



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

International School of Chouefat, Al Ain

Academic Year 2015 – 2016

Iqraa

International School of Choueifat, Al Ain

Inspection Date	February 29, 2016	to	March 3, 2016
Date of previous inspection	March 2, 2014	to	March 4, 2014

General Information	
School ID	162
Opening year of school	1986
Principal	Janet Halay
School telephone	+971 (0) 2 767 8444
School Address	Saeed Ibn Shakhboot Street, Al Muwaiji, Al Ain
Official email (ADEC)	choueifataa.pvt@adec.ac.ae
School website	-----
Fee ranges (per annum)	Low to High: AED 19,400 – AED 34,300
Licensed Curriculum	
Main Curriculum	SABIS International
Other Curriculum	-----
External Exams/ Standardised tests	IGCSE, AP, A LEVEL
Accreditation	-----

Students		
Total number of students	2187	
Number of children in KG	498	
Number of students in other phases	Primary:	1266
	Middle:	285
	High:	138
Age range	4 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Mixed	
% of Emirati Students	53%	
Largest nationality groups (%)	1. Jordan 7%	
	2. Egypt 7%	
	3. Syria 5%	
Staff		
Number of teachers	97	
Number of teaching assistants (TAs)	29	
Teacher-student ratio	KG/ FS	1:20
	Other phases	1:22
Teacher turnover	19%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	138
Number of joint lesson observations	10
Number of parents' questionnaires	314; (response rate: 15%)
Details of other inspection activities	Lesson observations; meetings with senior leaders, subject leaders, teachers, students, parents, owner's representative; scrutiny of students' work, review of documents, and school data.

School	
School Aims	The aim of all SABIS schools is to: 'qualify every student for entrance to university, provide a well-rounded education based on mastery of English and mathematics, enable acquisition of a second language, train students for logical reasoning and critical thinking, prepare students for sustained intellectual effort, and generate excitement for life-long learning.'
School vision and mission	To prepare students to: 'uphold high standards of ethical, moral and civic conduct; make informed decisions on social issues; defend convictions and reverse negative peer pressure; participate in extra-curricular activities, school management and community work; foster tolerance, cooperation and teamwork; and understand people of the world through appreciation of differences and similarities.'



Admission Policy	The school is non – selective. Students take diagnostic tests in English and mathematics.
Leadership structure (ownership, governance and management)	The acting principal has worked with SABIS for 9 years and has been principal this school for 4 years. She is supported by a senior leadership team (SLT) comprising Regional Director, head of discipline and 5 Academic Quality Controllers (ACQs).

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND	(B)	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The performance of the International School of Choueifat Al Ain is acceptable. Academic achievement is acceptable overall; children in Kindergarten (KG) make acceptable academic progress, and students make good progress in English, especially in speaking, listening and reading. The small number of students in the high school achieve well in external examinations.

Students' personal development and the quality of care they receive are good. The Student Life Organisation (SLO) enables students to take responsibilities and develop leadership skills they need for their future. Behaviour is consistently good and most students are willing learners. They acquire very good knowledge of the benefits of leading healthy lifestyles.

Teaching is acceptable. The focus in most lessons is on students' acquiring knowledge rather than deeper understanding and innovation skills. The school provides a very wide range of extracurricular activities to enable students to apply their skills. There is a very rigorous and systematic assessment procedures to track students' academic progress. Management systems are robust and ensure the school runs very smoothly. The school is part of the SABIS network. All schools in the network follow a corporate framework set by SABIS and follow a common curriculum.

Progress made since last inspection and capacity to improve

The school has tackled some of the recommendations from the previous report. There has been development but many remain areas for further improvement. Most of the recommendations for improvement made in this report are largely the same as the previous one, particularly those with regard to the quality of teaching, challenge for the more able, use of assessment data and the KG.

Leaders have been successful in improving resources for information and communication technology (ICT). All classrooms in Grades 3 – 6 and Grades 9 – 10 have interactive white boards or Smart TVs. Students increasingly use tablets in interactive learning support (ILS) lessons. Security has improved with the addition of extra CCTV cameras in vulnerable areas. There are more Arabic books in the library than previously. Accommodation has improved with additional space, for example, for the SLO and a new clinic.

The school provides continuous professional development for all staff, especially those new to SABIS, to enable them to deliver the SABIS points system. Teachers are set development targets after lesson observations and the school monitors their impact on teaching and students' progress.

The school leaders demonstrate acceptable capacity for further improvement.

Development and promotion of innovation skills

Students' innovation skills are acceptable. Students have very good speaking and listening skills in English, especially as most learn English as an additional language (EAL). Most students have a good work ethic and are willing learners. Outside classes, especially in SLO activities students have good opportunities to develop their personal and leadership skills. They act as academic prefects and lead a very wide range of extracurricular activities. A minority of students act as shadow teachers. This opportunity provides challenge for them to research and lead learning for their peers. Most of the shadow teachers show confidence and good communication skills. Older students provide support for younger students to fulfil this role. Teaching does not encourage students' critical thinking, problem solving, independent learning and collaboration skills sufficiently in most lessons.

In the majority of classes, students are not encouraged to ask questions and teachers do not probe students' thinking to help them gain deeper understanding. Students are making increasing use of technology in their class activities for example, using electronic tablets to record their work. They gain some independent learning skills when completing regular online assessment tasks.

The inspection identified the following as key areas of strength:

- achievement in external examinations of the few students in the high school
- progress in English, especially in speaking, listening and reading
- assessment processes to monitor students' achievement
- students' positive attitudes, behaviour, relationships and participation in a very wide range of extra curricular activities
- the positive ethos and care which ensures students are safe and healthy
- robust management systems that enable the school to run very smoothly.

The inspection identified the following as key areas for improvement:

- development of students' critical thinking, independent, problem solving and collaboration skills in most lessons
- the effectiveness of teaching to improve students' progress in most subjects
- the emphasis on students' retention of factual information without deeper understanding and application of their knowledge
- use of assessment data to provide consistent challenge for all groups of students, especially the most and least able students
- opportunity for children in KG to learn through play and experiential activities
- teaching time for Arabic as second language, as per MoE curriculum requirement.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable

Most children enter KG with skills typical of their age and they go on to make acceptable progress. Most make rapid progress in acquiring spoken language and listening skills in English. Most children understand teachers' explanations, follow instructions and answer questions confidently. In KG1, the majority can count, order and match numbers up to 10. More able children in KG2 can add and subtract up to 10 accurately. In Arabic most know the names of shapes and colours. In Islamic education, most student can memorise short verses from the Holy Qur'an. Progress in science is weak because it is not taught as a distinct subject and appears incidentally in English and mathematics. Children do not acquire sufficient knowledge or understanding of the world around them.

Attainment and progress in primary and secondary grades are acceptable. SABIS test results in all subjects taught in English are broadly in line with expectations of the curriculum. Achievement is broadly in line with age related expectations of the Ministry of Education curriculum in Arabic, Islamic education and UAE social studies. The very few students in the high school achieve well in external examinations, often taken a year early. In IGCSE, students' attainment is well above international averages in English, mathematics and science. Advanced Placement (AP) and A level results are above international averages.

In English, attainment levels in primary and secondary grades are slightly above SABIS curriculum expectations in speaking, listening and reading. Progress in reading, speaking and listening from students' starting points is good. They develop a wide vocabulary based on mastery of 741 sight words supplemented by vocabulary particular to other subjects, such as mathematics and science. Almost all are able to read with confidence and fluency. Writing is not as well developed as students get insufficient opportunity to write independently in depth. Sentence structure, vocabulary, grammar and spelling are usually accurate. Grade 9 students can write first or third person narratives illustrating well-developed characters, descriptive setting, mood and atmosphere with figurative language.

Achievement in mathematics is acceptable. Grade 2 students add three-digit numbers and subtract with carrying/borrowing. The majority of students have secure recall of number facts from KG to Grade 4. All lessons start with a mental mathematics drill to enable students to memorise number facts. Most students are committed learners, concentrate for long periods of time and are capable of working individually when given the opportunity, even in the lower grades. Less able students are supported through the SLO RETEACH classes, peer mentoring as well as extra classes during lunch break or after school. Less able children in KG2 do not have mental recall of number bonds. They use counting resources but the majority do not 'add on' to calculate.



In science, achievement in KG is weak. The KG science curriculum is planned to be integrated into the teaching of mathematics and English. During the inspection, there was no evidence in displays of children's work of science or knowledge and understanding of the world being taught. In grades 1 and 2 students' knowledge is acceptable. For example, they know the names of the main parts of the body, how plants grow and the conditions they need to be healthy. Grade 3 students know simple facts about electrical circuits and materials that are good conductors and insulators. Grade 4 students have acceptable knowledge of magnetism. Grade 5 and 6 students recognise there are different sources of energy that are renewable and others that are not. They know that solar energy can be used to heat and produce electrical power. Most know that light comes from the sun and travels very quickly and that a light source will cast a shadow if an object blocks its passage. In Grade 7, the majority of students have the basic knowledge about forces and the factors affecting the strength of gravity. In Grade 8, most students can do mathematical calculations using scientific notation. In Grade 11 students showed a reasonable understanding of hydrocarbons. They can carry out mathematical calculation to apply Newton's second law following the teacher's instructions. In Grade 12 students have a reasonable understanding of endothermic and exothermic reactions. In all classes there is insufficient opportunity for students to develop scientific research skills or experience practical science.

In Arabic, reading, listening and understanding skills are acceptable and in line with MOE standards. Writing skills are inconsistent. In primary grades, students write simple sentences with few mistakes, using short and long vowels. Grade 5 students are able to build sentences using new vocabulary and correct grammar. Grade 6 students find difficulties in constructing meaningful sentences to express their own ideas in simple standard Arabic. In the middle school students have acceptable grammatical skills; they find difficulty using them consistently when writing sentences. In Grade 9, students recognise the simple grammar rules 'Tashkeel'. In secondary grades, most students' reading and grammatical skills are acceptable. Overall, girls' achievement is better than boys'. For second language Arabic speakers, achievement is acceptable; their reading and listening skills are better than writing and speaking.

In Islamic education achievement is in line with MoE curriculum expectations. Grade 4 students have reasonable knowledge of prayer procedures. Primary students are able to read, repeat and memorise short verses and short Hadeeth. Students in higher grades are able to recite from the Holy Qur'an and Hadeeth. High school students memorise verses from the Holy Qur'an and have acceptable knowledge of environmental issues from an Islamic perspective. In UAE social studies, students make acceptable progress. Primary students are aware of how people used to travel



in the UAE and the changes that have happened in the recent past. Students know about the importance of the UAE in the region and know about the impact of oil discovery in the UAE. In Grade 9, students write short reports at an age-appropriate level. Grade 3 students can name famous people from the UAE.

Students make acceptable progress in developing learning skills. Most are eager to learn. They work individually and stay on task, completing worksheets and other tasks willingly. Learning is most effective when for example, in Grade 12 chemistry when students gain good knowledge of the effect of enzymes on different solutions because tasks probed students' thinking and enabled them to explain their thoughts; students worked independently in small groups to share ideas; and tasks offered suitable challenge to develop students' critical thinking, communication and problem solving skills.

Too many students are passive learners as most lessons are dominated by teachers, suppressing students' innovation skills. Most lessons do not provide students with opportunities to work independently and think deeply or develop collaborative skills. Teachers rarely enable students to develop higher order thinking skills in most lessons. Few lessons require students to link learning to real life or transfer their learning between subjects. The SLO does enable students to develop leadership skills and take responsibility. Each class has designated responsibilities for the majority of students.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is good. Children in KG are well behaved, listen well and follow teachers' instructions. They have settled well and follow clear routines. Most students of all ages have a positive attitude to learning and a desire to keep improving. They have a strong sense of self-discipline and abide by the routines and rules of the school. Consequently, they are well behaved in almost all lessons and around school. Bullying is rare and the SLO has run campaigns and workshops to raise awareness and minimise bullying and cyber bullying. Students are very attentive when teachers are talking in lessons and complete tasks promptly showing a good work ethic. Relationships between students from different nationalities are harmonious. Students feel that the school is like a family community and everyone helps each other. They appreciate the care and support that adults provide and feel accepted and valued. Most students are happy to be in the school, as indicated by the good attendance of 95%.

Students have very good knowledge of the benefits of leading safe and healthy lifestyles. Displays in corridors advocate healthy options. The SLO promotes healthy eating habits; students make posters, have stalls with healthy foods; and check the lunch boxes of the younger students to ensure they are eating healthily. Grade 4 students are aware of the impact of too much sugar on health, especially in causing diabetes.

Most students have an acceptable appreciation of Islamic values. They have adequate knowledge and understanding of UAE culture and heritage. They appreciate the differences between cultures and enjoy the multicultural nature of the school and

UAE. Students celebrate International cultural day and try foods and perform dances from different countries.

The SLO gives students opportunities to take leadership roles within the school. They assume responsibilities for their own and their peers' welfare by organising extracurricular activities, clubs, sporting events and mentoring programmes. Some students contribute constructively in the day to day life of the school through planning and implementing new activities and clubs. They show consideration by helping weaker students by supporting them through peer mentoring and retesting. SLO students give presentations on how to keep the environment clean. They encourage younger students to use the recycling bins.

Students' learning skills are not highly developed in lessons as they have few opportunities to contribute to class discussions and are passive learners in most lessons. Students have little opportunity to volunteer outside the school or participate in projects beyond the school. In KG, children get insufficient opportunities to develop social skills and learn through play and interactive tasks.

Performance Standard 3: Teaching and Assessment

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

Teaching is acceptable. The quality of lessons ranged from a minority that were very good to a minority that were judged to be weak. The majority were judged to be acceptable. Most teachers have adequate subject knowledge so that explanations are accurate in most lessons. The focus in all lessons is to drill students to acquire knowledge in order to pass tests and ultimately gain University admission. Learning is most effective when tasks are challenging and enable students to think deeply, apply their knowledge and solve problems. Consequently, in these lessons students gain deeper understanding and use their innovation skills. Relationships are usually respectful between teachers and students. Most students are willing learners and complete tasks promptly.

Learning is not as effective when the focus is too much on teaching and not enough on learning. Not all teachers have a clear view of good practice or a vision of how

students learn best. This is especially the case in KG where children have limited opportunity to learn through play or interactive and experiential activities. Lessons are planned centrally by SABIS using the SABIS points system. Teachers share the points with students so that students are aware of the tasks and expectations for the lesson. Lessons are prescribed and teachers rarely stray from the planned activities to respond spontaneously to extend students' thinking. Students complete the same tasks which restricts the opportunity to develop higher order skills, especially for more able students. In almost all lessons students assimilate factual information acceptably. Most lessons do not focus sufficiently on students' learning actively, collaboratively or thinking independently.

Students who perform below the expectation in regular tests are provided with special lessons to help them fill gaps in their knowledge. More able students can act as mentors for less able students or act as shadow teachers to instruct their peers. In interactive learning support (ILS) lessons, students work independently on tablets whilst the teacher monitors their performance closely on a networked laptop. Questions are frequently closed, requiring short factual responses.

Internal assessment procedures are very robust and monitor students' progress in gaining curriculum knowledge very thoroughly. The school groups students according to test results so that classes have a similar academic profile. Very regular tests provide a detailed analysis of individual students' performance. Students sit tests weekly, monthly, termly and at the end of the academic year. Many of the tests require factual responses. Students complete them independently using modern technology and some of the questions require deeper thinking skills and understanding. The very sophisticated systems enable senior staff in the school, and SABIS regionally, to be aware of individual, group and school performance, even down to specific questions in tests. There are well established procedures to discuss outcomes with teachers to identify gaps in particular teaching and learning activities.

Assessments show that the majority of students gain knowledge in line with SABIS expectations. SABIS and the school analyse the data to identify any underperformance. The school provides 'remedial' classes for individual students. Teachers do not use assessment data to plan differentiated tasks in lessons. Students who achieve highly can opt out of subjects and follow, for example, self – study courses or act as shadow teachers or academic prefects.

Performance Standard 4: Curriculum

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

The delivery and implementation of the curriculum enables students to make acceptable progress and develop good inter-personal skills. The SABIS curriculum identifies the precise knowledge that students should acquire. It is broad and balanced and planned so that learning builds sequentially and methodically. All schools within the SABIS network follow the same curriculum with pacing charts that determine the sequence and speed of delivery. The curriculum is reviewed regularly by the central SABIS organisation. The curriculum offers a ‘one size fits all’ approach as all students do the same work with no modification for more or less able students during lessons.

In addition to core subjects the school offers, art, information and communication technology, music, ballet, physical education (PE), swimming, business studies, economics and French. The time allocated to Arabic for second language Arabic speakers does not meet MoE curriculum requirements. The school provides students with opportunities to follow additional courses to extend their options. For example, students who achieve 90% can opt out of some subjects to follow self-study courses and take external examinations.

Opportunities for creativity, innovation and independent learning are inconsistent. This means that in the majority of lessons there are few opportunities for students to transfer their knowledge between subjects. Cross-curricular links are limited and more a consequence of questioning and dialogue as opposed to integration into lesson planning. The curriculum offers acceptable links with the Emirati culture and UAE society through National Day and Flag Day.

The school offers a very wide and varied range of extracurricular activities to provide students with opportunities to apply their skills in sport, the arts and cultural activities. Many of these activities are run by the SLO. The SLO also run activities to prevent bullying, encourage recycling and plan trips.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

Protection, care, guidance and support are good. The school monitors students' academic progress very thoroughly. Academic Quality Controllers identify any students who are underachieving and provide additional support to fill any gaps in their learning. Procedures to ensure students' health, safety and welfare are good. The school has a strong pastoral team who provide good levels of care for students. Attendance procedures are rigorous; any absenteeism is dealt with immediately and parents are contacted promptly.

Student safety is paramount. Security is vigilant with security checks on all visitors at any time of day. CCTV cameras cover all vulnerable areas. Supervisors on each floor support students with any issues. Child protection procedures are fully in place. Training is regular and staff apply procedures consistently. The premises and facilities provide a safe environment for students. Effective evacuation plans are in place in case of emergency. Regular checks ensure that all maintenance issues are dealt with promptly and the school is spotlessly clean.

The school emphasises healthy living. The nurses and the SLO provide students with good guidance about healthy life styles, cleanliness, personal hygiene and healthy food. Students prepare healthy food and supervise lunch boxes. The school has a comprehensive and precise behaviour policy which students abide by. Respectful relationships between teachers and students are built on mutual respect.

The school does not identify students with special educational needs (SENs). It supports low achievement by providing extra academic support from teachers or academic prefects. The school provides additional challenge for high achieving students through the opt out program and involvement in SLO activities. Students get good support and guidance when choosing University courses and future careers. They get advice directly from visitors from Universities to help them decide on their next stage of education.

The school does not accept students with special educational needs and does not identify those who are gifted and talented. There are no ramps or lifts to support any students with physical disabilities.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good

Leadership and management are acceptable. The SABIS Board has a significant role in the leadership and management of the school. It sets the priorities and policies for all the schools in the SABIS network. Leaders implement these in the context of the school. The Board hold the school to account for its performance, especially for students' outcomes in tests and external examinations.

Leadership is cohesive and leaders at all levels are very clear about their roles and responsibilities. Leaders at the school articulate a vision and ambition to ensure students are safe and healthy, prepared for the next stage of their life and develop social responsibility. They have created a positive ethos in which students are well cared for. Management procedures are highly systematic and the school runs very smoothly day to day.

Teachers are held to account through their students' outcomes. The school provides professional training at the start of each year and monitors the impact on teaching robustly. Teachers are observed regularly, according to need. They are given very clear development points which are followed up in subsequent observations.

Self-evaluation is thorough and evaluative, though the judgements are over-generous. Judgements are based solely on the SABIS analysis of students' performance, with little regard for provision or the process of learning. Strategic school development planning priorities are well organized in line with the SABIS network. The focus is clearly on student outcomes and is constantly reviewed based

on test data. Leaders at the school provide feedback to SABIS to suggest further improvements.

Parents are generally happy with the school, especially about the levels of care, safety, the quality of teaching and academic achievement in subjects taught in English. Their main concerns are about achievement in Arabic subjects. Communication with parents is regular as they receive regular reports about their child's academic progress and personal development. They can access all information about the school events and curriculum through the 'Web school'. Parents are not involved in strategic decision making but feel that their voice is listened to.

What the school should do to improve further:

1. Strengthen the quality of teaching and learning by:
 - i. using assessment data more effectively to plan lessons that offer suitable challenge to all groups of students, especially the most and least able
 - ii. focusing lessons more on students' learning
 - iii. developing students' critical thinking, independence, communication and collaboration skills through interactive tasks and probing questioning to enhance their deeper understanding
 - iv. planning lessons in KG that enable children to learn more effectively through play and experiential activities to develop their social, gross motor, and independent skills.
2. Enhance students' practical and investigational skills in science by:
 - i. providing students with more opportunity to access laboratories and conduct independent tasks in classrooms
 - ii. ensuring children in KG have dedicated time for science.
3. Improve leadership and management at all levels by:
 - i. matching self-evaluation evidence to the UAE framework criteria to provide more accurate judgements
 - ii. developing the skills of leaders at all levels to consider the process of learning as well as the outcomes.
4. Ensure teaching time for Arabic meets the curriculum requirements.