

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

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The International School
of Choueifat - Branch

Celebrating
10 years of
inspections

THE INTERNATIONAL SCHOOL
OF CHOUEIFAT - BRANCH

SABIS (UK/US) CURRICULUM

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School information

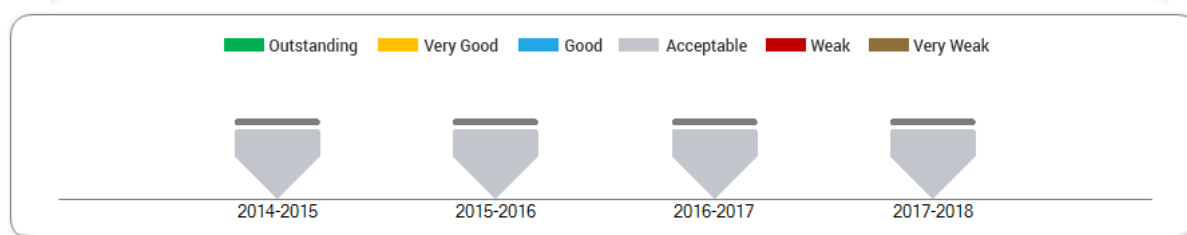
General information	
Location	Dubai Investment Park
Type of school	Private
Opening year of school	2012
Website	www.iscdip-sabis.net
Telephone	04-8847884
Address	DIP
Principal	Jamal Hazbun
Principal - Date appointed	9/1/2012
Language of instruction	English
Inspection dates	06 to 09 November 2017

Teachers / Support staff	
Number of teachers	134
Largest nationality group of teachers	Irish
Number of teaching assistants	25
Teacher-student ratio	1:23
Number of guidance counsellors	7
Teacher turnover	24%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	3021
Number of children in pre-kindergarten	0
Number of Emirati students	22
Number of students with SEND	12
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	SABIS
Main curriculum	SABIS (UK/US)
External tests and examinations	SABIS, SAT, AP, IGCSE, A Level
Accreditation	MSACS, NCPSA, Ai
National Agenda benchmark tests	MAP

School Journey for The International School of Choueifat -



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The International School of Choueifat - Branch was inspected by DSIB from 06 to 09 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Although the director has a vision to develop child-centred education the curriculum and assessment obstruct students' growth. There is no improvement plan and governors do not undertake proper self-evaluation. Parents know about academic progress but not improvement priorities. SABIS's requirements restrict the development of independence and acquisition of learning skills by students. The school has not addressed the compliance issues and recommendations identified in the previous inspection report, and this negatively impacts on outcomes for learners.

Students' achievement

Arabic as a first language remains acceptable but Arabic as an additional language is weak. Achievements in English are stronger when students are able to be creative, but in mathematics too many remain inadequately challenged. Students have more comprehensive knowledge of science. Learning skill development is generally adequate. It is stronger in the high school where students can make clear connections to real life.

Students' personal and social development, and their innovation skills

Students display good behaviour and relationships. Older students are more responsible but adult control limits their independence and leadership. Students respect Islam and appreciate UAE heritage but lack understanding of other cultures. They are aware of a range of social and environmental issues but few engage proactively. Most show a solid work ethic but lack creativity, innovation or enterprise.

Teaching and assessment

Teaching and assessment are better in high school with greater interaction and questioning. The best teaching extends learning and facilitates collaboration. However, most teaching is didactic, neither developing critical thinking nor independence. With no differentiation, some students struggle while others are unchallenged. Assessment is consistent and linked to the curriculum but only provides a narrow measure of achievement. Data are not used to enable subject teachers to provide individualised support.

Curriculum

The centrally determined curriculum provides scope and sequence to acquire knowledge and to reach prerequisite levels. Leaders acknowledge the need for higher order thinking, but provision for this is inconsistent. There is inadequate adaptation for students with SEND or for those studying Arabic as an additional language. Choices for older students are narrow. There are few extra-curricular activities, and little support for personal development.

The protection, care, guidance and support of students

There is a safe, secure, hygienic environment and child protection policies are in place. A caring ethos underpins positive relationships, supported by effective behaviour management. The school is beginning to identify students with SEND. While underachieving students are offered additional support classes, identification of those with gifts or talents is inadequate. Senior students receive career guidance and support.

What the school does best

- The personal development of the older students
- The environment of the school provides physical security for all students.







Key recommendations

- Remove obstacles to improvement at governance level, enabling accurate self-evaluation and effective school improvement planning to allow the school to meet the needs of all students as confident, independent learners.
- Governors must;
 - apply baseline cognitive ability testing and use data to improve the learning experiences of students
 - implement the UAE statutory requirements regarding the learning of Arabic and Islamic education.
- Ensure the school is fully inclusive by:
 - meeting the learning and personal development needs of students with SEND
 - appointing a SEND co-ordinator, inclusion governor and inclusion champion
 - developing clear and measurable plans to support students with SEND and sharing them with teachers, parents and students.
- Analyse and use all assessment data effectively in all phases for targeted differentiation to meet the needs of students.
- Empower teachers by increasing their understanding of classroom management techniques and questioning styles to develop critical thinking and to support students' lifelong learning.

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	Weak
	Progress	Not applicable	Weak	Weak	Weak
 English	Attainment	Acceptable	Acceptable ↓	Good	Good
	Progress	Acceptable	Acceptable ↓	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↓	Good
	Progress	Acceptable	Acceptable	Acceptable ↓	Good
 Science	Attainment	Acceptable ↑	Good ↑	Acceptable	Good ↑
	Progress	Acceptable ↑	Good ↑	Acceptable	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	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good ↑	Good ↑
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Weak	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	Weak
Governance	Very weak
Management, staffing, facilities and resources	Acceptable

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in English, mathematics and science, as measured against the National Agenda Parameter benchmarks, is not secure.
- Although the school meets the registration requirements for the National Agenda Parameter, the leaders are not committed the implementation of all National Agenda requirements.
- There is no evidence of data analysis of the National Agenda Parameter tests, with the exception of the TIMSS and PISA assessments.
- Analysis of CAT4 and MAP assessments has not been used to inform curriculum adaptations.
- Teaching strategies are not purposefully adjusted to promote the development of critical thinking or enquiry skills across the school. National Agenda Parameter results have no impact on students' use of resources to develop research skills.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Although the school's self-evaluation document was not completed, school leaders are aware of the achievements of Emirati students. Teachers know their students and are generally held to account for the attainment of all students. Emirati students receive similar support to their peers.
- Emirati students display a good work ethic. They persevere well on tasks and have positive attitudes to their learning and to school life. They co-operate well with other students when given the opportunity and are able to work independently. The school is aware of Emirati students as a distinct group and celebrates some aspects of their heritage and culture.
- Emirati students are represented in the higher attaining groups across the school, and most express themselves clearly in good spoken English. The development of verbal reasoning skills is not a common feature of the curriculum and Emirati students' outcomes are similar to those of other students.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

- Moral education lessons only started during the week before the inspection, in Grades 1 to 6, using the UAE textbooks. There is no confirmation of when the other grades will begin.
- Teachers follow unit plans and are becoming more familiar with the content and learning outcomes. No time is provided for students to pursue independent research.
- Students are learning to share their own experiences increasingly, especially at Grade 6 but the programme is not adjusted to meet the needs of students in Grade 1.
- Most lessons test students using cloze procedure sentences which are not effective in assessing how students think, feel or act.

The school's implementation of the UAE moral education programme is underdeveloped.

Social Studies

- In both elementary and middle phases, the UAE social studies curriculum is delivered only in Arabic. In English lessons, American textbooks are used as the main curriculum source.
- In elementary lessons, SABIS generated UAE worksheets are supplementing learning.
- Students in both elementary and middle phases lack opportunities for project based learning and to think, discuss and reflect.
- Assessment is limited to knowledge-based end of unit summative tests.

The school's implementation of the UAE social studies programme is underdeveloped.


Innovation in Education

- Students have limited problem-solving, teamwork or critical-thinking skills. They do not develop independent research skills nor use technologies to stimulate innovation.
- Very few opportunities are provided which enable students to be enterprising and entrepreneurial.
- During most lessons, didactic teaching leads students through the text books. Some teachers in the higher phase are beginning to encourage critical thinking.
- The prescribed curriculum, prevents opportunities for innovation skills to be developed in all phases.
- The senior leader has a clear vision of innovation and how to improve it. However, it is neither shared clearly with staff, or governance.

The school's promotion of a culture of innovation is underdeveloped.

Main inspection report


1. Students' achievements

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

- The school's internal data reflect higher levels of achievement than the acceptable level seen in lessons and students' work.
- Students show appropriate knowledge of Islam and its rules. Recitation skills and ability to interpret Holy Qur'an and Hadith are underdeveloped. Although students demonstrate adequate understanding of most aspects of Islamic education, their capacity to deepen that understanding is hindered by underdeveloped language skills, particularly Arabic.
- Students' achievement is not improving as rapidly as expected due to lack of opportunities to deepen their knowledge and understanding. Students do not develop critical thinking through independent or collaborative learning skills, which restricts their progress.

For development

- Provide opportunities for students to take responsibility for their own learning in Islamic education by promoting independence and collaboration.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Internal assessment results indicate better attainment than that achieved in lessons. Overall, most students meet curriculum expectations of knowledge, skills and understanding in each phase. They generally make adequate progress in their learning.
- Most students have secure reading comprehension skills. They are developing their speaking skills in standard Arabic. Students, particularly in the high school phase, use local dialects extensively. Their written expression is limited to short paragraphs and summaries.
- Outcomes in Arabic as a first language remain acceptable because students' achievements are focused on knowledge and reading comprehension, rather than the development of critical thinking or creative writing skills.

For development


- Improve the teaching of students' speaking and writing skills.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak

- A majority of students studying Arabic as an additional language attain below the expected curriculum standards in each phase. During lessons, students make insufficient progress in their learning.
- Students can identify a range of vocabulary and common phrases. They can explain the meaning of words using contextual clues but do not use these words in context. Their speaking and writing skills are least developed.
- Students' achievements remain underdeveloped. Students cannot understand the spoken language. Most students' outcomes are restricted due to lack of collaborative interaction and conversation in Arabic.

For development


- Improve students' oral expression and writing skills.
- Involve students in measuring their own progress.

English 		KG	Elementary	Middle	High
	Attainment	Acceptable	Acceptable ↓	Good	Good
	Progress	Acceptable	Acceptable ↓	Good	Good

- In KG and the elementary phase, students show levels of attainment and progress from their starting points that are in line with curriculum expectations. In the middle and high school phases, the majority acquire language skills that are above curriculum standards.
- In KG and the elementary phase, students have more advanced speaking and listening skills. Most students speak confidently and, as they progress through middle and high school phases, their skills in writing for different purposes and textual analysis are better developed.
- Students are beginning to extend their verbal reasoning skills in response to the 'vocabulary in context' initiative. Their capacity for creative, critical thinking is developing as they address more probing, higher order questions more regularly during lessons.

For development


- Develop students' creativity, critical thinking, questioning, analytical and debating skills in all phases of the school.

Mathematics 		KG	Elementary	Middle	High
	Attainment	Acceptable	Acceptable	Acceptable ↓	Good
	Progress	Acceptable	Acceptable	Acceptable ↓	Good

- The attainment and progress of most students are in line with curriculum expectations and lesson objectives. Students' achievements are stronger in the high school phase.
- In KG, children can describe the features of 2D shapes and understand addition and subtraction of simple numbers. In other phases, most students can complete mental mathematics tests successfully. In many lessons they interpret increasingly difficult problems.
- The progress made by students with SEND is slower than expected because of lack of support, and because more able students receive insufficient challenge.

For development

- Enable students in all lessons to apply knowledge to real life situations.
- Provide support to meet the learning needs of students with SEND and those who are more able.

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

- Elementary students and Kindergarten children have improved their attainment and rate of learning. A majority of high school students demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- Most students have strong knowledge of science, and a majority can make clear connections to real life. The ability to make predictions, to design investigations and to evaluate results effectively is being developed during lessons in the elementary and high school phases.
- Overall, the focus often remains on knowledge acquisition and its application to solve textbook problems. During better lessons, students develop practical and analytical skills.

For development

- Ensure students in all phases have access to experiential and investigative learning activities.

	KG	Elementary	Middle	High
Learning Skills	Acceptable	Acceptable	Acceptable	Good

- The majority of students exhibit positive attitudes to learning, although many in the elementary and middle phases remain passive. They are effective communicators, but some lack motivation or become distracted. Students rarely work together in pairs or small groups.
- Students make some connections between areas of learning, but this is more by accident than design. The self-directed courses in Grade 9 provide opportunities for a few students to develop learning skills, and to undertake research.
- Overall, students are not developing skills in problem-solving, team work or critical-thinking. They do not develop independent research skills using technologies. During many lessons, learning is limited to responding to written questions in textbooks or on worksheets.

For development

- Ensure that students have frequent opportunities to develop problem-solving, team work and critical-thinking skills, as well as to undertake independent research using learning technologies.

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

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

- Students have positive attitudes to learning and exhibit good behaviour during lessons and around the school. Relationships between students and interactions with adults are courteous and respectful. In the upper two phases, students demonstrate greater levels of independence and self-discipline.
- Most students value healthy living and care for their school, although dropping litter is a problem. The Student Life Organization provides some with an opportunity to contribute to school life, but its impact on developing leadership is limited. Attendance and punctuality are good.
- Students are keen to become more responsible members of the school community, particularly in the upper phases. However, over-direction by teachers during lessons hinders the development of students' confidence, independence and leadership capacity.

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

- Students in all phases demonstrate good knowledge of Islam in the UAE and a developing understanding of its impact on the lives of people from different cultures. They are aware of the distinctive features of Emirati culture.
- Discussions with students reflect their respect for Islamic values and their appreciation of the heritage, traditions and customs of the UAE. Students have better knowledge and understanding of their own culture than those of other nations around the world.

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

- In all phases, students understand their responsibilities to the school and the wider community. They are willing to help others and are aware of a range of important social and environmental issues.
- The school provides leadership opportunities for some students. However, too few students show initiative or have an opportunity to take action and help others or improve the environment. The school does not adequately encourage the broadening of students' social experiences.
- Most students have a basic work ethic but lack the skills to improve. They work hard but are not enabled to be creative, innovative or enterprising enough to become lifelong learners or successful leaders in the modern world.

For development

- Create opportunities for students to help others independently and engage with society beyond the SABIS community.

3. Teaching and assessment

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

- The quality of teaching in the high school is better than in the other three phases because most high school teachers demonstrate good classroom management skills and questioning techniques. In addition, they facilitate a higher level of interaction during lessons.
- Teaching in the other three phases is weaker. The best lessons are those in which teachers enable independent or collaborative learning, rather than leading students step by step through the text books. Active learning opportunities are rare, particularly in the elementary phase.
- In general, teaching tends to be formulaic and does not provide opportunities for students to develop problem solving, critical thinking or independent learning skills. The absence of differentiation leads to some students struggling to access the curriculum and others being inadequately challenged.

	KG	Elementary	Middle	High
Assessment	Weak ↓	Weak ↓	Weak ↓	Acceptable

- Assessment is better in high school than in the other phases due to stronger teacher and student interactions which result in students knowing how well they are learning.
- Internal assessment processes are consistent and linked directly to the school's curriculum. The repeated testing of students' acquisition of knowledge provides a very narrow measure of students' achievements.
- Dependence upon continual testing restricts the school's capacity to improve teaching, learning or provide appropriate support to students.

For development

- Improve classroom management to facilitate learning rather than instructing students.
- Use assessment information to differentiate lessons, ensuring students are appropriately supported and challenged.

4. Curriculum

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

- The SABIS curriculum is determined by corporate governors and places an emphasis on knowledge acquisition. Instruction time for Islamic education and for Arabic as an additional language is not compliant with Ministry of Education requirements.
- Continuity and progression are generally clear in the curriculum. However, work is significantly more challenging in the secondary school and does not build directly on learning in the middle school.
- Although school leaders acknowledge the need to provide students with opportunities to develop higher order thinking skills, these are not identified in curriculum planning. As a result only a few teachers are extending and deepening the thinking of the students.

	KG	Elementary	Middle	High
Curriculum adaptation	Weak	Weak	Weak	Weak

- The curriculum is not adapted to meet the learning needs and personal development of all groups of students, particularly those with special educational needs or learning Arabic as an additional language. The subject choices for older students are limited.
- A narrow range of extra-curricular activities, partly led by the Student Life Organisation, provides some support for the personal development of students but the curriculum does not adequately enhance students' personal and social education or enable development of life skills.
- The MoE social studies programme has an adequate focus on UAE culture and heritage. National events are celebrated. Individual teachers make students more aware of the host culture but there is no strategy to embed this in the curriculum.
- The school offers Arabic at KG1 and KG2 once and twice a week respectively. The focus is on identifying letters and vocabulary building.

For development

- Comply with statutory requirements for Arabic and Islamic studies.
- Adapt the curriculum to meet the needs of all groups of students.

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

- Appropriate child safeguarding policies are in place. Most staff are aware of correct protocols. However, child protection training is not sufficient to ensure that all staff are confident about what processes to follow. The School Life Organisation is involved in promoting awareness of anti-bullying campaigns.
- Good systems are in place to maintain a safe, secure and hygienic environment. Safety checks and risk management of proposed school activities are carried out. The bus transport system is managed effectively. The school currently meets all regulatory safety requirements.
- The premises and equipment are well maintained. All records are kept diligently. A safe and healthy lifestyle is promoted through a variety of collaborative initiatives between the medical staff and PE department. A range of healthy food options is available in the canteen.

	KG	Elementary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- A caring ethos results from the positive relationship between staff and students. Behaviour management systems are effective. Students are aware of the processes. The school successfully promotes punctuality and attendance.
- The school has begun to identify students with SEND, but does not develop individual learning plans. Teachers lack understanding of how to meet the diverse needs of learners. Students who underachieve during tests are directed to additional classes or peer support.
- Gifted and talented students are not challenged during lessons. Self-study courses in Grade 9 and additional projects make some provision for higher-attainers. The school offers career guidance and support for senior students.

For development

- Provide in-depth child protection training for all staff to ensure they are fully confident in their understanding of their responsibilities.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Weak

- There is no member of staff with overall responsibility for special educational needs and disabilities (SEND). No nomination has been made for inclusion champion or governor. The director has recently taken on the role of organising arrangements for SEND.
- The school has begun to identify students with SEND but this is at an early stage of development. The school has identified those students in need of additional classes and those capable of self-study and independent personal projects.
- Only a few students with SEND are identified and some parents receive advice from school staff and outside specialists.
- Curriculum modification is not a feature of lessons across the school. Students with SEND follow the same, mainly teacher directed, lessons as other students. Students have opportunities to follow additional courses of their choice.
- The progress of students with SEND is weaker in many lessons because teachers do not differentiate tasks to meet their individual needs. In addition, there are no individual learning plans to inform teachers of appropriate interventions.

For development

- Nominate or appoint an official special needs coordinator (SENCO), inclusion governor and inclusion champion.
- Develop clear and measureable plans to support students with SEND and share these with teachers, parents and students.

6. Leadership and management

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

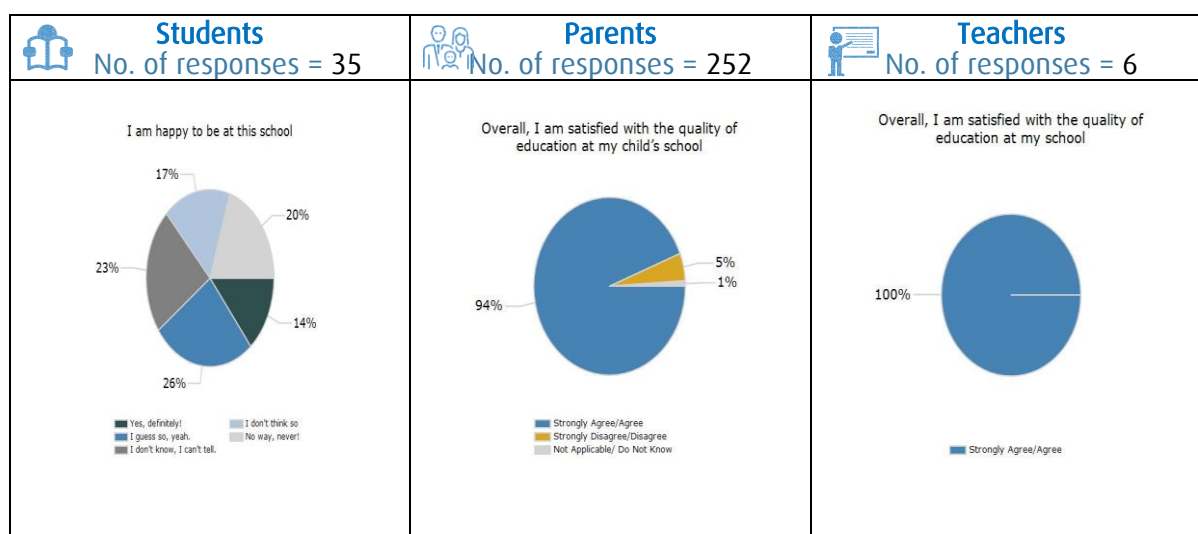
- Whilst the director has a vision of 21st century, child-centred education encapsulated in UAE national priorities, the SABIS curriculum and assessment practices are obstacles to individual learning. Some other leaders share the director's vision, but are constrained by a prescriptive curriculum and assessment system that does not allow for students' personal growth or individual challenge.
- The director articulates internal priorities but has no formal budgeted improvement plan. He recognises major strengths and weaknesses and knows how these might be addressed. However, performance management procedures are outdated and focused on student test scores, rather than improving the quality of the learning experiences provided. The refusal of governance to undertake and share proper self-evaluation prevents the school from improving.
- Parents feel that they know about their children's academic progress from test to test. However, they are unaware of the school's improvement priorities and have no input to them. They value reports but acknowledge their focus on test results rather than on their children's individual learning journeys.
- The approach of SABIS governors restricts children's independence and acquisition of learning skills. Rigid control of school leaders inhibits the school's capacity to improve. Failure to address compliance in Arabic and Islamic education, or to support students with SEND, and use National Agenda assessments appropriately, negatively impacts on students' outcomes.
- Facilities are significantly underused, while lengthy, unstructured breaks leave students in overcrowded play spaces. Information technology resources are used solely for testing rather than as an online research library. Teachers lack the professional development required to improve outcomes for students.




For development

- Governors should act upon guidance from their school leaders to develop a formal action plan to review the curriculum, teachers' performance management and continuing professional development.
- Governors should urgently allow school leaders to make assessment for learning an integrated part of every lesson, within every classroom, instead of only testing of learning.

The views of parents, teachers and senior students

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



 Students	<p>More than 50% of respondents suggest they are not happy being in school. They do not feel the school is a friendly, welcoming place. More than 50% expressed concerns about lack of opportunity to develop environmental or Emirati awareness, lack of proper leadership experiences and significant lack of use of technology in learning. Most feel that the school has not been improved following inspections. The findings of the inspection concur with this.</p>
 Parents	<p>Most parents who responded to the survey expressed concerns about failure to develop skills to use learning technologies for research. They expressed other concerns about the poor range of extra-curricular activities and teachers not knowing individual students' strengths and weaknesses. The inspection found that the director knew and shared the most significant of these concerns.</p>
 Teachers	<p>Most teachers expressed concerns about enabling students to develop skills with learning technologies and all were significantly concerned about the provision of support for students with SEND. Half of the teachers feel that the school does not adequately support students' personal development and believe the curriculum fails to encourage innovation or curiosity. The inspection team share these concerns.</p>

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