

# INSPECTION REPORT

2022-2023



**Swiss International FZ-LLC**

**IB CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Healthcare City 2
	Opening year of School	2015
	Website	www.sisd.ae
	Telephone	97143750600
	Principal	Ruth Burke
	Principal - Date appointed	8/1/2021
	Language of Instruction	English, French, German
	Inspection Dates	20 to 24 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	1857
	Number of Emirati students	28
	Number of students of determination	209
	Largest nationality group of students	French

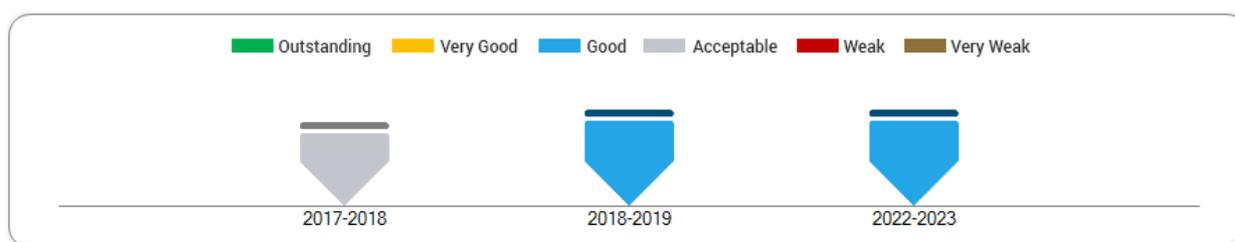
### TEACHERS

	Number of teachers	184
	Largest nationality group of teachers	French and British
	Number of teaching assistants	66
	Teacher-student ratio	1:10
	Number of guidance counsellors	3
	Teacher turnover	21

### CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	NA
	Accreditation	IBO

### School Journey for SWISS INTERNATIONAL FZ-LLC



## Summary of Inspection Findings 2022-2023

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

### STUDENTS' OUTCOMES

- Students' attainment is improving in all phases of the school, leading to high performance in MYP e-assessments and DP examinations, with a number of students being awarded bilingual International Baccalaureate (IB) diplomas. The students' language abilities improve very quickly in Kindergarten (KG). Almost all students are confident at working in the bilingual environment.
- Students are very respectful and tolerant of their differences. A sense of camaraderie pervades the school. Students' understanding of Islamic values, and of Emirati and world cultures, is improving. They are actively involved in numerous opportunities to demonstrate their enterprise and initiative. They play an important part in the day-to-day life of the school.

### PROVISION FOR LEARNERS

- Teaching is strong in most areas of the school, particularly in the co-teaching model used by the fully bilingual classes in PYP. In most phases and streams, there is an effective understanding of IB teaching practices, leading to well-planned lessons that provide students with opportunities to be collaborative learners. Assessment practices and procedures are effective and aligned to the curriculum requirements.
- The school offers all four IB programmes, culminating in either the diploma or careers-related programmes for the final two years of school. There is also the opportunity to follow the Swiss pre-Matura course in the German bilingual stream in Grades 6 to 8. The curriculum is regularly reviewed and modified appropriately to suit the needs of most groups of students.
- The school is a safe and supportive community. The buildings are maintained to a high standard. Medical and counselling services are very effective in their support of wellbeing. There are appropriate policies and practices that underpin protection, care and guidance for students. The school is inclusive, supporting the needs of a range of students of determination.

### LEADERSHIP AND MANAGEMENT

- The school, led by an inspiring Principal and a strong senior leadership team, is improving. Leaders, supported by the governors, have a strong vision and determination to achieve it. Parents are very supportive and are engaged with the school. The high-quality facilities and resources impact positively on students' learning.

### The best features of the school:

- The bilingual programme, especially the co-teaching model in KG and PYP
- The high-quality facilities and resources which support students' learning needs
- The involvement and support of the parents
- Students' personal and social responsibility
- The health and safety provision which supports the wellbeing of the whole school community.

### Key Recommendations:

- Sustain the current improvement initiatives to ensure that they become embedded practices and use them as a platform for future development.
- Ensure that the planning for intervention and support is delivered in classrooms.
- Ensure that teaching, especially in MYP, actively engages students in their learning, and provide additional opportunities for all students to develop their learning skills.
- Review and update the school development plans to include actions with measurable targets that are closely linked to the success criteria.

## Overall School Performance

# Good

### 1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Good ↑	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑
 English	Attainment	Good ↑	Good ↑	Good ↑	Good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑
 Mathematics	Attainment	Good ↑	Very good ↑	Very good	Good ↑
	Progress	Very good ↑	Very good	Very good	Good
 Science	Attainment	Good ↑	Good ↑	Very good ↑	Very good ↑
	Progress	↑ Very good	Very good ↑	Very good ↑	Very good ↑
		KG	PYP	MYP	DP
<b>Learning skills</b>		Very good	Very good ↑	Very good	Very good ↑

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

	KG	PYP	MYP	DP
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	Very good	Very good	Very good	Very good

## 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Very good ↑	Good	Very good ↑
Assessment	Very good ↑	Very good ↑	Very good ↑	Very good ↑

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good ↑
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good	Very good ↑	Very good ↑	Very good ↑

## 6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Outstanding

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

#### The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations.</b>	<b>meets expectations.</b>

- International assessment data show improvement in students' overall scores in PISA 2018 in mathematics, science and reading. The school exceeded its targets in TIMSS 2019 tests and reached the high international benchmark for mathematics and science in Grades 4 and 8. Progression in National Agenda benchmark tests is above expectations.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations.</b>

- Leaders appreciate the vision and the value of the National Agenda. They understand the identified gaps and recommendations from PISA, TIMSS, GL PT and ABT reports. Adaptations to the curriculum implemented by the school do not explicitly reference subject skills or content gaps. Systems of measuring the impact of curriculum adaptations on students' progress are not sufficiently developed.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations.</b>	<b>meets expectations.</b>

- The reading skills of a large majority of students are in line with expectations. The promotion of critical thinking is a regular feature in most lessons. It is less evident in mathematics.

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

#### For Development:

- Establish an effective system of monitoring the impact of any curriculum adaptations.
- Increase the impact of reading literacy interventions on students' reading skills.

## Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- The school has a clear vision and policy for wellbeing that influence practice and provision. A culture of wellbeing is being established in the school community. The school's evaluation, monitoring and review systems inform the improvements. Using reliable information and data, leaders design purposeful provision. Leaders are responsive to staff suggestions and to individual needs and circumstances. School leaders create an enabling environment.
- Increasingly, internal information alerts the school to students' wellbeing needs. Care, guidance and support are provided by trusted adults and trained school counsellors. Feedback from all influences wellbeing provision. Students, members of staff and parents regularly share their views and ideas and are listened to by leaders.
- Wellbeing is included in all aspects of the curriculum. The school is currently developing its use of data, alongside focused research, to develop the curriculum further. The wellbeing needs of students are increasingly taken into consideration when making decisions about the development of outdoor areas. Students make age-appropriate decisions regarding their own safety, and most demonstrate healthy lifestyle choices. Secondary students have an improving understanding of mental health issues. The student wellbeing census indicates that students feel safe, valued and engaged at school.

## UAE social studies and Moral Education

- The school uses the moral, social and cultural framework (MSC), which integrates moral education and social studies curriculum standards. It provides a foundation for the expected learning outcomes in both areas. The delivery of the MSC curriculum is embedded throughout mainstream subjects. The programme is taught in English in MYP and DP. In PYP it is taught in English, French and German.
- In PYP, MSC is delivered by classroom teachers. In MYP and DP, the moral and cultural aspect is delivered by classroom teachers. The social element is delivered by humanities teachers. Older students learn about contemporary geopolitical issues. All students learn about the culture and traditions of the UAE, as well as personal health, hygiene, welfare and environmental issues. Parents and speakers from the community support the delivery of the MSC programme.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Good ↑	Good ↑
Progress	Not applicable	Good	Good	Good ↑

- The school's internal data reflect high levels of attainment across all phases. Lesson observations and students' recent work confirm those results. Students can discuss Islamic concepts and relate them to everyday applications.
- Students in PYP have a secure knowledge of Islamic concepts such as the Pillars of Islam and faith. In MYP and DP, the majority of students have a secure knowledge and understanding of the Hadeeth, Islamic etiquette, values and principles.
- Students' skills in linking the Hadeeth and verses from the Holy Qur'an to the subject they are studying are improving. Their memorisation and recitation skills are developing adequately. However, Arab students, particularly those in upper grades, find it difficult to communicate their learning.

#### For Development:

- Improve Arab students' ability to communicate their learning in Arabic during class discussions.

#### Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Acceptable

- In lessons and in their recent work, the majority of students make better than expected progress against curriculum standards in PYP and MYP. Most students in DP make progress that is in line with curriculum standards.
- Students in PYP develop appropriate listening, speaking and reading skills. In MYP, they can read with understanding. They speak confidently. In DP, students lack fluency in using Arabic. Throughout the school, students' writing skills are not well developed. Their application of grammar is inconsistent.
- In lessons, too few activities are planned to extend students' listening and speaking skills. The development of reading and creative writing is less evident.

#### For Development:

- Improve students' writing skills by providing them with more opportunities to learn independently.
- Improve the use of Arabic in lessons across all phases by encouraging reading for enjoyment.

## Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students attain in line with curriculum standards in both phases. The majority of students make progress above curriculum expectations. Students in the higher levels of each phase make better progress than those in the lower grades.
- In PYP, students can produce simple written texts with support. In MYP, their listening and reading skills are more developed than their speaking and writing skills. Across both phases, independent conversations are limited. Students can write when given direction.
- The question-and-answer approach limits students' engagement in independent conversations and does not develop functional communication.

### For Development:

- Provide more opportunities for students to develop their writing and speaking skills using familiar situations.

## Language of instruction

	KG	PYP	MYP	DP
Attainment	Good ↑	Very good ↑	Very good ↑	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Children in KG and PYP students perform very well, as they benefit from working in two languages. Many change from one language to the other seamlessly as their teachers take turns to address them. DP results are particularly strong in French.
- At the end of PYP, almost all students can read equally well in English and their first language. They draw inferences and predict what will happen next. Students' writing has improved significantly in response to the previous inspection report.
- Critical thinking and research skills are more evident in upper MYP and DP lessons. However, while French speakers engage in meaningful analysis of philosophical novels, such focused discussions are not a strong feature in German lessons.

### For Development:

- Ensure that, in German lessons generally and French lessons in MYP, teachers encourage more in-depth discussions of texts.

## English

	KG	PYP	MYP	DP
Attainment	Good ↑	Good ↑	Good ↑	Good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Children in KG start school with a wide range of language skills and make rapid progress. The large majority of students in all phases make better than expected progress in listening, speaking and reading. Writing skills are less secure.
- As students move through the school, they read and analyse increasingly challenging texts across a range of styles. They orally express and justify their findings with confidence. DP students provide analytical responses to questions very effectively.
- Across the school, the development of writing has been a priority. Students write regularly and often creatively. Students in MYP and DP can be insightful when writing for different purposes. However, in all phases, handwriting is not always neat, and grammar and punctuation are not always accurate.

### For Development:

- Encourage students to edit and improve their writing, using advice and comments from teachers' marking and peer review.

## Mathematics

	KG	PYP	MYP	DP
Attainment	Good ↑	Very good ↑	Very good	Good ↑
Progress	Very good ↑	Very good	Very good	Good

- In PYP and MYP, a large majority of students attain above expected levels in international benchmarking. Most students perform at expected levels in external curriculum-related assessments. Attainment of students in the different language streams is broadly in line.
- Children in KG successfully develop their skills of measurement. Students in PYP are strong in statistics. Those in the bilingual streams can fluently communicate their learning in two languages. Age-appropriate number skills are strengths in MYP and DP.
- Students' inquiry and investigation skills are well developed in all IB phases. In MYP, students frequently use technology to support their learning. Opportunities for applying mathematics to everyday situations during lessons are limited. The development of critical thinking skills is not yet embedded in each lesson.

### For Development:

- Improve attainment levels in external curriculum-related assessments.
- Give students more opportunities to apply their learning to everyday examples.

## Science

	KG	PYP	MYP	DP
Attainment	Good ↑	Good ↑	Very good ↑	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- In all phases, the majority of students make better than expected progress. In MYP e-Assessments and DP examinations, a large majority achieve above the curriculum standards. Results in DP examinations are improving over time.
- Children in KG and PYP students can identify living and non-living things. By predicting from pictorial prompts, Grade 3 students turn their lessons into scientific investigations from the outset. Grade 5 students apply their research skills to discover how a microscope works in preparation for a laboratory lesson.
- Grade 6 students model elements, compounds and mixtures. Students in Grades 7, 8 and 9 increasingly take responsibility for devising experiments. From Grade 10 and on to DP, students are fully responsible for designing experiments to test hypotheses, which supports their success in external assessments.

### For Development:

- Ensure that all PYP teachers are confident in their scientific subject knowledge and aim to make every lesson an accurate scientific investigation.

## Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good	Very good ↑	Very good	Very good ↑

- In all phases, students enjoy learning in the bilingual environment. They are reflective inquirers and communicate their learning clearly in the language used in lessons. In KG, children arrive at school eager and ready to learn.
- Students in all phases are motivated and contribute their own ideas. They interact and collaborate well. They are highly reflective. They can make links between areas of learning, confidently applying new learning to different contexts.
- When given the opportunity, students understand the purpose of what they are learning and quickly apply their skills readily in new situations. They think critically about problems and use online resources independently to support the acquisition of new knowledge and skills.

### For Development:

- Provide more opportunities for students, especially in MYP, to develop their independent learning skills.

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

	KG	PYP	MYP	DP
Personal development	Very good	Very good	Very good	Very good

- Students have a strong sense of personal responsibility and show independence of mind from an early age. They display maturity and positive attitudes to learning, which are reflected in their behaviour. In KG, children understand how to share and take turns respectfully.
- Students in DP, especially those with leadership roles, display excellent attitudes towards their learning and development. These students show empathy for others and talk knowledgeably about their charity work.
- Almost all students are punctual in arriving at school and for lessons. They are mindful of adopting healthy lifestyles by maintaining mostly good eating habits. They participate in regular exercise and understand the importance of sporting activities.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Very good ↑	Very good ↑

- Especially in the upper grades, students demonstrate secure understanding and appreciation of the values and principles of Islam. They are aware of the importance of tolerance and diversity, and their impact on their relationships with others. However, in KG this understanding is still developing.
- Students' understanding and appreciation of Emirati culture is a strength. They are fully aware of Emirati traditions and culture, as well as of the importance of Islam on life in the UAE.
- Students are proud of their own cultures. They show respect to other nationalities and religions in the school. They are aware of cultural diversity from around the world. However, their awareness of Arabic culture is less secure.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students are active members of the school. They initiate and lead projects. They volunteer to undertake a range of service actions such as beach cleaning. The school has a wide range of leadership groups, which enable students to contribute to the school and to the wider community.
- Students demonstrate a very strong work ethic. Through a wide range of projects and enterprise activities, they develop innovation and entrepreneurial skills. In KG, children make decisions for themselves and make choices about the learning skills they want to develop.
- Students display a high level of awareness of environmental issues. They are involved in projects to promote environmental sustainability. They initiate fundraising to support others in need. In KG, children are able to talk about the importance of recycling.

### For Development:

Improve KG children's understanding and appreciation of the values and principles of Islam.

### 3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Very good ↑	Good	Very good ↑

- Teachers effectively apply their knowledge and generally plan lessons in most subjects that engage students well. In KG, teachers motivate children to learn through active play. Provision to promote inquiry-based, independent learning is a key feature of teaching. However, this is not clearly evident in MYP.
- Teachers mostly use time and resources effectively to create well-organised learning environments. They encourage dialogue through collaborative and paired activities which allow students to share ideas and to solve problems.
- Teachers are increasingly using data to inform their lesson planning and teaching strategies, and to support learning, particularly in bilingual classes. This is not yet an embedded practice throughout the school.

	KG	PYP	MYP	DP
Assessment	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Internal assessment processes are coherent, consistent and linked well to the curriculum standards in each phase. They provide valid, reliable and comprehensive measures of students' knowledge, academic progress and personal and social development.
- The school conducts assessments that are linked to the curriculum expectations in MYP and DP. It participates in a range of tests to benchmark students' performance to international standards in PYP and MYP. Rigorous analysis of available assessment information enables the school to monitor students' progress as individuals and as groups.
- The use of available assessment information in lessons to meet the needs of all students is not well developed. The best written feedback to students is constructive and comprehensive, but this is not always the case.

#### For Development:

- Ensure that teaching, especially in MYP, actively engages students in their learning.
- Use the available assessment information more effectively to provide focused challenge to all individuals and groups of students.
- Extend the best practices of providing high-quality written feedback.

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Very good ↑

- The school provides a well-balanced curriculum delivered bilingually, especially in KG and PYP. In the upper phases, more classes now use English as the language of instruction. The curriculum is reviewed regularly. The curriculum meets the requirements of the Ministry of Education (MoE) and IB.
- Within each phase, the curriculum is well mapped for continuity in the development of skills and conceptual understanding. At the transition points, the development of skills required for the next stage of learning is not identified clearly enough.
- The co-teaching model in PYP has a positive impact on students' learning in two languages. Extra subject choices in DP and the addition of the careers-related programme (CP) are helping to meet the needs of students in this rapidly developing phase.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The school modifies the curriculum to meet the needs of almost all groups of students. The changes to delivery, especially in KG and PYP with the co-teaching model, are supporting the needs of the bilingual community.
- Students have opportunities throughout the curriculum to engage in creative and service activities. There is a wide range of after-school activities that attract high levels of participation.
- Links with the local and wider community are being re-established. Students, particularly those in the upper grades, have an increasing number of opportunities to participate in school trips to destinations outside Dubai.
- KG1 children get 40 minutes, and KG2 children get 80 minutes of Arabic each week.

### For Development:

- Ensure that the curriculum is mapped for skills and understanding throughout the school.
- Make modifications to meet the needs of all groups of students in the bilingual learning environment.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Comprehensive policies and rigorous procedures ensure students' welfare and safety. Staff receive regularly updated child protection training. All necessary steps are taken to protect students from harm. Rigorous risk assessments are conducted to ensure students' safety at all times, particularly during fieldwork.
- The school premises are of the highest quality and are clean and hygienic. Detailed checks and records are kept, ensuring that the building and facilities are maintained to the highest standard.
- The school promotes healthy living. Students can explain why they choose healthy food options. They understand the importance of healthy lifestyles. The school's medical team provides a friendly and supportive service. Students speak positively of the work of the medical and counselling teams.

	KG	PYP	MYP	DP
Care and support	Very good	Very good ↑	Very good ↑	Very good ↑

- Relationships between teachers and students are highly positive, contributing to a caring and supportive learning environment. Systems and procedures for managing students' behaviour are effective. Leaders are successful in promoting high levels of attendance and punctuality through very effective monitoring and tracking.
- Thorough procedures ensure the rapid initial identification of students of determination and those with gifts and talents. The specific identification of some needs sometimes takes too long. In lessons, modification of learning to support students is variable.
- A recommendation of the previous inspection report was to review and enhance careers advice and guidance for students from Grade 9 onwards. This has been fully addressed.

### For Development:

- Ensure that all students feel equally comfortable about contacting the safeguarding team.
- Improve the consistency of support provided for students in lessons.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- Leaders, including the champion for inclusion, have a clear vision and commitment to providing high-quality provision for students of determination. A specialist team works effectively to support students' needs. An inclusive education improvement plan is in place. The school does not yet have an external, qualified governor of inclusive education.
- Assessment information is used to identify students of determination and to inform interventions. Qualified specialists provide teaching of high quality. Learning support assistants (LSAs) assist students' learning well during lessons. Support from class teachers in lessons varies in quality and is not always well matched to students' individual needs.
- The school regularly shares information with parents and involves them in the individual education planning (IEP) process. Parents are regularly informed of their children's progress. Most parents appreciate all that the school provides for their children.
- Individual and personalised education plans are in place. They include targets for academic, social and behaviour development. Not all prioritise the greatest barriers to learning, and too often targets are not measurable. LSAs access regular training to ensure that they provide support of an appropriate quality.
- Most students of determination are well supported and make good or better progress in lessons and over time. In lessons that are not sufficiently modified to meet individual learning needs, students' progress is slower.

### For Development:

- Appoint an external, qualified governor of inclusion.
- Review IEP targets to identify the key barriers to progress and reduce gaps in students' learning.

## 6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Outstanding

- The school leaders, particularly the Principal, are effective and inspirational in taking improvements forward. There is a sense of collective responsibility for the direction of the school. Communication throughout the community is professional and open, leading to high morale. There is very effective management of the increase in the school's student population and of the development of the upper phase.
- Effective processes for school evaluation use both internal and external data. Processes for monitoring teachers are in place, but they do not have enough emphasis on the outcomes for all groups of students. Planning for further improvement has prioritised the key areas but lacks depth in proposals for action. There has been significant improvement in almost all areas since the previous inspection.
- The parents are active and are ably represented by the parents' association. They are engaged both as partners in their children's learning and as supporters of the school. Reports to parents about their children's academic and social development are very informative. The school is re-establishing links with the local and wider community, to the benefit of students' experiences.
- The board of governors and the academic advisory council include representatives of different groups within the school community. The governing board meets regularly to review progress. Members hold senior leaders accountable for the outcomes of the school. Feedback from parents, staff and students is a part of school decision-making. The governing body ensures that the school meets regulatory and curricular requirements. Members with specific responsibilities would benefit from appropriate training.
- The high-quality facilities and resources provide an impressive physical environment that is conducive to learning. The day-to-day management of the school is very effective. Teachers are appropriately deployed, especially within the co-teaching model used in the bilingual streams in PYP. A range of professional development opportunities enhances teaching and supports improvement in the school.

### For Development:

- Monitor more effectively the impact of improvement initiatives to ensure that they are meeting the success criteria.
- Improve action plans in terms of interim targets and measurable actions.
- Provide additional training for governors with specific responsibilities.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)