



**المعروف**  
Knowledge المعرفة



# THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)

## SABIS(UK/US) CURRICULUM

**ACCEPTABLE**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**ACCEPTABLE**

WELLBEING



**ACCEPTABLE**

NATIONAL AGENDA  
PARAMETER





























**ACCEPTABLE**

# CONTENTS

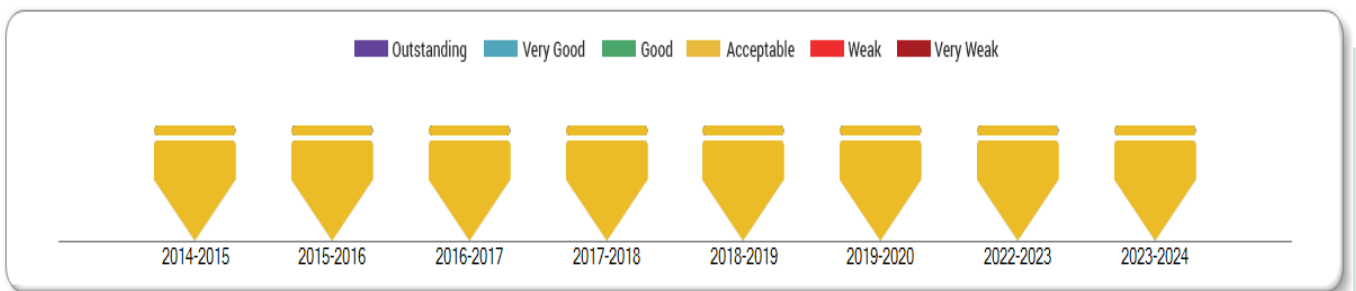
SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



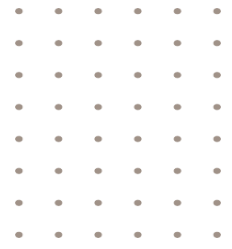
## SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Dubai Investment Park
	 Opening year of school	2012
	 Website	<a href="https://iscdip.sabis.net/">https://iscdip.sabis.net/</a>
	 Telephone	048847884
	 Principal	Suhair Ghandour
	 Principal - date appointed	8/20/2021
	 Language of instruction	English
	 Inspection dates	15 to 19 January 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2957
	 Number of Emirati students	26
	 Number of students of determination	49
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	136
	 Largest nationality group of teachers	Irish
	 Number of teaching assistants	34
	 Number of guidance counsellors	9
 <p>CURRICULUM</p>	 Curriculum	SABIS(UK/US)
	 External Curriculum Examinations	IGCSE, AS/A Levels and AP
	 Accreditation	SABIS

## School Journey for THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)



## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

### Students Outcomes

- High school students progress well in English, mathematics and science, while in the Kindergarten (KG), progress in English and mathematics is good. Students’ progress in Islamic Education in Elementary and Middle is weak, but acceptable in High. Attainment in Islamic Education remains acceptable across the school. Achievement in Arabic, for first language learners is acceptable but weak for students learning Arabic, as an additional language. Students’ learning skills are mostly acceptable across the school.
- Students exhibit positive attitudes and behaviour. Support teachers instil self-reliance, teamwork, and responsibility. Students show sensitivity to others and actively promote healthy lifestyles. Students understand Islamic values, Emirati heritage, and celebrate cultural events. They demonstrate strong service through volunteering and leadership roles. In KG, sustainability is taught through art and gardening, while in other phases students engage in conservation and recycling.

### Provision For learners

- Most teachers demonstrate strong subject knowledge, particularly in the high school, but there is a lack of personalised teaching in lessons. In the better lessons, open questions challenge students and foster their critical thinking. Positive teacher and student relationships exist. Students generally show purposeful attitudes, although there is a notable gap in their independent learning skills. Assessment processes are linked to the curriculum but not used by teachers in lesson planning.
- The curriculum is broad but prioritises knowledge over skills, with stronger emphasis on skills in science and some non-core subjects. Through planning and reviews, the curriculum ensures progression in English and science, but less consistently in Islamic Education, Arabic and mathematics. Adequate modifications are made to support some students, particularly the more able. Limited community links and experiences address the culture and society of the UAE.
- The safeguarding policy and training ensure that all staff understand their duties for child protection. Procedures are effective and safety checks maintain a safe environment. Supervision is generally effective. Healthy lifestyles are promoted through a reviewed cafeteria menu, educational programmes, 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.

### Leadership and management

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

### Highlights of the school:

- High school students' achievement in English, mathematics and science
- The children's progress in English and mathematics in KG
- Students' behaviour, personal development and leadership opportunities
- Health and safety, including arrangements for child protection
- Th career guidance and support for higher education provided for senior students

### Key recommendations:








- Ensure consistently high-quality teaching and learning across the school and particularly in the Ministry of Education (MoE) subjects.
- Make full use of internal and external assessments to plan and deliver challenging lessons which meet the learning needs of all groups of students.
- Improve the skills of all middle leaders enabling them to anticipate challenges, drive improvement, and contribute to the raising student outcomes.
- Ensure all improvement plans are based on accurate self-evaluation and have defined measurable targets related to students' outcomes.



## OVERALL SCHOOL PERFORMANCE

Acceptable

### 01 STUDENTS' ACHIEVEMENT

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Weak ↓	Weak ↓	Acceptable
 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
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good

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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 05 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	Good ↑

## 06 LEADERSHIP AND MANAGEMENT

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
<ul style="list-style-type: none"> <li>Not applicable.</li> </ul>	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Acceptable</b>	<b>Very good</b>
<ul style="list-style-type: none"> <li>With a score of 577 the whole school's results for the Progress in International Reading Literacy Study (PIRLS) 2021 was two points below its score in 2016. It fell short of its whole school target by twelve points. No Emirati student took part in the PIRLS assessment in 2021. On average across English, mathematics and science students sustained a weak judgement in benchmark assessments from 2022 to 2023. The overall profile for the Emirati students was higher on average across the three subjects.</li> </ul>		
<b>C. Leadership: International and Emirati Achievement</b>	<b>Acceptable</b>	
<ul style="list-style-type: none"> <li>Some leaders demonstrate a coherent understanding of the subject skills and content required for all students to demonstrate their proficiency in each of the international benchmark assessments. There is not yet a clear focus on action to raise the achievement of Emirati students.</li> </ul>	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"> <li>The school's most recent reading literacy skills assessment reveals that the majority of students reading literacy scores are at, or above, age-related expectations. This is also the case for the Emirati students. All of the English, mathematics and science teachers are provided with the data and reports from benchmark reading assessments. This information is not yet being used systematically to inform lesson planning and teaching. Evidence from early interventions in Grade 2 indicates some positive effects on students' reading.</li> </ul>		

**Overall school standards in the National Agenda Parameter are acceptable**

#### For Development:

- Plan and implement a programme to raise students' attainment in the National Agenda benchmark assessments in English, mathematics and science.
- Ensure that teachers consistently use the information from all National Agenda benchmark assessments to inform their teaching practices.
- Establish and implement a coherent plan to raise the achievement of Emirati students.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

### **Overall, the quality of wellbeing provision and outcome is at an acceptable level**

- School leaders and governors demonstrate a commitment to wellbeing. Policies and whole school activity themes are promoted by the wellbeing team through the active Student Life Organisation. Most students experience a positive and supportive environment. Students have access to a number of responsible adults including teachers, the school counsellor and wellbeing leaders. Many receive support from older students for their academic and personal development. Data collection is limited and only partially informs decisions regarding responses to the personal and emotional needs of all the community.
- Students' views are increasingly heard, and many take on a range of responsibilities across the school. Members of staff receive regular training to perform their academic duties but professional development to support aspects of students' wellbeing is less well developed. Staff report that they are well supported and valued by senior leaders. Teacher retention rates are high, indicating positive morale. Relationships between staff and students are respectful, classrooms are well managed, resulting in a caring and welcoming community. Parents are regular partners with the school in reviewing the progress of wellbeing.
- The curriculum plan appropriately identifies wellbeing opportunities through some modifications and initiatives. A wide range of student-led additional curriculum activities during break times promotes physical, mental and cultural wellbeing. Students support each other well, celebrate the success of their peers and provide help and guidance for new students. They are aware of how to keep safe when using the internet and around the school. Students say their teachers know them well and feel valued as individuals. Healthy lifestyles are promoted through cafeteria options and cross-curricular wellbeing themes. Medical staff regularly monitor aspects of student's physical health and wellbeing.

#### **For Development:**

- Introduce systems to collect regular information from all stakeholders to ensure wellbeing needs are quickly identified and addressed.

## UAE Social Studies and Moral Education

- The school delivers UAE social studies and moral education as distinct subjects rather than amalgamated as per the MoE requirements. Moral education is integrated into each phase, from Grades 1 to 12. The instructional plans support students' progress and personal experiences. Opportunities for self-reflection are embedded in these sessions.
- Social studies are taught from Grades 1 to 12, with comprehensive plans addressing global issues related to governments, populations, and citizenship. Discussions in lessons are valuable, informative, and enlightening, contributing to an enhanced understanding of worldwide matters and aspects of daily life. Through social studies, students develop an increasing awareness of the world and how social issues impact upon people's lives.

## Arabic in Early Years

- Arabic is taught by eight qualified teachers to all KG children for 225 minutes a week. The curriculum is based on a modified SABIS curriculum. Children learn the alphabet and letter-sound relations, the blending of sounds and the decoding of words. Teaching strategies are mainly direct instruction with very few opportunities for children to learn through role-play. Assessment strategies include the systematic assessment of children's progress through observation, oral and formal assessments. Regular reports are made to parents.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION				
	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Weak ↓	Weak ↓	Acceptable

- Most students in all phases exhibit similar knowledge of basic Islamic concepts. Non-Arab students demonstrate a stronger understanding and application of skills in the high school. Students' ability to use a variety of sources to link the evidence of religious concepts and apply them to everyday life applications is insecure.
- Students' analytical skills, especially in the interpretation of Qur'anic texts, lacks depth such as, in the case of food security in Grade 9. Students' skill in retrieving previous knowledge varies in the elementary and middle schools. Memorisation skills and knowledge of Tajweed remain underdeveloped in all phases.
- Improving teaching and learning strategies in the high school has had a positive impact on students' rates of progress in lessons. Most teachers are still not using assessment information to provide more personalised learning.

### For Development:

- Raise teachers' expectations so that all students use evidence from the Holy Qur'an, Hadith and Sunnah to support their answers.
- Ensure that all students develop their reading and Tajweed rules in line with curriculum expectations.

**ARABIC AS A FIRST LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Acceptable	Acceptable	Acceptable

- Most students' listening skills are well developed. A majority can read and analyse text to key ideas. Speaking and creative writing, using accurate grammar, are emerging skills. Internal assessments are not yet aligned with external benchmark test results.
- Most students can read and answer questions with short answers. They write short texts and have some knowledge of the rules of grammar. However, they are unable to apply these rules effectively in their written work. Students' use of standard Arabic is inconsistent.
- Access to digital reading and additional lessons is beginning to improve students' Arabic language skills but has not yet had a measurable impact on their achievement.

**For Development:**

- Present students with more opportunities to initiate and maintain dialogue in standard Arabic.
- Provide more opportunities for students to write for a range of purposes across a variety of topics.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Not applicable	Weak	Weak	Not applicable
<b>Progress</b>	Not applicable	Weak	Weak	Not applicable

- In both phases, students can read familiar texts. Speaking skills are limited to answering questions in lessons. Independent speaking is not a common feature of learning. The minority can write a few accurate short sentences.
- In Elementary, students pronounce letters and words with short and long vowels correctly. Their ability to engage in conversations independently is affected by limited vocabulary. In both phases, while students are developing the rules of grammar, they are unable to transfer it to their written work.
- The digital reading and additional classes to improve students' Arabic language skills have yet to make an impact on their knowledge and progress. The lack of personalised teaching and constructive feedback is limiting the development of students' linguistic skills.

**For Development:**

- Ensure that lesson plans provide sufficient opportunities for students to develop all four language skills.
- Monitor the effectiveness of teaching on improving students' language skills.

**ENGLISH**

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable	Acceptable	Good	Good
<b>Progress</b>	Good	Good	Good	Good

- External assessment data are below what is reported internally and seen in lessons and students' work. In Middle and High, reading and speaking skills are stronger than creative writing. Across the phases, students speak confidently, and a majority progress is above curriculum expectations.
- In Grade 3 students are able to identify linking words in a fable. In Grade 9, students understand how 'ing' is added to a verb. High school students identify different points of view in narrative writing. In KG children are able to blend simple words.
- Not enough use is made of assessment information to match reading and writing tasks to the learning needs of individuals and groups of students. This is having an adverse impact on attainment and progress.

**For Development:**

- Raise teachers' expectations and ensure that learning activities focus on students' linguistic skills and creative writing.
- Make more effective use of the assessment information to identify and close gaps in students' learning.

**MATHEMATICS**

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Good
<b>Progress</b>	Good	Acceptable	Acceptable	Good

- Children's ability to count and understand numbers develops securely in KG. Students continue to make steady progress through the elementary and middle schools. In High, students make better progress because they are continually challenged by their activities in lessons.
- Children in KG know the properties of two-dimensional shapes and can complete simple addition and subtraction. In Elementary, students know about number sentences and estimation. In Middle and High, students develop their understanding of increasingly complex mathematical concepts.
- Student's external tests results in Elementary and Middle are consistently low in all grades. Grade 10 students IGCSE results are consistently high. However, in all phases, students are not competent problem-solvers. Activities to promote this skill are not regular features of lessons.

**For Development:**

- Accelerate students' progress, especially in the elementary and middle schools, by designing learning activities which challenge and stimulate all groups of students.
- Engage students in regular and challenging activities which promote their problem-solving skills.

**SCIENCE**

	KG	Elementary	Middle	High
<b>Attainment</b>	Acceptable	Good	Good	Good
<b>Progress</b>	Acceptable	Good	Good	Good

- High school examination data is varied with much better results in Advanced Placement than at A level. The equally varied benchmark data reveals essential skill gaps that are now being addressed. In KG and Elementary, students are beginning to apply scientific vocabulary to their understanding the world.
- The scientific method underpins all studies in the middle and high schools, with A level students beginning to learn to design their own experiments. The hands-on nature of most learning leads to greater engagement of students and increasing their scientific inquiry skills.
- Too many students rush straight into experiments without ensuring that they understand what they are investigating. Their progress in each phase is also restricted by their failure to focus on plenary sessions which review their learning.

**For Development:**

- Improve students’ scientific skills by ensuring that students understand what they are investigating and have opportunities to make predictions.
- Improve further students’ scientific knowledge and understanding by allowing them to consolidate their methodology during plenary sessions.

**LEARNING SKILLS**

	KG	Elementary	Middle	High
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable	Good

- Most students display positive attitudes towards learning, show motivation and a willingness to engage with their work. However, there is a notable gap in the development of independent and active learning skills. While children in KG exhibit interest in lessons, they lack regular opportunities for self-initiated and play-based activities.
- In science, students show developing independent skills of inquiry. Across the school students demonstrate the ability to make connections between different areas of learning, with high school students taking increasing responsibility for their work and especially during discussions. Collaboration skills in MoE subjects remain underdeveloped.
- Students' critical thinking skills is seen in a minority of lessons where teachers employ more challenging questioning techniques. Most students use learning technology for accessing lesson resources, but do not use it regularly for independent research.

**For Development:**

- Ensure the development of more independent learning and collaborative skills, particularly in the Arabic-medium subjects.
- Make more use of learning technology for independent research, enquiry and innovation.

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

	KG	Elementary	Middle	High
<b>Personal development</b>	Very good	Very good	Very good	Very good

- Students have responsible and positive attitudes to learning. Students' positive behaviour prevails throughout the school. Bullying is rare. The sense of unity and belonging is evident among students, enabling a positive learning environment.
- The introduction of support teachers in classrooms is helping to instil qualities for instance, self-reliance, empathy, and teamwork. Children in KG have age-appropriate opportunities to take on responsibilities and regulate their own behaviour.
- Students are sensitive to the needs and differences of others and consistently help each other. They demonstrate a secure understanding of safe and healthy living. They initiate or participate in activities that promote safe and healthy lifestyles. Attendance is good and students arrive to school on time.

	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good	Very good	Very good

- Across the school students understand and appreciate Islamic values and how these influence contemporary UAE society. Students enjoy celebrating the many Islamic events especially during the holy month of Ramadan. They understand the concepts of tolerance and show appreciation for the school's diverse community.
- Students are very knowledgeable about Emirati heritage and culture. They show respect for the National Anthem when played in the morning and participate in the UAE celebrations of National Day.
- As a result of the diverse international backgrounds among the school's community students demonstrate a strong understanding and appreciation of their own and other cultures.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Good ↑	Good ↑	Good ↑	Very good ↑

- Students demonstrate a strong sense of service, initiating and leading a range of volunteering activities in school, through the SLO and class roles. This is particularly evident in the high school where students readily take on additional responsibilities.
- Students' social contributions are evident throughout school, however, opportunities to benefit the wider community are less frequent. In all phases, students show a positive work ethic. Some older students foster their innovation skills through a range of extra-curricular activities, such as, robotics and drones.
- In KG, the children learn about sustainability through reusing materials to make creations in art, and by caring for the garden. In the other phases, students actively support conservation and sustainability through, for example, using hydroponics, engaging in Model COP roles and leading recycling campaigns.

### For Development:

- Expand the sharing of global cultures through more activities and exhibitions.
- Provide more opportunities for students to make social contributions to the wider community.

### 03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable	Good

- Most teachers' subject knowledge is strong particularly in the high school. In a few lessons teachers adapt their planning to meet the needs of their students, especially in science. Most teaching is not personalised because teachers do not use assessment information in lesson planning.
- In the better lessons teachers' use of open-ended questions effectively challenges students and encourages them to think critically and extend their learning. In KG, the quality of teachers' questioning is variable, and their expectations are not high enough to ensure that all children achieve their potential.
- Relationships between teachers and students are very positive and based on mutual respect. However, too many lessons are dominated by teacher-talk which restricts opportunities for students to develop their independent and collaborative learning skills.

	KG	Elementary	Middle	High
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable

- In the KG assessment processes generate appropriate measures of children's academic, personal and social development. Assessment procedures across the school are linked directly to the school's curriculum and are applied consistently in most subjects. These provide attainment information from which the school derives its measures of progress.
- External assessment data and the outcomes of the reading literacy tests are sufficiently analysed and interpreted to identify the strengths and weaknesses of some groups of students. However, the benchmarking of the school's internal data against external international data is underdeveloped.
- Teachers are provided with the outcomes and analyses of external assessments. They have been trained to understand how it should be used. Most teachers do not regularly use the information to plan lessons based securely on the learning needs of all groups of students.

#### For Development:

- Ensure that teachers plan lessons and teaching strategies using assessment information to meet the learning needs of all groups of students.
- Provide more opportunities for student to improve their critical thinking skills and independence.
- Improve the reliability of the school's internal assessments so that the results are more closely aligned with external benchmark data.

## 04 CURRICULUM

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is reasonably broad and balanced. It is relevant but does not develop skills as well as it does knowledge. There is a greater emphasis on skills in science and some non-core subjects such as, history.
- The curriculum is planned and reviewed regularly. It ensures progression to the next stage in English and science but does not always do so in Islamic Education, Arabic and mathematics. There are several choices of pathways and subjects for older students.
- Cross-curricular links and connections with the wider world are stronger in Arabic, English, and science. However, these are less evident elsewhere. Reviews of the curriculum are beginning to focus on developing skills as well as knowledge. This is most noticeable in science.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The curriculum makes adequate modifications to meet the needs of most students, including some support and challenge for the more able. There is little evidence of modifications for Emirati students, but some for students of determination and those learning English as an additional language.
- The curriculum engages students most in science through regular investigations. Opportunities for enterprise, innovation and creativity are also provided through extra-curricular activities that supplement science, including robotics, electronics, drones and an electric car project.
- There are limited community links or learning experiences that develop students' understanding of the UAE culture and society. Students of Arabic do engage with a biennial poetry writing competition and the science-based enterprise competitions link to the Emirates' aspirations for sustainability.

### For Development:

- Improve cross-curricular links further, especially in the MoE subjects.
- Adapt the curriculum to better meet students' diverse learning needs, particularly those of students of determination.
- Ensure that, in all subjects, the curriculum more effectively supports the development of innovation and entrepreneurial skills.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good	Good

- The school has effective procedures and detailed policies for safeguarding students, which are understood by all. All staff have undertaken training and are fully aware of their responsibilities. Members of staff ensure that students know how to keep themselves safe.
- Regular safety checks and maintenance ensures that the premises are safe, well-kept and clean. Supervision of students is effective most of the time, although supervision on school transport is not always diligent enough. Efficient traffic control safeguards the safety of students and pedestrians in the area.
- Healthy lifestyles are fostered throughout school. For example, the cafeteria menu has been reviewed, and educational programmes promote healthy eating. Additionally, students are encouraged to take part in exercise, such as, the Dubai fitness challenge and sporting activities.

	KG	Elementary	Middle	High
<b>Care and support</b>	Acceptable	Acceptable	Acceptable	Good ↑

- Positive relationships between students and staff result in an atmosphere of mutual respect. The school community successfully meets the high expectations of the code of behaviour. Procedures for monitoring levels of attendance and promoting punctuality are thorough and effective.
- The identification of students of determination is increasingly accurate and includes participation from outside specialists. Most students receive appropriate support in lessons. Higher attaining students are known from regular assessments, but in lessons, tasks do not consistently challenge them.
- Academic progress is carefully monitored. Students receive individual support and care from their teachers, their classmates and the school counsellor. Older students receive effective advice regarding career choices and higher education pathways.

### For Development:

- Ensure safety checks are frequent and the supervision of students on the school's transport is appropriately rigorous
- Ensure that all lessons provide academic and personal support which is well matched to the needs of all groups of students.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Acceptable

- Senior leaders are enabling an increasingly inclusive ethos across the school, with access for a range of students of determination. The recent appointment of a leader for inclusion provision supports their commitment. The numbers of students needing support are continuing to rise.
- The accurate identification of individual student’s barriers to learning ensures goals are usually matched appropriately to personal learning needs. Outside specialists, support and confirm the inclusion leader’s judgements. A number of students who are gifted and talented have also been recognised, but they do not always receive sufficient challenge in lessons.
- Parents are positive about the support their children receive and appreciate the recent changes and the regular communications of progress. They are involved as close partners in the support process. Meetings involve parents in reviewing, forming and setting student goals.
- Individual learning plans contain useful information as to students’ prime needs. Goals set are often too longer term and require a sharper focus with clear measurable steps to achievement. In some lessons, goals are not considered when planning the modifications necessary to meet students’ needs.
- The school’s assessment systems accurately track student’s academic progress against curriculum expectations. Overall, most students make acceptable progress from their individual starting points and in relation to their specific learning needs. In the better lessons, students overcome their barriers to learning more successfully.

### For Development:

- Ensure that all teachers consistently take account of students’ individual needs when planning and delivering lessons.
- Ensure individual learning plans contain shorter term goals so that progress towards overcoming barriers to learning can be more closely reviewed and measured.
- Ensure that staffing matches the increasing numbers of students requiring additional support.

## 06 LEADERSHIP AND MANAGEMENT

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

- The commitment of the principal and senior leaders to uphold SABIS values and the vision is evident with closer alignment to the National Agenda priorities. These include recognition of the importance of reading, inclusion and wellbeing. Professional communication with members of staff supports the school's positive morale. However, distributive leadership is not entirely effective. While middle leaders demonstrate some potential to initiate change, their consistency in addressing potential barriers to improvement varies.
- Self-evaluation processes are in place, but they lack rigour. Insufficient use of accurate external assessment information is limiting its effectiveness in guiding improvements. Although leaders oversee the quality of teaching, they do not prioritise assessing the impact of teaching on learning outcomes, including students' progress in lessons and over time. The school's improvement plan lacks both detailed content and measurable targets which are directly connected to identified priorities.
- The school values parental engagement, however, the Parents' Council is not yet fully active, so that there is no systematic collection of parental views to help shape the school's improvement priorities. Various communication channels keep parents informed about their children's progress, and regular reporting offers an overview of their development. However, parents can only access the academic quality controllers and not subject teachers for detailed inquiries. The school has limited national and international partnerships to enhance students' learning.
- Governance lacks representation from the majority of stakeholders, including parents and members of the local community. The Director of Academic Operations directly holds school leaders accountable for students' examination results. The board has supported the school in aligning with National Agenda priorities and promoting an increased number of qualified teachers. They demonstrate some impact on school performance, particularly in inclusion, but not on improving the overall quality of teaching and learning across the school.
- The day-to-day management of the school is effective and, positively influences students' learning. Procedures and routines are well known to members of staff and students. Teachers are deployed effectively but not all are fully qualified. Some professional development training is provided, but it is not linked to the outcomes of lesson observations. While facilities meet most learning needs, there is a lack of practical learning resources across subjects to support improvements in teaching and learning.

### For Development:

- Improve the skills of all middle leaders so that they can support improvements in their areas of responsibility.
- Improve the accuracy of self-evaluation and ensure improvement plans set measurable targets for improvement.
- Ensure that the governing board is fully representative, holds leaders to account, and provides more qualified teachers and professional training.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

### **Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)