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## School information



### General information

Location	Al Sufouh
Type of school	Private
Opening year of school	1993
Website	www.iscdubai.sabis.net
Telephone	04-399-9444
Address	Al Sufouh 2
Principal	Mr. Hisham Hassan
Language of instruction	English
Inspection dates	16 <sup>th</sup> - 19 <sup>th</sup> February 2015



### Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1-Grade 12
Number of students on roll	4043
Number of children in Pre-K	0
Number of Emirati students	302
Number of students with SEN	0
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	154
Largest nationality group of teachers	Irish
Number of teacher assistants	35
Teacher-student ratio	1: 22 KG 1:27 other phases
Number of guidance counsellors	26
Teacher turnover	20%



### Curriculum

Educational Permit	SABIS
Main Curriculum / Other	SABIS
Standardised tests / board exams	IGCSE, AS level, A level, AP
Accreditation	MSACS, NCPSA

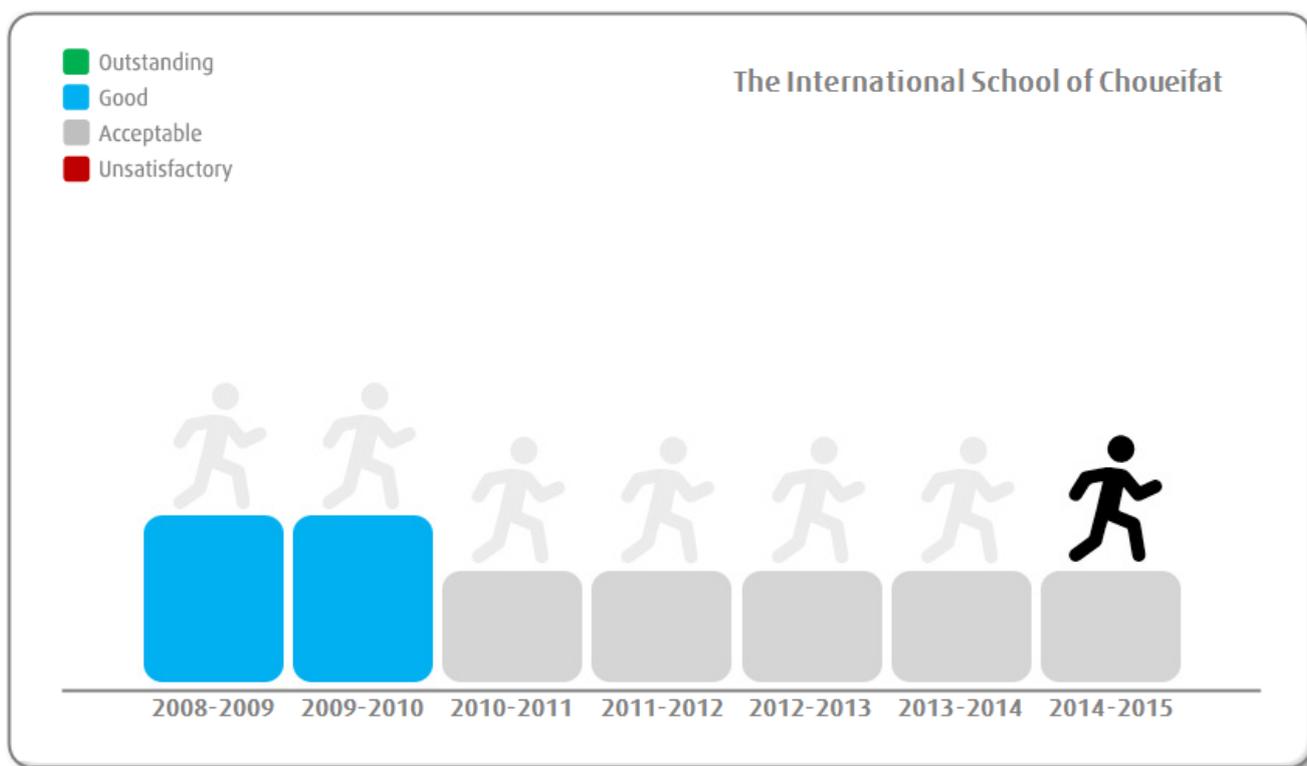




Dear Parents,

The International School of Choueifat was inspected by DSIB from 16<sup>th</sup> – 19<sup>th</sup> February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students' attainment and progress were good in English, mathematics and science in the High School.
- Students in the High School demonstrated outstanding personal responsibility. It was good across all other phases.
- The school's provision for health and safety were good across all phases.
- Assessment systems were good in the Primary, Middle and High schools.

### Areas for improvement

- Improve the consistency of teaching, learning and assessment in the Kindergarten by: adopting a holistic, integrated approach to teaching; and, modifying assessment procedures to include appropriate age-related expectations.
- Continue to improve the consistency of teaching in the Primary, Middle and High Schools by: ensuring that teaching strategies meet the needs of all students; and, identifying the more able students and providing more appropriate levels of challenge to them.
- Better understand and use the KHDA Inspection Handbook to guide the self-evaluation and improvement planning processes, so that there is more accurate identification of the key areas for development.
- Improve the provision for students with special educational needs by: identifying students using the recognised categories of special needs; and, providing training and advice to teachers on appropriate in-class support strategies.
- Ensure that the governing board holds the school's leaders to account for further improvement of the attainment and progress by students in Islamic Education and Arabic as an additional language.
- Governors must ensure that the school is fully compliant with all of the Ministry of Education's regulations for teaching Islamic Education and Arabic.
- Governors must ensure that any overcrowding in classrooms is minimised to ensure that students are not restricted in their learning and development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at The International School of Choueifat



### How well does the school perform overall?

Overall, The International School of Choueifat provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress varied from unsatisfactory to good. Strengths were in English, mathematics and science in the High School phase. Children's learning skills were unsatisfactory in the Kindergarten; they were given too few opportunities to work independently or in groups. Their learning skills were acceptable elsewhere.
- Students' personal responsibility was a strength across all phases. However, there was variability in students' understanding of Islamic values and awareness of Emirati and world cultures and in their community and environmental responsibility.
- The quality of teaching was broadly acceptable from the Primary to High School phase. However, it remained unsatisfactory in the Kindergarten. Children had too few opportunities to explore, investigate and learn by doing. The assessment of learning was stronger than teaching. It was acceptable in the Kindergarten and good elsewhere.
- The quality of the curriculum was unsatisfactory in the Kindergarten, but it was acceptable elsewhere. However the curriculum's design to meet the individual needs of students was generally unsatisfactory. Too few students had their individual needs met.
- The protection of students was good, while the quality of support was acceptable.
- Self-evaluation and governance of the school were unsatisfactory. Leadership, the relationships with parents and the management of staffing, facilities and resources were acceptable.



### How well does the school provide for students with special educational needs?

- The quality of academic progress by students who attended special classes was acceptable overall, with a high percentage of them able to resume everyday lessons. Students whose wider needs were not identified had poorer quality support and therefore made unsatisfactory progress.
- The rigid programme of study followed by every student did not allow for the curriculum to be modified to meet the varied pace of learning needed for individual students. Allowances for different learning styles were seldom made.
- The additional classes provided to some students helped them make academic progress. Teachers provided catch-up lessons and completed gaps that students had missed in their learning. Specialist support was not provided for those who required behavioural, social or emotional support.

## 1. How good are the students' attainment, progress and learning?

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
 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	Unsatisfactory	Unsatisfactory	Unsatisfactory
	Progress	Not Applicable	Unsatisfactory	Unsatisfactory	Unsatisfactory
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
 Science	Attainment	Unsatisfactory	Acceptable	Acceptable	Good
	Progress	Unsatisfactory	Acceptable	Acceptable	Good
		KG	Primary	Middle	High
Learning skills		Unsatisfactory	Acceptable 	Acceptable	Acceptable

 Improved from last inspection

 Declined from last inspection

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Unsatisfactory	Acceptable	Acceptable	Acceptable
Community and environmental responsibility	Unsatisfactory	Acceptable	Acceptable	Good

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Unsatisfactory	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable

## 5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory
Parents and the community	Acceptable 
Governance	Unsatisfactory
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths

- Students' attainment and progress were good in English, mathematics and science in the High School.
- Students in the High School demonstrated outstanding personal responsibility. It was good across all other phases.
- The school's provision for health and safety were good across all phases.
- Assessment systems were good in the Primary, Middle and High schools.

## Changes since the last inspection

- There had been improvements in the consistency of teaching and in students' learning in the Primary phase.
- There had been minor improvements in meeting the recommendations of the previous inspection report. However, the school remained non-compliant with the Ministry of Education requirements for the teaching of Islamic Education and the Arabic languages.
- There was enhanced use of classroom technology, including interactive white boards and tablets.

## Recommendations

- Improve the consistency of teaching, learning and assessment in the Kindergarten by adopting a holistic, integrated approach to teaching. Modifying assessment procedures to include appropriate age-related expectations.
- Continue to improve the consistency of teaching in the Primary, Middle and High Schools by ensuring that teaching strategies meet the needs of all students, and by identifying the more able students and providing more appropriate levels of challenge to them.
- Better understand and use the KHDA Inspection Handbook to guide the self-evaluation and improvement planning processes, so that there is more accurate identification of the key areas for development.
- Improve the provision for students with special educational needs by identifying students using the recognised categories of special needs, and by providing training and advice to teachers on appropriate in-class support strategies.
- Ensure that the governing board holds the school's leaders to account for further improvement of the attainment and progress by students in Islamic Education and Arabic as an additional language.
- Governors must ensure that the school is fully compliant with all of the Ministry of Education's regulations for teaching Islamic Education and Arabic.
- Governors must ensure that any overcrowding in classrooms is minimized to ensure that students are not restricted in their learning and development.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning?

### Kindergarten

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Unsatisfactory	Unsatisfactory

- In English, most children demonstrated appropriate levels of knowledge and understanding in emergent literacy. They made acceptable progress in speaking and phonemic awareness in relation to their starting points. They communicated with their teachers and each other with increased confidence as they progressed through the kindergarten phase. Most listened to their teachers' instructions. A few were able to read common, three letter words. Their writing skills were less well developed.
- In mathematics, most children demonstrated acceptable understanding of fundamental mathematics, such as counting and grouping. A few were beginning to use simple addition with the help of manipulable objects. Most of the older children knew the concepts of 'one more' and 'one less,' and could sequence single digit numbers.
- In science almost all children were working at a level below that expected for their ages. They had a weak grasp of science content and processes with regard to international curriculum standards. They were not given sufficient opportunities to explore, investigate and develop an understanding of their world.

### Primary

Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Unsatisfactory
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Only a minority of students knew and understood the characteristics of a Muslim. Their knowledge of the five pillars of Islam that relate a Muslim to Allah were not well known.
- In learning Arabic as a first language, most students attained levels that were in line with curriculum expectations. Their listening for understanding and speaking skills were stronger than their reading skills. Their writing skills were still developing; most writing was restricted to copying.
- In learning Arabic as an additional language, students could listen to basic instructions, but not for comprehension purposes. Their speaking and writing skills were not developing; they were restricted to using single words.

- Most students' speaking and listening skills in English were stronger than their reading and writing skills. By Grade 6 most students were applying their acquired grammatical skills into their written work; their spelling of irregular verbs and use of compound sentences was secure. Most made progress with the development of independent reading. However, inferential skills were still weaker amongst most students in this phase.
- In mathematics, most students demonstrated strong numerical literacy. They were able to perform the four arithmetic operations fluently. However, in the other areas of mathematics such as measurement and estimation, their attainment and progress levels were just acceptable; there was either too little, or too much challenge for some students.
- In science, students' knowledge of life processes, the concepts of recycling, erosion, skeletons, physical change and the states of matter, was acceptable by Grade 5. Their progress overall was restricted. There were too few opportunities for the development of scientific methods, including investigations and controlled experiments. The use of higher order thinking and problem solving skills was seldom observed.

Middle		
Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Unsatisfactory
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic Education, only a minority of students knew and understood the significance of memorising verses of the Holy Qur'an. A similar, small number understood the importance of a Muslim believing in the Day of Judgment and in the application of these concepts to real life.
- Most students' speaking and reading skills in learning Arabic as a first language were developing appropriately. However, too many were using colloquial language or lacking confidence in their speech. Most students' writing skills were acceptable; they were progressing in the development and use of new vocabulary.
- In learning Arabic as an additional language, students were able to understand spoken discourse and respond to it with groups of words or short phrases. They were challenged when applying newly learned vocabulary and sentence structures to unfamiliar, real life situations.
- In English, most students could respond orally using correct English and the majority read with fluency and intonation. Students could identify and use the active and passive voices as well as write paragraphs in their own words. Their extended and creative writing, drafting and editorial skills were underdeveloped. However, by Grade 8 most students were skilled at integrating more varied sentence structures and paragraphing into their written work.
- In mathematics, most students made good progress due to their solid foundation in numerical literacy. They demonstrated good understanding of set notation and statement symbols, solving equations involving absolute values and direct and inverse proportionality.

- In science, the majority of students had acceptable knowledge and understanding of age-appropriate scientific concepts. They had secure knowledge of electrons and positive and negative charges, different forms of energy, sound frequencies, magnetism and forms of motion. By Grade 8, most confidently used scientific methods and tested hypotheses. Insufficient challenge in their lessons resulted in slow progress by the higher attaining students; there were few extension activities requiring higher order and critical thinking skills.

High		
Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Unsatisfactory
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, only a minority of students understood the meaning of Surat Al Ahzaab and had learned an appropriate array of Islamic Etiquettes. They made slow progress in the development of appropriate vocabulary.
- In learning Arabic as a first language most students' speaking skills were developing positively. However, they were still using colloquial language. Their writing was becoming extended, but there were too many spelling errors.
- In learning Arabic as an additional language, students displayed weak listening and speaking skills. They relied heavily upon English translations to understand basic, spoken Arabic, and had difficulty putting their vocabulary to use. They could write short phrases, which included familiar vocabulary.
- In English, the majority of students could define and name a research question, analyse features of a speech and argue a point of view. Most could draw on texts with increasing levels of skill to support opinions about the writer's purpose and intended meaning. By the end of this phase most students had made good progress. They understood theatrical imagery, for example, in relation to the characters in William Shakespeare's 'Richard the Third.' Their extended writing skills and the skills of drafting and editing written work remained underdeveloped.
- In mathematics, students developed good skills in problem solving techniques and strategies. They received wide exposure to the UK and US international examinations. Most were confident when solving questions relating to high level mathematical concepts. They dealt with limits of a function, derivatives of polynomial and trigonometric functions, applications of derivatives, as well as definite and indefinite integration.
- In science, students had a strong grasp of age-appropriate concepts in biology, chemistry and physics, which prepared them well for future studies. They investigated practically to support the development of their understanding; their critical thinking and research skills were emerging.

	KG	Primary	Middle	High
<b>Learning skills</b>	Unsatisfactory	Acceptable ↑	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Most students were motivated to learn. They listened well and most followed instructions diligently. They knew how well they had done in their tests and how to improve their scores. They took responsibility for their own improvement.</li> <li>• In most lessons in the Kindergarten learning was limited; there was regular drilling and chanting. In the high school, students had more opportunities to be independent learners and to share their ideas; this was uncommon in other phases.</li> <li>• In only a minority of lessons students were able to make connections with earlier learning and therefore deepen their understanding. Applications of knowledge to new contexts were made in the better lessons. In science lessons there were a few links to everyday examples. In English lessons there was some linking of learning with historical sea exploration, but such opportunities in most subjects were often missed.</li> <li>• Tasks rarely required students to persevere when solving problems. In a few lessons in the high school, students were encouraged to think deeply and critically. Elsewhere in the school, critical thinking skills and the use of technology to support students' learning were not prominent. Most students did not see the relevance of what they had learnt. They rarely had opportunities to carry out research other than after school, which impacted upon their home-school balance.</li> </ul>				

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> <li>• Students across the school had mature and positive attitudes. Particularly in the High School, students were studious, focused on their studies, and had a solid determination to achieve their goals.</li> <li>• Generally, students were well behaved. They were kind and respectful towards their peers and adults.</li> <li>• Students across the school cooperated well with others whenever they were provided with the opportunities to do so.</li> <li>• Students adopted healthy lifestyles and were generally seen to be fit. Their participation in various sports events and clubs organized by the school had improved their health and fitness.</li> <li>• Almost all students were punctual in their arrival to classes in the morning. However, during the day, more than a few Primary and Middle School students regularly left classes, which restricted their learning opportunities.</li> </ul>				

	KG	Primary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Unsatisfactory	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Children in the Kindergarten had limited understanding of how Islamic values influence life in Dubai; they had a superficial awareness of UAE's culture and heritage. Most students across other phases had a stronger understanding. They participated well in the National Day celebrations.</li> <li>Students across all phases appreciated the heritage and culture of the UAE. Their understanding was enhanced by visits to a range of key cultural sites.</li> <li>Students appreciated their own cultures and other cultures from around the world. Groups participated in the International Day celebrations and celebrated their own countries' cultures. Senior students from Jordan and Lebanon performed their countries' traditional dances during school celebrations.</li> </ul>				

	KG	Primary	Middle	High
<b>Community and environmental responsibility</b>	Unsatisfactory	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> <li>Most students were aware of their responsibility within the school community and within classes. However, the kindergarten children had few opportunities to take responsibility or become independent, cooperative learners. In the High School, students contributed well to the 'Student Life Organisation.' Their involvement in the community beyond the school was less well developed.</li> <li>Most students had a good work ethic and most were well motivated to succeed. When given the opportunity for responsibility, they were enthusiastic and thorough in completing tasks. Younger students did not receive sufficient opportunities to demonstrate personal initiative in lessons.</li> <li>Students valued and cared for the school environment and most had an acceptable awareness of how to care for the environment beyond the school. Older students contributed to raising awareness of the need to recycle and protect beach areas by actively promoting conservation and sustainability.</li> </ul>				

### 3. How good are teaching and assessment?

	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	Unsatisfactory	Acceptable 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Teachers' subject knowledge was generally secure. However, the necessary teaching skills to engage all students fully and actively in their own learning was inconsistent across all phases and subject areas.</li> <li>Almost all teachers strictly adhered to the school's planning form and the SABIS teaching philosophy. There was a strong emphasis on the acquisition of knowledge by students. Lessons were usually well paced, but learning environments generally lacked examples of good quality students' work. Students' use of resources or technology to provide practical support to their learning was not widespread. However, students in science and students in Grade 9 who were trailing the use of tablets had more opportunities to work independently.</li> </ul>				

- Teacher and student interactions varied in quality across the subject areas. They were best in English and science lessons, wherein students took part in paired discussions and had opportunities to bring their experiences and understanding to new topics. Dialogue and discussion were seldom heard in Arabic language classes. The teachers' questioning skills were generally narrow; they seldom encouraged deeper thinking by students.
- A variety of teaching strategies were used successfully in only the better lessons; students used reasoning to improve their learning, particularly in the High School. In most lessons, however, teachers' talking dominated and variety was lacking. Most teachers, especially those teaching Arabic, were not creative in devising activities which suited a range of ability levels. Students, including high achievers, were not motivated, reducing their skill development and capacity for work. When teachers set well-planned tasks, students worked collaboratively; they worked with partners or in very small groups, with all participating fully.
- Students' abilities to think deeply and reason independently were not a strong feature of the school. In almost all classes, critical thinking was not promoted or was just emerging. Most independent learning occurred outside of school time, to the detriment of a balance between school and home.
- In teaching Arabic as a first language, most teachers had adequate subject knowledge, but their understanding of how students learn was inconsistent. Lesson planning lacked effective activities to meet the needs of all students. Teachers used a range of resources to support learning. Teachers' questions to students were closed, requiring only one or two word answers. Teachers set very low expectations and did not encourage the development of enquiry, reflection or critical thinking skills. They did not follow up on students' group work.

	KG	Primary	Middle	High
<b>Assessment</b>	Acceptable	Good	Good	Good

- The school had rigorous, well established testing systems and processes. Assessment practices were strongly linked to the SABIS curriculum standards. They provided clear measures of some aspects of students' academic development.
- The school benchmarked students' outcomes against appropriate international expectations through external assessments in grades nine and beyond. There was no benchmarking of students in Grades 1 to 8.
- Assessment data was analysed centrally to identify students' weaknesses. The results were disseminated to teachers through the heads of departments. Re-teaching of curriculum content and support in classes for the under-achieving students regularly occurred.
- There was no policy in place to ensure that students of different abilities were given appropriate tasks. Constricted lesson planning ensured that all students progressed at the same rates. The classroom seating arrangements provided peer support during lessons; the weaker students sat with the stronger ones.
- The tests of learning in Islamic Education and the Arabic languages lacked rigour and was not benchmarked to any curriculum standards.
- In the Kindergarten, assessment practices were not directly linked to the holistic development of the children. The data that was produced did not address the children's personal and social development. Lesson plans were seldom modified or enhanced as a result of assessments.

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
<b>Curriculum quality</b>	Unsatisfactory	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The curriculum was based on a clear rationale and values that were specific to the parent body. They aimed to prepare students for college. There was a strong emphasis on the core subjects of English, mathematics, science and a second language. It emphasised knowledge acquisition rather than skill development. This emphasis was inappropriate for some students and particularly the children in the Kindergarten.</li> <li>Planning across the phases and levels within the school and at the points of entry and exit were addressed. However, the curriculum lacked clear standards and key learning outcomes. It was not sufficiently structured to ensure seamless progression across the first three phases of the school.</li> <li>The scope and sequence of learning were centrally controlled. Key features of both the UK and US curricula, as well as other syllabi of international examinations such as the SAT and TOEFL were included. This ensured that all relevant requirements were fully integrated and covered by the end of the High School. Other enrichments were piloted, but provided few opportunities for independent research, investigation or critical thinking. Enrichment of the curricula in the Arabic language was poor.</li> <li>The curriculum in mathematics offered extension activities to challenge the “gifted or talented” in the high school phase. Opportunities for some students to accelerate their learning through the self-study courses and during after school activities were provided. Cross-curricular links were not planned features of the curriculum across all phases.</li> <li>Students’ progress against the curriculum objectives was reviewed weekly by the central office, but modifications of the curriculum were made only on an annual basis.</li> <li>The school was non-compliant with the Ministry of Education’s requirements for teaching Islamic Education to Muslim Non-Arabs and Arabic as an additional language.</li> </ul>				

	KG	Primary	Middle	High
<b>Curriculum design to meet the individual needs of students</b>	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
<ul style="list-style-type: none"> <li>Modification of the curriculum was a weakness, especially in the Kindergarten and in meeting the needs of those students who had special educational needs. The Kindergarten curriculum did not accommodate the learning and development of young children. Additional subjects and courses in the High School helped tailor studies more closely to students' needs. The design of the Arabic curriculum was not meeting the needs of native speakers of the language, the less able, or the gifted and talented students.</li> <li>Across the lower three phases, the strictly prescribed curricular programme restricted students’ choices; it did not match their needs or interests well. Senior students had better choices from the additional courses available; these supported their preparation for university and careers.</li> <li>A broad range of extra-curricular activities helped to extend students’ experiences in the High School. These included gymnastics, ballet, games, drama, music and art. A variety of links and visits were organized with local community.</li> <li>The school offered 30-minute sessions seven times a week for all of the 442 children in the Kindergarten 1 and 2. This programme taught basic phonics.</li> </ul>				

## 5. How well does the school protect and support students?

	KG	Primary	Middle	High
<b>Health and safety</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>• The provision for the care and welfare of students was good, with clear policies in place for child protection and for the prevention of bullying.</li> <li>• A healthy, safe and secure environment was managed with appropriate supervision on school grounds and school buses; regular checks of fire equipment with emergency drills, pest control and water purity were conducted.</li> <li>• Efficient medical care systems were in place. The maintenance of health records to track all students' well-being was a priority and the storage of them was secure.</li> <li>• The school's facilities were well maintained and improvements had been made to the main lobby. Parents commented favourably about the improved traffic flow in front of the school.</li> <li>• The promotion of healthy living was evident and was integrated as part of the Student Life Centre.</li> </ul>				

	KG	Primary	Middle	High
<b>Quality of support</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Relationships between staff members and students were good; all showed appropriate respect. Students had self-discipline in managing their work and behaviour in classes and in supporting one another. The school's expectations for conduct and behaviour were clear and managed appropriately.</li> <li>• The school had effective systems to record and monitor students' attendance and punctuality. They had resulted in good attendance overall; most students were punctual. The safety of students was ensured through contact with parents on the first morning of absence, and follow-up discussions occurred if there were recurring absences or lateness.</li> <li>• The school had a clear special educational needs policy. Methods for identifying students who required additional academic support were in place. However, the school lacked staff members with the appropriate expertise to identify their broad range of needs. It did not provide training for teachers in techniques to help students who required such support.</li> <li>• The school offered a range of interventions to students who needed more assistance academically, including extra classes and remedial lessons. This support was not always well-targeted. It was too rigidly linked to passing the class level tests.</li> <li>• Staff members demonstrated good care for individual students and commitment to their well-being. Dedicated 'student-life' staff members provided the older students with effective career advice.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> <li>Senior leaders and middle managers lacked knowledge and understanding of special educational needs. This resulted in a lack of direction and advice in making the necessary improvements to provision.</li> <li>The school had no formal methods of identifying students' breadth of needs. Basic screening was done through interviews at the Kindergarten stage and assessments for entry to the other grades. Interviews did not include the concept of early intervention if behaviour or learning issues arose.</li> <li>The school's systems restricted curriculum modification to meet individual or group needs, because of the rigid programme of study followed by every student in every class. Teaching and learning approaches did not vary to meet students' needs. Lessons were teacher led and formulaic, with minimal allowance for student's different learning styles. Different tasks were not planned to address the differing levels of knowledge and skill among students.</li> <li>The parents of students identified as needing support shared in making the decisions about the levels of support required for their children. When special classes were agreed upon, parents agreed to pay extra fees for this support. Parents had limited involvement in developing support plans afterwards.</li> <li>The quality of academic progress by students attending special classes was acceptable overall. There was a high percentage of students achieving the expected standards required to return to everyday lessons. Students whose wider needs were not identified had poorer quality support and made unsatisfactory progress.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>Achieving admission to universities was the key priority of the SABIS corporate vision and mission. Leaders at all levels passionately supported this priority. They were efficient in their actions; however, they had minimal autonomy to determine and respond to the learning needs of all students. The holistic development of individual students was subsumed into the narrow quest for tertiary educational entrance. Students were constrained from developing the broad range of skills required of contemporary learners and employees.</li> <li>There were clearly defined roles and responsibilities within the senior and middle management team. Staff members at all levels demonstrated a strongly compliant commitment to the values and ethos of the school. There were too few opportunities for creativity, innovation or imaginative personal development by staff members.</li> <li>Efficient communication between the staff members at all levels ensured that there was a high degree of awareness of key accountabilities. Staff members and students across all phases understood well their personal requirements.</li> <li>The internal capacity to innovate and improve was restricted by the school's inflexibility to consider a holistic educational experience, particularly for kindergarten and lower primary aged children.</li> </ul>	

- Leaders showed indifference in their response to the recommendations of the previous DSIB inspection reports. They had done little to accommodate meaningful changes. Provision for teaching Islamic Education and Arabic as an additional language had remained non-compliant since inspection of the school began in 2009.

	<b>Overall</b>
<b>Self-evaluation and improvement planning</b>	Unsatisfactory

- The school's self-evaluation document followed the DSIB model. It was completed by managers; there was a lack of meaningful middle managers' or teachers' input. It did not address each key aspect of the Inspection Handbook. Evaluative data was restricted to student's assessment results and examination data. No attempt was made to align the school's marks with international benchmark testing in the lower grades. Almost all evaluative judgements made by the school about its provision and outcomes were inflated.
- The monitoring of the quality of lesson provision was the responsibility of the Academic Quality Coordinators. There was a lack of robustness in their observations. They were based upon class teaching strategies and delivery rather than on the students' learning. The follow-up teacher improvement strategies were not strong. Some teachers' professional development and support was prescribed. There was regular monitoring of the school's test and examination marks, but little other meaningful or formative data. Overall, there was a lack of evaluative rigour.
- The school's improvement plan was descriptive. It did not have measurable objectives, time frames, responsibilities or actions. It did not have its genesis in the self-evaluation process. There was insufficient focus on measurable outcomes or targets for improvement. The success criteria were vague.
- The school had made some minor improvements in a few areas of its operations. However, it lacked a planned improvement strategy to ensure improved learning by the students over time. It had failed to respond to the inspection teams' recommendations every year since 2009.
- The school had remained non-compliant in its provision for Islamic Education and the Arabic language. Inspection evidence indicated that too many lessons were unbalanced and failed to support the promotion of critical thinking, independent learning or inquiry, particularly in the lower phases. The quality of teaching and learning in the Kindergarten remained unsatisfactory. As a national agenda item, this lack of improvement had become untenable.

	<b>Overall</b>
<b>Parents and the community</b>	Acceptable 

- The school had clear policies and procedures for parents to follow if they had a concern, a problem or needed to seek information about their children. The school's 'open door' policy ensured that issues were dealt with promptly. Parents met with a designated administrator, who had an overall picture of the students' academic, personal and social records. While parents were strongly discouraged from teaching their children at home or from employing private tutors, they were provided with guiding advice regarding their children's work at home.
- Effective communication links included a WEB-parent site. This flexible, user friendly tool enabled parents to access and track their children's homework, attendance and behaviour records.

- Formal school reporting occurred at the end of each of the three terms. The first two reports were in-depth records of academic performance during the term. The final report showed the overall year's performance. Parents were given opportunities to discuss reports with teachers. Parents indicated that these opportunities were generally helpful.
- There were good links with local and other SABIS schools, both within the UAE and Europe. There were growing partnerships with local businesses.

	Overall
<b>Governance</b>	Unsatisfactory
<ul style="list-style-type: none"> <li>• The school did not have a governing board or an advisory committee. Overall, the SABIS international and regional directors, together with the school's leaders controlled the direction and operations of the school. There was an absence of parental or community voices in the governance of the school.</li> <li>• There was no governance mechanism for the monitoring the school's actions or holding senior leaders to account for their actions and the school's academic outcomes.</li> <li>• There was no body to ensure that the Ministry of Education's statutory requirements or the UAE's National agenda targets were met.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Acceptable
<ul style="list-style-type: none"> <li>• The daily management of the school was smooth and generally effective. There were systems in place that provided tight control over students and teachers, as well as the administration of teaching and assessment. Timetabling was efficient to ensure that all students were meeting most curricular requirements, with the exception of Islamic Education and Arabic for non-Arabs. In these two subjects the time allocations were inadequate.</li> <li>• Staff members were provided with some in-school professional development and appropriately deployed, based on their competencies. However, most staff members did not have teaching qualifications. For example, some Arabic and Islamic Education teachers were deployed to teach French language classes.</li> <li>• The school premises were well maintained. Some classes were overcrowded, which limited students' opportunities for interaction or practical and problem-solving work. Students with physical disabilities had their access to upper school floors restricted.</li> <li>• The classroom environments did not encourage creativity or innovation. The lack of high quality students' work on display missed the opportunity to provide good examples to others. A number of senior classrooms had learning technology resources to support teachers. However, the technology was used only as a teaching tool, rather than as a learning resource for students. Specialist rooms were adequate. The school's sporting facilities and students' recreational facilities were strong features of the school. Library resources were minimal; they did not support students' efforts to conduct research or learn independently.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	246	10%
	<b>Last year</b>	414	19%
 <b>Teachers</b>	36		22%
 <b>Students</b>	28		4%

- A very few parents and students completed their surveys, compared to a minority of teachers.
- Most parents, but only a majority of students were satisfied with the quality of education provided by the school.
- Almost all parents and students agreed that progress was at least good in learning English, mathematics and science.
- Parents and students were much less positive about progress in Islamic Education and the Arabic language.
- Most parents and students agreed that teaching was good, that the school was well led and that students were safe while at the school.
- A majority of parents and students agreed that the school dealt with bullying well.
- Almost all teachers agreed that students were provided with a good quality of education at the school. Most agreed that students were well behaved and that the school dealt well with bullying.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)