

INSPECTION REPORT

2022-2023



THE INTERNATIONAL SCHOOL OF CHOUEIFAT

SABIS(UK/US) CURRICULUM

ACCEPTABLE

CONTENTS

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2022-2023</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>Focus Areas</i>	<i>8</i>
<i>Main Inspection Report</i>	<i>10</i>

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Sufouh
	Opening year of School	1994
	Website	www.iscdubai.sabis.net
	Telephone	97143999444
	Principal	Hisham Hassan
	Principal - Date appointed	6/22/2014
	Language of Instruction	English
	Inspection Dates	06 to 10 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	3986
	Number of Emirati students	231
	Number of students of determination	36
	Largest nationality group of students	Arabic

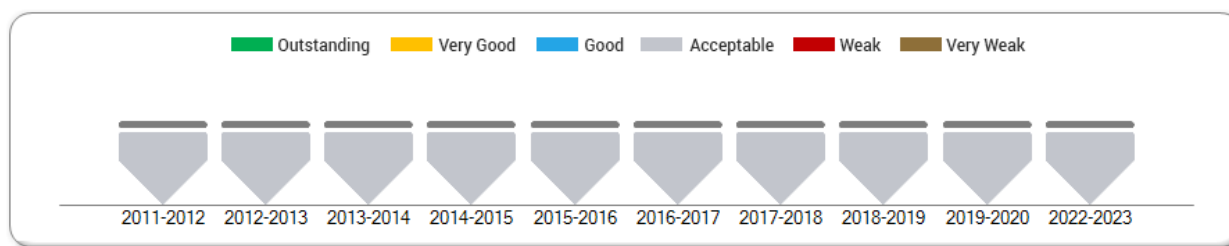
TEACHERS

	Number of teachers	161
	Largest nationality group of teachers	Irish
	Number of teaching assistants	30
	Teacher-student ratio	1:26
	Number of guidance counsellors	26
	Teacher turnover	19%

CURRICULUM

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

School Journey for THE INTERNATIONAL SCHOOL OF CHOUFAT



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

- Improvements to students' attainment have been achieved in Arabic as an additional language in Primary, and in English in the high school. Students' progress has also improved in English in the high school and in science in the middle and high schools. The quality of learning skills in the high school remains strong. Students' achievement is a strength in English, mathematics and science.
- Students' personal and social development and their innovation skills are significant areas of improvement. Students assume leadership roles, carry them out diligently and take the lead on a wide range of school events. These roles have now been extended to include the lower school, such as lower school prefects and shadow teachers in the kindergarten (KG).

PROVISION FOR LEARNERS

- Across all phases of the school, teachers clearly demonstrate strong knowledge in those subjects taught in English. In the high school in particular, teachers' skilful questioning elicits detailed answers and develops students' critical thinking and problem-solving skills. The school has effective systems in place to collect and analyse different types of assessment data.
- The SABIS curriculum has a clear rationale for ensuring progress and for raising attainment. It ensures that students have excellent examination results both internally and externally. A few students do not receive their full entitlement in Islamic Education and Arabic as a first language in the high school. The curriculum still does not fully meet the personal and academic needs of students of determination.
- Clearly defined systems and policies are in place for safeguarding students. The school provides education on issues such as, obesity and helps students through a wide range of diet and exercise programmes. In the high school, leaders provide high quality guidance on education pathways and careers. There is an atmosphere of mutual respect and trust between teachers and students in all phases.

LEADERSHIP AND MANAGEMENT

- The astute principal and his senior leadership team are developing a school community that increasingly values inclusivity and wellbeing. Accountabilities are clear, but innovation is limited by closely defined systems and procedures. Governance does not include representation from a majority of stakeholders. Suitable staffing and resources have still not been made available to address weaknesses. Not all national priorities are met.

The best features of the school:

- The sustained very good attainment in English, mathematics and science in the high school.
- Students' strong personal development, their attitudes to learning, adoption of Islamic values and work ethic.
- Opportunities in the high school curriculum which allow increasing numbers of students access to universities.
- Opportunities for students to develop skills and talents, particularly of leadership, through the Student Life Organisation (SLO).





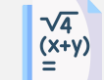

Key Recommendations:

- Align the school to the expectations required by UAE priorities, especially in Islamic Education, inclusion and reading literacy.
- Provide appropriate staffing with sufficient expertise and adequate resources, particularly where provision or outcomes are weak.
- Improve the quality of provision and outcomes for students of determination.
- Raise attainment and progress in key subjects.
- Improve the quality of teaching.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
 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	Acceptable ↑	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Very good ↑
	Progress	Acceptable	Acceptable	Acceptable	Very good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Very good
	Progress	Acceptable	Acceptable	Good ↑	Very good
 Science	Attainment	Acceptable	Acceptable	Good	Very good
	Progress	Acceptable	Acceptable	Very good ↑	Very good
Learning skills		KG	Primary	Middle	High
		Acceptable	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
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 fully meet the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	meets expectations.	Not applicable.
<ul style="list-style-type: none">The school exceeded its targets for the 2019 TIMSS assessments in mathematics at Grade 4 and in science at Grade 8 but did not reach the targets in science at Grade 4 or in mathematics at Grade 8. Both subjects are at the high international benchmark and have seen a steady increase over time. The school did not reach its PISA targets in the 2018 assessments but is above the national targets. Students' attainment in GL assessments is acceptable, and outstanding in the IGCSE and AP assessments.		
	Whole school	
Leadership: data analysis and curricular adaptation	is approaching expectations.	
<ul style="list-style-type: none">The school's national agenda action plan lacks priorities, measurable success criteria and monitoring procedures. Leaders analyse external assessment data to identify gaps in students' learning. Appropriate extra-curricular interventions support underperforming students and identified Emirati students. Leaders do not use the data analyses to adapt the school's curriculum in terms of content and skills. The impact of curriculum adaptation is limited in classes. Only a few teachers plan lessons that take into consideration students' varying achievement levels.		
	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations.	is approaching expectations.
<ul style="list-style-type: none">The school does not administer regular reading tests against which it can measure students' reading ability or track their progress over time. Some useful reading initiatives have been introduced recently but the impact cannot be assessed due to the lack of a reliable measure of students' reading ability.		

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

For Development:

- Improve students' scores on the GL tests in English, mathematics, and science.
- Ensure that the curriculum is adapted consistently and that the adaptations are used more effectively by teachers in personalising learning.
- Introduce an accurate external measure of students' reading ability and reading skills.

Wellbeing

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

- There is a clear vision for wellbeing underpinned by the school's determination to create a positive and safe environment. Leaders strongly promote the wellbeing agenda and are implementing action plans. Surveys of students' views on a wide range of aspects of wellbeing are central to the school's approach to planning. Analysis of staff surveys is also used to influence decision making. The school has yet to enlist the support of parents in taking forward the wellbeing agenda. Leaders plan school routines, activities and resources with students' wellbeing in mind.
- The school identifies students with wellbeing issues and takes prompt action in referring students to the social workers, psychologist or medical staff. Leaders recognise the importance of promoting the wellbeing of members of staff, and are taking practical steps to support them in maintaining a healthy lifestyle. Teacher Appreciation Day allows students to show their gratitude for their teachers' contributions. Teachers appreciate professional training opportunities. Students express their satisfaction about the school's willingness to listen to them. Plans are in place to improve communication with parents.
- The school has included wellbeing in the curriculum and through the many enrichment activities provided in the focus weeks. Students show an understanding of safe and healthy living. They comment positively on their sense of belonging and of feeling cared for by their teachers. Relationships between staff and students continue to improve. The wellbeing of students of determination and those who learn more slowly is not always given sufficient priority in lessons.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural (MSC) education framework. Moral Education is taught to all students from Grades 1 to 12 for one lesson each week and UAE social studies is taught from Grades 1 to 9. They effectively cover the curriculum standards for each subject. Links are also made with other curriculum subjects such as Islamic Education, English and geography. Students learn about contemporary social, moral and cultural issues.
- The school has developed a planned, integrated MSC curriculum. The programme is delivered through classroom teaching and project-based inquiry. Teachers facilitate learning and encourage students to investigate themes. They sometimes engage students in discussions, applying them to practical situations which include the culture and heritage of the UAE. Students' work is assessed regularly.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Optimistic internal attainment and progress data do not reflect students' actual achievement observed during lessons. In a few lessons in Primary, students are making slightly better progress.
- A majority of students in Primary has only adequate knowledge of the basic elements of Islam. Students are starting to memorise short Suras from the Holy Qur'an. Students in Middle and High have inadequate knowledge in all areas of the curriculum. They rarely share their learning or engage in group discussions.
- Students' achievement is limited by the fact that only two teachers are qualified and have secure subject knowledge. In the high school, some students attend only one period of Islamic Education per week.

For Development:

- Improve students' attainment in all areas of the curriculum by raising teachers' expectations and by using more student-centred teaching approaches.
- Ensure that all teachers are qualified to teach the subject.

Arabic as a First Language

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

- Most students' language skills are adequate. Attainment and progress in listening, speaking, reading and writing vary greatly. Girls outperform boys.
- Students' reading comprehension and listening skills are the most advanced. They can analyse familiar texts. Across all phases, their speaking and writing skills are the least developed. This is due to the limited opportunities to practise their speaking skills and to write for a variety of purposes.
- The library's Arabic resources are increasing. The new resources contain appropriate stories to enhance reading. A project has been established to raise competencies in reading skills.

For Development:

- Provide more opportunities for students to initiate and maintain conversations in Arabic.
- Develop students' abilities to write in a variety of styles for a variety of purposes.

Arabic as an Additional Language

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

- Most students' attainment levels are better in Primary than in the middle school, where attainment is below the expected standards. However, students' progress in the various language skills remains within expectations.
- Students acquire the expected level of vocabulary but lack the skills required to use it. Most students can only speak in a few memorised phrases. They can read familiar words but struggle to understand basic instructions. Their reading comprehension and writing skills are insufficiently developed.
- The school has expanded the department by appointing new teachers of Arabic. However, their effectiveness is limited by their lack of knowledge about the best ways to teach Arabic as an additional language.

For Development:

- Increase the opportunities for students to practise speaking and writing their own ideas.
- Develop effective teaching and learning strategies that engage students.

English

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

- The best attainment is in the high school where students are articulate, independent learners. This is confirmed by inspection evidence and by students' results in external examinations. Attainment is weaker in the primary and middle schools. In the KG, most children attain expected listening, speaking and social skills.
- Oral skills and reading are stronger in the upper phases, where students can express themselves confidently and clearly. Writing skills remain underdeveloped overall. In the high school, communication and inferencing skills underpin positive levels of comprehension. These skills are weaker in the primary and middle schools.
- Tasks and activities are insufficiently matched to students' needs. Teachers' low expectations and lack of challenge provide insufficient opportunities for students to reach their full potential.

For Development:

- Provide professional training to enable teachers to improve students' progress and attainment, while increasing the quality of differentiation to meet all students' needs.
- In the elementary and middle schools, provide more opportunities for students to develop a comprehensive range of key language skills.

Mathematics

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

- Stronger features of attainment include high school students' confidence, their intrinsic motivation and their understanding of most mathematical concepts. Progress measures have recently improved in the Middle school with practical applications in problem-solving tasks.
- In the KG, most children are beginning to understand concepts such as taller and smaller. In Primary, they understand the mathematical vocabulary in word problems. In Middle, students are confident with algebra, geometry and trigonometry. In High, students work confidently on probability and statistics.
- Focused teaching, building on prior learning and identifying gaps in knowledge and understanding, supports improved progress, especially for older students. Nonetheless, children in the KG and students in Primary lack purposeful, well-planned practical activities to support their learning. Middle school students find probability and statistics difficult.

For Development:

- Ensure that students in Primary receive well-planned, purposeful activities that match their needs.
- Develop students' understanding of probability and statistics in the middle school.

Science

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

- Internal assessment data indicate very strong attainment throughout. Students' outcomes in external assessments in the high school are equally strong. There is a gap between internal and external assessment outcomes in the primary and middle schools. In lessons, students make better progress in middle and high school.
- Many students display a good understanding of scientific concepts. They have few opportunities to write at length by, for example, producing laboratory reports. Scientific skills in Primary are less developed than knowledge and understanding due to the lack of opportunities for students to improve their practical skills in lessons.
- The department is promoting investigative work to develop students' critical thinking and problem-solving skills, with positive outcomes more evident in the middle and high schools.

For Development:

- Increase the opportunities for students in Primary to engage in meaningful scientific experiments.
- Match more closely the work undertaken in science to students' abilities.
- Improve Primary students' attainment in external assessments.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students enthusiastically engage in their tasks. In the KG, Primary and Middle, where lessons are mainly teacher-led, opportunities for students to take responsibility for their own learning are limited. Students' learning skills are stronger in the high school where they have more independent learning opportunities.
- Students build and maintain supportive relationships with their classmates and teachers. When given the opportunity, they collaborate purposefully and communicate their learning clearly. In Islamic Education and in Arabic as an additional language, students can be passive and reluctant to take part in collaborative learning.
- Students make links with other areas of the curriculum and the world beyond school. They skilfully use digital technologies to support learning. However, they have limited opportunities to be innovative and creative in lessons. Critical thinking and problem-solving skills are underdeveloped.

For Development:

- Ensure that all students develop stronger critical thinking, problem-solving and independent learning skills, and provide more opportunities for them to take responsibility for their own learning.

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

	KG	Primary	Middle	High
Personal development	Good ↑	Good ↑	Good	Very good

- Students have positive and responsible attitudes. In the high school, students can work productively with one another when given the opportunity. Despite formal teaching in most lessons, students' behaviour remains positive, and they are courteous to staff and to other students.
- Students exercise self-control and follow school rules. Relationships between teachers and students are friendly and respectful. Students feel cared for and safe. High school students appreciate enduring friendships, and they demonstrate greater self-reliance.
- Students have a good understanding of safe and healthy living. They enjoy sports activities that promote healthy lifestyles. Attendance in the lower two phases is better than in Middle and High. Lateness in arriving at school and punctuality to lessons remain issues.

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

- Students have a secure appreciation and understanding of how Islamic values influence society in the UAE. They donate to charities and give food to the less advantaged during Ramadan. They highly value and care for their community.
- Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. They involve themselves in all national celebrations. In the high school, students help to organise cultural activities and national events.
- Students demonstrate a deep understanding, awareness and appreciation of their own cultures. They are proud of their home language and heritage. They can compare Arabic culture with other world cultures in terms of family relations and concepts of hospitality.

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

- Students take on school leadership roles, carry them out diligently and take the lead in a wide range of school events. Some roles have now been increased to include the lower school, such as lower school prefects and shadow teachers in KG.
- The introduction of the innovation club, and science, technology, engineering and mathematics (STEM) lessons in all phases, provide students with opportunities to carry out more research and investigative activities. These skills are beginning to be developed in Primary and in the KG.
- The school now actively supports or initiates whole school schemes that have a positive environmental impact. They include bottle collections, paper and clothes recycling bins and the book recycling programme as part of the 'build a library' campaign.

For Development:

- Ensure that students arrive to school on time in the morning and to lessons during the day.
- Develop a wider range of creative, innovative activities in the KG and the primary school.

3. Teaching and assessment

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

- Teachers are generally supportive, interact well with students and apply their good knowledge of their subjects. Some teachers have an insecure knowledge of how young people learn best, or are insufficiently qualified.
- The common format lesson plan identifies key learning objectives. It does not provide information on how teaching will meet objectives or can be adapted to the needs of all students. Consequently, these needs are often not met. Insufficient challenge and support do not allow students to develop appropriately.
- In the best lessons, skilful questioning elicits detailed answers and develops students' critical thinking and problem-solving skills. Lessons are too often overly directed by teachers, with students listening for too long. Teachers do not provide enough opportunities for students to learn independently.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good

- The school has effective systems in place to collect and analyse different types of assessment data. However, a substantial gap between internal assessment data and external assessment data still exists in most key subjects in the primary and middle schools.
- Leaders closely monitor the progress of individuals and groups of students and enable them to set their individual goals in learning. Teachers have direct access to students' assessment data. They do not use this information effectively to plan lessons that meet the students' differing needs.
- Teachers provide electronic and occasional written feedback to enable students to improve or to extend their learning. They occasionally involve students in peer- and self-assessment, particularly in the high school.

For Development:

- Ensure that lessons are planned to meet the needs of all students and provide more opportunities for critical thinking, research and enquiry.
- Reduce the gap between students' internal assessment data and their external assessment data in Primary.
- Improve marking and written feedback in students' books.

4. Curriculum

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

- The SABIS curriculum has a clear rationale for ensuring progress and for raising attainment in examinations. A few students do not receive their full entitlement in Islamic Education and in Arabic as a first language. There are some gaps for a few students in the progression of Islamic Education in the high school.
- High school students can follow their own self-study pathways if there is a particular subject which they want to study, for example, psychology, environmental science or human geography. These students meet with their school tutor weekly to guide them through their chosen course modules.
- Reviews do not always ensure that high quality provision is delivered to meet the needs of all students, especially in the lower phases.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum adaptation does not meet the personal and academic needs of students of determination and, often, lower-attaining students. There have been some adaptations since the previous inspection due to national and international benchmark requirements.
- The SLO continues to support the development of enterprise and innovative work. Students organise different initiatives and extra-curricular activities across the school. Practical work is starting to enhance learning in some subjects, such as science.
- Special events are held throughout the year as students consolidate their connections to Emirati values and traditions. Aspects of the culture of the UAE are included and celebrated in some lessons.
- Arabic is taught in the KG for five sessions of 55 minutes per week

For Development:

- Ensure that provision for Islamic Education and Arabic is compliant with MoE requirements, and address the issue of discontinuity in the progression of Islamic Education in the high school.
- Conduct regular reviews internally to ensure high quality provision to meet the needs of all students, especially in the lower phases.
- Ensure that an unadapted curriculum is not applied too rigorously to students of determination.

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

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

- Clearly defined systems and policies are in place for safeguarding students. Teaching and ancillary staff receive ongoing training in safeguarding. The school ensures that students are protected from all forms of abuse.
- The school building is well maintained. However, risk assessments are not rigorous enough to ensure that all risks are identified early. School transport is very well managed. Control of traffic at drop-off points has started to improve.
- Healthy lifestyles are promoted by the clinic and physical education staff as part of their student support service. Teachers provide education on issues such as obesity, and help students with a wide range of diet and exercise programmes.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Good ↑

- There is an atmosphere of mutual respect and trust between teachers and students in all phases. In the high school, leaders provide high-quality guidance on education pathways and careers, so that gifted and talented students have opportunities to excel in academic subjects and extra-curricular activities.
- The school is now more successful in improving attendance rates in the lower phases. Consistent approaches to behaviour management, and effective support from social workers, ensure that all students are courteous and self-disciplined in lessons. The identification of students of determination is improving.
- Pastoral care has improved, particularly in the high school. Students have increased access to staff for wellbeing support when required. There have been limited changes in the support for students of determination. In the high school, adaptations to lessons for students of determination have improved.

For Development:

- Maintain efforts to improve students' safety at drop-off points and ensure that risk assessments are more robust.
- Provide relevant training for staff to equip them with the skills to support students of determination in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- Leaders show an increasing commitment towards establishing a more inclusive ethos. There remains insufficient investment in suitably experienced staff to secure successful outcomes for students of determination. Teachers do not have sufficient access to training to equip them with the necessary skills.
- There have been improvements in identifying children with specific needs in the KG. The quality of Individual education plans (IEPs) is variable. They do not identify the main barriers to learning or indicate measurable targets. IEPs are not used effectively by teachers to guide their planning and support for students.
- Parents are generally positive about the school's support for their children. They value access to the school's website for regular progress reports and information about what to teach their children at home. Parents are not fully involved in the processes of identification, planning and review of their children's IEPs.
- Teachers do not modify the challenge and support for students of determination in lessons and consequently their needs are not met. In the high school, teachers make appropriate adjustments so that students of determination make progress in line with their peers.
- Targets in IEPs are not clear enough to show students' progress from their starting points. Students' learning skills develop too slowly as there are insufficient opportunities for them to practise these skills in lessons.

For Development:

- Improve staffing and support in lessons to enable students to make best progress.
- Ensure that IEPs identify main barriers to learning and have clear measurable targets.

6. Leadership and management

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

- The astute principal and his senior leadership team are developing a school community that increasingly values inclusivity and wellbeing. He ensures that the most able leaders have ample opportunities to demonstrate their expertise and effectiveness in a well-considered succession plan. These middle leaders have a sound knowledge of the SABIS curriculum, but lack a broader perspective on international best practice. Leaders have generally been very receptive to feedback. Accountabilities are clear, but innovation is limited by closely defined systems and procedures.
- School self-evaluation is not aligned to the KHDA inspection framework and is optimistic. Regular test scores are used extensively to monitor students' progress and to determine teachers' effectiveness. Improvement plans cover the school's priorities though success criteria are vague and plans lack a review process. The school has made some progress in meeting the recommendations of the previous inspection report, such as the establishment of a parents' council and provision of some extra staffing to support inclusion. Other actions are in progress.
- The school increasingly involves parents in aspects of their children's learning and school life, particularly in the KG. Parents speak highly of the school's increasingly digital communication with them, and the ease with which they can contact school leaders. Reporting is regular, and, in addition to assessment marks, now includes general comments on students' academic progress and personal development. School leaders recognise the need to develop productive links with outside organisations and other schools and, after the recent pandemic, are beginning to be more outward looking.
- Governance does not include representation from a majority of stakeholders. The recently established parents' council has yet to develop an adequate network to convey parents' views to the governing board. The regional director, the owners' governance representative, holds senior leaders accountable for test and examination results and for the diligent implementation of SABIS policies and procedures. Governors' fiscal policies influence the school's leadership and direction. Suitable staffing and resources have still not been made available to address weaknesses. Not all national priorities are met.
- School leaders ensure that procedures and routines are effective. Science laboratories, library and sports facilities are of an adequate quality with the addition of quiet, shaded and benched areas providing ideal spaces for students' socialisation. Some classrooms are crowded, which limits the range of learning strategies. Students have access to an intranet to support their learning. Teaching staff do not all possess relevant qualifications or sufficient expertise to implement the required improvement strategies where weaknesses are evident, notably in inclusion, Islamic Education and Arabic as an additional language.

For Development:

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the school and students' outcomes.
- Ensure that all leaders have the capacity to evaluate accurately the quality of teaching and its effect on students' achievement.
- Ensure that teachers have relevant qualifications, expertise and resources to provide the stimulating learning experiences that students need.

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