

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



Inspection Report 2018-2019

Swiss International Scientific School

11 YEARS OF INSPECTIONS

Good



























Curriculum
IB



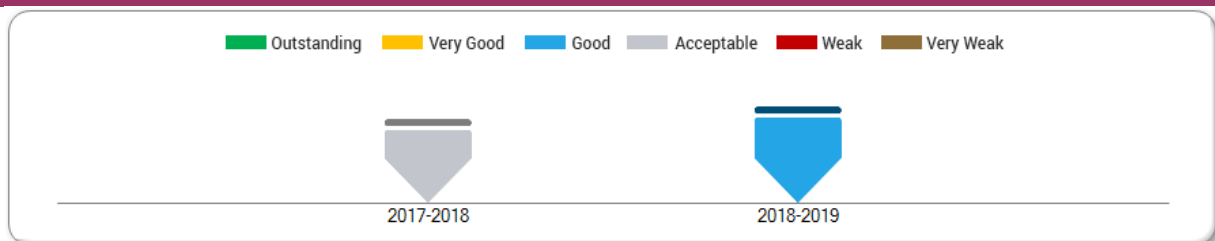
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School Information

General Information	 Location	Al Jaddaf
	 Opening year of School	2015
	 Website	www.sisd.ae
	 Telephone	04-3750600
	 Principal	Norbert Foerster
	 Principal - Date appointed	8/11/2018
	 Language of Instruction	English, French, German
	 Inspection Dates:	25 to 28 February 2019
Students	 Gender of students	Boys and girls
	 Age range	4-17
	 Grades or year groups	KG1 to Grade 11
	 Number of students on roll	1144
	 Number of Emirati students	44
	 Number of students of determination	66
	 Largest nationality group of students	European (French)
Teachers	 Number of teachers	125
	 Largest nationality group of teachers	French and British
	 Number of teaching assistants	44
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	1
	 Teacher turnover	26%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	MYP, DP
	 Accreditation	IB (PYP, MYP, DP)
	 National Agenda Benchmark Tests	GL

School Journey for Swiss International Scientific School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' oral skills develop well in all languages. Those arriving with lower language levels rapidly develop sufficient fluency to access the curriculum. Written language skills develop more slowly through the Kindergarten (KG) and the early Primary Years Programme (PYP), but accelerate in the Middle Years Programme (MYP). Students achieve well in mathematics in all phases. In the Diploma Programme (DP), attainment levels are mostly acceptable. Students develop strong learning skills, especially in critical thinking.
- Students are highly motivated to learn. They show maturity when collaborating with others. Students' self-management develops well in MYP, and DP students are learning to manage the programme's high levels of demand. Students are committed to healthy lifestyles and have a well-developed understanding of what this involves. Students have a strong interest in learning about world cultures, especially through their peers from different countries.

Provision for learners

- Lessons are planned and resourced well and most teachers create a productive learning environment. Teachers use a range of teaching strategies and develop critical thinking in many subjects. Assessment across the school is more consistent. Teachers use assessment data effectively in lesson planning and tracking of students' progress, but do not always modify lessons sufficiently to meet the learning needs of all student groups.
- The International Baccalaureate (IB) programmes are delivered through two bilingual pathways: English with either French or German. Benchmarking against IB expectations and the curriculum of Canton Valais in Switzerland ensures a clear progression of students' skills. There are many cross-curricular links throughout the school. Students apply their knowledge and skills to real-life situations. The DP has been added this year to provide a rigorous pre-university programme.
- The school provides a safe, hygienic and secure learning environment, and protects students from abuse and bullying. Buildings and equipment are well maintained and record-keeping is thorough. The school promotes healthy lifestyles with regular exercise. Effective behaviour management systems result in positive relationships and respectful attitudes across all phases. Provision for students of determination is improving but too few students with gifts and talents have been identified.

Leadership and management

- Senior leaders provide a clear and ambitious vision for bilingual, student-centred education. Their commitment has led to significant improvements in leadership structure, assessment, planning and the consistency of KG provision. The school has developed very effective links with parents and external partners to enhance students' learning experiences. Governors effectively monitor school improvement and support identified priorities. The school runs extremely smoothly, and high-quality staffing and resources promote excellent learning.

What the School does Best:

- Students develop strong speaking and listening skills across two or more languages.
- Students have well-developed mathematical skills and concepts.
- Students take responsibility for their own learning, think critically and develop strong social and personal skills.
- The school keeps children safe and secure, and promotes healthy lifestyles.
- Parents make significant contributions as partners in learning and to school improvement.
- Governors provide a high level of support, guidance and resources.








Key Recommendations:

- Develop students' writing in all languages by:
 - planning thoroughly across the curriculum to help students write fluently, accurately and expressively,
 - ensuring that all students understand their individual next steps and goals as writers in each language, and how to achieve them.
- Promote the best aspects of teaching in the school, so that lessons more consistently:
 - provide student-centred learning which promotes in-depth knowledge and understanding,
 - set challenge at an appropriate level for each student, including students of determination and those with gifts and talents.
- Consistently implement the new assessment policy, so that the school's best practice is embedded in all subjects and age groups, with data used throughout the school to inform planning and teaching.

Overall School Performance

Good ↑

1. Students' Achievement

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership			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](#)

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 (N.A.P.), 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 N.A.P. targets:

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

meets expectations.

- The school does not yet have Programme for International Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) assessment data. The GL benchmark results between the two assessment cycles show acceptable progression in English, mathematics and science. GL scores are variable, with the weakest performance in English. The school's performance in the Progress in International Reading Literacy Study (PIRLS) is at the high international benchmark level reflecting significant improvements in reading and comprehension. Outcomes in GL benchmark assessments show that on average students attain their potential as predicted by cognitive ability tests (CAT4).

Impact of Leadership

meets expectations.

- The leadership of the school supports the vision and goals of the National Agenda. The action planning is developing but the report format needs to be fully aligned with the school's strategic planning. Targeted modifications have better aligned curricula to external assessments. Use of assessment information is positively influencing teaching practice.

Impact of Learning

is above expectations.

- Research skills are being developed well to help students to distinguish between relevant and irrelevant information. The use of the scientific method to support investigative practical is developing. Critical thinking is now a facet of student learning in most subjects. Problem solving is strong and supports the development of flexibility, open mindedness and inquisitiveness.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Ensure all students are familiar with the format, language and expectations of the international external tests to allow them to perform to their potential.
- Monitor more rigorously the effectiveness of differentiation across every subject to ensure greater consistency in meeting the learning needs of all students.
- Develop all aspects of critical thinking including essential research skills across every subject including Arabic and Islamic Education.

Reading Across the Curriculum

- Data from internal curriculum-based and external assessments related to reading has been analysed, compared and used to ensure reading progression across all phases.
- Students across the school enjoy reading and regularly engage in reading-related initiatives. Students in MYP show high levels of critical analysis and comprehension skills.
- The school’s library programme is well developed and offers a large variety of resources across the four core languages.
- School leaders are committed to improving achievements in reading across the school. Parents are very positive about their children’s development of reading at the school.

For development:

- Ensure consistency in developing students’ understanding and use of reading strategies in lessons across subjects and phases.

UAE Social Studies

- UAE Social Studies standards are integrated into the skills and content knowledge of Units of Inquiry and Individuals and Societies courses. Teachers use differentiated approaches to adapt objectives and curriculum standards according to students’ different needs.
- Students develop approaches to learning skills throughout social studies lessons. They interact and collaborate well. Critical thinking and problem-solving skills are well-developed features of learning.
- Most students reach the expected levels of attainment for their grade level in relation to the UAE Social Studies standards.
- Internal assessment information indicates that the majority of students make better than expected progress in lessons.

The school’s implementation of the UAE social studies programme is meeting expectations.

Innovation

- Students have many opportunities to be creative in most areas of the curriculum, particularly in PYP Units of Inquiry. However, innovations are not always initiated by the students.
- Students have several opportunities to develop their entrepreneurial skills, for example, with their “Dragons Den” sessions. They have active roles in running environmental initiatives such as recycling paper into pencils.
- Teaching provides increasing opportunities to develop critical thinking and problem-solving skills. In the majority of classes, students generate ideas, carry out research or conduct experiments.
- Various pathways enable students to follow different language options and the lunch time “Opportunity Hour” provides a range of activities to challenge more-able students.
- Leaders are developing a culture of innovation through project work and by providing teachers and students with many opportunities to work creatively in class and during recess, including ‘maker spaces’.

The school’s promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the PYP, most students have basic knowledge, for example, they know about the pillars of Islam, but do not go further. In the MYP, most students have adequate understanding of the concepts of general Islamic teaching. In the DP, students understanding the main concepts of the Seerah.
- Students in the MYP and the DP enjoy debates about interesting topics. However, it is often not supported with references to Qur'anic verses or Hadeeth to have more credibility. Students' Qur'an recitation skills are under-developed in all grades.
- Since the last inspection, the Islamic department is using assessment data accurately to measure students' levels. However, this is not always used to inform planning to ensure that learning is based on students' identified strengths and weaknesses.

For development:

- Raise students' attainment in all phases by developing a broader range of teaching and learning strategies.

Arabic as a First Language

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

- Students make steady progress in the MYP and the DP, while PYP students make strong progress in most language skills. As a result, students' attainment in all phases has improved. Students in the upper PYP and the lower MYP make better progress in most skills when compared to other grades.
- Students' listening skills, oral presentation, and reading fluency and understanding are well-developed in the PYP and the MYP. Their speaking and writing are slowly improving. However, DP students' reading and writing skills are less well developed.
- Reading skills have improved because of the increased opportunities for students to develop independent reading and comprehension skills in lessons. Students in the DP have not developed the expected level of higher-order reading skills, for example, analysis.

For development:

- Improve students' speaking and creative writing by allowing for sufficient time for independent learning.

Arabic as an Additional Language

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

- Students across both phases make strong progress in lessons from their starting points. Progress has improved, but students' have not yet developed beyond basic levels of Arabic.
- Most students make significant gains in acquiring new vocabulary and reading Arabic scripts. Reading comprehension is better developed from the end of the PYP and the MYP. Their listening skills are developing rapidly across most grades. Students' creative and independent writing skills are progressing slowly.
- As a result of improved provision in the curriculum, students' listening and reading skills are developing well, especially for students new to Arabic. Although, students show steady improvement in speaking and sentence structure, not all groups of students make equally rapid progress.

For development:

- Develop Arabic language acquisition methodology in parallel with other school languages, to ensure that teaching and learning in Arabic continues to improve.

Language of instruction

	KG	PYP	MYP	DP
Attainment	Acceptable	Good	Good	Good
Progress	Good	Good	Good	Good

- Many KG and lower PYP students enrol with low levels of French and German, but make good progress, particularly in speaking and listening, so that they can use the language effectively. Small classes and strong support in the MYP enable the good progress to continue.
- Speaking and listening is a strength across the school. However, the majority of students have difficulties with the written conventions of French and German, including spelling and grammar. Students are able to interpret what they read and make better than expected inferences, particularly in the MYP.
- Since the last inspection, teachers have established methods to identify starting points and track progress, particularly well developed in French. This is enabling students to focus more clearly and make better progress. The school is also developing the role of discussions, but this has not had time to transfer into the quality of their writing.

For development:

- Ensure that there is sufficient focus on written fluency and accuracy, particularly in the PYP.

English

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Good	Good ↑	Acceptable

- Students enter the school with a wide variety of language backgrounds, and make good progress from KG through to the MYP. KG children develop strong speaking, listening and early reading skills. PYP and MYP students are developing their comprehension, analysis and vocabulary well. The small DP cohort is making expected progress in developing skills in analysing texts.
- Across all phases, students demonstrate fluent and confident speech and good listening skills. Guided reading is helping to develop both their appreciation of language and their skills in interpreting text. Their writing abilities are less developed than other areas of English across the school.
- The used of systematic phonics in KG and the PYP is improving students' spelling and overall writing fluency. The school has developed writing templates that provide older students with models of structure they can assimilate. Regular use of debate supports all students' understanding of persuasive language.

For development:

- Track students' individual writing skills to ensure assessment of progress accurately informs teachers' planning.
- Provide students with an extensive range of writing tasks that help them practise and refine their writing skills.

Mathematics

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

- Mathematics taught through real world contexts results in better attainment and progress across the PYP and the MYP. The lower level of achievement in the DP reflects the significant increase in academic expectations from the MYP. KG children make good progress through experiential learning.
- KG children apply their developing number skills to everyday life. PYP students work on interesting units of inquiry that develop their mathematical reasoning. MYP students attempt complex topics such as logic and statistics, but find geometry challenging. DP students are becoming more confident mathematicians, exploring challenging areas of algebra and functions.
- Students use mathematical language confidently in explaining their work. Written work does not consistently follow the mathematical protocols expected in external testing. Critical thinking, enquiry, research, problem-solving and reasoning skills are strengths.

For development:

- Ensure that students are trained to apply standard mathematical work layout and protocols consistently when answering questions, to support systematic mathematical thinking and comply with the expectations of external examinations.

Science

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Good ↑	Acceptable
Progress	Good ↑	Good ↑	Good ↑	Acceptable

- Achievement is still variable in some phases, and is strongest in the MYP. While attainment is generally acceptable, most MYP students have a strong grasp of scientific thinking for their grade level, and progress is improving in KG and the PYP due to better teaching.
- The development of critical thinking and problem-solving, which is used to introduce most lessons, is a strength. Students are confident in posing hypotheses, investigating and collecting data which they analyse and record. The improved use of laboratories for working in upper grades has had a positive impact on the quality of investigation and learning.
- The school emphasises the development of students' scientific thinking so that considerable time is invested in planning and reflecting on investigations, sometimes at the expense of subject knowledge. The improved subject leadership has had a positive impact on the quality of science teaching and learning across the school.

For development:

- Ensure that teachers maintain rigour and subject content in lessons while maintaining the high level of investigation, independent learning and research using technology.

Learning Skills

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

- In the KG and the PYP, students are actively involved in their own learning, are keen and enthusiastic learners and increasingly take responsibility for completing their work independently. MYP students show highly developed critical thinking, innovation and problem-solving skills, particularly in mathematics and science.
- Across the school, students' independent learning skills and responsibility for learning are strong. In the PYP, students enjoy learning but are not always able to transfer their learning techniques effectively to all subjects, particularly in Islamic education and language arts lessons. DP students' drive to manage their own learning is less fully developed than is typical of more established programmes.
- The school's increased focus on tracking progress via self- and peer-assessment has led to the majority of students being more aware of their individual strengths and weaknesses. Students' use of technology to support innovation and research skills is increasing but is not consistent across all subject areas and phases.

For development:

- Ensure that students in Islamic education and language arts classes are fully enabled by teachers to continuously develop and transfer their 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 are highly motivated and eager to learn. They display positive attitudes towards school and enjoy the many opportunities available to them. They are consistently well-behaved, thoughtful, respectful of one another and mindful of their peers' needs.
- Most students show maturity when collaborating with others during classroom activities. Students' self-management develops well in the MYP, and DP students are learning to manage the high level of demand of that programme. Students' attendance is good across all phases and bullying is very rare.
- Students are committed to healthy lifestyles and have well-developed understanding of what this involves. They consciously make healthy food choices when selecting school meals and take part in a wide range of extra-curricular sports activities.

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

- Students have a good understanding of Islamic values and awareness of Emirati culture and how this is influencing life in the UAE. In KG, where there are many displays and activities relating to the UAE, their knowledge is particularly good for their age group.
- The school organises annual events that promote students' understanding and awareness of UAE culture, for example, Union and Flag day celebrations.
- Students in all phases show a high level of knowledge and awareness of their own culture and demonstrate a strong interest in learning about world cultures through contact with their fellow students from different countries.

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

- Students are generally aware of their responsibilities at school and in the local community. The school organises voluntary activities in which students are heavily involved.
- Students have many opportunities to interact with the wider community through their participation in clubs and projects, supported and encouraged by the school. They are aware of the importance of contributing to different local and international initiatives.
- Students take on leadership responsibilities throughout the school. The majority of students take part in many innovation and entrepreneurship learning initiatives, for example, raising funds for charity through business fairs.

For development:

- Embed more aspects of Emirati culture and heritage across the curriculum to develop students' deeper understanding.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good ↑	Good	Good ↑	Acceptable

- Teaching is strongest in mathematics and science, and in the KG, PYP and MYP. Most teachers have good subject knowledge and lessons are well planned and resourced. Teachers consistently apply their subject knowledge through good questioning skills. Most lessons are calm and purposeful, creating a productive learning environment.
- Teachers use a range of teaching strategies well, including peer, group and independent learning. Development of critical thinking is a strength in many subjects with students skilfully guided into problem-solving activities, using prior knowledge and technology for research.
- The quality of teaching is still variable in some subjects, particularly at the DP level. Teaching is less effective in Arabic, Islamic education and English, particularly in the MYP and DP classes.

	KG	PYP	MYP	DP
Assessment	Good ↑	Good ↑	Good ↑	Good

- A strong programme exists to help teachers use assessment and cognitive data effectively in lesson planning. However, in practice, the lesson modification is not sufficiently consistent to meet the learning needs of all student groups in all subjects.
- Tracking of individuals and cohorts is extensive. Student target setting based on external attainment and cognitive data is effective and encourages students to take responsibility for their own learning. Data is used well to identify students' strengths and weaknesses and to modify curricula. The quality of teachers' written feedback is improving but is inconsistent across subjects.
- Improvements to processes and procedures and a strong well-monitored assessment policy have resulted in more reliable and valid internal assessment data. There is now a greater consistency to assessment practices across the school.

For development:

- Train and support teachers across subjects to use the available assessment data effectively to provide work that meets the learning needs of all students.
- Ensure consistency in the quality of written feedback on tests, classwork and projects that provides students with their next steps to improvement.

4. Curriculum

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

- IB programmes are delivered with two bilingual pathways: English with either French or German. KG children benefit from a curriculum that promotes learning experiences suitable for their all-round development. Benchmarking against the curriculum of Canton Valais in Switzerland ensures a clear progression of students' skills in the PYP and MYP.
- There are many cross-curricular links throughout the school provided through transdisciplinary units in the PYP, planned connections in the MYP, and Theory of Knowledge (TOK) in the DP. Students apply their knowledge and skills to realistic situations, such as planning expeditions or working alongside successful designers.
- The DP has been added this year. This provides a rigorous pre-university programme, but it is still evolving to meet students' academic and personal needs. The extensive planning for bilingual learning is making students' learning experiences increasingly coherent over time.
- Moral education is taught in several languages as an integral part of the curriculum in Grades 1 to 5 and in Grade 11, and as a stand-alone subject in Grades 6 to 10.

	KG	PYP	MYP	DP
Curriculum adaptation	Good ↑	Good ↑	Good ↑	Acceptable

- Teachers across all phases are becoming increasingly aware of, and committed to, the importance of differentiation in the classroom. In the MYP in particular, they are implementing shared individual education plans. Newly-arrived students with additional language needs are provided with intensive six-week basic language programmes.
- Lunch-time activities provide opportunities for students with gifts and talents students as well as high attainers to enhance learning. However, additional challenge is not always provided within the classroom to deepen critical thinking. Investment projects, producing, marketing and jewellery design all promote enterprise and innovation.
- The Award Scheme Development and Accreditation Network (ASDAN) as an alternative pathway provides a unique opportunity for students of determination, although too few students are currently enrolled. Links to Emirati culture are developed well in the KG and through some excursions in other phases. However, insufficient attention is given to this in everyday lessons.
- Arabic is provided for 120 minutes per week in KG1 and KG2.

For development:

- Identify the skills students require to be successful in the DP course and ensure the curriculum is effectively planned to meet these needs in earlier grades.
- Extend the ASDAN programme to include more students and create more practical, innovative opportunities.

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

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

- Safety procedures are rigorous and well thought-out, providing a safe, hygienic and secure school. All staff are aware of procedures, and the school protects students from abuse and bullying. There are effective procedures for students and visitors when they arrive and leave school.
- Safety checks, including fire drill and services, are thorough. Buildings and equipment are well-maintained. The school has comprehensive records of incidents, including medical needs and actions taken, and parents are kept fully informed. The premises are designed to facilitate access for all.
- The school promotes healthy lifestyles and provides organically grown food at lunch time. Students are encouraged to bring healthy snacks, and most do so. Exercise is encouraged through high quality sports facilities, swimming pools and a running track. These are used regularly for lessons, sports days and inter-school competitions.

	KG	PYP	MYP	DP
Care and support	Very good	Good ↓	Good	Good

- Effective behaviour management systems are reflected in the positive relationships and respectful attitudes across all phases. All KG children receive sensitive, appropriate, modified support. There is an emphasis on personal responsibility and good timekeeping, which is reflected in the high levels of attendance.
- The identification of students of determination is improving and is now a better indicator of the school population. A few students with gifts and talents have been formally identified and there are more extra-curricular opportunities in the PYP. However, classroom challenge for them is inconsistent.
- Primary and secondary school counsellors are developing their roles in supporting students' personal and academic development. The small DP cohort is not fully prepared for syllabus expectations and career options, particularly for university choices. Although it is a new programme, foundations are being laid well for the forthcoming years.

For development:

- Identify more accurately students with gifts and talents and ensure they receive greater challenge in the classroom, as well as the opportunities during lunch hour activities.
- Extend the guidance and support programme, from Grade 9 onwards, regarding career choices, university options and DP learning expectations.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The inclusion lead, champion, governor and principal are committed to developing a school where the needs of all students are met. However, the school's inclusive education improvement strategy and related plans are not sufficiently developed to ensure that the needs of students with the most complex needs are met over time.
- The identification of students of determination has improved and more accurately reflects the school population and informs appropriate individual education plans (IEPs). Categorisation is also more effective but there are still some students without an accurate formal assessment. Some parents need encouragement and training to pursue clearer diagnosis and acceptance.
- Parents of students of determination are positive about the support and communication received. They feel well-informed, involved and believe the school presents an inclusive environment. Many are contributors to their children's IEPs. They would welcome more informal opportunities for involvement, for example, through coffee and information mornings.
- The inclusion team is united in providing purposeful support. Although teachers and learning support assistants receive a range of training, with workshops every two months, this is insufficient to ensure confidence and expertise when supporting students with more complex needs.
- Tracking and monitoring is strengthened by the use of CAT4, GL examinations, internal tests, observations and target-setting. Teachers follow clear baselines and strategies to assess progress and many students are aware of their next steps.

For development:

- Ensure all students of determination are clearly identified and accurately categorised, so they can be provided with appropriate support and challenge in the classrooms.
- in preparation for future admissions, provide all staff with training to a level where they are confident and capable of effectively supporting students who may have more complex needs.

6. Leadership and management

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

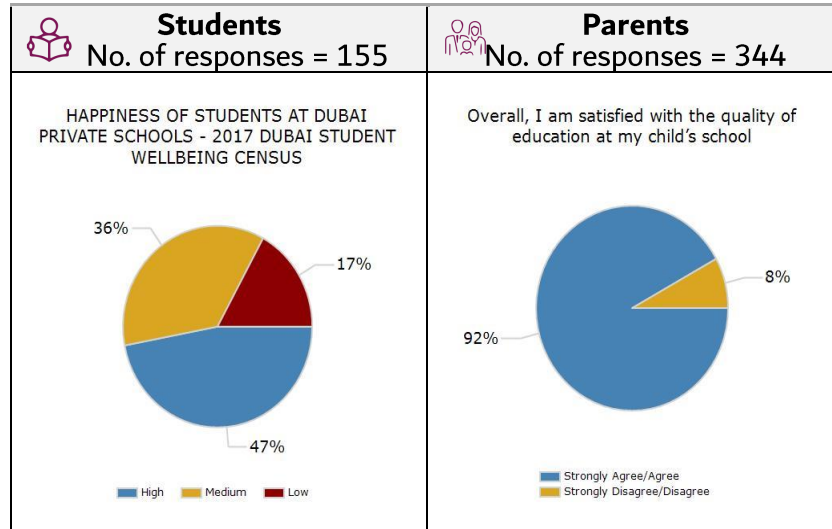
- Senior leaders provide the school community with a clear and ambitious vision for bilingual, student-centred education. Since the last inspection leadership has been expanded so that it now provides the educational leadership necessary for the school's complex provision. Relationships are consistently professional and effective, and leaders work collaboratively and purposefully to move the school towards its vision.
- Leaders clearly understand the complexities and challenges of combining bilingualism and IB programmes. They have identified priorities, including those from the previous inspection report, and are implementing a systematic school improvement programme that addresses these. They monitor the quality of learning and provide teachers with regular feedback. The commitment to school improvement has led to significant improvements in the leadership structure, assessment, planning and the consistency of KG provision.
- Partnerships with parents are very positive. They provide contributions to school improvement and participate actively in school events. The school has developed numerous ways to communicate with parents. They appreciate being involved in their children's education and feel partners in their children's learning. Parents receive regular and detailed reports regarding their child's progress and attainment. The school has developed very effective links with the community and national and international external partners, which enhance and improve the learning experiences for students.
- There is a clear corporate structure with a board of directors and an academic advisory board. Governance includes a parent representative and the board regularly seeks the views of parents. Governors monitor the implementation of the school improvement plan regularly and provide guidance where appropriate. The board has fully financed identified priorities, including extending the leadership structure and increasing support teachers for languages.
- The school runs extremely smoothly using its well-designed space to maximum effect. Accommodation is impressively spacious with easy access appropriately provided to all areas. The stimulating building encourages students to enjoy use of the extensive range of leisure facilities. High-calibre staff are recruited with the necessary skills to match the standard of professionalism expected. An extensive range of teaching resources and technology are employed to promote excellent learning.



For development:

- Governors and leaders at all levels should sustain their focus on school improvement so that improvement planning continues to have a significant and ongoing effect on learning and achievement.

The Views of parents and senior students

Before the inspection, the views of the 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"> Students who completed the survey are generally very positive about their school experience. Most have a strong academic concept and have positive relationships with adults in the school. Almost all report being cognitively engaged with the school and with their school work. The inspection judgements confirm these findings.
 Parents	<ul style="list-style-type: none"> Most parents are happy with the school and report that it gives value for money. They are particularly positive about how the school helps their children to develop the skills to learn effectively, about the information they receive, and about how the school keeps their children safe. The majority of parents reported being involved in activities in the school.

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