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

ACCEPTABLE

DUBAI
Knowledge المعرفة

Swiss International Scientific School

Celebrating 10 years of inspections

INSPECTION REPORT

2017-2018

SWISS INTERNATIONAL SCIENTIFIC SCHOOL

IB CURRICULUM

Contents

School information

General information

Location	Al Jadaf
Type of school	Private
Opening year of school	2015
Website	www.sisd.ae
Telephone	00971-4-3750600
Address	Swiss International Scientific School in Dubai
Principal	Mr. Beat Sommer
Principal - Date appointed	2/19/2015
Language of instruction	English, French, German
Inspection dates	19 to 22 February 2018

Teachers / Support staff

Number of teachers	125
Largest nationality group of teachers	French
Number of teaching assistants	32
Teacher-student ratio	1:8
Number of guidance counsellors	1
Teacher turnover	0%

Students

Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1-Grade 10
Number of students on roll	980
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	38
Number of students with SEND	59
Largest nationality group of students	European

Curriculum

Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBMYP e-assessment
Accreditation	CIS, IBO
National Agenda benchmark tests	GL, IBT

School Journey for Swiss International Scientific School

🟩 Outstanding　🟨 Very Good　🟦 Good　⬜ Acceptable　🟥 Weak　🟫 Very Weak

2017-2018

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

Swiss International Scientific School was inspected by DSIB from 19 to 22 February 2018. 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

The school is growing rapidly and the leadership structure is evolving more slowly. Leaders at all levels are committed to the school's vision. Self-evaluation is increasingly based on assessment data. Relationships with parents are strong. Governors know the school well and act as effective critical friends to senior leaders. The school has excellent facilities, and staffing and resources are managed efficiently.

Students' achievement

Students' attainment and progress are generally acceptable and highly variable across subjects and phases. Attainment in Arabic as a first language is weak. Mathematics in the Middle Years Programme (MYP) is good, due to stronger subject leadership and better teaching. Students' learning skills enable them to collaborate effectively and to carry out independent inquiry.

Students' personal and social development, and their innovation skills

Students across the phases demonstrate positive attitudes to school and have strong relationships with peers and staff. They understand their own cultures, the cultures of their multinational peers, and the culture of Dubai. Action and service are embedded in the international Baccalaureate (IB) programmes, and students at all levels positively contribute within the school and wider community.

Teaching and assessment

Teaching is variable across subjects and phases. In the best lessons, especially in the primary years programme (PYP), teachers engage students in independent learning, with appropriate levels of challenge and support, and effective use of open-ended questioning. Use of assessment data to identify students' starting points, set rigorous learning objectives and track progress is under-developed. There is no consistent whole-school system of assessment.

Curriculum

The PYP and MYP allow students to acquire a balance of knowledge, skills and understanding through transdisciplinary and subject area learning. Units of inquiry often include reference to the UAE context. However, the appropriate balance between integration and development of fundamental literacy, numeracy and scientific skills is not always apparent. The curriculum is not adequately adapted to meet the learning needs of all groups of students.

The protection, care, guidance and support of students

The spacious facilities provide an inspiring learning environment. Daily routines are highly efficient and the safety and security of students are assured. There are comprehensive child protection measures in place, including rigorous recruiting protocols. Attendance is excellent and relationships are very respectful. Support for students with special educational needs/disabilities (SEND) is inconsistent, especially in the MYP. Students who are gifted or talented do not always fulfil their potential in lessons.

What the school does best

- Students' personal development is strong across the phases – students are positive, responsible and self-directed. Relationships are highly respectful, bullying is rare and the diverse community is inclusive and harmonious.

- Social responsibility and action are embedded through the IB programmes, and students participate in a wide range of activities and projects in school and increasingly in the wider community.

- Health and safety are very good across the phases, and staffing, facilities and resources are managed well.

- Partnerships with parents are very positive; parents appreciate the school's welcoming, 'listening' ethos, and being involved in their children's education.

- The first Grade 10 MYP personal projects are of very high quality, demonstrating students' talents, passions and insightful reflections.

Key recommendations

- Create a more cohesive, inclusive leadership structure to:
    - develop common understandings and implementation of key policies and approaches
    - ensure alignment between school phases and programmes
    - optimize the considerable capacity of leaders at all levels.

- Improve students' attainment and progress in all phases and across subjects by ensuring teachers
    - accurately identify students' starting points
    - select rigorous learning objectives
    - provide appropriate levels of challenge and support to optimise learning for every student.

- Develop and implement a consistent, whole-school approach to assessment, and improve teachers' understanding and use of assessment data to measure attainment and track progress.

- Improve teaching to ensure consistent high quality across phases and subjects.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	PYP	MYP
Islamic education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
Arabic as a first language	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Language of instruction	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	KG	PYP	MYP
Learning skills	Good	Good	Good

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

	KG	PYP	MYP
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good

3. Teaching and assessment

	KG	PYP	MYP
Teaching for effective learning	Acceptable	Good	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	PYP	MYP
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

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:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P)

- Attainment based upon N.A.P benchmarks is not secure in English, mathematics and science.

- The school is at an early stage of developing its analysis of N.A.P data. It makes insufficient use of data to track students' progress and drive school improvement.

- The school has not modified the curriculum to match the requirements of TIMSS and PISA. However, it is adapting the curriculum and providing further learning opportunities based on cognitive ability tests (CAT4) and GL assessments.

- Teachers have started to analyse CAT4 data to be more inclusive in their planning of activities. This is stronger in the PYP than the MYP.

- The school does not have a fully inclusive plan to ensure learning is matched to all needs, especially with higher order research and critical thinking as catalysts for improved achievement.

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

- Governors and school leaders monitor the performance of Emirati students. However, action plans do not fully target the progress of this specific cohort. Feedback to parents about progress is appropriate and personalised, but does not sufficiently highlight where progress is not matched to potential. Emirati parents are supportive of the school and engaged with the learning process.

- Most Emirati students are resilient learners. They engage with the learning process, but the more able students are not consistently encouraged to contribute more or challenged to drive their own learning. CAT4 data and attainment data are analysed, but systems and tracking do not fully ensure there is a match between progress and potential.

- Although the curriculum promotes verbal reasoning, Emirati students who require development of these skills do not receive systematic personalisation matched to their abilities. Very able students are helped to deepen learning during extracurricular activities, but academic challenge in lessons is inconsistent and sometimes unambitious.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is effectively integrated into the curriculum through related subjects and units of inquiry.

- Teachers use a variety of resources to engage and motivate students. They plan carefully to ensure there is consistency and continuity within and between year groups and phases.

- Moral education lessons are engaging and challenging. Activities are planned to meet the needs of most groups of leaners.

- Assessment of moral education is being developed to take account of students' feelings, thoughts and actions in relation to moral dilemmas.

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

Social Studies

- The social studies curriculum is relevant and effective in developing students' knowledge, skills and understanding of the UAE.

- Teachers plan appropriate lessons and make meaningful links to help students effectively transfer their learning between subjects. UAE social studies is taught using the languages of instruction, making it accessible to all students.

- Students work effectively in groups and use learning technologies to carry out relevant research.

- A variety of assessments is being developed to provide appropriate measures of students' progress.

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

Innovation in Education

- Students are provided with opportunities to learn independently in a range of subjects. They are able to analyse and solve problems related to real life situations.

- Students in all phases participate in social action and community service projects locally and globally. They demonstrate a strong sense of responsibility.

- Some teachers provide models of innovative practice in lessons to encourage students' critical thinking skills, but this varies across subjects and phases.

- The curriculum provides opportunities for student enterprise and creativity through units of inquiry, subject areas and projects. Use of technologies to enhance innovative thinking is not a strong feature.

- Innovation skills are inherent in the IB programmes, and a cross-phase team of senior and middle leaders is working to embed this as a whole-school ethos.

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

Main inspection report

1. Students' achievements

	KG	PYP	MYP
Islamic education			
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- Students in both phases develop an adequate understanding of Islamic concepts, Islamic etiquette and laws of worship, appropriate to their grade level expectations. Students make better progress in the MYP in lessons and over time.

- Students' skills in Holy Qur'an recitation and in interpretation of Hadeeth meet expectations. Generally, students can relate 'Hadeeth' to verses from the Holy Qur'an and make clear connections to their daily lives.

- The alignment of the Islamic education MoE curriculum with the key concepts of the IB, supports a clearer understanding of Islamic concepts and connections to other areas of learning.

For development

- Improve attainment and progress across the phases, by planning lessons that engage and challenge students appropriately.

- Assess students' starting points more accurately, ensuring rigour in ongoing and summative assessments.

	KG	PYP	MYP
Arabic as a first language			
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable

- A significant minority of students attain skills that are below curriculum standards. This is supported by internal data. Although students' progress is acceptable in MYP it slows by the end of the phase.

- Students' are able to analyse literature texts and identify key ideas. However, their ability to express their understanding orally and in writing is inconsistent from one class to another. Grammatical knowledge for all students is below expectations.

- The use of clear criteria to assess students' work, contributes to better learning. However, teachers' expectations, especially in extended writing, are too low.

For development

- Ensure students use accurate grammar when speaking, comprehension and writing.

Arabic as an additional language		KG	PYP	MYP
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Most PYP and MYP students attain skills that are in line with curriculum standards. This is supported by internal data. In the lower PYP grades, students make better progress compared to other students.

- Students' listening skills meet expectations across the two phases. Students can use language in simple contexts to express basic needs. However, their ability to elaborate on their emotions or describe their surroundings, orally or in writing, is under developed.

- Most teachers identify students' starting points in order to understand students' needs and language abilities. However, lesson planning based on these starting points is inconsistent between teachers, leading to variable outcomes.

For development

- Planning for units and lessons needs to be consistently based on students' abilities and needs.

- Students need opportunities to use language in multiple contexts to develop their listening, speaking, reading and writing skills.

Language of instruction		KG	PYP	MYP
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable

- Most students' attainment is in line with curriculum standards. In the PYP and MYP, students make adequate progress in developing their language skills. In the Kindergarten (KG), the majority of children make better than expected progress. Attainment and progress are stronger in French than in German, especially in the PYP.

- In most lessons, inquiry-based units of work lead to increasingly stronger communication skills in language acquisition and literature-based subjects. However, inconsistent language teaching approaches, and in some lessons, lack of challenge, hinder students' progress.

- There is an individualised programme of intervention to support the language needs of students of varied proficiency levels. This has not had sufficient time to improve attainment levels and consistency.

For development

- Ensure teachers across all subject areas make language objectives central to their planning and teaching, to cater for the range of language proficiency levels in their classes.

English		KG	PYP	MYP
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable

- In the PYP, students' attainment in internal assessments is acceptable, but weak in external assessments. In the MYP, students' attainment in internal assessments is highly variable but generally stronger than in external assessments.

- In the PYP, students make better progress. English language lessons emphasise phonic skills for the younger students, and students are encouraged to talk about the texts they read to build comprehension. In the MYP, language and literature lessons develop the skills of analysis and academic writing. There is a lack of coordination between PYP and MYP.

- All students learn in three languages, and many speak more than three. English language support is provided for students who have English as an additional language. Lesson objectives are not always sufficiently challenging.

For development

- Ensure teachers have high expectations and provide sufficient challenge, especially in relation to students' writing skills.
- Establish close coordination between PYP and MYP to ensure continuity and coherence.

Mathematics		KG	PYP	MYP
	Attainment	Acceptable .	Acceptable .	Good .
	Progress	Acceptable .	Good .	Good .

- In the PYP, students' attainment is generally acceptable in internal assessments but weaker in external assessments. In the MYP, students make better progress because teachers provide greater challenge. Students' attainment in internal assessments is generally very good although weaker and highly variable on external assessments.

- Students' good progress in the PYP and MYP reflects the recent improvements initiated by subject leaders. Teachers motivate students by connecting mathematics to interesting cross-curricular themes. Learning in the KG and PYP classes sometimes plateaus because it does not build on initial activities to extend students' thinking.

- The newly developed hierarchy of mathematical learning skills, and the increased focus on mathematical literacy and problem-solving, are already showing an impact. However, the achievements of more-able students are not consistently optimised.

For development

- Raise teachers' expectations across phases, to add rigour in lessons, accelerate progress and improve attainment.

Science		KG	PYP	MYP
	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

- Attainment and progress, as observed in lessons, recent work, and in internal and external assessments, is broadly similar across phases and is in line with the school's curriculum expectations. Students who are more able make less progress.

- Some practical skills are relatively well-developed, whilst other, higher-order skills, such as analysis and evaluation, or the synthesis of evidence from a variety of sources, are less developed.

- Students' show a basic understanding and use of scientific terminology. However, the understanding and mastery of more complex concepts are less secure.

For development

- Increase opportunities for in-depth research from multiple sources to develop students' skills in extracting, evaluating and synthesising information.

- Establish subject leadership to coordinate provision and ensure rigour and continuity.

	KG	PYP	MYP
Learning Skills	Good	Good	Good

- Students demonstrate well-developed learning skills across the school. In the KG, children have frequent opportunities to make choices and take responsibility for their own learning. In the PYP, students collaborate in meaningful ways. In the MYP, students undertake independent inquiry.

- Students communicate their learning effectively. They can generally identify strengths and weaknesses, but not all students are aware of their progress and the next steps to take in their learning, particularly in language lessons. Most students can make meaningful connections to their understanding of the world, but opportunities are not consistently provided to enable them to do so on a regular basis.

- The cycle of inquiry provides an effective platform for developing research and critical thinking skills, although these are still in an early stage of development.

For development

- Ensure the development of transdisciplinary skills across the school is rigorous and coherent, supported by a purposefully planned continuum that is implemented consistently across subject areas.

- Increase the use of technology by students to support their learning.

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

	KG	PYP	MYP
Personal development	Very good	Very good	Very good

- Students across the phases show strong independence, personal responsibility, and positive attitudes. Their behaviour and personal development are driven by their strong relationships with their peers and teachers, supported by a strong learning ethos.

- Students are proactive, courteous, and sensitive towards others, particularly towards students with SEND. They have an embedded understanding of healthy living and make reasonable choices of food and exercise that support their well-being.

- Students show a commitment to learning, which is reflected in their punctuality and generally good attendance. They respond well to feedback and are able to adjust their behaviour appropriately. The school's central focus on the IB learner profile provides effective support for students' personal development.

	KG	PYP	MYP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- In all phases, students demonstrate basic, age-appropriate understanding of the impact of Islamic values on their lives. They are aware of the importance of values such as tolerance and its impact on their relations with others in Dubai's diverse community.

- Students demonstrate a good awareness of the UAE culture and its connection to the global community. Students in the MYP reflect deeper understanding of the cultural activities they are involved in, and appreciate the underlying heritage.

- Students appreciate the diversity of their school community and Dubai. They are knowledgeable about their own cultures and interested in other cultures. They value the school's multilingual environment and regard themselves as global citizens.

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

- Across all phases, students participate in activities that have positive effects on the school. As volunteers, they sometimes initiate and lead activities to make worthwhile social contributions, particularly in the MYP programme.

- Students show a very positive work ethic. They are creative and often innovative, for example, when designing a friendship corner in the school's garden settings. Opportunities for developing entrepreneurial skills are increasingly offered across the school through projects and clubs.

- Students are active members of the school community. They care for their school and seek ways to improve its environment. They are aware of local and global issues, and they participate in schemes that contribute to sustainability locally and more widely.

For development

- Increase opportunities for students to initiate projects within the school and for the wider community.

3. Teaching and assessment

	KG	PYP	MYP
Teaching for effective learning	Acceptable .	Good .	Acceptable .

- In the PYP, teachers generally have a thorough knowledge of their subjects and a good understanding of how students learn. In the KG and the MYP, teachers create positive learning environments in which most students can make adequate progress. The quality of teaching is highly variable across grades and subjects.

- Across the school, teachers enable students to be confident and independent learners. Teachers' use of assessment data and strategies to meet the needs of different groups of students are variable.

- The school's focus on questioning skills is having a positive impact on students' learning. There is some use of innovative teaching strategies to provide students with opportunities for critical thinking, but these are not yet fully established across the school.

	KG	PYP	MYP
Assessment	Acceptable .	Acceptable .	Acceptable .

- All phases have regular internal assessment procedures that provide data linked to the school's curriculum. These data are analysed and provide a valid picture of student attainment. Progress measures are less secure.

- External and internal data are compared and some analysis is undertaken, which can be used by teachers to adapt their teaching to meet students' needs. However, this is not fully embedded and practices are highly inconsistent.

- Teachers provide basic feedback to students so that students know, in general terms, their strengths and areas for development. However, the feedback rarely includes comments about how students can improve their work or meet personal targets. Learning-focused dialogue between students and teachers is also rare.

For development

- Urgently establish a whole school approach to assess and benchmark students' attainment and progress systematically. This should then be used to inform the adaptation of teaching to meet the needs of all students, especially the most able.

4. Curriculum

	KG	PYP	MYP
Curriculum design and implementation	Good	Good	Good

- The curriculum follows the IB framework. In the PYP, language, arts and mathematics are benchmarked against the National Curriculum in England. In the MYP, students have a range of curricular choices. Cross-curricular links feature in most unit plans and are implemented in the best lessons.

- The curriculum is well documented in unit plans, but the richness of these plans is not always evident in daily lessons. The curriculum in most core subjects, with the exception of mathematics, lacks challenge and rigour, particularly in the MYP. Planning to ensure continuity and progression in learning between phases is variable.

- The PYP programme of inquiry has been enhanced to place more focus on skills development. However, this is inconsistent and still particularly limited in science. In the MYP, a progression for approaches to learning is being developed to ensure continuity. Collaborative planning is common practice in the PYP, but not sufficiently embedded in the MYP.

	KG	PYP	MYP
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Lesson plans often include strategies to meet the needs of most students, but this is not consistent across the phases. In the MYP, the curriculum is adequately modified according to the range of abilities.

- In the best lessons, students are motivated by a range of interesting activities. In the MYP, students have curricular choices that address their individual interests and aspirations. Links to UAE culture are integrated into the curriculum, and the school offers a wide range of extra-curricular activities.

- In the PYP, specific language skills have been mapped in the curriculum and integrated into the units of inquiry. In the MYP, criterion-referenced outcomes are increasingly used to inform curriculum adaptation.

- Arabic is provided for 40 minutes per week in KG1 and for 120 minutes per week in KG2.

For development
- Ensure CAT4 data is analysed thoroughly to adapt the curriculum to meet the needs of all students.

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

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

- Across the school, the security and safety of students are taken very seriously. All visitors have to wear a badge and are given access only with the appropriate clearance.

- Students' safety when using the internet and social media is taken seriously. Child protection procedures are clear and known to all as a result of training for all members of the school community. Safeguarding documentation is thorough. Supervision of students is highly effective.

- Ramps and elevators ensure accessibility for all. Almost all hard surfaces are covered with padding. Maintenance of the buildings is excellent, as is the school's commitment to promoting a healthy lifestyle. Bus and clinic procedures are comprehensive.

	KG	PYP	MYP
Care and support	Very good	Very good	Good

- The school has very efficient systems that promote excellent attendance and punctuality. Relationships between staff and students are very respectful and behaviour is managed mainly through positive approaches and reward. Almost all students are happy to be part of the school.

- Students who have SEND are accurately identified and diagnosed, either by the school or outside agencies. Students who are gifted or talented are not always enabled to fulfil their potential in lessons. There are inconsistencies in academic guidance and support between phases.

- Students' personal well-being is appropriately monitored and promoted. The counselling service augments guidance given by all staff. Students who are experiencing personal difficulty are exceptionally well supported by a collegiate and sensitive response from pastoral leaders.

For development

- Provide an appropriate level of support, using detailed knowledge of their learning potential, to ensure the most-able students widen and deepen their learning.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Good

- Governors are committed to inclusion. The Inclusion Champion leads the department with skill and expertise. School leaders overall have an aspirational vision for an inclusive ethos, but the practical implications of these ambitions are not consistently taken into account.

- Students who have SEND are identified promptly and accurately using diagnostic approaches, augmented by external agencies. Interventions arranged by the inclusion department are targeted well and reflect identification and diagnosis. Staff are effectively deployed, particularly in the PYP.

- Parents feel they are fully involved and able to contribute to plans and approaches to support their children. Inconsistencies in information sharing amongst teachers, particularly those who are new, occasionally reduces confidence in the system.

- The inclusion department coordinates the collegiate approach to establishing personalised goals and providing advice about meeting students' needs. However, there are inconsistencies in the use of assessment information and the advice given on overcoming barriers to learning. Staff who support learning inside and outside the classroom plan their interventions well.

- Students who have SEND usually make good or better progress. However, inconsistent application of the advice given to teachers sometimes limits progress. Assessment techniques at times fails to pinpoint gaps in learning. Staff are developing their ability to assess progress, and share the information so that all partners can support students' learning more effectively.

For development

- Ensure all staff and leaders work together to implement the vision for inclusion.

6. Leadership and management

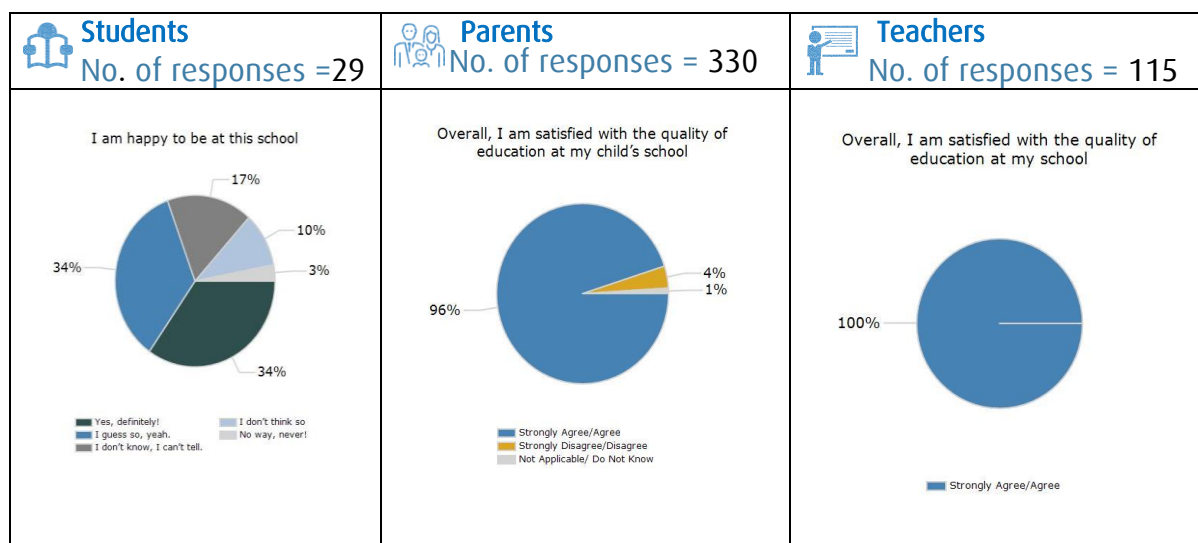|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Very good

- Leaders at all levels are committed to the school's vision as a multilingual IB school, and to the national priorities, but interpretation of the vision is inconsistent within policies and practices. Relationships amongst staff and leaders are professional and respectful. However, the physical separation of the administrative offices from the classroom areas acts as a barrier to close collegiality.

- The school's self-evaluation increasingly includes the collection and analysis of assessment data. Many school leaders are accurate in their evaluation of the school's performance. Improvement plans are in place, but are not strategic. For example, there is no plan to adapt middle leadership structures in line with the school's rapid growth and complex language context.

- The school has formed strong relationships with parents. Communication with parents on their children's achievement is regular and systematic, and generally highly effective. The school shares with them a comprehensive range of information on their children's performance in international assessments, and on its key strategic decisions. Reporting to parents who have children with SEND is particularly strong.

- Governors are frequently present in school and regularly seek feedback from parents. Consequently, they have a good knowledge of the school, although this could be more closely focused on students' outcomes. They meet regularly with senior leaders to hold them accountable, and annual review visits by an experienced educational governor informs improvement planning.

- The school is very efficiently managed on a day-to-day basis. Teachers and learning assistants are well qualified and receive continuous professional development to improve their skills. The specialist facilities in the school are inspiring and welcoming, and are very conducive to learning. Classrooms are equipped with high-quality technology. Restricted access to outdoor learning often hinders the learning activities of children in the Kindergarten.

For development

- In response to the rapid increase in student numbers, urgently review the leadership structure to ensure roles and accountabilities are clarified and gaps are filled, in order to ensure a consistent approach across subjects and phases.

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 No. of responses =29	**Parents** No. of responses = 330	**Teachers** No. of responses = 115
I am happy to be at this school	**Overall, I am satisfied with the quality of education at my child's school**	**Overall, I am satisfied with the quality of education at my school**
17%, 10%, 3%, 34%, 34%	96%, 4%, 1%	100%
Yes, definitely! / I guess so, yeah. / I don't know, I can't tell. / I don't think so / No way, never!	Strongly Agree/Agree / Strongly Disagree/Disagree / Not Applicable/ Do Not Know	Strongly Agree/Agree

🛕	**Students**	Students who responded to the survey, are happy at the school, although they feel that they have limited opportunities for involvement in decision-making.
👨‍👩‍👧	**Parents**	Parents who returned the survey, are very happy overall with the education provided by the school, feeling their children are happy, safe and learning well. There are some concerns about the consistency of bilingual provision and the limited academic and careers guidance for MYP students.
🖥	**Teachers**	Teachers who returned the survey, are happy working at the school, and with the opportunities to develop professionally. Some express concern about the heavy workload due to the nature of the IB programmes and the bilingual approach.

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