

INSPECTION REPORT

2022-2023



THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)

SABIS(UK/US) CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Dubai Investment Park
	Opening year of School	2012
	Website	https://iscdip.sabis.net/
	Telephone	97148847884
	Principal	Suhair Ghandour
	Principal - Date appointed	20 August 2021
	Language of Instruction	English
	Inspection Dates	23 to 27 January 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3120
	Number of Emirati students	21
	Number of students of determination	10
	Largest nationality group of students	Arab

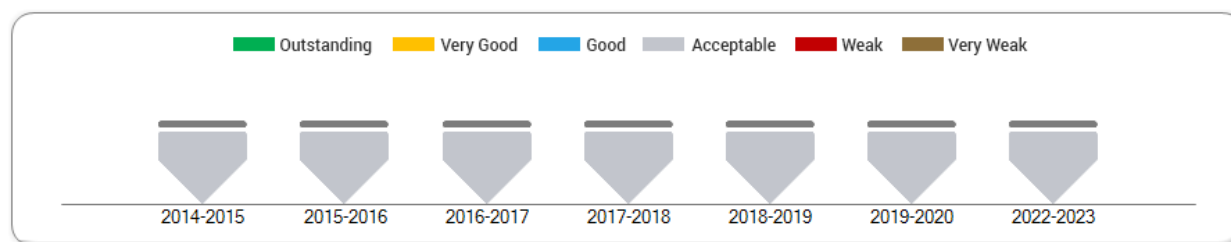
TEACHERS

	Number of teachers	137
	Largest nationality group of teachers	Irish
	Number of teaching assistants	20
	Teacher-student ratio	1:23
	Number of guidance counsellors	9
	Teacher turnover	25%

CURRICULUM

	Educational Permit/ License	SABIS
	Main Curriculum	SABIS(UK/US)
	External Tests and Examinations	IGCSE, AS/A Levels and AP
	Accreditation	MSA

School Journey for THE INTERNATIONAL SCHOOL OF CHOUEIFAT (BRANCH)



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children in the Kindergarten (KG) have improved their progress in English and mathematics to good and their attainment in science to acceptable. Students' attainment in Islamic Education and Arabic as a first language, is now acceptable, following the improvement in Islamic Education in the elementary and middle phases. Students' achievement in Arabic as an additional language is weak.
- Students' strong positive attitudes and behaviour are reflected in the respectful relationships between students and staff. Students show secure appreciation and a clear understanding of Islamic values and UAE heritage. The Student Life Organisation contributes positively to school life by offering students the opportunity to voice their opinions. Senior students initiate, organise and lead many of the school's events and activities, including peer teaching and anti-bullying campaigns.

PROVISION FOR LEARNERS

- Teaching is acceptable in KG, Elementary and Middle and good in High. There are gaps in teachers' subject knowledge and teaching skills. They do not make enough use of assessment information to guide teaching and learning. Practical work in mathematics and science is not always put to good use to extend learning.
- The curriculum remains unchanged in its quality. SABIS conducts regular reviews to refine the provision. As a result, continuity and progression are positive. However, the curriculum focuses more on knowledge acquisition than on the development and application of skills. Substantive opportunities to be enterprising, innovative or creative are rare and not priorities.
- Appropriate policies and systems are in place to safeguard students. Members of staff are fully trained in child protection procedures. The school provides a very hygienic, spacious and well-maintained environment for staff and students. Supervision of students throughout the school day is very effective in keeping students safe. Staff and students take a shared responsibility for maintaining purposeful relationships to support their wellbeing.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders are committed to implementing the SABIS values and vision. There is increasing emphasis on wellbeing, but the school has yet to be inclusive. Middle leaders are not given enough responsibility to initiate change or drive improvement. There is a clear process for self-evaluation and improvement planning, but it lacks rigour. The school board does not include representatives of all and does not take enough account of the views of parents and students. Governors ensure that staffing, and resources are adequate

The Best Features of The School:

- Childrens' progress in English and mathematics in KG.
- High school students' learning skills and external academic results.
- Students' understanding of Islamic values and awareness Emirati and world cultures.
- Students' personal development and good behaviour.
- Arrangements for health and safety.





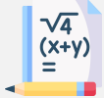

Key Recommendations:

- Take action to ensure compliance with the UAE National Agenda priorities, particularly with regard to the provision of inclusive education.
- Improve the quality of teaching and learning and raise achievement in all subjects, particularly in Arabic as an additional language.
- Ensure that all teachers use accurate assessment information to plan lessons that meet the needs of all groups of students.
- Develop rigorous self-evaluation procedures and effective improvement planning to meet identified improvement priorities.
- Improve the effectiveness of middle leaders.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good ↑	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good ↑	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable ↑	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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 does not meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations.	Not applicable.

- The PISA test results show that in English, mathematics and science, students exceeded their targets and are attaining at proficiency level 4 (of 6). The TIMSS data indicate that although attainment in mathematics and science is strong, placing Grade 4 and Grade 8 at the intermediate benchmark, the actual target was only met in Grade 8 science. Progression in the National Agenda parameter was weak.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- Although most leaders know that data analyses show that gaps exist in students' knowledge and understanding, this knowledge is not used with sufficient urgency to have an impact on classroom practice or on adaptations to the curriculum.

	Whole school
Improving reading literacy and wider learning skills	is below expectations.

- The school does not administer an appropriate reading assessment and so cannot make judgements about the proportion of students who are reading in line with expectations. Similarly, as data regarding reading levels is not seen in classrooms, teachers do not take this into account when planning lessons.

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

For Development:

- Administer a reading test that meets the requirements of the National Agenda.
- Ensure that critical thinking and problem-solving are common features of lessons, along with improved research opportunities.
- Ensure that information from assessments is used to identify gaps in learning and that adaptations are made to the curriculum to close the gaps.

Wellbeing

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

- The school has set wellbeing as one of their key actions for this academic year, it is also the overarching theme of the student-led 'Student Life Organisation'. This has resulted in several new initiatives to drive forward the wellbeing vision for all stakeholders, including initiatives such as Wellness Wednesday and mindfulness centres. The school does not gather the views of all stakeholders, and so there is a lack of information about next steps in the development of wellbeing.
- Members of staff display strong and purposeful relationships with the students in their care. They are well placed to listen and to recognise subtle changes in their emotional state. However, the school does not provide the necessary training for staff to be able to support the wide range of students or their own colleagues. In particular many staff are unable to recognise and support students who may be masking their emotions.
- Students receive awareness and support sessions outside of their academic studies. These sessions respond to the anecdotal needs reported by students and can cover a range of wellbeing related topics. The school does not have a formalised wellbeing curriculum that is dynamic enough to respond to the immediate needs of all groups of students, particularly those entering the school at different times.

UAE social studies and Moral Education

- The school has not amalgamated UAE social studies and moral education to the requirements set out in the Ministry of Education (MoE) guidance. Moral education and UAE social studies are still taught as separate subjects. The school is aware of the MoE guidelines.
- Moral education is taught in each phase from Grade 1 to Grade 12. Plans for teaching and learning are helping students to make progress in moral education. The plans also help them to discuss and debate sensitive issues as sessions are reflective and thought provoking, often based on personal experiences. There are opportunities for self-reflection. Sessions are taught with sensitivity.
- Social studies is taught in each phase from Grade 1 to Grade 12. Plans are comprehensive and tackle world-wide issues, of governments, populations and citizenship. Discussions are useful, informative and enlightening. There is a growing understanding of global issues and aspects of daily life. In social studies, students develop a growing understanding of the world and how social issues affect peoples' lives.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable
Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑

- Most students in all phases demonstrate an acceptable level of understanding of the pillars of Islam and Iman. This is more evident in the middle phase. Progress is at the expected level across all stages, although at a slightly faster rate in the lower elementary phase.
- In the most effective lessons, students extend their learning based on their previous knowledge of Seerah and Islamic topics, and steadily enhance their progress. Students are at an early stage of developing an understanding of the rationale behind some Islamic laws and connections to everyday life.
- Students, especially boys, improve their recitation and memorisation skills of the Holy Qur'an and Hadeeth as a result of extra-curricular competitions and opportunities for students to apply Tajweed rules. Few students demonstrate a depth of understanding of Islamic concepts.

For Development:

- Provide students with more opportunities to reflect on their learning about Islamic concepts and link these to everyday situations.
- Ensure that students are able to draw on the Holy Qur'an and Hadeeth so they can refer to them to support their learning.
- Improve girls' skills in recitation of the Holy Qur'an.

Arabic as a First Language

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

- Most students respond well to instructions. A majority can read well and understand the explicit and implicit meaning of a variety of texts. Speaking and creative writing, using accurate grammar, are emerging skills. Internal assessments are overgenerous and do not reflect accurately students' linguistic skills.
- Elementary students can write short texts and sentences and read aloud with confidence. However, reading comprehension is insecure. Students in Middle and High can write a variety of texts, but with spelling and grammatical errors. A minority of students can use standard Arabic to express their opinions and answer questions.
- The school offers a limited variety of reading resources and printed material to engage students in learning Arabic. This is slowing the development of students' reading comprehension, speaking, and creative writing skills.

For Development:

- Raise teachers' expectations and challenge students to provide extended oral responses and extended creative writing.
- Ensure that all students follow the guidance given by teachers through the marking of their work.

Arabic as an Additional Language

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

- The majority of students understand the meaning of high frequency phrases such as greetings and simple requests. Speaking is a developing skill, particularly in the middle phase. A majority of students can understand what they read, and a minority can write a few accurate short sentences independently.
- Elementary students demonstrate the ability to pronounce the alphabet and words with short and long vowels correctly. A majority can identify words with the correct sounds. They are able to write descriptive sentences using a given writing structure. Spelling and grammar are insecure.
- The provision of digital reading resources is a step forward in promoting students' engagement with Arabic. However, students do not receive enough encouragement to use these reading resources outside the classroom.

For Development:

- Ensure that all students are provided with sufficient opportunities to practice reading, speaking and writing.
- Implement a system for checking students' use of digital reading resources to support the development of their linguistic skills.

English

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Good	Good
Progress	Good ↑	Good	Good	Good

- In KG, children are able to communicate effectively in speaking and listening. Students converse and enjoy discussions, sharing their ideas. In the high phase, students consider complex texts and can debate the underlying key messages.
- Reading is developing well, enabling students to read for pleasure as well as for information. Lessons are specifically planned to give students the opportunity to discuss topics. Extended writing and the legibility of students' handwriting are not always given enough priority.
- Opportunities to reflect on and present their findings to the class as a whole, motivate students. Their learning benefits from the experience. In Middle and High, critical thinking, debate and presentations are generally features of lessons. This is not as well-developed in the elementary phase.

For Development:

- Improve the library resources to expand research, thinking critically, note-taking and extended writing.

Mathematics

	KG	Elementary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Good ↑	Acceptable	Acceptable	Good

- Benchmark data for elementary and middle students are below international standards but results in the final examinations in High are much stronger. Most students in Elementary and Middle achieve the expected levels. In KG and High, a majority achieves above the expected levels.
- Students in all phases have strong numerical operation skills. In the lower phases, practical mathematical investigations are not explored, and critical thinking opportunities are underdeveloped. Students in High can solve trigonometric and algebraic problems at an advanced level.
- Since the previous inspection, there is a heightened awareness of improving word problem-solving skills, but this is not evident in lessons. In all phases, everyday applications of mathematics to deepen students' understanding are limited

For Development:

- Provide more learning tasks that enable students to develop and apply problem-solving, critical thinking and mathematical investigative skills in everyday contexts.

Science

	KG	Elementary	Middle	High
Attainment	Acceptable ↑	Good	Good	Good
Progress	Acceptable	Good	Good	Good

- Internal assessments show that the achievement of students in Elementary, Middle and High is above curriculum expectations. This is not reflected in external tests, which show achievement to be below these levels. In lessons and in recent work, the majority achieves at a level which is above curriculum expectations.
- The recall of factual concepts is a well-developed feature of almost all students' work. The application of this knowledge, however, is less well developed. Investigative skills are particularly underdeveloped.
- Since the previous inspection, the increase in practical work has resulted in better practical skills, although these are still underdeveloped.

For Development:

- Improve the practical skills of manipulation, observation, measuring and recording during laboratory-based lessons.
- Ensure that there is a scheduled programme of investigations which are closely aligned to the SABIS curriculum.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Young children are active learners and enjoy the play that forms part of the daily routines. Generally positive learning experiences are evident, especially in the high phase. Enquiry and enjoyment flourish in social studies and moral education. Students are curious and interested, for example in exploring the background of historical events in UAE social studies.
- In science, there is not enough enquiry to determine why things happen. Reasoning skills are not prominent in mathematics. In Islamic Education, discussion and reflection are at a developmental stage. Most students participate actively in lessons. They are enthusiastic participants, for example when students in High are talking about their work.
- When given the opportunity to do so, students use their imaginations, develop ideas and engage in animated discussion, for instance about the novels they are reading in English. They generally use technology well as an effective tool to support learning.

For Development:

- Increase the opportunities for all students to be active participants in their learning, through the application of critical thinking, enterprise and innovation.

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

	KG	Elementary	Middle	High
Personal development	Very good ↑	Very good ↑	Very good	Very good

- Positive attitudes and behavior across all phases are reflected in respectful relationships between students and staff. Students respond politely to others. They are self-disciplined in lessons. During break times they show that they are capable of working together and helping each other.
- Students, including the children in KG, come to school happy and motivated to start their learning activities on time. They willingly follow the school routines and contribute to the school's positive atmosphere. Students say that bullying is rare.
- Students demonstrate a secure understanding of a safe and healthy lifestyle. They participate in activities that promote personal wellbeing. They usually make healthy choices for their meals. Students are in regular attendance, reflecting their commitment and sense of responsibility.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Very good ↑	Very good ↑

- Students in all phases show a secure appreciation and a clear understanding of Islamic values and the heritage of the UAE. They can talk about life in the UAE in the past, present and future. Non-Muslim students can speak knowledgeably about the main values and characters in Islam.
- Students, including those in KG, respectfully stand still for the national anthem in corridors and classrooms. In discussions with students, boys and girls say they are proud of their own cultures and enjoy learning and reading about other cultures.
- Students have a well-developed understanding of cultural diversity. They show tolerance and respect for all nationalities and religions in their daily lives. This is reflected in their artwork and Arabic calligraphy that promote positive statements of morals and celebrate achievements of the UAE.

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

- Students understand their responsibilities to the school community. Some take on key roles as prefects and volunteers in school clubs and during breaktime activities.
- The Student Life Organisation contributes positively to school life by enabling students' opinions to be aired. Senior students initiate, organise and lead many of the school's events and activities, including peer teaching and anti-bullying campaigns.
- Students understand that they have a responsibility to promote sustainability. They show a positive work ethic and are active in participating in the care of their classrooms and the environment of the school. However, they engage in few activities beyond the school community.

For Development:

- Provide more opportunities for students to work together in lessons to improve their personal development skills.
- Provide students in KG and Elementary with age-appropriate activities to increase their contributions to the school community.
- Encourage students to participate in volunteering activities that support the local and wider communities.

3. Teaching and assessment

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

- Although teachers' subject knowledge is generally sound, their understanding of how best to organise learning activities is not always secure. As a result, lessons do not enable learning to progress as quickly it should. Play-based learning is a feature of provision in KG.
- The quality of questioning varies and in a minority of lessons provides opportunities for discussions. In many lessons, teachers' expectations are too low and there are not enough opportunities for critical thinking. Students are not provided with enough investigative work in mathematics and science.
- Not enough use is made of assessment information in lesson planning. As a result, although the plans have learning objectives, the objectives and teaching strategies are not always related to students' differing learning needs. Teachers' positive interactions with students ensure that in most lessons students are willing learners.

	KG	Elementary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school, internal assessments are linked to the SABIS curriculum. These assessments are not used to provide measures of students' progress. The benchmarking of internal data against external international data is a developing feature.
- Assessment data are plentiful and give useful information about students' attainment on a regular basis. Assessment information is used to decide which students need to revisit concepts. The tracking of students' progress is at an early stage of development.

There are indications that information from tests is beginning to be used to adapt the curriculum. However, this is not evident in lesson planning. Students' workbooks are not marked regularly. Oral and written feedback is offered but does not provide adequate guidance on how to improve.

For Development:

- Ensure that full use is made of assessment information to guide lesson planning and curriculum adaptations.
- Ensure that teachers offer support and challenge as necessary to meet the needs of all groups of students.

4. Curriculum

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

- The curriculum remains unchanged in its quality. SABIS conduct regular reviews to refine the provision. As a result, continuity and progression is positive. However, the curriculum focus is more on the acquisition of knowledge than on the development and application of skills.
- The curriculum provides few opportunities for creativity because of the limited number of choices. There are few planned or embedded cross-curricular links. Students' transfer of learning between different subject areas rarely happens.
- Since the previous inspection, provision for Islamic Education has been extended and is now fully compliant. Although the school has extensive assessment information, it is not used effectively to guide curriculum design.

	KG	Elementary	Middle	High
Curriculum adaptation	Acceptable	Weak	Weak	Weak

- A few modifications to the curriculum in KG have led to improved provision that meets the needs of most children. Strategies to integrate and support newcomers are also positive. However, curriculum adaptations to meet the differing needs of students are inadequate.
- Adaptations to make the curriculum more engaging by, for example, providing more opportunities for robotics, sport and the performing arts are emerging, but from a low base. Substantive opportunities to be enterprising, innovative or creative are rare and not seen as a priority.
- Since the previous inspection, appropriate learning experiences have been initiated to deepen understanding of Emirati traditions and culture through cross-curricular links and school displays. However, these positive experiences are not fully embedded in the school curriculum.
- Arabic is taught in KG.

For Development:

- Adapt the curriculum in order to challenge and support all groups of students appropriately.
- Increase opportunities for students to develop creative, enterprising and innovation skills

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

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

- Effective policies and procedures are in place to safeguard students. Members of staff are fully trained in safeguarding and child protection
- The school provides a very hygienic, spacious and well-maintained environment for staff and students. The supervision of students when in school or on school transport is very effective. Concerns about safety at drop-off and pick-up times have been successfully addressed.
- The school routinely checks facilities. Prompt action is taken to rectify any deficiencies. Healthy lifestyles are promoted throughout the school. Students participate in a broad physical education programme and in a number of sporting clubs and activities.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff and students take a shared responsibility for maintaining the purposeful relationships in the school. These relationships allow staff to know their students well and to be able to provide appropriate support when necessary.
- Teachers use assessment data and other relevant information to group students in their classrooms. However, the grouping is not followed by learning activities that are matched to their needs. As a result, students are not always appropriately challenged.
- The career programme offers students opportunities to explore existing and future career pathways. Students are well informed and able to explore future options through the use of a comprehensive online platform.

For Development:

- Ensure that safeguarding and child protection policies are shared with parents and students.
- Improve the individualised support provided to students in lessons, particularly for students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- School leaders recognise the importance of creating a supportive environment for students of determination. Improvements to the identification and support of students of determination is prioritised in the school improvement plan.
- The school does not have a systematic approach for the identification and assessment of students of determination. Few teachers have the skills necessary to identify students of determination in their classrooms.
- Parents have mixed views on their working relationships with the inclusion department. Parents can contribute to their children's individual educational plans (IEPs) but there is a lack of consistency in the information provided to parents regarding support strategies and their children's progress.
- Broad support is in place for all students requiring consolidation in core subjects. However, this support does not extend to the range of interventions needed to support students of determination in overcoming their individual barriers to learning.
- Students' IEPs contain targets which are written by teachers in consultation with the inclusion team. These targets are not always measurable and restrict the ability to gauge students' progress over time,

For Development:

- Implement a systematic approach to identification and assessment of students of determination within the existing student body.
- Provide training for staff so that they are able to offer students of determination appropriate support in all lessons.

6. Leadership and management

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

- The principal and senior leaders are committed to implementing the SABIS values and vision. Although there is an increasing emphasis on wellbeing, the school is not inclusive. Relationships and communications are restricted because delegation is limited. Middle leaders are not given enough responsibility to initiate change. Leaders have responded positively to some aspects of the recommendations made in the previous inspection report, but do not explore innovative ways for improvement.
- There is a clear process for self-evaluation, but it lacks rigour. Not enough use is made of accurate external assessment information to guide improvement. Leaders monitor the quality of teaching but do not focus sufficiently on the impact of teaching on learning. The school improvement plan lacks detail and measurable targets which are related to the identified priorities. The plan is not linked closely enough to students' achievement.
- Most parents are satisfied with the school. Parents are invited to participate in the planned school activities. They support the new wellbeing initiative in the school. The school uses a variety of methods of communication with parents, including the SABIS Parent digital application. This provides parents with regular updates on their children's academic progress, but with little information on their personal and social development. Links with the wider local and national communities are limited.
- The school board does not include representation of parents or students. Governors do not seek the views of parents and other stakeholders. They have limited knowledge of students' day-to-day learning experiences and of how they could be improved. The SABIS regional leaders hold the school's senior leaders accountable through the monitoring of the progress towards agreed targets. The board provides adequate provision for accommodation, staffing and resources.
- The school is managed effectively on a day-to-day basis. There are well established procedures and routines. The school is adequately staffed, although with only a minority holding qualified teacher status. The staff benefit from regular professional training but not necessarily to fill gaps in their subject knowledge and teaching skills. The premises and specialist facilities are of high quality. Resources are sufficient to support teaching and learning.

For Development:

- Develop the capacity of the middle leaders to innovate and give them more responsibility for the provision of outcomes in their subjects.
- Improve the rigour of the self-evaluation process, and the effectiveness of improvement planning.
- Ensure that governors commit to the implementation of the educational policies and priorities of the UAE.
- Implement training programmes to bridge the gaps in teachers' subject knowledge and their teaching skills.

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