turnover	7%
Curriculum	 Educational Permit/ License	SABIS
	 Main Curriculum	SABIS(UK/US)
	 External Tests and Examinations	SABIS, SAT AP, IGSCE, A Level
	 Accreditation	MSACS, NCPSA, Ai
	 National Agenda Benchmark Tests	MAP

School Journey for The International School of Choueifat - Branch



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' achievement is variable. It is strongest in the upper phases in English, mathematics and science. Attainment in Arabic as an additional language is weak, as is progress in Islamic education. In Kindergarten, children's achievement is restricted because of the narrow focus on the acquisition of knowledge at the expense of the development of skills and understanding.
- A majority of students exhibit good learning skills in the high school. They have opportunities to participate in collaborative work with their peers and to communicate their learning. In the other phases, such strengths are not evident.
- Students' personal and social development and their innovation skills are variable. There are strengths in students' personal development, understanding of Islamic values and awareness of Emirati culture, but their responsibility and innovation skills across all phases are not as strong.

Provision for learners

- Teaching and assessment processes are generally below the expected levels for schools in the UAE. There is good teaching for effective learning in the high school, where better questioning provides challenge and opportunities for deeper thinking. Assessment in the lower three phases is weak. It provides a narrow measure of achievement through regular summative assessments. Assessment does not support teachers' planning for groups or for individualised learning.
- The SABIS curriculum provides scope and sequence for the acquisition of knowledge but is less focused on the development of skills, understanding and higher order thinking. There is inadequate curriculum adaptation for students of determination. Choices for older students are restricted. There is insufficient support for personal development.
- Provision for the protection and care of students is generally secure. The school's environment is, in the main, safe, secure and hygienic. There are comprehensive policies and procedures for safeguarding students. However, more regular reviews of all aspects of safety and well-being are required. Care and support, particularly for students of determination, require immediate improvement to meet the UAE and Dubai requirements.

Leadership and management

- The school's leadership and management require review. Governance is not providing the school with sufficient support to ensure improvements to the educational, social and emotional facets of provision. Past inspection recommendations are ignored, often at the expense of students' well-being. Parents' interactions with the school are often neither positive nor productive. Too often, parents do not have opportunities to be partners in their children's education.

What the School does Best:

- The good attainment and progress in English, mathematics and science in the upper phases
- The good learning skills exhibited by high school students and supported by good quality teaching
- Students' strong personal development across the school
- Students' good understanding of Islamic values and awareness of Emirati and world cultures.







Key Recommendations:

- The governing board and the principal should ensure that students achieve their full educational potential in all key subjects, particularly in Islamic education and Arabic as an additional language, by improving:
 - learning skills in the key subjects and across all phases
 - the quality of teaching so that a majority of lessons are at least good
 - the use of all National Agenda and other data to plan more accurately and to deliver lessons which address the learning needs of all students
 - the curriculum so that it meets the needs of all students, especially those of determination.
- The governing board and principal should urgently:
 - include parental representation on the governing board
 - introduce systems to ensure that parents become full partners in the education of their children
 - address the issues raised in the school's well-being survey and employ appropriately-skilled staff to supervise the monitoring and support of students' well-being
 - clarify leadership roles and responsibilities to ensure greater accountability at all levels
 - comply with all federal and local inclusive education laws
 - recruit qualified and experienced teachers who can develop systems to identify students of determination, use the UAE categories of need and provide support to ensure that they make appropriate progress
 - identify students with gifts and talents and develop specific programmes to meet their learning needs
 - implement more robust systems of self-evaluation to inform accurate improvement planning to enhance the quality of education provided by the school.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	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	Acceptable	Good	Good ↑	Good
	Progress	Acceptable	Good	Good ↑	Good
Learning skills		KG	Elementary	Middle	High
		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	Acceptable

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak	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	Very 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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is approaching expectations

- International assessment data show that high levels in students' overall scores in TIMSS and PISA were achieved in 2015. TIMSS results in Grade 4 and Grade 8 science and mathematics were outstanding. The school has worked as part of a group of schools to ensure that the curriculum in these subjects is modified appropriately to meet the needs of students taking the TIMSS tests and to maintain these high levels. However, these scores are not supported by other external assessments. The school has responded rapidly to put arrangements in place to ensure that this does not happen in the future.

Impact of Leadership

is below expectations

- The principal and leadership team support the vision and goals of the National Agenda (NA). The NA action plan outlines the actions to be taken by the school to achieve the objectives and identifies appropriate success criteria. However, the school is just beginning to engage in using assessment information, including the CAT4 cognitive ability test scores, to improve the quality of teaching and learning across all phases of the school.

Impact of Learning

is below expectations

- The promotion of critical thinking skills is included in some lesson plans, but these skills are not often evident in lessons. The best examples are evident in secondary English. The school should invest in training to support teachers in incorporating critical thinking and enquiry skills in all lessons and for all learners.

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

For Development:

- Ensure that the outcomes of CAT4 and PISA tests are used effectively by all teachers to support their planning and teaching.
- Ensure that all teachers receive training on the use of CAT4 data to modify their teaching in order to meet the learning needs of their students.
- Increase the quantity and quality of critical thinking activities across the school to complement students' good academic knowledge.

Reading Across the Curriculum

- There are insufficient data and information to show trends in students' achievement in reading across the curriculum.
- Except in English classes, students are offered only few opportunities to develop reading strategies.
- The school does not have a library programme to engage and support confident lifelong readers.
- Due to the lack of awareness of the strategic importance of reading across the curriculum, the school does not demonstrate a commitment to develop students' reading skills.

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

For Development:

- Create and implement a whole-school reading policy to promote students' reading skills according to the KHDA guidelines.

UAE Social Studies

- The UAE social studies curriculum is planned and adapted to meet the needs of most learners. A limited range of resources is deployed during lessons.
- Students do not use learning technologies to support their learning and research at school. Critical thinking and problem-solving skills are developing features of learning.
- In lessons and in recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards.
- Ongoing internal assessment information indicates that most students make the expected progress in relation to their individual starting points and to the curriculum standards.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- Students have opportunities to be creative and to pursue their interests primarily through the Student Life Organisation (SLO). Students who carry out research in the library show developing IT skills.
- As part of the annual student-led, cross-cultural day, a committee of students and staff sell items as part of an enterprise initiative to raise funds for charity.
- In a very few classes, students are encouraged to think innovatively, to find alternative solutions and to solve problems creatively and independently.
- The curriculum is restrictive and is not designed to promote creativity, critical thinking, teamwork or problem solving. The over-reliance on textbooks inhibits innovation and creativity.
- Leaders are aware of the need to enhance innovative opportunities in all phases. Students are provided during the SLO period with time to foster their creativity and innovation.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate levels of attainment in line with curriculum standards. However, most older students do not attain as well as they might. Only a majority of students in the middle and high schools make the expected progress. Most students in the elementary school make the expected progress.
- Students in the upper phases are unable to undertake extended critical analysis of controversial issues in Islam. There are few opportunities for them to deepen their understanding of Islamic concepts and principles or to apply them in meaningful contexts.
- Students' recitation skills throughout the school have not improved. Students get too few opportunities to develop their understanding of Islamic doctrines. Their ability to debate contemporary issues is underdeveloped.

For Development:

- Improve attainment levels and ensure more consistent progress in lessons.
- Support learning by employing a range of techniques to deepen students' understanding of Islam.

Arabic as a First Language

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

- Across all phases, most students attain in line with the expectations of the Ministry of Education (MoE) curriculum standards. Most students in all phases show that they have developed their listening and reading skills. Their speaking and writing skills are less developed.
- Most students have adequate skills in interpreting and responding to written texts. Students in all phases tend to use local dialects rather than standard Arabic. They have limited ability to analyse texts critically. Their writing skills are variable, especially in the upper grades.
- Students' listening, speaking, reading and writing skills have not developed sufficiently in most cases. Therefore, most students make no better than acceptable progress.

For Development:

- Improve students' four language skills and their critical thinking skills by:
 - improving teaching to promote independence in speaking, reading, and writing
 - developing assessment processes to ensure valid evaluations.

Arabic as an Additional Language

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

- Students' attainment is below curriculum expectations in both phases. Different groups of students make variable levels of progress in lessons and over time, but they do not meet the expected levels.
- Students make slow progress in reading comprehension. Most are capable of reading single words and, in a few cases, short phrases. Their listening and speaking skills are underdeveloped. Students have a limited ability to apply their learned words and phrases in new contexts.
- The recent increase in time allocation for this subject has had limited impact on students' progress in lessons and over time across the two phases.

For Development:

- Improve students' attainment in the four language skills, and their ability to apply their learning to unfamiliar contexts by:
 - improving teaching to promote independent learning
 - developing assessment processes to ensure valid evaluations.

English

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Good	Good
Progress	Acceptable	Good ↑	Good	Good

- Students begin Kindergarten with little English. They make rapid progress from the elementary school. In the middle and high schools, the achievement of the majority of students is above curriculum standards, as evident in their success in external examinations. Handwriting skills are weak in the elementary school.
- Students in all phases have strong, well-developed speaking skills. As they progress through the school, a majority develop literacy skills that are above the curriculum standards. In the high school, offering external examination courses results in successful academic achievement.
- In the upper phases, teachers' focus is on developing language skills, rather than on the acquisition of knowledge. Students use the SABIS textbook as a resource, not as a curriculum. As a result, the majority make better than expected progress.

For Development:

- Develop a handwriting policy that includes the use of cursive script and pens, for students in the elementary school.
- Raise the profile of reading in the school by developing a whole-school policy that encourages students to read widely for pleasure, from a range of different types of text.

Mathematics

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

- Most students in Kindergarten and the elementary school learn number facts but do not get opportunities to use concrete materials to consolidate their understanding. By the high school, a majority of students can justify their answers and discuss how they reached a solution.
- Across all phases, most students are secure in number facts. They gain confidence in working with algebra and in solving equations, while making the expected progress. However, most students in the lower phases are less secure in their knowledge of geometry, probability and data handling.
- Throughout the school, progress is inhibited by students' inability to link topics to prior knowledge and to apply mathematics to real-life situations.

For Development:

- Increase the opportunities for students to develop their critical thinking and application of mathematics to real-life contexts.
- Encourage the use of electronic devices to support and extend students' learning across all phases.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable	Good	Good ↑	Good
Progress	Acceptable	Good	Good ↑	Good

- The school's focus on the acquisition of scientific knowledge has enabled the majority of students to attain above the curriculum standards in external tests and examinations. Other aspects of a balanced science programme, such as the application of the scientific method and problem solving, are less secure.
- The scientific skills of children in Kindergarten are underdeveloped. These skills are best developed in the high school, where external examination courses give more opportunities for students to use the laboratories for practical investigations.
- The progress of the majority of students in the upper three phases is better than expected.

For Development:

- Develop a balanced programme to develop students' independent scientific inquiry skills.
- In the upper phases, enhance students' abilities to examine information and evaluate its validity and to justify their findings.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students in the high school get many opportunities to engage in collaborative work with their peers and to communicate their learning. When given similar opportunities, most students in the lower phases respond with enthusiasm and exhibit age-appropriate skills.
- Throughout the school, there is some promotion of problem-solving skills through activities that are related to students' own life experiences. This practice is not consistently embedded. In all phases, students' critical thinking, innovation and entrepreneurial skills are underdeveloped.
- The school is seeking to promote students' independent learning and higher-order thinking skills. However, these are not being developed systematically or consistently across the phases.

For Development:

- Improve opportunities for students to develop and manage aspects of their own learning.
- Develop the systematic use of extra-curricular experiences to reinforce and extend learning.

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

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

- A majority of students in Kindergarten and the elementary school, and a large majority elsewhere, demonstrate positive, responsible attitudes to learning. In the upper phases, students have a degree of self-discipline exemplified through their recognition of others' needs and differences. They are tolerant and supportive.
- Relationships between students and teachers are mutually respectful. Students in middle and high schools actively engage with the learning process when given the opportunity to do so. Bullying is infrequent, and when reported, it is dealt with effectively by the senior management team.
- The SLO supports many student initiatives, such as sports activities during lunch breaks, and provides leadership opportunities, particularly for senior students. Students take healthy lifestyles seriously. Attendance and punctuality are good.

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

- Students across the school show strong understanding and appreciation of the characteristics of an Islamic society. They are knowledgeable about the culture of the UAE and its heritage, whilst having a sense of pride in their own cultures.
- In Kindergarten and the elementary school, students have a good understanding of the national identity of the UAE. Older students are more able to articulate different aspects of life in multicultural communities. Younger students have a weaker understanding of other world cultures.
- SLO has a positive impact on raising students' awareness and appreciation of their own cultures and that of the UAE. Students have not been exposed to a broad range of other world cultures. The school environment has few examples of Emirati heritage and culture on display.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students contribute to the life of the school through planned responsibilities organised by the SLO. They understand their roles as citizens and respond positively to the opportunities provided by the school.
- Some students demonstrate leadership skills and are models for the younger students. However, most students lack initiative. Only a few are involved in volunteering work or social contribution in the community.
- Students are very dedicated to their academic tasks, but they are mainly passive participants in activities to develop their social responsibility and innovation skills. They engage in a limited range of activities to support sustainability and conservation. Some show little concern for their surroundings.

For Development:

- Strengthen and extend the role of the SLO in the upper elementary and middle schools in order to develop higher levels of personal involvement and commitment to the wider school community.
- Extend the opportunities to expose students to a wider range of other world cultures so that they become more aware and confident in their understanding.
- Provide more opportunities for students to make independent decisions and raise their environmental awareness.

3. Teaching and assessment

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

- Most teachers demonstrate secure knowledge of their subjects, but some have underdeveloped teaching skills, particularly in Kindergarten. In the high school, teaching is consistent, and questioning is challenging and facilitates the development of higher-order thinking skills.
- The stronger lessons are those where teachers are less reliant on the textbook, and where they offer students more opportunities to express their views. Generally, teaching approaches restrict the development of critical thinking, problem solving and independent learning skills.
- Teachers' planning and delivery of lessons are inconsistent in quality and do not always secure sufficient personalisation of learning.

	KG	Elementary	Middle	High
Assessment	Weak	Weak	Weak	Acceptable

- Since the previous inspection, the school has introduced benchmark assessments in KG 2. Teachers have established a starting point for children, can now measure how well they are progressing and can give them appropriate advice on how to improve.
- The school is not effectively using available cognitive data to identify student potential. Consequently, teachers do not plan lessons that are matched to the learning needs of all students. School leaders do not set challenging, achievable academic targets.
- Feedback to students generally focuses on identifying gaps in their factual recall. There is no systematic monitoring of students' progress, and teachers do not provide them with sufficient feedback to help them improve their achievement.

For Development:

- Make the best possible use of assessment data to plan lessons that meet students' learning needs and to provide them with sufficient feedback to help them improve their achievement.

4. Curriculum

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

- The school offers the SABIS curriculum, which is prescribed and centralised. It relies on SABIS textbooks and focuses on the acquisition of knowledge. Weekly tests dominate the curriculum. In the upper phases, teachers also follow the English IGCSE and A levels and the American AP programmes.
- Continuity and progression of the curriculum are strengths in all phases. Students are generally well prepared for university applications, but the school needs to review its A level provision. Curricular choices remain narrow, and cross-curricular links are not strategically planned or embedded.
- The lower school mathematics and science curricula are aligned to the requirements of TIMSS. The school has implemented national requirements, but the curriculum lacks review and development.
- Moral education is taught from Grade 1 to Grade 12 as an independent subject for 50 minutes, once per week.

	KG	Elementary	Middle	High
Curriculum adaptation	Weak	Weak	Weak	Weak

- The curriculum has changed little since the last inspection. It has not been modified to meet the learning needs and personal development of the different groups of students, including students of determination. Subject choices for high school students are limited.
- Enrichment activities have not expanded significantly and remain limited in scope. There are few opportunities for innovation and enterprise, and the reliance on textbooks often stifles creativity.
- Although students develop their understanding of the UAE culture and society through programmes such as 'My Identity' and the social studies programme, there is scope for further integration into the curriculum.
- Arabic is taught in Kindergarten in daily 50-minute sessions.

For Development:

- Ensure that the curriculum adequately meets the needs of different groups of students, including students of determination.
- Expand the range of subject choices offered to students in the high school.

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 is compliant with health and safety requirements, including child safeguarding policies and procedures. Most staff and students are aware of these policies and understand their roles and responsibilities. A review of the student well-being survey result and a response to it have not occurred.
- Regular, well-documented checks ensure health, safety and hygiene. School transport is well managed, but arrangements for parents to drop off and pick up their children need to be reviewed. The school is generally well maintained. Healthy food is available in the canteen.
- Most school facilities and equipment are accessible and provide an inclusive physical environment for students. Most buildings have access ramps. An elevator provides access to most upper-level areas of the school.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, relationships between teachers and students are courteous and mutually respectful, particularly at the senior level. The school has effective systems for managing attendance and punctuality.
- Little progress has been made in the assessment and identification of students of determination. The school currently lacks the capacity to carry out these assessments, and it does not systematically identify and challenge students with gifts and talents.
- Senior students receive appropriate information about post-secondary educational choices. The school does not monitor the well-being of all students closely enough, nor does it put into place strategies to address students' views reported in the student well-being survey.

For Development:

- Increase the capacity to identify students of determination and develop programmes for them.
- Systematically identify students with gifts and talents and develop specific programmes to effectively meet their needs.
- As a matter of urgency, address the issues of concern identified in the most recent student well-being survey.
- Review and revise the arrangements for parents to drop off and pick up their children.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The school is currently developing an inclusive admission policy. Although a governor and a champion of inclusive education have now been identified, a detailed inclusive education improvement plan is not in place.
- The school lacks the capacity to carry out appropriate assessments of students of determination. Identification procedures are in the early stage of development. There are only few formally-identified intervention strategies.
- The communication links that keep parents informed of their children's progress are neither consistent nor secure.
- Support for students of determination is ineffective because of the lack of relevant assessment information to identify targets in their individual education plans (IEPs). The curriculum is not modified to reduce any barriers to learning. Intervention plans are inappropriate.
- As there are no clear targets identified for students of determination, there is no effective way to track or monitor their progress in relation to their learning needs.

For Development:

- Recruit a staff member who is qualified, experienced and able to provide leadership, carry out appropriate assessments, develop IEPs and communicate effectively with parents.
- Provide training for teachers and offer them opportunities to visit schools that have high-quality provision and support for 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	Very weak
Management, staffing, facilities and resources	Acceptable

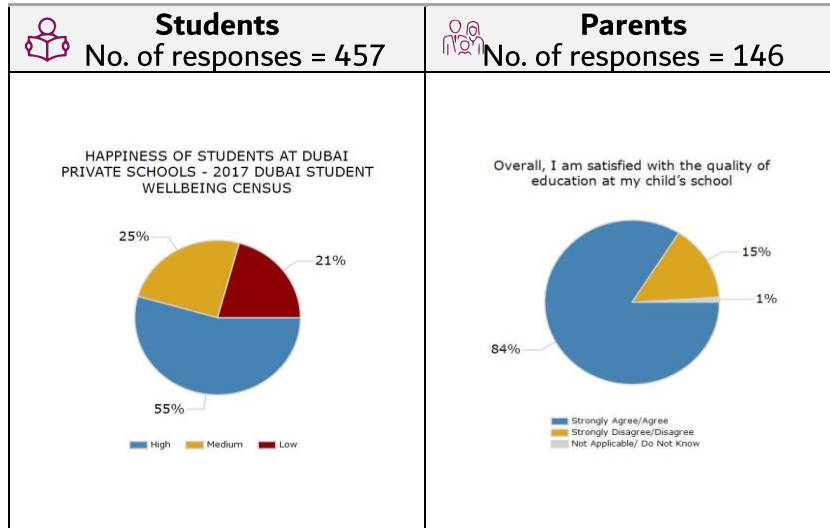
- School leaders, including the director, set a direction and vision that focuses on the acquisition of knowledge and, to a lesser extent, on developing skills and understanding. However, their commitment to the UAE national and local priorities is variable. The school has not embraced an inclusive philosophy, improved its provision for achieving its National Agenda targets or enhanced its assessment processes.
- The school has an emerging understanding of its strengths and areas for development. The newly-developed improvement plans are beginning to provide direction, but they lack realistic goals and detailed outcomes. Overall, there is limited progress in addressing the recommendations of the previous inspection.
- Parents are supportive of their children’s learning but as distant observers. There are too few opportunities for them to work as partners with the school. They are appreciative that the school provides them with standardised information about their children’s performance in assessments, but they remain unclear about the next steps in their children’s learning or how they can support them.
- Parents and other stakeholders are not represented on the governing board. Governors rarely seek the views of students and parents, nor do they respond to their concerns and suggestions. They are inaccurate in their view of the school’s performance and provide limited support and guidance to school leaders.
- The day-to-day administration of the school is effective and efficient. The school is adequately staffed. Teachers are working to enhance their understanding of the teaching process and to improve their teaching qualifications. However, there is insufficient subject-specific teacher training in Islamic education. Facilities are modern and generally clean and adequate, but litter is an issue in some areas of the school. The lack of school-wide internet connectivity and library resources restricts opportunities for research, enrichment and enjoyment.



For Development:

- Ensure that a more representative governing board meets its responsibilities, as described in the UAE School Inspection Framework.
- Improve the school’s self-evaluation processes so that identified strengths more accurately align to the UAE School Inspection Framework and weaknesses are more rapidly addressed.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> A quarter of the students from Grade 6 to Grade 9 completed the well-being survey. Most students have high academic ideals and enjoy being with their peers, where they develop friendships. A large minority state that they are worried about their schooling and their future and do not engage well with school learning. A minority of those surveyed feel that they are unhappy, lack perseverance and do not connect well with adults in the school. Students interviewed during the inspection agree with these views.
 Parents	<ul style="list-style-type: none"> Only a few parents completed the survey. A majority of parents are satisfied with the quality of education at the school and consider that the school provides good value for money. Parents feel that their children are safe at school and develop strong friendships. About half of the parents who responded feel that school leaders and staff listen to and act on their concerns, and a large minority do not feel that teachers help their children develop effective learning skills. Many say that they receive insufficient information and support to help their children in their education. The inspection team found that the school is aware of the previous inspection findings on 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