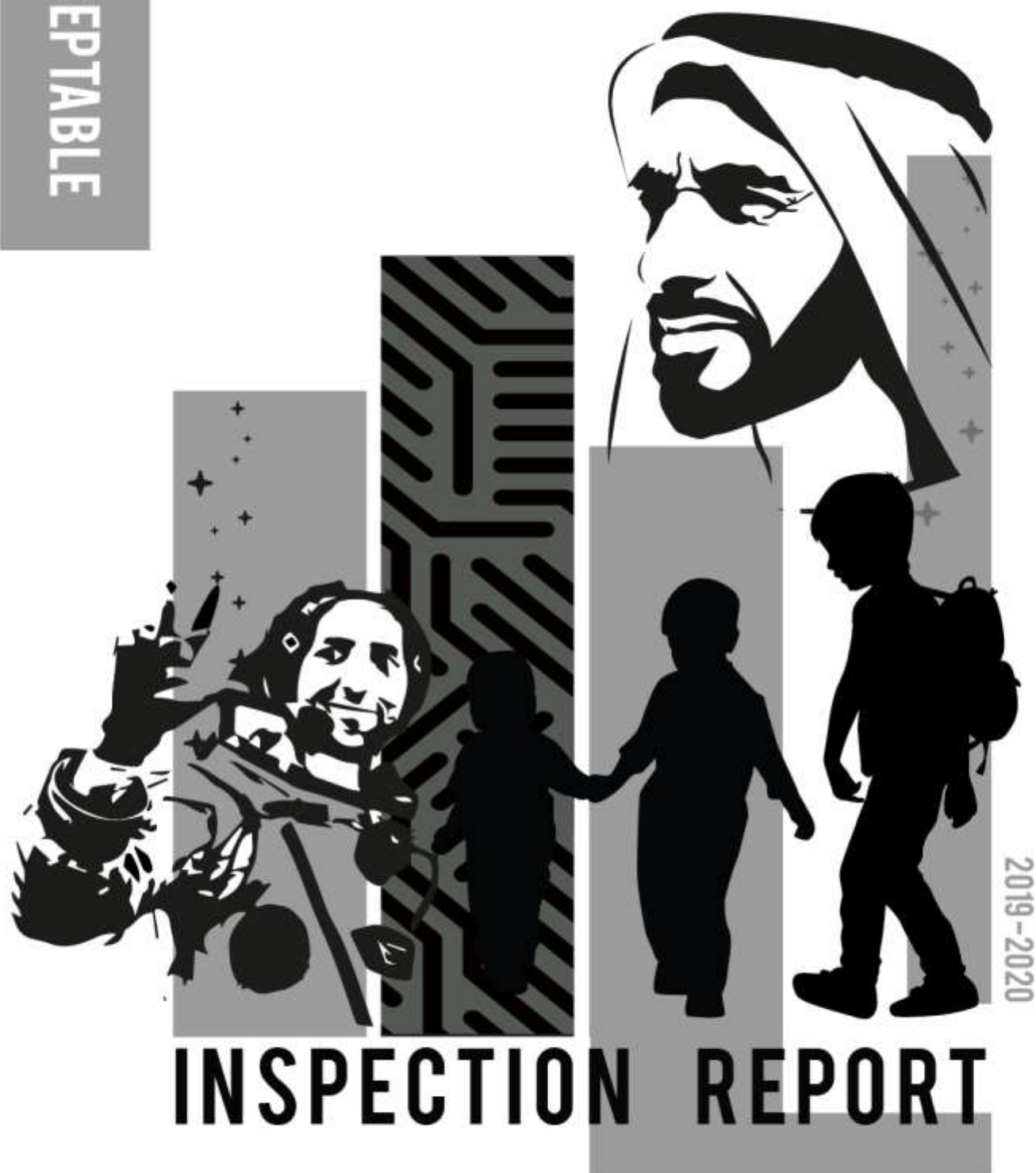


ACCEPTABLE



2019-2020



























# INSPECTION REPORT

SABIS(UK/US) CURRICULUM

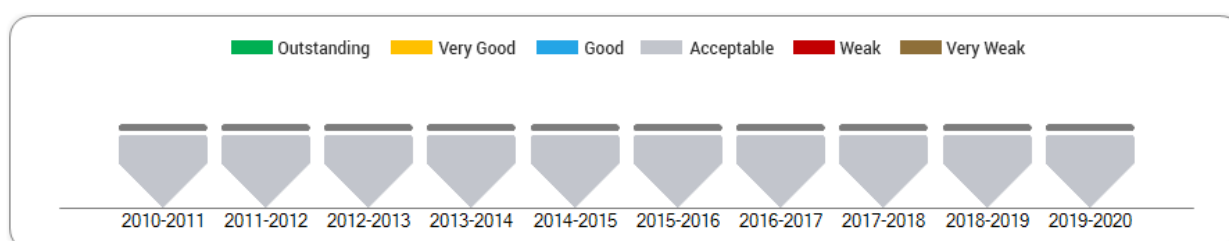
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## School Information

General Information	 Location	Al Sufouh
	 Opening year of School	1993
	 Website	www.iscdubai.sabis.net
	 Telephone	+97143999444
	 Principal	Hisham Hassan
	 Principal - Date appointed	6/22/2014
	 Language of Instruction	English
	 Inspection Dates	13 to 16 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 18 years
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	4029
	 Number of Emirati students	267
	 Number of students of determination	80
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	160
	 Largest nationality group of teachers	Irish
	 Number of teaching assistants	37
	 Teacher-student ratio	1:25
	 Number of guidance counsellors	26
	 Teacher turnover	23%
Curriculum	 Educational Permit/ License	SABIS
	 Main Curriculum	SABIS(UK/US)
	 External Tests and Examinations	IGCSE, AS/A levels, AP
	 Accreditation	MSA, NCPSA, AI
	 National Agenda Benchmark Tests	ISA

## School Journey for THE INTERNATIONAL SCHOOL OF CHOUEIFAT



## Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> <li>Attainment and progress are mostly acceptable. Throughout all phases, achievement in Islamic education and attainment in Arabic as an additional language are weak. Students have good achievement in high school English and middle school science and very good achievement in high school mathematics and science. Achievement in UAE social studies is weak. Learning skills are mostly acceptable but are good in the high school, where students have more opportunities for independent learning.</li> <li>Students' personal development is best in the upper grades, where approaches to learning are most compatible with the age group and where there is more flexibility in meeting students' needs. Recent initiatives, such as the anti-bullying campaigns, support students' sense of responsibility. Students appreciate and understand Islamic values and their role in the UAE. There are fewer environmental initiatives in this school than there are in a typical Dubai school.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>In all phases, students are taught using the SABIS programme. This does little to meet students' needs or to accommodate UAE priorities such as inclusion and critical thinking. However, a broader range of strategies is evident in the high school. The computer-based assessment processes are central to the work of the school and are linked closely to what is taught. They give emphasis to measuring students' knowledge.</li> <li>In the primary and middle schools, the curriculum is quite rigid and is often driven by workbooks and pre-prepared teacher presentations. The high school curriculum is more flexible because it provides a variety of options from American and British examination syllabuses. In all phases, there are insufficient changes to meet the needs of students of determination.</li> <li>The school has clear policies and procedures regarding health, safety and child protection. Any incidents that arise are managed well and carefully recorded. The school conducts regular and thorough checks on the premises and facilities. A majority of staff promote positive relationship with their students, but a minority do not engage sufficiently with them. Systems and staffing to support students of determination are underdeveloped.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>Leaders provide a consistent vision that is based on the SABIS approach to education, but this is not sufficiently adapted to UAE priorities such as inclusion and critical thinking. School improvements are slow, but there has been progress in addressing some of the recommendations from the previous report. Governance still does not include parent representation. Only a minority of teaching staff have teaching qualifications.</li> </ul>

### The best features of the school:

- The range of courses in the high school, by which a high proportion of students gain university admission
- The very good attainment in high school mathematics and science, and the good attainment in high school English and middle school science
- Students' positive attitudes towards learning, particularly in the higher grades
- The opportunities for students to take leadership roles through the Student Life Organisation (SLO).








### Key recommendations:

- Governors and senior leaders must find ways to ensure that the priorities of the UAE are fully addressed within the school.
- Meet the needs of all students of determination by:
  - providing adequate staffing, with the required expertise, for inclusion
  - developing procedures to accurately identify specific educational needs
  - providing sufficient and focused support for them.
- Consistently implement best practices in teaching, especially where performance is weak by:
  - ensuring that all staff are qualified and have the expertise to engage with students in lessons that contain varied, purposeful and interesting tasks
  - developing teachers' use of questioning and providing more opportunities for students to analyse information, ideas and concepts
  - addressing the varying needs of different students, particularly in the lower three phases
  - improving students' acquisition of Arabic as an additional language.
- Develop the resources in the school so that they:
  - provide for a variety of teaching and learning methods
  - support reading across the curriculum and encourage students to read for information and for pleasure
  - promote the systematic development of students' research skills.
- Ensure that the planned parent committee is established and has an impact on the governance of the school.

## Overall School Performance

### Acceptable

#### 1. Students' achievement

		KG	Primary	Middle	High
 <p>Islamic Education</p>	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 <p>English</p>	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 <p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable	Very good
	Progress	Acceptable	Acceptable	Acceptable	Very good
 <p>Science</p>	Attainment	Acceptable	Acceptable	Good	Very good
	Progress	Acceptable	Acceptable	Good	Very good
 <p>UAE Social Studies</p>	Attainment	Weak			

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Weak
Governance	Weak
Management, staffing, facilities and resources	Acceptable

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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 for the academic year 2019-2020.

#### School's progression in international assessments

**meets expectations.**

- The schools' performance in successive Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and Programme for International Student Assessment (PISA) assessment cycles is impressive and contributes well to the achievement of national targets. However, in successive cycles of international benchmark tests, first Measures of Academic Progress (MAP) then International Schools' Assessment (ISA), performance of students from Grades 3 to 8 is well below expected standards in English and mathematics, as it is from Grades 3 to 9 in science. Achievement on ISA in relation to students' potential, as identified by cognitive ability tests (CAT4), is good in science, acceptable in English and below expectations in mathematics.

#### Impact of leadership

**is below expectations.**

- The action plan focuses on meeting test requirements and addresses some of the development points from the last report. External assessment has resulted in some changes to questioning and to what is to be taught. CAT4 data is used to identify areas of students' weaknesses and the appropriate action to be taken, but it is not always used to identify student potential or to fully inform teachers' lesson planning.

#### Impact on learning

**meets expectations.**

- There is increased use of challenging questions in a majority of subjects, but problem-solving skills and critical thinking are not developed systematically. Opportunities for extended inquiry and research in lessons are very limited. However, all students routinely work on the school's learning platform, and from Grade 9 upwards many use self-study modules in subjects such as economics.

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

#### For development:

- Ensure that teachers use all sources of assessment information to plan lessons that are appropriate to the needs of all groups of learners.
- Ensure that the skills of critical thinking and problem-solving are developed systematically across the school.



## Moral education

- Most teachers plan interesting lessons, though moral and ethical issues are not always fully developed. Questioning, group work, presentations and reflection are beginning to feature in most lessons. However, students do not always participate fully in these activities, and so their progress is hindered.
- Assessment procedures are developing. However, opportunities are missed in lessons for teachers to assess students' learning, provide constructive feedback to deepen their understanding and to develop their skills. Marking of students' work is inconsistent.
- The school follows the Ministry of Education (MoE) textbooks to cover key concepts and is integrating some areas into other subject plans. Coverage of key concepts is inconsistent because teachers' skills and expertise are variable. There are insufficient opportunities for students to develop research skills.

**The school's implementation of the moral education programme is below expectations.**

### For development:

- Ensure that tasks are suitably challenging, and collaborative group work is purposeful and productive.
- Develop assessment procedures that capture how students feel, think and act about moral and ethical issues.

## Reading across the curriculum

- Students improve their reading skills as they advance through the school. Students in primary and middle schools receive supplementary readers and are assessed on a weekly basis to promote their critical thinking and prediction.
- A reading committee has been formed to improve reading literacy. A school-wide reading policy is now in place to promote reading strategies and initiatives.
- Students in Grades 3 to 9 benefit from an anthology programme to foster reading for pleasure by encouraging reading in and out of classrooms.
- Students are encouraged to read one book a week, followed by a comprehension assessment. All students are exposed to a wide variety of texts to meet their needs and interests.

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

### For development:

- Ensure that the reading committee includes members from the different subjects to represent a school-wide effort in developing reading literacy.

## Innovation

- Students across all phases and subjects have insufficient opportunities to demonstrate their innovation skills. Students use technology regularly, but for a limited range of tasks that do not develop innovation in their learning practices.
- The SLO, supported by key staff, provides optional additional opportunities to develop students' use of initiative and their entrepreneurial and leadership skills.
- The way the SABIS curriculum is taught constrains teachers' ability to promote students' generation of ideas, critical thinking, initiative, problem-solving and innovation skills.
- The curriculum is not designed to promote innovation for the younger students, but there are some learning opportunities for the older students, particularly in science.
- The pace at which senior leaders innovate is greatly reduced by the need to refer to governors to authorise changes and, therefore, the development of initiatives is sometimes slow.

**The school's promotion of a culture of innovation is emerging.**

### For development:

- Increase opportunities for innovation practice throughout the school, so that all students develop innovation skills.
- Ensure that more staff develop the authority and capacity to support the growth of initiatives in innovation.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

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

- Attainment levels across all phases have slightly improved since last year. Although internal assessments indicate outstanding levels of attainment, this is not reflected in students' work in lessons and over time. Arabic native speakers are making slightly better progress than non-Arab students in all phases.
- Students have secure knowledge and understanding of key elements of the Islamic faith such as Seerah and Islamic values. Students' memorisation of the Holy Qur'an is well-developed. A majority can read and understand the meaning of Hadeeth, but few can support their answers with references from the Holy Qur'an or Hadeeth.
- Since the last inspection, teachers are becoming more involved in lesson planning and are improving the way they discuss questions with students. The quality of students' written work remains variable, and there are only a few examples of independent work.

#### For development:

- Provide opportunities to develop students' higher-thinking skills and to enable them to link the concepts they learn to the Holy Qur'an and Hadeeth.
- Develop lesson plans that actively engage all students in learning by using teacher-led or student-to-student discussions.

#### Arabic as a First Language

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

- Most students' language skills are adequate, but attainment and progress vary greatly among reading, writing, speaking and listening skills. Attainment is slightly higher for girls than for boys.
- The most developed areas are students' reading comprehension and listening skills. Students are able to analyse familiar texts. Their writing and speaking skills are the least developed across all phases. This is due to the limited opportunities they have to practise their speaking skills and to write for a variety of different purposes.
- Arabic resources in the library are improving. However, the new resources are underused because reading is not an expectation for all students in their learning activities.

#### For development:

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

## Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students' attainment levels, in both phases, are below the expected standards. However, progress of the different language skills for all students remain within expectations.
- Students develop the expected level of vocabulary but do not develop the abilities needed to use it in practical situations. Most can only speak using a few memorised phrases. Students can read familiar words but find it challenging to understand basic language instructions. Their reading for understanding and writing skills require further development.
- The school has expanded the department by appointing new teachers dedicated for Arabic as an additional language. However, their effectiveness is limited by a lack of familiarity with the best ways to ensure language acquisition.

### For development:

- Develop the understanding of language acquisition pedagogy throughout the department.
- Provide students with more opportunities to practise speaking and to write their own phrases and sentences.

## English

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good

- In lessons, most students routinely build on previous knowledge. In the lower phases, students develop their phonetic awareness and emerging literacy skills. Students in the upper middle and high schools demonstrate a more secure understanding of literacy and analytical skills.
- In most lessons, students are secure in their spoken English, but few across the phases lack confidence when expressing their ideas and opinions. In the high school, students show considerable understanding when analysing texts. Writing is underdeveloped across all phases.
- Improvements in reading resources are gradually helping students improve their reading skills. Other approaches to teaching remain constant, and so there are few improvements from previous reports.

### For development:

- Provide more opportunities for students' development of higher order thinking skills to deepen their understanding and appreciation of literature.

## Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Very good
Progress	Acceptable	Acceptable	Acceptable	Very good

- In the high school, students experience a broader and richer variety of teaching. This is why a large majority of them in this phase are mathematically competent. In the other three phases, students do not get consistent opportunities to relate their mathematics to practical situations.
- Throughout the school, students gain knowledge of number facts and rules of calculation. Due to a lack of practical work, students' abilities to explain and apply concepts are limited. Nevertheless, senior students develop abilities to perform complex calculations across a variety of areas of mathematics.
- The department has been actively promoting students' understanding and use of mathematical language. While some teachers are giving greater emphasis to this in their classroom practice, it is not consistently developed across the school.

### For development:

- Increase students' access to practical mathematical resources and activities, especially in the Kindergarten (KG) and primary school.
- Systematically develop students' innovation skills and use of mathematical language as they progress through the school.

## Science

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good	Very good
Progress	Acceptable	Acceptable	Good	Very good

- Most students in the high school show very strong attainment in biology, physics and chemistry. In the primary and middle schools, they demonstrate a broad and appropriate level of knowledge, but this is not matched by similar levels of conceptual understanding.
- In the KG, science is focused on real life examples. In the primary and middle schools, only a minority of lessons provide sufficient opportunities for students to apply scientific understanding to real world situations.
- KG children develop skills in making observations but have insufficient opportunities for individual enquiry and exploration. In the primary and middle schools, opportunities for practical work enable students to develop skills in observing and drawing conclusions. Students lack opportunities to plan their own investigations, although high school students have a better understanding of scientific methodology.

### For development:

- Provide more age-appropriate opportunities for students to develop hypotheses and to test them scientifically.
- Ensure that students improve their conceptual understanding of scientific phenomena and apply their understanding to real world situations.

## UAE Social Studies

### All phases

#### Attainment

Weak

- UAE social studies is taught in Arabic and in English, with slightly different approaches based on the different resources available in each language. However, attainment is broadly similar in both strands.
- Attainment is highest in factual recall about the history and geography of the UAE, although this remains below curriculum expectations. Students' literacy, communication and presentation skills are not systematically developed by the school.
- The school has developed its curriculum in collaboration with other SABIS schools in the region. This has enabled them to identify some key knowledge for students to acquire but has not referred sufficiently to the breadth and depth of learning expected in the UAE.

#### For development:

- Develop a curriculum for the school that closely follows the UAE expected learning outcomes.

## Learning Skills

### KG

### Primary

### Middle

### High

#### Learning skills

Acceptable

Acceptable

Acceptable

Good

- Across the phases, but particularly in the high school, students can make links between their learning in the different subjects and can relate it to their own personal experiences. However, students do not develop these skills systematically as they move through the school.
- There is considerable use of technology for assessment in the school, but it is not used sufficiently to support and extend learning beyond the classroom. Throughout the school, critical thinking and problem-solving skills are underdeveloped.
- Students' research skills are also underdeveloped. Some students carry out research, normally at home, then make presentations to their class. However, research skills are restricted by the lack of a consistent approach to developing them.

#### For development:

- Increase opportunities for all students to develop innovation skills, including research and critical thinking skills.
- Systematically develop the effective use of learning technologies to support learning throughout the school.

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

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Good	Very good

- Students' self-discipline and behaviour are better in the middle and high schools, where students can best sustain the lengthy periods of teacher-directed activity and where they have the most positive attitudes in their interaction with one another. Physical activities are popular among students.
- Attendance rates remain a strong feature of the school. However, students across the phases tend to be tardy at the start of the school day, and a few are late to classes throughout the day. The student leadership organisation has played a large role in the school's anti-bullying campaign.
- Across the phases, staff-student relationships are good. Students are encouraged to be more self-reliant in the higher grades. Recent initiatives, such as the anti-bullying campaign and the borrowing station run by students, are at the early stages of development.

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

- Students in all phases have a clear understanding and appreciation of Islamic values. Most can explain the positive impact of Islamic values on Dubai and the UAE.
- Students in the primary, middle and high schools know the history of the seven emirates and are aware of the culture and heritage of the UAE. They show respect for the local culture and values and have some knowledge of the cultures of their peers. Their knowledge of other world cultures is less developed.
- The school and the SLO run a variety of projects and activities to support students' knowledge and understanding of the cultures represented in the school. These include Flag Day, National Day and International Day. Such celebrations have increased over the past few years.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Acceptable	Acceptable	Good	Good

- Students in the middle and high schools are most involved in activities that have a positive impact on the school and on the community. They volunteer and contribute to a variety of charitable activities.
- Students show a positive work ethic, but there are only few opportunities in classes to take initiatives and to develop innovation skills. Students who take part in the SLO are able to make independent decisions and develop their own ideas in clubs and projects.
- Most students understand the importance of environmental sustainability. Younger students' awareness is limited to simple projects and contributions. There are some recycling opportunities in the school, but these are less developed than in the majority of schools in Dubai.

### For development:

- Involve students in more environmental activities that promote innovation, initiative and enterprise.
- Ensure that students' innovation skills are developed across all phases in the main programme as well as in the SLO.

### 3. Teaching and assessment

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

- A few teachers use information from assessment to plan and provide extra support and additional challenge to those individuals for whom it is appropriate. This good practice is not shared consistently across the whole school.
- Throughout the school, teachers insufficiently promote critical thinking and problem-solving skills. These are more developed in the high school, particularly in English, mathematics and science. Most lesson plans are based on a set programme that is rarely adapted to meet the needs of individuals or groups of students.
- Recently, the school has embarked upon a programme of professional development for teachers who have no teaching qualifications. It is too early to measure the impact of this programme on teachers' classroom practice.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good

- Assessment processes link closely to the school's curriculum, providing valid measures of learning that can be assessed on a computer. These are less effective in the KG and in measuring progress against MoE requirements in Arabic and Islamic education. Assessment is sometimes used to select courses in the high school.
- Assessment processes measure acquisition of knowledge accurately, but are less effective in measuring speaking and listening skills in Arabic and critical thinking in extended writing. The lack of assessment beyond computer systems reduces the value teachers and students place on these aspects of learning.
- Teachers do not routinely assess students' learning in lessons or use this information to adapt their planning and delivery. Consequently, the less able students do not always grasp key concepts, and the more able students are not challenged to extend their learning.

#### For development:

- Extend teaching methods to develop critical thinking and problem-solving skills.
- Improve methods of assessment in MoE curriculum-based subjects so that teachers assess all their aspects.
- Ensure that teachers use assessment information to plan lessons that meet the needs of all students.



## 4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good

- The school applies the SABIS curriculum across all phases. In the primary and middle schools, the curriculum is prescribed, making much use of workbooks and pre-prepared teacher presentations. The more flexible high school curriculum is enhanced by a variety of options from American and British examination syllabuses.
- The curriculum in most of the school provides a 'one size fits all' approach that offers a high level of continuity and progression but limits the learning of many students. This is because emphasis is given to acquiring knowledge, and teachers have little scope for enhancing the programmes.
- Science has been introduced into the KG curriculum, and links with other subjects are being developed. The school has recently provided online courses for students in the high school to give them the opportunity to enhance their learning.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The modification of the curriculum does not meet the academic and personal needs of all students. The curriculum does not accelerate the progress of students of determination because classwork often fails to address their key learning needs.
- The SLO supports the development of enterprise and innovative work through an increasing variety of extra-curricular activities and initiatives. Innovative work is starting to develop, and there are examples of practical work to enhance learning in a minority of lessons. This is less developed for younger students.
- Aspects of UAE traditions are included in some lessons through the UAE social studies curriculum and are shared and celebrated. Special events are held throughout the year as students consolidate their connections to the Emirati culture and values.
- Arabic is taught in the KG for five 55-minute sessions per week.

### For development:

- Incorporate more critical thinking, innovation and challenge into the curriculum.
- Develop ways to personalise the curriculum so that it meets the varying needs of individual students.

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

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school has clear policies and procedures regarding health, safety and child protection. Staff are continuously trained to identify and report any incidents. Incidents affecting students' health, safety and well-being are systemically recorded along with the details of any action taken.
- The school conducts regular and thorough checks on the premises and facilities to ensure that any dangers are swiftly addressed. However, the number of families collecting their children in the limited parking area presents a potential risk that needs to be addressed.
- The school has analysed incident reports and has taken appropriate actions, such as changing the KG playground. This has resulted in a significant drop in injuries among children, as reported by the clinic.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- The majority of teachers have positive relationships with their students, but a minority do not engage sufficiently with them in lessons. Supervisors monitor all areas to ensure students' safety and well-being. The systems for monitoring attendance are strong. Punctuality to classes is managed well in most areas of the school.
- The school has begun to establish procedures for identifying students of determination, although it does not yet accurately identify the majority of their needs. The number of staff involved in supporting students of determination is insufficient for the school's enrolment. Therefore, not all students get the support they need.
- Assessment procedures are in place for the early identification of students with gifts and talents. Guidance and advice for university entrance are well developed.

### For development:

- Strengthen the written risk assessments for areas of potential risk.
- Recruit sufficient staff to manage and improve the arrangements for the identification and support of students of determination.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Weak

- There is an identified inclusion champion and a governor for inclusion. A newly appointed specialist leader for inclusion is shared with the sister school. There is an increased commitment from leaders to move towards an inclusive school ethos, although this initiative is at an early stage.
- On entry to school, students are not assessed reliably. Key leaders do not always make appropriate judgments on how individual needs should inform plans of work. As a result, the newly developed individual education plans (IEPs) are not securely informed by contributions from teachers, parents and students.
- There is a generally positive relationship between the school and the parents. Some parents are involved in supporting their children at home and accessing material from the school's website. They have limited input into the IEPs and their reviews.
- Students' needs are not met effectively in classes due to the limited changes to what and how topics are taught.
- Tracking progress for students of determination is not developed well enough to identify their progress reliably against the IEPs and their short-term goals. The department is unable to show reliable evidence of progress in learning skills and personal growth.

### For development:

- Develop a more systematic approach to identifying all major categories of inclusion needs.
- Develop staffing, IEPs and curriculum modifications to enable all students to make optimal progress.

## 6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Weak
Governance	Weak
Management, staffing, facilities and resources	Acceptable

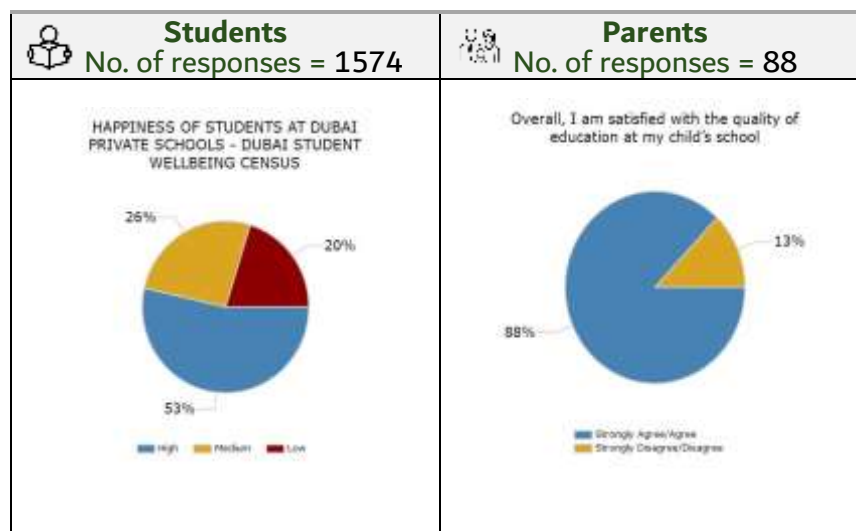
- Leaders at all levels provide a consistent vision, based on the SABIS approach to education. This vision is not sufficiently adapted to the priorities of the UAE, such as inclusion and critical thinking. Educational leaders have a sound knowledge of the systems of the school but lack familiarity with internationally accepted best practices. Lines of accountability are clear throughout the school. The capacity to innovate is reduced by staff's low levels of autonomy.
- The school's self-evaluation reflects an over-optimistic view of the school, although the exaggeration of performance is less than in the previous years. Teaching is observed periodically, and test scores are used extensively to monitor students' progress and teachers' effectiveness. Improvement plans address organisational priorities, but many of the proposed actions and success criteria are vague. There has been limited progress in addressing some recommendations from the previous report.
- Regular communication keeps parents informed about special events in the school's calendar and any concerns about students' academic achievement and welfare. The school encourages parents to support their children's learning at home through digital platforms, but severely limits teacher-parent interactions. The school has limited links with outside organisations and the community. Report cards and a digital portal provide parents with regular numerical data about their children's progress, especially their test scores, but do not contain guidance on how or what to improve.
- The planned parent council is not in place and so has not had an impact on decision-making. However, there are plans underway to establish parental representation in the school. The senior leaders are held accountable for test and examination results and for ensuring that SABIS procedures are carried out accurately. Governors have not taken sufficient action to ensure the company's system addresses national priorities, such as critical thinking and inclusion.
- The senior leadership team ensures that the school runs smoothly on a daily basis. Only a minority of teaching staff have teaching qualifications. The science laboratories, library and classrooms are of an adequate quality. The sports facilities are in acceptable condition and are used regularly. Some classrooms are very crowded, which limits the learning opportunities presented to students. Students use an intranet regularly to support their learning. The school supports teachers to obtain suitable qualifications and has just started piloting a digital professional development platform.



### For development:

- Ensure that the school's self-evaluation is accurate and has a clear rationale for any proposed changes in judgements.
- Take action to ensure that governors and senior leaders embrace parent representation and fully adopt the priorities of the UAE.
- Ensure that all teachers have appropriate teaching qualifications, expertise and resources to provide a suitable range of learning experiences for students.

## Views of Parents and Senior Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Student survey findings were broadly comparable to other Dubai schools, with most students reporting that they are happy and satisfied with life. More students than expected report that they have worries, and fewer relate well with teachers. School climate reports are lower than average in the middle school, but almost all students report feeling safe at school. Inspection results confirm these findings.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The parents survey had 77 responses from a parent body of several thousand. The few who did respond are broadly positive about the school. Most are satisfied with the school, and a majority are involved in the school once or twice per year. Inspection results confirm the low level of parent participation in the school.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)