



Irtiqa'a School Inspection

AY 2024/25

International School of Choueifat - Muwaiji

Rating: Very Good

Contents

- **School information**
- **Changes since the previous inspection**
- **The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS**
- **Performance in standardized and international assessments**
- **Reading**
- **Strengths of the school**
- **Key recommendations**
- **Summary of inspection findings 2023/24**
- **Inspection findings**

School Information

General Information		
	Name	International School of Choueifat - Muwajji
	Esis Number	9162
	Location	111, Mana Bin Mohammed Al Dhaheri St, Al Muwajji', Al Ain, 30049
	Website	https://iscalain.sabis.net
	Telephone	037678444
	Principal	RAMZI NAJIB AL EID
	Inspection Dates	21 to 24 Oct 2024
	Curriculum	Sabis

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	2090
Number of Emirati students	1298
Number of students of determination	3
Largest nationality group of students	UAE - Jordan - Egypt

Information On Teachers

Number of teachers	109
Nationalities	South Africa - Ireland - Lebanon

Changes since the previous inspection

Since the school's previous inspection in 2021, its overall performance rating has improved from good to very good.

Arabic-medium subjects have shown overall improvement, with some phases maintaining their previous levels and none experiencing regression. In Islamic Education, students' achievement levels have risen from good to very good in phases 2, 3, and 4, while remaining good in phase 1. Similarly, Arabic as a second language has improved from acceptable to good across all phases, though it is not offered in phase 1. These advancements are attributed to enhanced teaching practices and routines in the primary and higher phases.

For Arabic as a first language, attainment has improved from good to very good across all four phases, driven by better teaching. Progress has also improved in phases 1 and 2, while remaining good in phases 3 and 4.

English-medium subjects have seen overall improvement, though some phases have maintained their previous levels and a few have experienced regression. In phases 1 and 2, English achievement remained good, while in phase 3, it declined from very good to good. In phase 4, attainment stayed very good, although progress regressed from very good to good. Math attainment remained consistent across all phases compared to the previous inspection, but progress varied. Phase 1 improved from good to very good, phase 3 regressed from very good to good, and phases 2 and 4 remained unchanged.

Science achievement remained good in phase 1 and very good in phases 2 and 3. Phase 4, however, showed significant improvement, with attainment rising from very good to outstanding due to high performance on external exams in the higher phase.

Learning skills have remained steady since the last inspection, with phase 1 rated as good and phases 3 and 4 rated as very good. Phase 2 has improved from good to very good, attributed to enhanced lesson progress and

enriched learning experiences across subjects.

Performance Standard 2 was not assessed during the previous inspection. Students' personal and social development is currently evaluated as very good across all phases. Students demonstrate a positive attitude toward learning and punctuality. In phase 4, their understanding of Islamic values and awareness of Emirati and world cultures is rated as good, while in other phases, it is evaluated as acceptable. Similarly, students' social responsibility and innovation skills are rated acceptable across all phases.

Teaching in phase 1 remains good, but it has improved from good to very good in the other phases. The quality of teaching has been maintained despite the addition of several new teachers this school year. Assessment continues to be very good across all phases, supported by a rigorous system for collecting learner data that informs the pace of learning.

Performance Standard 4 was not assessed during the previous inspection. Curriculum design and implementation are rated as good across all phases, while curriculum adaptation is rated acceptable. Appropriate learning experiences are integrated into most areas of the curriculum, fostering a clear understanding of the UAE's values, culture, and society. Opportunities for students to develop creativity, innovation, and enterprise skills are adequately provided in lessons.

The health and safety of students, including child protection, remains a key focus and is rated very good. However, the care and support provided have declined from very good to good, largely due to the absence of in-school support services (ISSS) for students with additional learning needs, including students of determination.

The effectiveness of leadership has improved from good to very good, driven by the clear vision of the leadership team. The quality of self-evaluation processes remains good.

Partnerships with parents continue to be good, as does the provision of teaching and learning resources, particularly digital tools. All leaders remain committed to the school and its continuous improvement. Since the last inspection, many recommendations have been effectively implemented.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

The school has benchmarked students' attainment against international standards. The school participated the TIMSS 2019 (Trends in Mathematics and Science Studies), PIRLS (Progress in international Reading Literacy Study) 2021 and PISA (Program for International Student Assessment) 2022. The school has targets for all international benchmark assessments and has not met their Mathematics, Scientific Literacy and Reading Literacy targets in the most recent PISA assessment.

There is a general awareness of international benchmarking assessments among leaders, and the school promotes the importance of doing well and making a more global comparison.

The school has provided additional curricular support for mathematical content domains and has introduced examples of PISA-style and GL-style questions in most mathematics, science and English lessons.

Teacher questioning skills have been specifically developed through professional development courses to ensure that students are more familiar with the reasoning domain, particularly in mathematics and in science.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

Standardized Assessments

GL Progress Tests are used as an external assessment for grades 3-9 in English, mathematics and science. Students' outcomes in the Arabic medium subjects are benchmarked against Ministry of Education standards.

GL results for the AY 2023/24 indicate weak attainment across subjects in Phase 2 and in English in Phase 3. GL attainment in Phase 3 is very good for mathematics and outstanding for science, which aligns with internal results. There is improvement in GL PTM and GL PTS Phase 2 results in mathematics and science from the very weak results obtained in AY2021/22 to weak levels.

Phase 4 students participate in a range of external assessments, including IGCSE, A-levels, and AP assessments. Results indicate outstanding attainment in AP English, AP calculus, IGCSE Mathematics, AP and IGCSE physics, AP and IGCSE chemistry, and AP and IGCSE biology. Attainment is acceptable in IGCSE English. Attainment is weak and acceptable in AS-Mathematics and IGCSE Mathematics, respectively.

International Assessments: TIMSS, PISA, PIRLS

The school participated in PISA (Program for International Student Assessment, 2022) for 15-year-old students, PIRLS (Progress in International Reading Literacy Study, 2021) for grade 4 students and TIMSS (Trends in International Mathematics and Science Study 2019) for grades 4 and 8.

In PISA, the reading literacy results, at 484.1, mathematical literacy results, at 510.5, and science literacy results, at 481.4, all exceed the international averages; however, they are all below the set target. In PIRLS, grade 4 students reached the high International Benchmark level in Reading.

In TIMSS, students in both grades 4 and 8 mathematics and Grade 8 science reached the high international benchmark, and Grade 4 science students reached the intermediate international benchmark.

Reading

The school's library is centrally situated with books serving both the English and Arabic curricula. It is adequately stocked with age-appropriate fiction and non-fiction reading materials in English but less so in Arabic. Books for are organized for easy student access, and a dedicated section is provided for KG. KG students' reading fluency is supported through the GINN reading scheme. All students have library access through weekly timetabled lessons, where they read silently from the Sabis-prescribed books. A librarian is appointed to support students in the library.

The school has a strong focus on improving reading skills through a wide range of activities including, borrowing books for D.E.A.R (Drop Everything And Read) in class and at home. The 'Early Birds' club gives a one-on-one opportunity for students to improve their reading skills. Continuous after-school special classes are provided for lower grades, along with some in-class support. Additionally, upper grades have specific classes scheduled to help and support struggling students. These extra lessons focus on basic literacy skills, including phonic skills to decode words and recognize words by sight.

Lower primary "Reading Every Day" (RED) program develops students' proficiency in English and improves their word building, simple sentences reading, and pronunciation of unfamiliar words. The 'RED' book is used by lower grades to enhance their reading abilities in English, math, and science. Students are encouraged to read in class, and in specific DEAR time. In the KG and lower primary phase, reading skills are addressed through the systematic daily teaching of phonics, and weekly reading sessions.

From grade 3 onwards, students learn to read for comprehension in both English and Arabic lessons, using subject-based resources. Reading skills are regularly assessed in the KG, and students' progress is tracked and monitored carefully. Reading comprehension assessments are conducted in the primary and secondary phases. Parents are encouraged to help their children read at home. Guidelines and advice on how to promote and

support their children's reading development have been provided for parents. During vacation time, students are asked to read and write book reviews and to record the books they have read in a reading log. There are posters in classrooms and around the school promoting reading both in Arabic and English.

Strengths of the school

- Students consistently demonstrate positive attitudes toward learning and achieve high levels of success, particularly in AP and A-level examinations.
- They exhibit a strong sense of personal responsibility and maintain a positive attitude toward their school environment.
- The school has established robust internal assessment systems and processes that effectively capture and track students' progress across various subjects.
- Rigorous procedures are in place to ensure the health, safety, and safeguarding of both students and staff.
- The principal and senior leadership team lead the school with effectiveness and dedication, showcasing a strong commitment to their students and the broader school community.

Key Recommendations

1. Enhance student engagement and responsibility to improve learning outcomes by:

- providing more opportunities for students to collaborate, share, and present their learning in lessons.
- expanding opportunities for students to take greater responsibility for their learning, particularly through research and independent exploration.
- encouraging student involvement in decision-making to build their confidence and sense of ownership over their learning.
- fostering a stronger sense of accountability by increasing opportunities for students to take on responsibilities, both in and outside of the classroom.

2. Develop critical thinking and creativity to support student growth by:

- expanding opportunities for students to solve real-life problems and engage in activities that promote critical thinking, problem-solving, and independent decision-making.
- enhancing students' capacity to innovate and be creative through extracurricular activities.
- increasing opportunities for students to explore independently and engage in innovative thinking across all subjects.

3. Further strengthen teaching practices to meet the diverse needs of students by:

- ensuring that lesson planning is more personalized to cater to the needs of individual students, groups, and classes, to enhance student progress.
- providing teachers with training to improve their awareness of barriers to learning, such as learning difficulties, that may impact students' ability to learn.
- promoting differentiated lesson planning to meet the diverse needs of students.

4. Enhance leadership and governance structures by:

- aligning judgments in the self-evaluation process (SEF) with the performance indicators outlined in the UAE School Inspection Framework.

- strengthening parents' involvement by facilitating regular, structured feedback sessions with the principal and senior leaders.
- reviewing the school's network and connections with national and international organizations to positively impact students' academic performance and broaden their learning opportunities.

Overall School Performance: **Very Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a first language	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a second language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
English	Attainment	Good	Good	Good ↓	Very Good
	Progress	Good	Good	Good ↓	Good ↓
Mathematics	Attainment	Good	Good	Very Good	Very Good
	Progress	Very Good ↑	Good	Good ↓	Very Good
Science	Attainment	Good	Very Good	Very Good	Outstanding ↑
	Progress	Good	Very Good	Very Good	Very Good
Learning Skills		Good	Very Good ↑	Very Good	Very Good

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Very Good 	Very Good 	Very Good 
Assessment	Very Good	Very Good	Very Good	Very Good

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

PS6: Leadership and Management

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

Inspection findings

PS1: Students’ achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students’ attainment and progress in Islamic Education. These include the following:



Holy Qur’an and Hadeeth



Islamic values and principles



Seerah (Life of the Prophet PBUH)



Faith



Identity



Humanity and the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

Findings:

- The school’s analysis of internal assessment data at the end of the AY2023/24 against the Ministry of Education curriculum standards indicates that most students attain levels above curriculum standards in phases 2, 3, and 4. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The Ministry of Education examination results for Grade 12 students at the end of AY2023/24 indicate that most students attained above curriculum standards.
- In lessons and recent work, the majority of students in phase 1 and a large majority of students across other phases demonstrate knowledge of the Holy Qur'an, Hadith, and Islamic teachings above curriculum standards.
- The school's data for the past three years indicates that most students in phases 2, 3, and 4 attain above MoE curriculum standards.
- The school’s internal assessment data indicates that most students in phases 2 and 4 and a large majority of phase 3 students make better than expected progress in relation to their starting points and curriculum standards.
- In lessons across all phases, the majority of students in phase 1 and the large majority in all other phases make better-than-expected progress in developing their knowledge of Islamic teachings and the principles conveyed in the Holy Qur’an and Hadith.

- The school's assessment data indicates that girls consistently outperform boys, with most girls making better-than-expected progress across Phases 2, 3, and 4, while only a large majority of boys make above-expected progress, with Grade 9 boys making only expected progress. The large majority of lower-attaining students (LAS) make better-than-expected progress in Phases 2 and 3 but achieve only expected progress in Phase 4. Most Emirati students make above-expected progress in Phases 2 and 4, but only a large majority make better-than-expected progress in Phase 3, while Emirati students in Grades 7 and 9 achieve only expected progress. Most high-achieving students across Phases 2, 3, and 4, along with gifted and talented students, make better-than-expected progress. In lessons, low attainers generally make expected progress, though some struggle to accelerate their learning due to limited opportunities, while high attainers make better than expected progress. Girls consistently demonstrate greater progress than boys.

Next Steps:

1. Enhance students' skills in interpreting the meaning of ayat from the Holy Qur'an in Phase 2.
2. Ensure students across all phases read the Holy Qur'an accurately while applying Tajweed rules.
3. Strengthen Seerah knowledge across KG and Phase 2 and enhance students' ability in Phases 3 and 4 to link Islamic concepts and rules with relevant ayat from the Holy Qur'an and Hadith.

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in all phases. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across all phases.
- Last academic year, (MoE) examination results for Grade 12 students, indicate that most students attain above curriculum standards.
- In lessons and their recent work, a large majority of students in all phases attain levels above curriculum standards. Students demonstrate listening, understanding, reading, speaking, and comprehension skills above curriculum standards. However, students in Phase 1 face difficulty in accurately writing words and observing their directional writing. Students in phases 2, 3, and 4 develop a secure understanding of narratives, stories, and poems. However, students in phases 2 and 3 face difficulty in their fluent reading and observing Harakat. Students' extended writing skills applying language structures and grammar rules across phases 2, 3, and 4 are less developed.
- Over the last three years, the school's internal assessment data indicates that most students in phases 2, 3, and 4 attain above MoE curriculum standards.
- School internal assessment data shows that a large majority of students in all phases make better-than-expected progress over time from their starting point.
- In lessons, a large majority of students in phases 1 and 2 and the majority of students in phases 3 and 4 make better than the expected progress in developing their listening, reading, speaking, and comprehension skills. Students do not make rapid progress in developing their accurate and extended writing across all phases.

- The school's assessment data indicates that a large majority of boys in phases 1, 2 and 4; and a majority of boys in Phase 3 make better than expected progress. Most girls in Phase 2 and a large majority of girls in phases 1 and 3 make better than expected progress from their starting point. Only a majority of girls in Phase 4 make the expected progress. As for Emirati students, the assessment data shows that a large majority in Phase 2 and a majority in phases 1, 3 and 4 of the Emirati students make better than expected progress. The school data also shows that most of high attaining students in phases 1 and 2, and a large majority of students in phases 3 and 4 make better than expected progress. Most of low attaining students in Phase 1, and a majority of low attainers in phases 2 and 4 make better than expected progress. Most of low attainers in Phase 3 make only the expected progress. Most G&T students in phases 1 and 2, and a large majority of G&T students in phases 3 and 4 make better than expected progress. There is no progress data for students with additional learning needs including students of determination. In lessons, higher-attaining students do not always make enough progress from their starting points. Low-attaining students do not fully accelerate their learning as they have limited opportunities. Boys, girls, and Emirati students make equal and better-than-expected progress in lessons.

Next Steps:

1. Improve students' accuracy and fluency in reading in phases 2 and 3.
2. Enhance students' extended writing, focusing on language structures and grammar rules across phases 2, 3, and 4.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable

Findings:

- The analysis of school internal assessment data against the Ministry of Education (MoE) curriculum standards indicates that most students in phases 2, 3, and 4 attain levels above curriculum standards. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- The school has no external national or international assessments across all phases.
- In lessons and their recent work, the majority of students across phases 2, 3, and 4 demonstrate listening, understanding, and comprehension skills that are above the curriculum standards.
- Over the last three years, the school's internal assessment data indicates that most students in phases 2, 3, and 4 attain above MoE curriculum standards.
- School internal assessment data shows that most students in phases 2, 3, and 4 make better than expected progress over time from their starting point.
- In lessons, the majority of students across all phases make better-than-expected progress in developing their listening, understanding, speaking, and reading skills. However, they make limited progress in developing their writing and fluent reading skills across the grades. Students across all phases do not make rapid progress in developing speaking in standard Arabic skills, writing skills, and functional use of the language.
- The school's assessment data indicates that all groups across phases 2, 3, and 4 make better than expected progress from their starting point, except for the majority of low attainers who make better than the expected progress.
- There is no progress data for students with additional learning needs, including students of determination. In lessons, higher-attaining students do not always make enough progress from their starting points. Low-attaining students do not fully accelerate their learning as they have limited opportunities. Boys and Girls make expected and equal progress in lessons.

Next Steps:

1. Enhance students' fluency in reading skills and functional use of the language across all phases.
2. Develop students' extended writing skills in phases 3 and 4.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school’s analysis of internal assessment data at the end of AY 2023/24 against the Ministry of Education (MoE) curriculum standards indicates that most students attain levels above curriculum standards in Phases 2 and 3. This level of attainment does not align with the levels of students' knowledge and skills observed in lessons across the phases.
- There are no external, national, or international social studies assessments for grades 1-9.
- In lessons and in recent work, the large majority of students in Phases 2 and 3 attain levels of knowledge and skills above MoE curriculum standards.
- Over the past three years, the school’s internal data suggests that most students have consistently attained levels above the MoE curriculum standards in both phases.
- The school’s analysis of internal assessment data indicates that most students make better than expected progress over time and from their starting point at the beginning of the academic year in both phases.
- In lessons and in recent work, the large majority of phase 2 and 3 students make better than expected progress. Phase 2 students demonstrate understanding in various areas of the curriculum.
- The school’s assessment data indicates that in Phase 2 all groups of students demonstrate progress, with most students are making better than expected progress. In Phase 3, various groups, including boys, girls, high-achieving students, and gifted and talented students, show that most of their students are progressing above expected levels. However, a large majority of Emirati students are making better-than-expected progress, although Grade 7 Emirati students are only meeting expected progress. Additionally, most low-achieving students are only making expected progress. In lessons, low-achieving students meet expected progress, while high-achieving students make better-than-expected progress.

Next Steps:

1. Align lesson observations with assessment data to ensure consistency between observed student knowledge and skills and the school's internal assessment outcomes.

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in English language. These include the following:

Speaking

Listening

Reading

Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good	Good	Good ↓	Very Good
	Progress	Good	Good	Good ↓	Good ↓

Findings:

- The school’s internal assessment data measured against SABIS curriculum standards at the end of the AY 2023/24 indicates that most students across all phases attain levels higher than the curriculum standards. These levels of attainment do not align with students’ knowledge and skills observed in lessons.
- The results of the GL-PTin English for grades 3 to 9 indicate that less than three-quarters of the students in phases 2 and 3 attain levels in line with curriculum standards. External assessment data indicates that most of phase 4 students, from grades 10 and 11, who took the IGCSE English language assessment in AY 2023/2024 attained in line with national and international standards. AP English language and comprehension assessment in 2023/2024 indicates that most phase 4 students from grade 11 who took the test attained levels above national and international standards. Programme for International Student Assessment (PISA, 2022) results for 15-year-olds indicate that in Reading Literacy, students exceeded the international average but did not meet the set target of 545.5 with a score of 484.1. In 2021, the school’s Progress in International Reading Literacy (PIRLS) Reading score for grade 4 was at the High Proficiency level. In lessons and their recent work, the majority of students in KG and phases 2 and 3, and the large majority in phase 4 attain higher than the curriculum standards. However, students have limited opportunities to engage in cooperative learning activities and to reflect on their own learning in workbooks or in lessons.
- Internal assessment trends data over the last three years indicates that most students in KG and phase 4 consistently attain levels above curriculum standards, while in phases 2 and 3, attainment has slightly regressed from most students to a large majority of students attaining levels above curriculum standards in the last academic year.
- Internal data tracks students’ progress over time and from their starting points at the beginning of the academic year. Data indicates that most KG students and the majority of students in the other phases make better than expected progress from their starting points.
- In lessons and student work scrutiny, the majority of students across all phases make better than expected progress.
- Progress of groups of students, as measured internally, indicates that in KG, most boys, Emiratis, and low

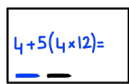
attainers make the expected progress, and the majority of girls, the large majority of high attainers, and most gifted and talented students make better than expected progress. In phase 2, the large majority of high attainers and most gifted and talented students make better than expected progress. In phase 2, while most Emirati students make the expected progress, the majority of boys and low attainers, the large majority of girls and most high attainers, and gifted and talented students make better than expected progress. Data also indicates that in phase 3, most boys, Emiratis, low attainers, and gifted and talented students make the expected progress, while the majority of girls and the large majority of high attainers make better than expected progress. In phase 4, most girls and Emiratis make the expected progress, while the majority of boys, low attainers, and gifted and talented students, and the large majority of high attainers make better than expected progress. The school has not identified any students with additional learning needs, including students of determination across phases.

Next Steps:

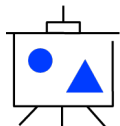
1. Provide more opportunities in English lessons for students to engage in self-and peer assessment and reflect on their own learning.
2. Include more opportunities for collaborative learning activities.
3. Ensure that students have regular opportunities to use appropriate digital technologies in lessons to enhance their inquiry, research, and problem-solving skills.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



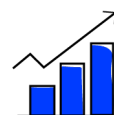
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good	Good	Very Good	Very Good
	Progress	Very Good	Good	Good	Very Good

Findings:

- The school's internal assessment data measured against SABIS curriculum standards at the end of the AY 2023/2024 indicates that most students in KG and phase 4 and the large majority in phases 2 and 3 attain levels higher than the curriculum standards. These levels of attainment do not match with students' knowledge and skills observed in lessons.
- Results of GL-PT external assessment conducted by students in grades 3 to 9 in 2023/2024 indicate that less than three-quarters of phase 3 students attain in line with the national and international standards, and the large majority of phase 3 students attain levels higher than the curriculum standards. IGCSE results indicate that the large majority of phase 4 students from grades 10 and 11 who took the test attained above national and international standards. Whereas less than three-quarters of phase 4 students from grade 11 who took the AS-Mathematics test attained levels in line with the national and international standards. Most grade 12 students who took the A-level mathematics attained above national and international standards. Also, most grade 12 students who take the AP Calculus attained above national and international standards.
- In the TIMSS 2019 assessment, grade 4 and grade 8 students attained levels within the high international benchmark with 552.59 and 575.52.
- Students who sat for the PISA 2022 exceeded the international average but did not meet the target of 533.8 with a score of 510.5. In lessons and their recent work, the majority of KG and phase 2 students and the large majority of phases 3 and 4 students attain levels higher than the curriculum standards. Most students in KG are able to order objects from 1 to 5. In phase 2, students understand the place value system and perform operations with multi-digit whole numbers and with decimals to hundredths. They can apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- The school's internal attainment data over the past three years indicates that most KG and phase 1 students consistently attain above curriculum standards. In phase 3, attainment has slightly regressed from most students in the academic year 2021/2022 to a large majority of students attaining levels above curriculum standards over the last two academic years. In phase 4, attainment has been fluctuating regressing from the academic year 2021/2022 to the academic year 2022/2023, it improved again in the last academic year where most students attain higher than the curriculum standards.
- The school tracks data of students progress over time and from their starting points at the beginning of the

academic year. The school's progress data indicates that the large majority of students in KG and phase 4 and the majority in phases 2 and 3 make better than expected progress.

- In lessons and work scrutiny, most students, similarly, the large majority of students in KG and phase 4 and the majority in phases 2 and 3 make better than expected progress.
- The school's data indicates that in KG, most girls, high attainers, and gifted and talented students, and the large majority of boys, Emiratis, and low attainers, make better than expected progress. In phase 2, Most high attainers and the majority of boys and girls make better than expected progress, while most Emirati students and low attainers make the expected progress. Phase 3 data indicates that while most high attainers, the large majority of gifted and talented students, and the majority of girls make better than expected progress, most boys and low attainers and only less than three-quarters of Emirati students make the expected progress. In phase 4, Most high attainers, the large majority of boys, Emiratis, and gifted and talented students, and the majority of girls make better than expected progress, while most low attainers make the expected progress. The school has not identified any students with additional learning needs and students of determination across phases.

Next Steps:

1. Improve student achievement in Phase 2 to at least very good.
2. Increase and enhance opportunities for practical mathematics activities across phases to deepen students' application of mathematical concepts.

Science

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in science. These include the following:



Scientific thinking,
inquiry, and
investigative skills



Ability to draw
conclusions and
communicate ideas



Application of science
to technology, the
environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good	Very Good	Very Good	Outstanding ↑
	Progress	Good	Very Good	Very Good	Very Good

Findings:

- The school's analysis of internal assessment data at the end of 2023/2024 academic year, against the Sabis curriculum standards for science indicates that the large majority of students in phase 2 and most students in grades 6 to 8 of phase 3 attain levels above curriculum standards. The large majority of grade 9 and phase 4 students attain above curriculum standards in physics, the large majority of grade 9 and the majority of phase 4 students attain above curriculum standards in chemistry, and most grade 9 students and the large majority of phase 4 students attain above curriculum standards in biology. No data is available of the attainment of students in KG.
- Results of the GL-PT 2023/2024 assessments indicate that less than three quarters of phase 2 students attain in line with the curriculum standards, while most phase 3 students attain levels above national and international standards. Results of external assessments conducted in 2023/2024 indicate that most phase 4 students who took AP-physics 1, AP-physics 2, AP-physics S Mechanics, AP chemistry, AP biology, IGCSE physics, IGCSE chemistry, A-Level chemistry and IGCSE biology attain levels above national and international standards. TIMSS 2019 results indicate that grade 4 attain levels within the intermediate international benchmark range, while grade 8 students attain levels with the high international benchmark range. In PISA 2022, 15-year-old students exceeded the international average, but did not meet the target of 549 with a score of 484.1.
- In lessons and their recent work, the majority of KG students, the large majority of phases 2 and 3 students and most phase 4 students attain levels above curriculum standards.
- The school internal assessment data, over the past three years, indicates consistent outstanding attainment in phase 2, grade 9 biology and phase 4 physics. Attainment slightly regressed from outstanding in 2021/2022 to very good in the last two academic years in phase 3 science and phase 4 chemistry. Attainment in phase 4 biology has been fluctuating, regressing from outstanding in the academic year 2021/2022 to very good in 2022/2023 and improving again to outstanding in the last academic year. The school provides attainment data of grade 9 physics and chemistry for the last academic year only.

- Except for KG, the school tracks students progress in science over time and in relation to their starting points at the beginning of the academic year. The school's internal assessment data indicates that a large majority of students in Phase 2 and a majority of students in phase 3 make better than expected progress. . Most grade 9 students and the large majority make better than expected progress in physics and in chemistry and biology respectively. In phase 4, most studnets make better than expected progress in biology, the large majority in physics and the majority in chemistry.
- Based on lesson observations and the scrutiny of students' work, the majority of KG students and the large majority of students in the other phases make better than expected progress.
- The school internal assessment data indicates that in phase 2 high attainers and gifted and talented students make outstanding progress, boys and girls make very good progress, Emiratis make good progress while low attainers only make acceptable progress. In phase 3 science, high attainers make outstanding progress, girls and gifted and talented students make very good progress, boys make good progress, while Emirati students and low attainer make acceptable progress. In grade 9, boys and girls make similar progress, very good in chemistry and biology and acceptable in physics, Emirati studnets make acceptable progress in physics and biology and good progress in chemistry, low attainers make good progress in physics, very good progress in chemistry and acceptable progress in biology, high attainers make very good progress in physics and outstanding progress in chemistry and biology, while gifted and talented students make acceptable progress in physics and very good progress in chemistry and biology. In phase 4, boys, girls, Emiratis and low attainers make acceptable progress in physics while high attainers make very good progress and gifted and talented students make good progress. Phase 4 boys, girls and Emirati students make good progress in chemistry, while low attainers make acceptable progress, high attainers and gifted and talented students make outstanding and very good progress respectively. In phase 4 biology, all groups of students make outstanding progress, except for low attainers who make good progress. The school has not identified any students with additional learning needs and students of determination across phases.

Next Steps:

1. Provide opportunities for students to develop their research and investigative skills, fostering deeper understanding of scientific concepts. • Review the use of resources to support the teaching of Science across all phases.
2. Provide opportunities for students to construct and analyze tables and graphs to develop their analytical skills in phases 2-3.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Good	Very Good ↑	Very Good	Very Good

Findings:

- Students are keen to learn and engage with the tasks expected of them in all phases with sustained concentration. In phases 2-4, students complete activities independently, often taking notes and using the SABIS Integrated Learning System (ILS). They require minimal guidance to navigate technology, as the ILS and SABIS Digital Platform (SDP) provide diagnostic data, enabling students to identify their strengths and areas for improvement.
- Opportunities for students to work collaboratively to support their learning can vary in classes and phases across the school but are more consistently purposeful and evident in phases 3-4. Student voices supported the view that they would like more opportunities to collaborate when learning. Opportunities for independent learning are not sufficiently developed. Learning is communicated mainly through question-and-answer sessions by the teacher, with students sometimes giving extended answers when teachers probe for greater depth responses. Students are able to communicate their learning through the completion of activities on their e-books and, in the best examples, when communicating with their peers.
- Students in all phases regularly make connections between areas of learning such as Mathematics in Science subjects in Phases 3 and 4 and real word connections to learning in Arabic and Science are evident, although these are often prompted by the teacher.
- Students are able to access learning technologies through e books and engage with the schools ILS in order to support and assess their learning. Independent research and critical thinking skills are common features in all phases and across some subjects.

Next Steps:

1. Ensure students have more opportunities to collaborate, share and present their learning.
2. Increase opportunities for students to explore independently and solve real-life problems.
3. Expand opportunities for students to take greater responsibility for their learning through research.

PS2: Students’ personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Very Good	Very Good	Very Good	Very Good

Findings:

- Students across phases enjoy coming to school and demonstrate a positive attitude towards learning. They respond well to the feedback and instructions from the teachers. Across the school, students are developing an increasing self-confidence in their learning. However, as students become more self-reliant, teachers overdirect the learning in most classes, so students are less likely to take initiative. Feedback from teachers and peers is valued but is not always focused on the next steps.
- Students fully understand class routines that contribute to a happy working atmosphere. Across the school, students are polite to staff and each other, resulting in a safe and productive environment. Senior students are more self-disciplined, showing increasing independence and respect for upholding the school values through initiatives such as The Student Life Organization (SLO), which is visible across the school to maintain appropriate behavioral standards. Student relationships are positive, and bullying is rare.
- Students are respectful and considerate of their peers where there is a friendly atmosphere across the school. Students in Phases 2, 3, and 4 are sensitive to the needs of others, offering support where needed. Students regularly contribute to school teams, activities, and initiatives, including volunteering to be peer mentors to younger students and serving on the school council. KG classes students are given specific responsibilities and leadership roles such as shadow teacher.
- Students across phases display positive attitudes and a secure understanding of healthy eating and fitness, supported by the school's strong emphasis on healthy lifestyles. Most students bring nutritious lunches and engage in physical activities during breaks. The school’s sports programs, including extracurricular and interschool events, provide regular opportunities for students to stay active.
- Attendance is very closely monitored. The attendance rate is 98%, which reflects the school’s diligence.

Next Steps:

1. Expand opportunities for students to take on responsibilities, fostering a greater sense of accountability.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Good

Findings:

- Students in Phases 1, 2, and 3 display an adequate understanding and appreciation of Islamic values' role in shaping contemporary UAE society. However, while implemented across all grade levels, the school's initiative to promote Islamic values has had the greatest impact on high school students, who demonstrate a deeper and clearer understanding of how these values influence modern life in the UAE.
- Across all phases, students demonstrate knowledge and appreciation of the heritage and culture that shape life in the UAE today. They participate in a range of cultural activities, such as National Day and Flag Day, reflecting their connection to UAE traditions. The "My Identity" program promoted by the school deepens students' connection to the UAE heritage and national identity. The learning environment within and beyond the classroom actively supports and reinforces the UAE culture and heritage.
- KG, primary, and middle school students demonstrate basic understanding and appreciation of their cultures if they are not Emirati and other world cultures. In contrast, high school students display a clear understanding, awareness, and appreciation of both their own and different cultures.

Next Steps:

1. Deepen students' understanding and appreciation of their culture and the broader world.
2. Promote students' appreciation of UAE heritage and culture by expanding their knowledge and engagement in meaningful cultural activities across all phases.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- Students across phases participate in some initiatives and volunteer work within the school. However, their participation in the broader community, including fundraisers and charity campaigns, is rare. Few students take individual initiative to volunteer in the community. Students' social contribution within school life is relatively beneficial, but it has not yet been effectively impactful on the school's community due to the limited number of participants and initiatives.
- Occasionally, some students take the initiative and develop creative ideas through the Student Life Organization (SLO) departments. Few students participate in the Student Life Training Conference, where they build their life skills. They enjoy participating in initiatives within the SLO like robotics and drones but lack initiative and are mostly passive. Students' innovation, enterprise, and entrepreneurial skills across all phases are inconsistent due to insufficient opportunities.
- Students across all phases demonstrate a basic understanding of conservation. Few students across all phases may take part in schemes to support conservation, sustainability, and the environment. Students engage in activities like recycling; however, their involvement and participation in sustainability-promoting activities and their comprehension of how they can contribute to the environment beyond recycling of waste in the school are variable.

Next Steps:

1. Encourage student participation in voluntary work within the school and broader community.
2. Enhance students' capacity to innovate, enterprise, make independent decisions, and initiate creative ideas.
3. Enhance students' awareness of environmental sustainability and global conservation, while expanding sustainable projects.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Good	Very Good 	Very Good 	Very Good 

Findings:

- Most teachers effectively apply their knowledge of their subjects and how students learn them, which is a strength across all phases, and teachers are generally highly competent. In KG, while most teachers demonstrate strong subject knowledge, some are new to the Sabis system which renders the teaching pedagogy less well-developed.
- Teachers effectively deliver the curriculum plan and use time and resources efficiently to enable students to be successful SABIS learners. Some teachers in lower Phase 2 particularly do not make the best use of time largely due to insufficiently personalized lesson plans, leading to lower student engagement levels. In KG, there is room to enhance differentiation to meet the needs of all learners.
- Across phases, most teachers' interactions with students ensure that they are engaged learners. More noticeably, with older students, questioning promotes thought and considered responses, and dialogue engages students in meaningful discussions and reflection. Occasionally, teachers' direct style of instruction does not allow opportunities for peer discussion and reflection. In KG, open-ended questions to support the development of emergent critical thinking skills are a developing practice. Teachers use strategies that meet the needs of students and provide support to help students progress. However, this is not always sufficiently personalized, resulting in slower progress through the ILS tasks and assessments. Expectations of students' progress against the SABIS curriculum are designed into the teaching program. Teachers provide support sessions for students identified as struggling to meet curriculum standards. Teachers plan activities to develop students' critical thinking, problem-solving, innovation, and independent learning skills. Positive examples of independent learning skills and problem-solving occur in more practical learning environments, such as Physical Education or clubs and extra-curricular activities.

Next Steps:

1. Further improve teachers' pedagogy to engage students in their learning, particularly in Phase 2.
2. Promote higher order thinking skills, independent learning and problem solving to further improve student achievement.
3. Ensure that lesson planning is more differentiated to cater for the needs of classes, groups and individuals to enhance student progress.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good	Very Good	Very Good	Very Good

Findings:

- The school has highly consistent and rigorous internal assessment processes across all phases linked to the SABIS curriculum standards. Internal assessment provides reliable and valid information on students' academic progress but with less focus on personal and social development. Assessment processes in KG are detailed and rigorous.
- The school regularly assesses students using the standardized GL-PT for English, science, and mathematics. In phase 4, older students take external exams such as IGCSE, AS, A level, and US AP. The school also benchmarks students' attainment against international standards. Students sat for PISA 2022, TIMSS 2019, and PIRLS 2021. In grades 3,4 and 5, internal and external assessments indicate variance in students' attainment across all 3 assessed subjects.
- The school has an in-depth data analysis system highlights students' strengths and weaknesses and tracks cohorts over time to identify trends. Data is analyzed at individual and group levels, providing accurate measures of progress for different groups within the school, including boys and girls, Emirati, low-attaining, high-attaining, and gifted and talented students.
- Teachers effectively use the ILS-generated assessment information in line with the curriculum expectations to inform their lessons and future planning so that the needs of students are met. Teachers use this data to track each student's attainment and identify those who need intervention due to poor performance in ILS assessments or in the weekly 'Continuous Assessment'.
- Teachers are aware of the strengths and weaknesses of students in their classes. They provide verbal feedback to students in lessons and use ILS assessment well to offer support and guidance where needed. Teacher written feedback in student copybooks is less frequent, but appropriate use is made of the SABIS Digital Platform (SDP) to open progress dialogues with students. Students are encouraged to improve their work in lessons and as part of the assessment system. In most lessons, teachers provide regular opportunities for students to self-assess.

Next Steps:

1. Increase the use of external benchmarking to validate internal student data, particularly in grades 3,4 and 5.
2. Enhance student self-evaluation processes to enable students to identify and develop their skills as well as their knowledge base.
3. Offer more opportunities for peer assessment to better identify skills acquisition and foster students' reflection on their learning.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Good	Good	Good

Findings:

- The school offers the SABIS curriculum and complies with the Ministry of Education (MoE) statutory requirements in Arabic medium subjects. The KG centrally produced 'Pacing Charts' are the foundation for lesson planning and adhere strictly to the prescribed curriculum. Across the other phases, particularly in Phase 4, the curriculum is broad and relevant and focuses on the development of students' knowledge and understanding. The age-appropriate curriculum provides appropriate activities for students to develop their language, mathematical, and scientific skills.
- The curriculum meets the needs of most students and builds upon prior learning in most of the key subjects and across all phases. The consistent approach to subject planning, style, and delivery means that students are prepared for the next phase of their education. Continuity and progression are the bedrock upon which the curriculum is built.
- The school provides students with ample curricular choices that match their needs. In Phase 4, students can choose subjects to develop their talents and aspirations. In addition to the core subjects, they can choose self-study courses, including IGCSE computer studies, business studies, and biology. The curriculum allows students to choose a pathway that leads to various qualification opportunities, including the SABIS High School Diploma equivalency, IGCSE, or the American Advanced Placement (AP), though it is still STEM-orientated.
- Cross-curricular links are consistently evident across all subjects and are embedded in planning. For example, in English, there are links with French and Arabic, and in social studies, links are established with most subjects. In mathematics, meaningful links are made with real-life experiences living in the UAE. These links enable students to transfer meaningful learning between different subjects.
- The curriculum is reviewed both at a regional level and a school level so that it is relevant and appropriate to the context of the UAE and meets the needs of students. In particular, feedback reports from TIMSS, PISA, and PIRLS, in addition to GL-PT assessment reports, are considered when reviewing the curriculum. Reviews have led to planning for developing reading and literacy skills in Arabic and English across the curriculum. The school reviews its curriculum to ensure good provision in almost all subjects and to meet most students' academic and personal development needs.

Next Steps:

1. Enhance learning pathways to ensure that student talents and aspirations are fully met.
2. Include student views to ensure that aspirations and career choices are well catered for.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

Findings:

- The school has yet to modify the curriculum to meet the diverse needs of most student groups during lessons, which would enhance teaching and learning. While some interventions have been made outside class time, such as the Intensive Learning System (ILS) aimed at closing gaps in students' knowledge and skills, extra supportive classes before and after school hours and on Saturdays, the curriculum delivered during lessons remains unmodified. It is applied uniformly to all students without adequately addressing their individual needs. Consequently, low-achieving students often lack adequate support during lessons, while high-achieving students are not sufficiently challenged to maximize their potential.
- The curriculum offers an appropriate range of extracurricular activities, trips, and some community partnerships. Trips focus on themes such as exploration, nature, animal conservation, and adventure. Extracurricular programs allow students to pursue interests in sports, arts, and leadership, with the Student Life Organization (SLO) facilitating participation in clubs, activities, and events such as Cancer Awareness Day. Opportunities for creativity and innovation are emerging and inconsistent; they are currently accessed mainly by students who join the STEAM club, and ongoing efforts are being made to expand these experiences to a wider group. As creative and innovative learning integration within lessons across subjects continues to develop, partnerships with organizations like autism centers, health clinics, and the police provide valuable opportunities for volunteering, wellness education, and safety awareness. Environmental events like COP28 further encourage sustainability and global engagement.
- Appropriate learning experiences are integrated through most aspects of the curriculum to enable all students to clearly understand the UAE's values, culture, and society.

Next Steps:

1. Review the curriculum and modify the taught content to more effectively meet the specific needs of all student groups during lessons.
2. Provide regular opportunities for students to develop creativity, innovation, and enterprise skills both inside and outside the classroom across all subjects.
3. Broaden the scope of community partnerships opportunities, enabling more students to engage in activities beyond the school, contributing to the community and demonstrating social responsibility.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Very Good	Very Good	Very Good	Very Good

Findings:

- Procedures for ensuring child protection and safeguarding of students throughout the school are effective and known to all. This ensures that students and staff feel safe and confident should they need to report concerns to the designated staff members, as verified in interviews. The child protection and safeguarding policy is publicly available and shared on the school's website. In addition, all staff receive training at the start of the academic year and signed documents underpin the importance of child protection. All staff receive training, and the policy is available in English and Arabic. Most of the staff hold certificates through training organized by SABIS from 2022, although updated training to implement current best practices, especially for named safeguarding leads, would be beneficial, especially in identifying students.
- The school site is well maintained, providing a clean and hygienic environment where students can learn, and staff can work. The school conducts regular, recorded checks, and any potential risks or repairs required are noted and addressed the same day. Potential risks should be identified regularly, following a review of procedures for the swimming pool, for example. An executive Health and Safety Committee meets monthly, including senior leaders, who ensure health, safety, and security remain a priority. High supervision of students around school ensures they are safe at all times. Students appreciate this. The school does not operate a bus service, although arrangements for drop off and collection of students are well managed and ensure students are always safe.
- Incidents that affect students' health and safety are systematically logged with resulting action taken. Coordination between staff, school nurse, and facilities management team is effective. Routine fire and evacuation drills happen systematically and are well documented, with detailed records from each section kept. The school works well with Civil Defence and HAAD in demonstrating their procedures. Record keeping by the maintenance team and the clinic are detailed and comprehensive.
- The learning environment meets the needs of students currently in the school. It is well maintained, with classrooms and learning areas clean and tidy. The extensive outdoor areas provide considerable space for students to play and learn. Some areas are shaded, while basketball, football, and running track areas are not, but the school makes decisions if it is too hot for students to use these facilities daily. Reviewing accessibility for students with limited mobility as they move around the site would promote inclusion for all.
- The school regards healthy living as an important part of its provision. It has a comprehensive policy gives detailed information on not just different food types but also maintaining healthy lifestyles and adopting good habits. This is evident through food in the canteen that is ADEK approved and the information students

have for bringing packed lunches. Many extracurricular sports are offered, although students report that these often run at the same time, thus limiting the number they would like to participate.

Next Steps:

1. Ensure teachers responsible for child protection and safeguarding receive regular and updated training to stay aware of current best practices.
2. Systematically review operational systems and processes in risk identification for the school premises.
3. Review arrangements for students with additional needs to fully inclusive the school.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good ↓	Good ↓	Good ↓	Good ↓

Findings:

- Across the school, teachers and adults have established positive relationships with students whom they know well. There is a climate of respect between students and adults. Expectations for all students' good conduct and behavior are high and understood by the whole school community.
- Across the school, the systems for managing poor behavior are robust and effective., with clear processes and outcomes. The school has established protocols for recording and monitoring student attendance and punctuality. The follow-up of unauthorized absences and lateness is very effective. This has a very positive impact on attendance, which is consistently very good, currently 98%.
- The school has a process for identifying students with additional needs but has no students of determination. Students identified as falling behind have a number of catch-up and reinforcement activities before and after school, which focus on English and Maths, during break, and on Saturday Sessions. Before school, there are extra reading and comprehension activities to help improve literacy. Writing Club: Students who need improvement in writing participate in focused sessions to enhance their skills. The school identifies gifted and/or talented students, provision for them is outside of classroom time in a number of High-achieving students engage in peer teaching. Through the "Reteach" program, they assist those struggling with content from weekly assessments. HA, students in high school can self-study selected courses. If they achieve over 90% in assessments, they are allowed to opt out of certain courses.
- The school does not offer in-school support services (ISSS) for students with additional learning needs, including students of determination.
- There is limited support during lessons to help students with additional learning needs across all phases. There are no IEPs, although students with additional needs are tracked with interventions outside class time to support them. Not all learning needs are met in class, and students with additional educational needs usually make adequate progress. Teachers are not always sufficiently trained in best practices in inclusive education.
- Corridor supervisors have a pastoral role and routinely provide trusted and well-informed advice about students' well-being and personal development. Students' well-being is monitored, enabling staff to respond to the pastoral needs of the students.

Next Steps:

1. Train teachers and support staff across all phases in best practices for inclusive education.
2. Equip educators with effective strategies for supporting diverse learning needs in lessons.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Good

Findings:

- The senior leadership team, comprising the principal and vice principal, sets a very clear direction, vision, and purpose aligned with the expectations that the SABIS organization has for its schools. The whole school community shares this vision and statement of purpose. There is a clear and high commitment to UAE's priorities and to the National Agenda, with the My Identity program and moral education included in the curriculum. There are no students of determination enrolled in the school. Plans are in place to further support students in succeeding in international and benchmarking examinations such as TIMSS, PISA, and GL Progress Tests. However, the alignment of these assessments with internal assessments is not consistent. The principal demonstrates a strong commitment to ensuring that staff and students alike feel included, valued, and respected and have a sense of belonging to their school community.
- Senior leaders demonstrate a clear and thorough understanding of the curriculum and best practices in teaching, learning, and assessment. The senior leadership team, the Academic Quality Controllers (AQC), all other school leaders and teachers contribute to a positive learning environment and atmosphere. Students are encouraged to take ownership of their own learning and to support and respect other members of their school community. They have established a positive learning culture that develops students' knowledge, understanding, and learning skills. Students are encouraged to take responsibility for their own learning in a school where tolerance, cooperation, guidance, and teamwork underpin the learning experience.
- Relationships between all stakeholders are positive and consistently professional. Leaders delegate effectively, ensuring middle leaders are aware of their roles and responsibilities and will be held accountable for raising students' achievement along a structured and measured learning path. Middle leaders observe lessons and support teachers within their departments to help them improve, sometimes using a peer observation model. This is a particular focus with new teachers in the school. Communication within the school is professional, both formal and informal. There are regular departmental meetings, internal digital communication, and conversations. Leaders at all levels are ultimately held accountable by governors, with a clear expectation of achieving results in a range of key performance indicators. Morale within the school is very positive.
- Most leaders have a clear understanding of what they need to do to improve the school, informed by the recommendations of the previous inspection report, ADEK evaluation criteria, and the school's development plan. Senior leaders have identified raising the achievement levels in Arabic as a second language as a key area for improvement and have been targeting resources and professional development in this area. Overall, school leaders demonstrate a strong capacity to improve the school.
- Leaders hold staff accountable through regular analysis of students' performance data, lesson observations and reviewing the effectiveness of how the bespoke learning resources are delivered to learners as they progress through their subject learning. The school has consolidated standards in most subjects. The school has maintained high-performance levels, especially in areas such as the school's assessment and tracking procedures and the levels of care and support provided for students. Leaders ensure that the school is compliant with statutory requirements.

Next Steps:

1. Develop the peer observation program for teachers to establish a community of practice among teachers across the school.
2. Enhance procedures for delivering actionable external learner data to teachers, enabling them to personalize learning for students more effectively.
3. Review how the school can provide an inclusive learning experience for students of determination, and for students with additional learning needs who might enroll at the school in the future.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Good

Findings:

- Senior academic leaders are involved in the self-evaluation process (SEF), based on a range of data gathered by the SABIS School Management System (SSMS). Internal assessments are an integral component of the Integrated Learning System (ILS) for students. Most work undertaken in class is online and is assessed within the ILS. This, together with weekly testing in all subjects across all phases, gives the school key information on the attainment and progress of the students. External assessment data is also available. However, the SEF presented seems very ambitious and is not aligned with the descriptors in the UAE School Inspection Framework. Senior and middle leaders display a secure understanding of the school's strengths and areas requiring improvement.
- The monitoring of teaching and learning is effective and conducted by senior and middle leaders. The monitoring of teaching and learning is undertaken by the AQC leaders through regular informal visits, and teachers' formal observations are made to check the quality of lessons using a common lesson observation tool. Heads of Departments follow up on the teachers' performance through weekly departmental meetings, class visits, examination results analysis, and formative and summative evaluation. However, lesson observations are still not sufficiently focused on the effectiveness of students' learning as an outcome of teaching. Non-teaching staff members are trained and evaluated by their line managers.
- The school development plan identifies areas for improvement, aligning with the six performance indicators of the UAE Inspection Framework. The plan outlines SMART targets, suitable strategies, success criteria for some areas, and include responses to the recommendations in the previous inspection report. However, not all targeted priorities have the same level of analysis and actions planned for improvement. The plan is not yet fully integrated with the school's self-evaluation.
- The school has consolidated its consistent performance in student achievement since the last inspection, particularly in phase 4. The school's assessment processes and practices remain a strength, as does the emphasis on developing students' personal and social skills. The school has maintained its high standards of provision in the health and safety of students and staff. The levels of care and support provided for students also remain high.

Next Steps:

1. Align judgments from the self-evaluation process (SEF) with the descriptors linked to performance indicators in the UAE School Inspection Framework.
2. Focus lesson observations on student learning as well as on teaching and teacher performance.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- Parents are well-informed about their student's academic achievements and improvement areas. Parents are very aware of what their students are learning and how well they are doing. They collaborate with the school to identify areas of improvement in their students' learning. Parents are satisfied with the remedial work done by the school to meet those needs and thus maintain strong standards for the students. The school engages parents in events and initiatives such as the yearly book fair. Parents make positive contributions to the school and take an active role in school activities. However, the school selects the members of the Parents' Council; and the current Council is less fully involved in supporting teaching and learning; and parents' views are inconsistently considered by the school. The formation of the Council has not been in line with previous inspection findings.
- The school's communication with parents is effective. The school uses various communication methods, such as the SABIS Digital website application, phone calls, WhatsApp hotline numbers, SMS, and face-to-face meetings to ensure parents are well-informed. School leaders apply an open door policy. Parents are fully satisfied with the feedback they receive from the school on their students' performance despite the limited reporting on students' personal and social development. Parents confirmed that the school follows up with them if they identify any academic need for their students and agree with parents on remedial activities to be taken after school hours or on Saturdays. Parents are fully satisfied of the level of communication they have with the school.
- Reporting on students' academic progress is regular. Parents can access the SABIS Digital website system, where they can effectively review their child's academic progress at any time. The reporting system is rigorous in informing parents of their child's academic progress. Reports clearly communicate all aspects of students' achievements; however, reporting on students' social development is less comprehensive and less informative. Parents reported that they receive sufficient information from the school on their student's performance, strengths, and improvement areas.
- Parents strongly perceive that the school's function is to focus on its role as a teaching institution. Therefore, they are less supportive of the school's engagement in community-support initiatives. The school has links with the local Police Department and Civil Defense. International links are limited to the accreditation and examination entities.

Next Steps:

1. Enhance the effectiveness of reporting on students' social development.

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The school is part of the SABIS School Network, and its governance structure is based on a centralized model. There is no local advisory board. The SABIS Board meets regularly and any changes to policy or curriculum are communicated to the school by Head Office or by the Regional Office. Personnel from the Regional Office regularly visit the school to discuss the implementation of policies and to receive feedback. Since the last inspection, a Parents Council has been established, which allows the principal and the SABIS Board to get feedback about school issues and policies.
- Through the SABIS School Management System (SSMS), the Board can monitor the performance of all school students. This allows the Board to measure the school's performance and hold the school's principal and senior leaders accountable for their students' academic outcomes. The principal has a number of key performance indicators set by the Board to achieve and report on.
- The Board provides resources and funding to ensure that the school is well staffed, that staff have appropriate professional development opportunities, and that classroom resources for teaching and learning are provided. Every classroom has an interactive presentation panel, and the outdoor sports facilities and swimming pool are well-maintained. The SABIS organization has made external, personalized career advice available for students applying to universities in the UAE and around the world. The Board, through its liaison officer, ensures that the school complies with all regulatory and statutory requirements, including child protection, health and safety, and all required maintenance records.

Next Steps:

1. Consider the creation of a representative local advisory board for the school.
2. Enhance the role of the Parents Council by further facilitating regular, structured feedback sessions with the principal and key school leaders.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Good

Findings:

- Important aspects of the daily management of the school are effective and efficient and positively impact students. Administrative routines and timetabling of lessons ensure that the school creates a well-structured environment where learning opportunities are maximized. Transitions throughout the school are well managed, and students are respectful and considerate as they move from one place to another. Good communication throughout the school via e-mail, the Student Life Organisation (SLO), and a SABIS parent app ensures that stakeholders are well informed.
- All staff are qualified and have relevant subject or phase expertise appropriate to their deployment. Teaching staff are offered a range of professional development opportunities throughout the year. Weekly meetings, including CPD, take place, which are minuted, and the SABIS VLE provides opportunities throughout the year for teachers to sign up. SABIS also has a Talent Development Program that supports aspiring middle leaders. CPD is linked to personal development, and effective strategies to support students' learning are not always systematically developed.
- The premises and facilities are of good quality and include spacious and modern learning areas. A well-equipped library, 2 swimming pools, canteen, sports hall, ample outdoor playing areas, and a very large testing hall with 420 assigned computers ensure that all current students' learning and testing requirements are well met. All of these areas are very well supervised. Accessing facilities and movement around the school may prove challenging if students with mobility or specific needs join the school.
- Resources are adequate for the SABIS curriculum and approach, which emphasizes retaining knowledge and exam success. However, hands-on resources for Phases 2 and 3 are limited, which means students are unable to handle or explore mathematical or science equipment themselves. This often results in watching the teacher demonstrate from the front, for example, when learning about electrical circuits.

Next Steps:

1. Review the provision of school resources to further support students' learning, especially in phases 2 and 3.
2. Establish a structured CPD framework to enhance student personal development and tailored learning strategies.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae