



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)

SABIS(UK/US)

ACCEPTABLE

THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH) SABIS(UK/US)

Inspection Dates
15 - 19 January 2024

Principal
Suhair Ghandour

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

2957 Students

26 Emirati Students

49 Students of Determination

136 Teachers

34 Teaching Assistants

9 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- High school students' achievement in English, mathematics and science
- The progress Kindergarten (KG) children make in English and mathematics
- Students' behaviour, personal development and leadership opportunities through the Students Life Organisation (SLO)
- Health and safety, including arrangements for child protection
- Senior students' career guidance and support for higher education

POINTS TO IMPROVE

- Enhance the uniformity of high-caliber teaching to facilitate effective learning throughout the school, with a focus on Ministry of Education subjects, ensuring all students excel, including those of determination and the gifted
- Leverage both internal and external assessments to plan and deliver stimulating lessons tailored to the varied needs of all students, empowering them to achieve their highest potential
- Cultivate leadership capabilities, particularly within subject leaders, enabling them to proactively address challenges, spearhead continuous enhancement, and positively impact student achievements
- Ground school enhancement strategies in precise self-assessment and clear, quantifiable objectives to improve student results

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS ACCEPTABLE

The school prioritises well-being, with leaders and governors to this cause. The well-being team successfully promotes effective policies, fostering a highly positive environment. Limited data collection informs responses to personal and emotional needs. Student voice is increasing, and responsibilities are widespread. Staff receive academic training, but well-being professional development lags. Positive relationships between staff and students create a caring community. The curriculum emphasises well-being opportunities, and student-led activities promote overall well-being.

STUDENTS' ACHIEVEMENTS

High school students progress well in English, maths and science while in the KG the progress in English and maths is good, but remains only acceptable in science. Islamic education students' progress, in the elementary and middle school, is weak while acceptable in the high school. The attainment in Islamic education is acceptable across the school. Achievement in Arabic A is acceptable while in Arabic B is weak.

ENGLISH

	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	GOOD
ELEMENTARY	ACCEPTABLE	GOOD
MIDDLE	GOOD	GOOD
HIGH	GOOD	GOOD

MATHS

	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	GOOD
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	GOOD	GOOD

SCIENCE

	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	ACCEPTABLE
ELEMENTARY	GOOD	GOOD
MIDDLE	GOOD	GOOD
HIGH	GOOD	GOOD

ARABIC AS FIRST LANGUAGE

	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE
HIGH	ACCEPTABLE	ACCEPTABLE

ARABIC AS SECOND LANGUAGE

	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	WEAK	WEAK
MIDDLE	WEAK	WEAK
HIGH	NOT APPLICABLE	NOT APPLICABLE

ISLAMIC

	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE
ELEMENTARY	ACCEPTABLE	WEAK
MIDDLE	ACCEPTABLE	WEAK
HIGH	ACCEPTABLE	ACCEPTABLE

LEARNING SKILLS

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students exhibit positive attitudes and behaviours. 'Shadow Teachers' instil self-reliance, teamwork, and responsibility. They show sensitivity to others, make wise health choices, and actively promote healthy lifestyles. Students understand Islamic values, Emirati heritage, and celebrate cultural events. They demonstrate strong service through volunteering and class roles. Social contribution is consistent. In KG, sustainability is taught through art and gardening, while later phases engage in conservation and recycling.

PERSONAL DEVELOPMENT

KG	VERY GOOD
ELEMENTARY	VERY GOOD
MIDDLE	VERY GOOD
HIGH	VERY GOOD

UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

KG	VERY GOOD
ELEMENTARY	VERY GOOD
MIDDLE	VERY GOOD
HIGH	VERY GOOD

SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

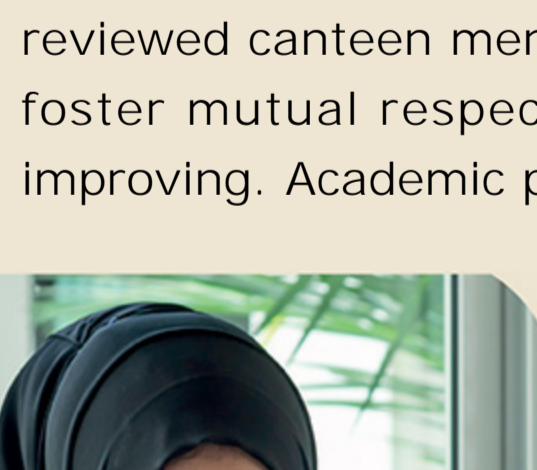
KG	GOOD
ELEMENTARY	GOOD
MIDDLE	GOOD
HIGH	VERY GOOD

PROVISION FOR LEARNERS

Most teachers demonstrate strong subject knowledge, particularly in High school. In the best lessons, open questions challenge students, fostering critical thinking. Positive teacher-student relationships exist, but teacher-dominated lessons limit independent learning opportunities. Students generally show positive attitudes, although some lack independent learning skills. Assessment processes link to the curriculum although teachers inconsistently use assessment well when lesson planning.

The curriculum is broad but prioritises knowledge over skills, with stronger emphasis on skills in science and select non-core subjects. Planned and reviewed, it ensures progression in English and science but less consistently in maths, Arabic, and Islamic Education. Adequate modifications support some students, particularly the more able, while limited community links and experiences address UAE's culture and society.

The safeguarding policy and training ensure staff understand child protection duties. Procedures are effective and safety checks maintain a safe environment. Supervision is generally effective. Healthy lifestyles are promoted through a reviewed canteen menu, educational programs, and physical activities. Positive relationships between students and staff foster mutual respect. Attendance monitoring is thorough, and the identification of students of determination is improving. Academic progress is carefully monitored, with students receiving support and career advice.



TEACHING

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	GOOD

ASSESSMENT

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	ACCEPTABLE

CURRICULUM DESIGN

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	ACCEPTABLE

CURRICULUM ADAPTATION

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	ACCEPTABLE

HEALTH & SAFETY

KG	GOOD
ELEMENTARY	GOOD
MIDDLE	GOOD
HIGH	GOOD

CARE & SUPPORT

KG	ACCEPTABLE
ELEMENTARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
HIGH	GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

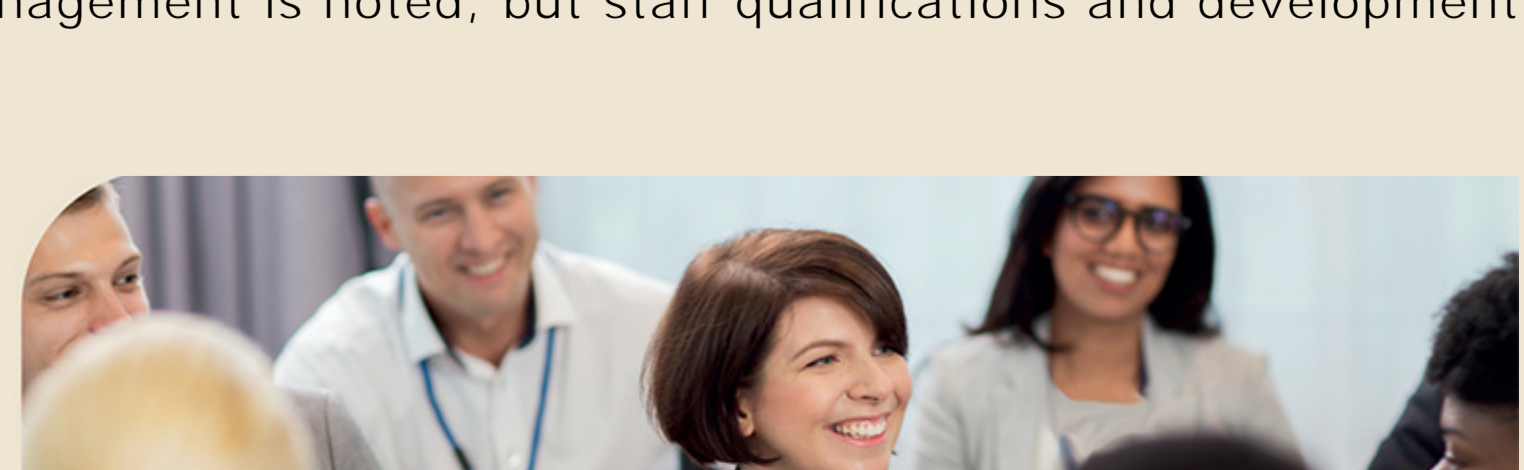
Provision for students of determination has accepted, involving outside specialists, but there is a need for additional teacher training to understand complex needs. Support inconsistency remains. Individual files and IEPs are detailed, but lack measurable points. Partnerships with parents are positive, but communication could enhance. The school is praised for expanding provision, but there is a mixed picture, with inconsistency in lessons and not all teachers adequately modifying teaching strategies.



LEADERSHIP AND MANAGEMENT

The principal and senior leaders show commitment to SABIS values and increasingly towards the UAE National Agenda priorities. Middle leaders demonstrate potential but vary in addressing barriers. The self-evaluation process lacks rigour, limiting its effectiveness. The school improvement plan lacks detailed content and measurable targets. Governance lacks stakeholder representation. Effective day-to-day management is noted, but staff qualifications and development opportunities require improvement.

THE EFFECTIVENESS OF LEADERSHIP	ACCEPTABLE
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	WEAK
PARENTS AND THE COMMUNITY	ACCEPTABLE
GOVERNANCE	ACCEPTABLE
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	ACCEPTABLE



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