



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of The International School of Choueifat, Al Ain

**Overall Effectiveness: Acceptable**

**Academic Year 2017 – 2018**



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## School Information

|                     |                                  |      |                            |                                                                            |    |                            |  |
|---------------------|----------------------------------|------|----------------------------|----------------------------------------------------------------------------|----|----------------------------|--|
| General Information | Inspection date:                 | from | 10 Jumada Al-Akhirah, 1439 |                                                                            | to | 13 Jumada Al-Akhirah, 1439 |  |
|                     |                                  | from | 26-Feb-18                  |                                                                            | to | 01-Mar-18                  |  |
|                     | School name                      |      |                            | International School of Choueifat, Al Ain                                  |    |                            |  |
|                     | School ID                        |      |                            | 162                                                                        |    |                            |  |
|                     | School address                   |      |                            | Saeed Ibn Shakhboot Street, Al Muwaiji, Al Ain                             |    |                            |  |
|                     | School telephone                 |      |                            | +971 (0) 2 767 8444                                                        |    |                            |  |
|                     | School official email            |      |                            | <a href="mailto:choueifataa.pvt@adec.ac.ae">choueifataa.pvt@adec.ac.ae</a> |    |                            |  |
|                     | School website                   |      |                            | N/A                                                                        |    |                            |  |
|                     | School curriculum                |      |                            | SABIS                                                                      |    |                            |  |
|                     | School phases                    |      |                            | KG to Grade 12                                                             |    |                            |  |
|                     | Fee range and category           |      |                            | Low to High:<br>AED 19,400 – AED 34,300                                    |    |                            |  |
|                     | Number of lessons observed       |      |                            | 156                                                                        |    |                            |  |
|                     | Number of joint lessons observed |      |                            | 11                                                                         |    |                            |  |
| Staff Information   | Total number of teachers         |      |                            | 99                                                                         |    |                            |  |
|                     | Turnover rate                    |      |                            | 17%                                                                        |    |                            |  |
|                     | Number of teaching assistants    |      |                            | 26                                                                         |    |                            |  |
|                     | Teacher- student ratio           |      |                            | 1 : 21                                                                     |    |                            |  |
| Student Information | Total number of students         |      |                            | 2093                                                                       |    |                            |  |
|                     | % of Emirati Students            |      |                            | 53%                                                                        |    |                            |  |
|                     | % of Largest nationality groups  |      |                            | 1. Jordan 9%                                                               |    |                            |  |
|                     |                                  |      |                            | 2. Egypt 9%                                                                |    |                            |  |
|                     |                                  |      |                            | 3. Syria 5%                                                                |    |                            |  |
|                     | % of SEN students                |      |                            | 0%                                                                         |    |                            |  |
|                     | % of students per phase          |      |                            | KG: 25%                                                                    |    | Middle: 20%                |  |
| Primary:48%         |                                  |      |                            | High: 7%                                                                   |    |                            |  |
| Gender              |                                  |      | Boys and girls             |                                                                            |    |                            |  |



## The Performance of the School

|                                                                                                                                                                                        |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Standard 1</b><br><br>Students' Achievement<br><br>                                    | <b>Performance Standard 2</b><br><br>Students' personal and social development, and their innovation skills<br><br> |
| <b>Performance Standard 3</b><br><br>Teaching and Assessment<br><br>                                | <b>Performance Standard 4</b><br><br>Curriculum<br><br>                                                           |
| <b>Performance Standard 5</b><br><br>The protection, care, guidance and support of students<br><br> | <b>Performance Standard 6</b><br><br>Leadership and management<br><br>                                            |

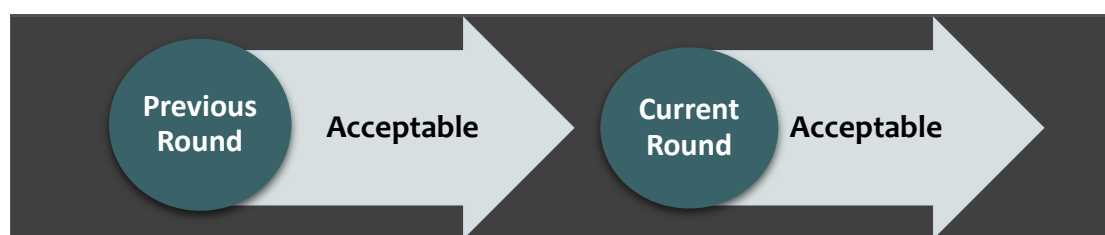


## Evaluation of the school's overall performance

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- The overall performance of the school is acceptable. The school is managed by SABIS who provide strong direction to the school including the curriculum and assessment resources.
- Students' overall achievement is acceptable. Attainment in Arabic-medium subjects is acceptable overall. Students' achievement is good in English in KG, Primary and High and is very good in Middle. Students' achievement in Mathematics and Science is good in KG, Primary and Middle and very good in High. Overall, students' learning skills are acceptable.
- Students' personal and social development is good. Students consistently help one another through the student life organisation (SLO). They demonstrate a good understanding of the Emirati culture. Students' innovation skills are developed through school events and extra-curricular activities.
- The overall quality of teaching and assessment is acceptable. Most teachers show secure knowledge of their subject, and generally use that knowledge effectively in their teaching. The school has a rigorous approach to assessment and data analysis. However, teachers do not consistently adapt lessons to meet all students' needs.
- The overall quality of the curriculum is good. It is reviewed regularly. The SABIS curriculum model offers extensive subject choices enriched by extra-curricular activities. It prepares students well for their next phase in education. It is not sufficiently modified to meet the needs of all students.
- The overall quality of protection, care, guidance and support is good. Rigorous systems and procedures are in place for managing students' behaviour, attendance and punctuality. Older students benefit from effective academic guidance.
- The overall quality of leadership and management is acceptable. Senior leaders set a clear vision. Parents are kept well informed about school life. The Governing Board monitors the school's performance rigorously and holds senior leaders to account.

## Progress made since last inspection and capacity to improve



- The school has made acceptable progress in addressing the recommendations from the previous inspection.
- School leaders and SABIS introduced an Integrated Learning System (ILS) last year to encourage the students to use their critical thinking, independent learning, problem-solving and collaboration skills in lessons. There is evidence that these skills are starting to be developed in English and science across the phases and in mathematics in High. However, this remains an area of development in all phases.
- To improve students' writing skills, senior leaders and SABIS have introduced the strategy 'sentences', whereby students re-write the same sentences in up to three languages. They use 'Grid questions', a diagnostic tool that also serves to deepen students' understanding. These strategies are intended to reinforce learning through repetition and address learning gaps. Along with the introduction of ILS last year, senior leaders report that these strategies have improved students' progress in international examinations.
- The use of assessment data is now used to provide consistent challenge for all groups of students, especially during lessons. As assessments are completed in real time using tablets, teachers can address any learning gaps immediately.
- Children in KG now have opportunities to learn through play and experiential activities in class. During break-time, children also learn through play using playground apparatus.
- As the school has made improvements in line with the previous recommendations, it has an acceptable capacity to continue to improve.



## Key areas of strength and area for improvement

### Key areas of strength

- The achievement of students in English and in science.
- Students' positive attitudes to learning and their cordial and respectful relationship with staff and one another.
- The school's assessment procedures that identify gaps in students' learning including its use of an integrated learning system (ILS).
- The range of curriculum choices and effective guidance in High phase which supports students in progressing to higher education.

### Key areas for improvement

1. Improve students' achievement especially in Arabic-medium subjects, in mathematics in Primary and overall in art, music and PE by:
  - i. using assessment data to identify students' learning styles and inform lesson planning in these subjects
  - ii. facilitating joint planning between Arabic-medium and English-medium teachers to better align students' language development in these two subjects
  - iii. providing written feedback to students so that they understand how to improve.
2. Enhance teaching strategies to meet the needs of all groups of students by:
  - i. enabling highly-effective teachers to share successful strategies with colleagues regularly
  - ii. monitoring the quality and depth of open-ended questions and dialogue between students and teachers in lessons
  - iii. designing and delivering classroom instruction that arises from students' achievement.
3. Promote students' critical thinking and innovation skills in lessons by:
  - i. reviewing how key problem-solving activities are included in ILS
  - ii. observing and sharing best practice within the school and in other schools
  - iii. providing longer periods for collaborative projects and individual research and reporting
  - iv. developing further digital learning to generate new ways of learning and thinking for students.
4. Sharpen school self-evaluation processes and align them with the school improvement plan by:
  - i. improving the accuracy and rigour of all school leaders' evaluation processes
  - ii. ensuring that lesson observations focus on evaluating the quality of students' learning and progress
  - iii. training staff to ensure that they are equipped to deliver the targets for which they are accountable.



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## Provision for Reading

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- The school library provides an appropriate environment for reading, and for individual and group research and study, as well as for whole-class teaching. The librarian monitors students' reading and liaises with academic leaders about the purchase of new books.
- The library is equipped with a wide range of books in English and Arabic, and in a variety of genres including fiction and non-fiction, which are suitable for the age groups represented in the school. It is also suitably stocked with general and subject-related resources such as bilingual dictionaries and encyclopaedias.
- Classes throughout the school visit the library at regular intervals. Special events, such as spelling bees, are organised to promote students' literacy skills. There is also an 'accelerated readers' programme for more-able students.
- Teachers provide students with suitable reading resources in Arabic and in English, as well as informative classroom displays featuring key words and concepts. Teachers in KG and Primary make appropriate use of strategies such as phonics to promote students' learning of basic reading principles.
- Displays in classrooms and around the school encourage students of all ages to read, for example about the UAE's heritage and traditions, as well as about other cultures internationally.
- The school has a suitable plan to encourage students to read more widely. This includes a range of lesson activities in English and in Arabic throughout the school. Staff have received suitable training in the teaching of reading.
- The school has put in place suitable systems for assessing students' attainment and progress in reading.



## 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<br>(as a First Language)    | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Arabic<br>(as additional Language) | Attainment | N/A        | Acceptable | Acceptable | Weak       |
|                                    | Progress   | N/A        | Acceptable | Acceptable | Weak       |
| Social Studies                     | Attainment | Acceptable | Acceptable | Acceptable | N/A        |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | N/A        |
| English                            | Attainment | Good       | Good       | Very Good  | Good       |
|                                    | Progress   | Good       | Good       | Very Good  | Good       |
| Mathematics                        | Attainment | Good       | Good       | Good       | Very Good  |
|                                    | Progress   | Good       | Good       | Good       | Very Good  |
| Science                            | Attainment | Good       | Good       | Good       | Very Good  |
|                                    | Progress   | Good       | Good       | Good       | Very Good  |
| Other subjects<br>(Art, Music, PE) | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Learning Skills                    |            | Acceptable | Acceptable | Acceptable | Acceptable |



### Overall achievement

- Students' overall achievement is acceptable. Both attainment and progress are acceptable overall. Students' achievement in Arabic-medium subjects is acceptable overall. However, achievement in Arabic as a second language is weak in High. Overall achievement in English is good. Student achievement in mathematics is good overall and very good in High. In science, achievement in KG, Primary and Middle is good and very good in High. Overall, students' learning skills are acceptable.
- Students have consistently performed above curriculum standards in all IGCSEs and APs over the last 3 years. In Grade 12 examinations in Islamic education and Arabic as first language, students' attainment over the last three years has been outstanding.
- School internal assessment data show that attainment is outstanding overall. However, such high levels of attainment were not borne out in students' overall achievement in lessons or classwork during the inspection.
- Across all subjects, at most phases, students' knowledge is stronger than their skills.

### Subjects

- Students' achievement in **Islamic studies** is acceptable. Most students make acceptable progress in their understanding of basic concepts and Islamic values. Most students can recite from the Holy Qur'an, analyze hadeeth and understand the meaning and main ideas in the content of both.
- Students' achievement In **Arabic as a first language** is acceptable. Most students listen attentively and generally develop adequate and acceptable speaking and comprehension skills but show weaker skills in writing. Students do not write often enough or at sufficient length in Arabic; writing is limited to short answers in textbooks
- Students' achievement in **Arabic as a second language** is acceptable overall. It is acceptable in Primary and Middle but weak in High. Students in Primary and Middle have basic literacy skills. They can understand simple conversations in standard Arabic and read and understand short phrases. Students in High attain levels that are below curriculum standards. Most are unable to apply grammar rules in context or independently demonstrate understanding of the content an age-appropriate text.
- Students' achievement in **social studies** is acceptable overall. Most students are achieving in line with curriculum expectations. Most students have knowledge of various topics relevant to the UAE culture at grade related expectations. In Primary, most students can name the different emirates and



locate overpopulated areas on the UAE map. In Middle, most students can discuss the role of Emirati woman in politics such as the Ambassador of Happiness.

- Students' achievement in **English** is good overall and very good in Middle. Students' attainment and progress are very good in Middle. Overall, the majority of students are achieving above age-related curriculum expectations in listening, speaking, reading and writing skills. They demonstrate positive attitudes to learning and work cooperatively and productively in lessons.
- Students' achievement in **mathematics** is good in KG, Primary and Middle. It is very good in High. Most students carry out mental calculations quickly and confidently, but only older students are skilled at developing a range of mathematical skills through problem solving and investigations.
- Students' achievement in **science** is good overall. It is very good in High. The majority of students attain levels that are above curriculum standards. They make good progress in developing confident understanding of scientific concepts. In High, students' achievement is stronger because they develop critical thinking and problem-solving skills through investigation and analysis.
- Students' achievement in **other subjects** is acceptable overall. It is acceptable in **music, art** and **PE**. Students make acceptable progress in developing their creative and physical skills. In other subjects such as **business studies, economics, ballet, computer studies, art and design**, students are making acceptable progress. In **French**, students' speaking and listening skills, and understanding are good across the school.

#### Learning skills

- Students' **learning skills** are acceptable overall. Students collaborate well when they are given the opportunity in lessons particularly in High. Most students use ICT effectively to support their learning. Students' independent learning, innovation, problem solving and critical thinking are underdeveloped in lesson time.

#### Areas of Relative Strength:

- Students' achievement in English, mathematics and science.
- Attainment of students in high phase in external examinations in all subjects.

#### Areas for Improvement:

- Students' achievement in Arabic-medium subjects and overall in art, music and PE.
- Students' critical thinking and innovation skills in lessons.



## 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---------|--------|------|
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>Students' personal development and their understanding of Islamic values and awareness of Emirate and world cultures are good. They have a good sense of social responsibility. However, their innovation skills are less well developed overall. Their attitudes and behaviour are good. Relationships between staff and students, and among students themselves are very respectful.</li><li>Attendance is good at 94%, and punctuality to lessons is good. Students have a general understanding of the importance of maintaining a healthy lifestyle and how to use the internet safely.</li><li>Students have a good understanding of UAE culture and Islamic values. They are committed to the recitation of the Holy Qur'an and are proud of their cultural identity. They have a good understanding of the different cultures within the school.</li><li>Through the Student Life Organisation, students contribute enthusiastically to the day-to-day life and work at the school and, as prefects, they are involved in organising events and activities around the school. Students have set up an Eco-Club and the school was nominated by the federal environmental agency as a sustainable school.</li><li>Students have a strong work ethic. They develop innovation skills through competitions and extra-curricular activities. They enjoy taking part in the Innovation Week, Sheikh Zayed Heritage Festival, and Abu Dhabi Science Festival. However, their innovation skills are not well developed in lessons.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |         |        |      |
| <ul style="list-style-type: none"><li>Students' positive attitudes and good behaviour.</li><li>Positive and respectful relationships between students and staff.</li><li>Students' appreciation of the culture and heritage of the UAE and of other world cultures.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |         |        |      |
| <ul style="list-style-type: none"><li>Opportunities for students to develop innovation skills in lessons.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |         |        |      |



### Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Teaching is acceptable, and assessment is good. Most teachers have secure subject knowledge but their understanding of how students learn is inconsistent across subjects.
- Teachers use SABIS resources to support the delivery of their subjects. Most teachers' questions are focused on checking the knowledge and understanding students need to pass examinations. Teachers in High use open-ended questions more consistently to promote critical thinking and problem solving.
- Planning of lessons adequately supports the learning of groups of students but is not always effective in providing challenge for more able students.
- Internal assessment systems are rigorous. Students use tablets in all lessons and, as a result, their learning and progress is evaluated systematically. The school benchmarks students' outcomes against other SABIS schools and against national and international expectations.
- Teachers have access to well-analysed assessment information, but this is not always used to influence teaching effectively. Gaps in students' learning are addressed through planned remedial sessions and extra lessons. Teachers provide effective verbal feedback. Their lack of written feedback on students' work does not enable students to know what to do to improve to the next level.

#### Areas of Relative Strength:

- Teacher subject knowledge.
- Rigorous assessment to monitor progress and identify gaps in learning
- Use of learning technologies to promote students' progress.

#### Areas for Improvement:

- Challenge for the more able students in lessons
- Developing innovation, critical thinking and problem solving in KG, Primary and Middle in lessons.



## Performance Standard 4: Curriculum

| Curriculum Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | KG         | Primary    | Middle     | High       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Good       | Good       | Good       | Good       |
| Curriculum adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of the curriculum is good. The SABIS curriculum has a clear rationale and is aimed at high academic achievement.</li><li>The curriculum, which is broad and balanced, ensures continuity and progression in the students' learning. Senior leaders and Academic Quality Controllers (AQC) review the curriculum regularly in order to identify gaps and make appropriate modifications. Less able students are supported through remedial session and extra lessons. There is insufficient challenge for the more able in lessons.</li><li>The wide range of curricular options provides older students with choices and opportunities that develop their confidence and aspirations to access universities around the world.</li><li>Opportunities for enterprise, innovation, creativity and social contribution are limited in lessons. They are provided as part of the extra-curricular provision and through school events such as the Science Fair.</li><li>The curriculum provides numerous opportunities to develop students' understanding of Emirati culture and the UAE society.</li><li>Moral education ensures students become reflective learners and can distinguish right from wrong. They raise their aspirations in accordance with the moral values of UAE society such as responsibility, honesty and respect for others.</li></ul> |            |            |            |            |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |            |            |
| <ul style="list-style-type: none"><li>Range of curricular choices</li><li>The programme of extra-curricular activities and school events.</li><li>Students' understanding of Emirati culture and UAE society.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |            |            |            |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |            |            |            |
| <ul style="list-style-type: none"><li>Adaptation of the curriculum to challenge the more able students in lessons.</li><li>More opportunities for cross-curricular links between subjects.</li><li>Provision for innovation, enterprise and creativity in lessons.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |            |            |            |



## 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 |
| <ul style="list-style-type: none"><li>• The quality of protection, care, guidance and support for students is good. Safeguarding, and child protection policies and procedures, including those designed to combat bullying and misuse of computer-based technology, are effective. These are known and supported by staff, students and parents.</li><li>• School leaders ensure that the school provides a secure, safe and hygienic environment for students and staff. Regular safety checks are recorded appropriately. The school arranges special events to promote students' awareness of health and safety, but this is not systematically included in mainstream lessons.</li><li>• The school's premises and facilities meet the needs of all groups and ages of students represented in the school. The quality of maintenance and record keeping is good overall. However, minor maintenance issues are not always remedied promptly.</li><li>• The school promotes students' awareness of the importance of regular exercise and a balanced diet. Relationships between staff and students are positive and procedures for promoting good behaviour are effective.</li><li>• The school implements successful measures to encourage high levels of attendance and punctuality.</li><li>• The school does not formally identify any students as having special educational needs or as Gifted and Talented (G&amp;T), but provides good support for those with additional learning needs.</li><li>• Staff monitor students' personal development and well-being systematically. Senior students receive high-quality career guidance and about their next stage of education.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>• Systems for safeguarding and child protection.</li><li>• Relationships between staff and students and the management of students' behaviour.</li><li>• Extent and quality of preparation for higher education.</li></ul> |      |         |        |      |



### Areas for Improvement:

- Procedures to identify students who may have special educational needs or may be gifted and talented.
- Systematic inclusion of health and safety in mainstream lessons.
- Prompt repair of minor maintenance issues.

### Performance Standard 6: Leadership and management

| Leadership and management Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| The effectiveness of leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Good       |
| Self-evaluation and improvement planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Acceptable |
| Partnerships with parents and the community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Good       |
| Governance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Acceptable |
| Management, staffing, facilities and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Good       |
| <ul style="list-style-type: none"><li>• The overall quality of leadership and management is acceptable. The principal, senior leaders and staff follow the SABIS vision for education closely. They recognise the UAE vision for Education. Relationships and communication are effective in ensuring the smooth running of the school.</li><li>• The school's self-evaluation reflects SABIS expectations and is driven by rigorous data analysis and the use of ILS. The school does not use the UAE inspection framework in evaluating performance. The school development plan lists actions but lacks precise timelines and strategies to measure the impact of the plan or of professional development.</li><li>• Partnerships with parents and the community are good. Parents are kept well informed about school life. Parents welcome online access to measures of their children's progress via the SABIS 'webschool'.</li><li>• The Directors of SABIS determine the school's priorities. Stakeholders are not represented at board level and parents are not involved in decision making. The board holds senior leaders and staff accountable for students' performance.</li><li>• The day-to-day management of the school is effective. Teachers participate in professional development. Premises and resources fully support the effective delivery of the curriculum.</li><li>• The school strongly promotes international assessment such as TIMSS and PISA.</li></ul> |            |



Teachers incorporate 'one question a day' in their daily lesson plans through the ILS. Students' progress is monitored carefully on a daily basis.

**Areas of Relative Strength:**

- Effective relationships and communication among staff.
- Arrangements for parents to track their children's progress.
- Systems to hold staff accountable for students' achievement.

**Areas for Improvement:**

- Sharpen self-evaluation processes and align them with the school improvement plan.
- Representation of all stakeholders at board level.