



المعرفة
Knowledge

SWISS INTERNATIONAL FZ-LLC

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

**INCLUSIVE
EDUCATION**



VERY GOOD

WELLBEING



VERY GOOD

**NATIONAL AGENDA
PARAMETER**



VERY GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Healthcare City
	Opening year of school	2015
	Website	www.sisd.ae
	Telephone	97143750600
	Principal	Ruth Burke
	Principal - date appointed	8/1/2021
	Languages of instruction	English, French, German
	Inspection dates	22 to 26 January 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-Kg to Grade 12
	Number of students on roll	2192
	Number of Emirati students	24
	Number of students of determination	265
	Largest nationality group of students	Other European



TEACHERS

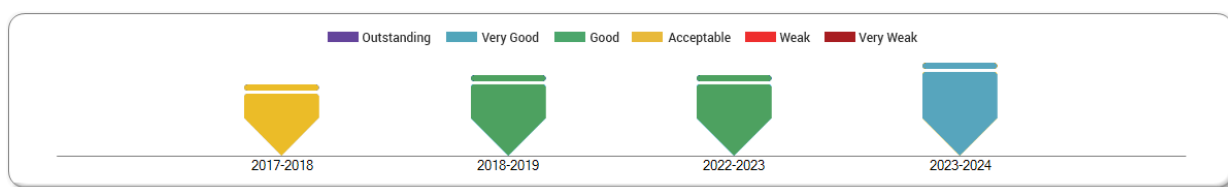
	Number of teachers	225
	Largest nationality group of teachers	Irish and British
	Number of teaching assistants	62
	Number of guidance counsellors	3



CURRICULUM

	Curriculum	IB
	External Curriculum Examinations	IBDP/IBCP
	Accreditation	IBO

School Journey for SWISS INTERNATIONAL FZ-LLC



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- In Islamic Education, students' understanding of Islamic principles is secure, but application of Tajweed in recitation is underdeveloped. Arabic speakers display strong listening and improved writing skills. For those studying Arabic as an additional language, reading skills are not as strong. German and French language learners have also improved their communication skills. Attainment in English, mathematics and science has improved in several phases. Students are enthusiastic and often independent learners.
- Students show responsible attitudes. They respond well to feedback. Relationships are mutually respectful. Attendance and punctuality are very good. Students link Islamic values well to their daily life. They appreciate the culture of the UAE and the diversity of cultures represented by the school population. Students report that their opinions are valued. They engage in leadership and entrepreneurial activities and show a comprehensive understanding of sustainability.

Provision For learners

- All teachers provide stimulating learning activities. The inspiring Kindergarten (KG) environment promotes creativity. Lesson plans identify learning strategies. Co-teaching in KG and PYP enables students to learn in English, German and French. Open-ended questioning is a common feature in PYP, MYP and DP. Assessment processes align with the International Baccalaureate (IB), providing reliable measures of achievement. External benchmarking data are analysed carefully to track trends and to adapt the curriculum.
- The IB and Ministry of Education (MoE) curricula ensure students' progress. Thematic learning is integrated in KG. A range of choices prepares older students for their next steps. Interdisciplinary units guarantee that PYP and MYP students connect their learning with the outside world. Regular curriculum reviews ensure that students' needs are met. Modifications to meet the needs of different groups of students are in place. An exceptional range of activities addresses the aspirations and interests of all.
- Robust procedures ensure students' safety. Members of staff are trained in child protection. Students are confident in reporting any concerns that they may have. They know how to keep safe online. Healthy living is promoted through an extensive extra-curricular programme. Students of determination and those who are gifted or talented are identified. Access is assured for those with reduced mobility. From Grade 9, guidance counsellors assist older students with career planning.

Leadership and management

- All leaders share a commitment to inclusion, wellbeing, sustainability and academic excellence. Improved self-evaluation has led to better outcomes. Parents engage in parenting workshops. Governors are informed of stakeholders' satisfaction and trained to understand educational priorities. Student leaders play a significant role in the life of the school. Staff training has had a positive impact on students' outcomes. Accommodation and resources support excellence in students' academic and personal development.

Highlights of the school:

- Improvement in Arabic learning and the progress of students in all phases
- The increased breadth of the curriculum for older students, the bilingual provision, and the extensive programme of extra-curricular activities
- Highly effective provision for health and safety, and the care of students and members of staff
- Improved provision for inclusion
- Effective leadership, highly focused self-evaluation and improvement planning.

Key recommendations:

- Embed the recent initiatives to increase the proportion of stronger teaching that fully engages students, especially in MYP.
- Explore best practice to improve students' attainment further.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 STUDENTS' ACHIEVEMENT

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Very good ↑	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 English	Attainment	Very good ↑	Very good ↑	Good	Very good ↑
	Progress	Very good	Very good	Very good	Very good
 Mathematics	Attainment	Very good ↑	Very good	Very good	Very good ↑
	Progress	Very good	Very good	Very good	Very good ↑
 Science	Attainment	Very good ↑	Very good ↑	Very good	Very good
	Progress	Very good	Very good	Very good	Very good

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Very good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	PYP	MYP	DP
Personal development	Outstanding 	Outstanding 	Very good	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Outstanding 	Outstanding 	Outstanding 	Outstanding 

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good 	Very good
Assessment	Very good	Very good	Very good	Very good

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Curriculum adaptation	Very good	Very good	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding 	Very good	Very good	Outstanding 

06 LEADERSHIP AND MANAGMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- Results for the Progress in International Reading Literacy Study (PIRLS) scores were significantly improved in 2021. Students exceeded their target to place the school into the high international benchmark. In English, the school improved its General Learning (GL) benchmarking in some PYP grades, but did not do as well in some MYP grades. Both mathematics and science showed improvement in all phases, and moved up by one judgement on average per grade. The scores of Emirati students showed a drop in English attainment over the last two years. They maintained an acceptable level in mathematics. They rose from good to very good in science.

C. Leadership: International and Emirati Achievement	Very good
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- Leaders' understanding of PIRLS data and reports is varied. They demonstrate a clear understanding of GL testing. They effectively use data to modify the curriculum, filling content and skills gaps. Action plans contain appropriate data-based goals with clear success criteria and timeframes. They monitor how teachers use benchmarking to adjust teaching for groups and for individuals. Emirati students do not yet receive additional GL support above that of their fellow students.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Very good

- Students' age-related reading scores are slightly higher in MYP than PYP. Overall, not enough students are reaching levels of reading that are above average. Emirati students as a group perform better than others. The English teachers and leaders are taking effective steps to develop students' reading. This effort is not as well supported in mathematics and science. The impact of interventions has seen students significantly improve their reading scores from the start of one year to next.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Improve Emirati students' performance on international benchmarking, particularly in English and mathematics.
- Improve the performance in students' reading assessments.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of well-being provision and outcomes is very good.

- Leaders are building a positive wellbeing climate and culture through the modelling of good practice and fostering respectful interactions. Wellbeing ambassadors in all phases promote self-regulation and positive engagement. The wellbeing policy ensures inclusivity for all students of determination. Grade 5 students demonstration leadership through conducting online wellbeing contacts with children in KG. Daily notices during registration encourage all students to volunteer for leadership development opportunities at school events.
- Wellbeing provision includes a new indoor play area in KG, with equipment to support the children's movement skills. A primary sensory room for therapists to support children with specific needs has also recently been created. Individual talents are acknowledged during every lesson through the use of recognition trackers. Lunchtime activities, sports and language clubs offer extra-curricular activities. The student led wellbeing committee enhances students' welfare. The curriculum integrates moral, social, cultural and personal health education learning.
- The school offers extensive after-school activities, for student participation. Internal activities for instance, football, volleyball and swimming are also provided. Data analysis informs assemblies and interventions based on students' opinions. Online safety workshops address digital awareness. They are supported by motivational messages around the school promoting wellbeing.

For Development:

- Ensure that the school's wellbeing themes are integrated into curriculum and lesson planning.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural studies (MSCS) framework. Leaders have designed a curriculum which integrates the UAE national curriculum with the IB programme. In PYP, the units focus on Character and Morality and Who We Are. In MYP and DP, progression is partially integrated with the IB curriculum and partially taught as separate subjects.
- MSCS is taught by the homeroom teachers in PYP, and by specialist teachers in the MYP and DP programmes. They include the humanities, English, mathematics, science and the arts. Teachers use a range of resources, including MoE texts books in MYP, videos and online resources. The curriculum provides engaging MSCS lessons that prioritise social responsibility and innovation skills. Students are encouraged to engage in community involvement, volunteering, social contribution, environmental awareness and action, and safe and healthy lifestyles.

Arabic in Early Years

- Arabic instruction in KG1 comprises two lessons per week, while children in KG2 have three weekly sessions, each lasting 20 minutes. The curriculum aligns with the simplified Grade 1 standards, emphasising phonics, word decoding and comprehension. Basic reading and writing skills are introduced at an age-appropriate level, fostering language development. Children respond to simple questions orally, and read words relevant to their experiences. Ongoing assessments, embedded in teachers' observations, are measured against the Arabic curriculum. Teachers use different strategies, including role play, songs, iPad short stories, Arabic booklets, hands-on activities and flashcards.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In all phases, the majority of students have secure knowledge and understanding of Islamic concepts. During lessons and in recent work, non-Arabic students achieve better than Arabic students. Arabic-speaking students perform better in Holy Qur'an recitation.
- Students in PYP can explain the Pillars of Islam and Articles of Faith. MYP students can explain about moderation in spending and make appropriate links to sustainable development goals. DP students show a strong understanding of Sharia rulings.
- Students are building a strong understanding of verses of the Holy Qur'an and Hadeeth. This is the result of a focus on recitation skills during lessons. Although students are developing their recitation and memorisation skills, their knowledge and application of Tajweed are underdeveloped.

For Development:

- Improve students' knowledge and application of rules of Tajweed in each phase.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good ↑

- Students demonstrate strong listening skills. PYP students engage proficiently in conversations, employing varied vocabulary and demonstrating the ability to apply new words contextually. Older students' use of standard Arabic when speaking are underdeveloped.
- Students' extended writing skills have notably improved in all phases, particularly in PYP. However, there is insufficient focus on the quality of writing to ensure accurate spelling, grammar punctuation, and a more refined use of rhetoric in the other phases.
- Continuous curriculum enrichment and modifications have positively impacted on students' progress. They include Arabic language week, home reading programmes and poetry competitions. Older students exhibit advanced reading comprehension skills. They can give a clear analysis of a novel's plot, characters and the author's intent.

For Development:

- Improve students' linguistic skills, particularly their writing skills.
- Enhance the acquisition of standard Arabic vocabulary to ensure improvement both in speaking and writing, in every phase.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Acceptable	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students in each phase can apply reading comprehension skills to analyse texts in different contexts. They reflect on what they read. However, reading aloud, is less well developed.
- PYP students can use a wide vocabulary to extend their writing. MYP students can listen to familiar contexts and answer questions accordingly. They engage in literary analysis and discuss the features of texts. Further curriculum enrichment is contributing to improvements in writing.
- Differentiated teaching strategies are leading to more individualised targets for reading, writing and reading skills in PYP. However, the impact is not yet evident in students' language acquisition, particularly in reading.

For Development:

- Improve students' oral communication skills.
- Improve students' writing and speaking skills, ensuring that they use standard Arabic at all times and especially in MYP.

LANGUAGE OF INSTRUCTION

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- German and French language lessons in MYP and DP are beginning to promote the literary analysis of novels and in-depth discussion. These discussions are less developed in MYP. DP students' attainment and progress are strong. PYP activities are not sufficiently targeted to individual students' levels.
- Students' literacy levels are developing in terms of both reading and writing during most lessons. Spoken German and French are central to lessons, improving students' communication skills. Students' presentation skills are more limited.
- Teachers are working to close the gap between girls' and boys' performance by choosing topics that are more relevant to boys to support their reading skills. The co-teaching model, which promotes concepts and skills in two languages, is a strength of PYP.

For Development:

- Offer more opportunities for PYP and MYP students to develop their presentation skills, especially in the German language stream.
- Ensure that differentiated activities are more personalised to meet the needs of all groups of students in PYP.

ENGLISH

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Good	Very good ↑
Progress	Very good	Very good	Very good	Very good

- Students' outcomes have improved in KG, PYP, and DP. The quality of writing is more variable, particularly in the lower PYP grades. KG children demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words.
- Reading literacy interventions are helping to support students to develop their reading and writing skills. Communication skills are less effectively developed in the lower MYP grades. However, these skills improve in upper MYP grades, where students deliver presentations with confidence and skill.
- PYP and MYP students are reflective when editing their writing using feedback from teachers and their fellow students. There is now a more systematic approach to teaching phonics in the PYP. Literacy focused lessons and the study of novels are developing students' reading comprehension skills.

For Development:

- Ensure that MYP lessons promote students' speaking skills through the delivery of presentations.

MATHEMATICS

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good	Very good	Very good ↑
Progress	Very good	Very good	Very good	Very good ↑

- PYP and DP external assessments align with internal data. External MYP results are a little below internal outcome. Children in KG have a solid foundation in number and numerical patterns. Number and algebra develop in MYP. DP students develop a secure understanding of trigonometry and calculus.
- Children in KG can measure heights with non-standard units. By the end of PYP, students are developing an early understanding of algebra. MYP students are developing graphing skills and learning how to handle functions. By DP, students can use technology to investigate calculus.
- Students' attainment has improved from KG through to Grade 12 as a result of more active engagement during lessons and a greater focus on problem-solving and critical thinking skills. Adjustment of the sequencing and emphasis in the curriculum has raised achievements in external benchmarking tests.

For Development:

- Include more open tasks to improve students' critical thinking skills even further.

SCIENCE

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Internal and external assessment data indicate that attainment is very strong in PYP and MYP but less so in DP. In this phase external assessments are stronger in physics than in chemistry and biology. Students' final grades do not always align with those predicted by internal assessments.
- Most lessons in KG and PYP are based on investigative activities. By the end of PYP, students are secure in their knowledge of the scientific method. Students in MYP and DP apply this knowledge and practical skills to devise and perform increasingly complex investigations.
- Open-ended projects and inter-disciplinary work enable students to link their learning to their own lives and develop their scientific critical thinking and problem-solving skills.

For Development:

- Continue to improve students' outcomes in external assessments in the DP by ensuring a closer alignment between predicted grades and actual results.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Very good

- Students in each phase are highly motivated. They engage in tasks enthusiastically. Independent activities are well designed. Interactions between students are purposeful. Children in KG regularly make meaningful connections between areas of learning and relate them well to their understanding of the world.
- Most questioning encourages students to apply critical thinking skills while engaging in a variety of learning tasks. During DP lessons and in all subjects, students make effective use of technology to enquire and to undertake research. This is more limited in some subjects in MYP and in PYP.
- Students know their own levels of performance. Most are aware of their own strengths and weaknesses. They work purposefully to improve. At times, collaborative work is dominated by one or two individuals, leaving others as passive learners.

For Development:

- Ensure that all MYP students take greater responsibility for their own learning.
- Promote the use of learning technology for students to develop research skills in PYP and MYP.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	PYP	MYP	DP
Personal development	Outstanding ↑	Outstanding ↑	Very good	Outstanding ↑

- Students in all phases exhibit very positive and responsible attitudes towards school and their learning. They are willing to take risks and respond very well to their teachers' and others' feedback. Children in KG display strong self-reliance.
- Most students generally demonstrate excellent standards of behavior. A minority of students in MYP occasionally display a lack of self-discipline. Most students are courteous and helpful. These excellent relationships help to foster an environment in which students feel safe, valued and supported.
- Students show a well-developed understanding of, and a commitment to, healthy living. They engage in a wide range of sporting activities and competitions. Their level of attendance is very high. Students almost always arrive to school on time.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students demonstrate a secure understanding and appreciation of Islamic values and the impact that they have on life in the UAE. They successfully link some of these values to the school and the IB learner profile. They display an awareness of the importance of tolerance, charity, kindness and respect.
- Students are knowledgeable about the culture of the UAE and show a clear understanding and appreciation of Emirati traditions. They initiate and participate in cultural activities and visits that promote the heritage of the UAE.
- Students are proud of their own heritage and demonstrate an excellent appreciation of the different world cultures represented by the school population. They participate in a wide range of activities to celebrate the diversity of languages, art and cultures during International Day.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students show consideration for others and demonstrate active citizenship. They feel that their opinions are heard, valued and often influence the school's development. Students have a strong work ethic. They engage in well-planned individual or group projects and enterprise activities that have significant social impact.
- Students are responsible and contribute actively to the life of the school and wider communities. They volunteer both locally and internationally. They readily fulfil leadership roles, running activities and events. Many students are wellbeing ambassadors.
- Students show an insightful understanding of environmental sustainability. They seek ways to care for, and improve, the school environment. They initiate or participate in schemes to support conservation beyond the school.

For Development:

- Ensure that all students, particularly in MYP, develop a sense of self-discipline.

03 TEACHING AND ASSESSMENT

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good ↑	Very good

- All teachers apply their knowledge of their own subjects. They are secure in their understanding of how students learn best. They provide engaging activities which help to motivate students' learning effectively. These skills have improved in MYP lessons since the previous inspection.
- Independent self-directed learning occurs in most phases, but particularly in PYP where teachers promote critical thinking through enquiry. In upper PYP, MYP, and DP lessons, teachers usually ask high quality open-ended questions that elicit extended responses. However, there is still some inconsistency between subjects.
- Teachers plan lessons that stimulate students' interest. Teacher-student interactions are very positive. Lesson plans identify a range of strategies to enhance learning. Co-teaching in the KG and PYP bilingual streams enable students rapidly to learn English, German or French.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Very good

- Assessment processes in all phases align with the IB requirements and provide reliable data to measure achievement. The analysis of progress in PYP has some inaccuracy, but all other assessment is valid. The school measures both academic success and students' personal development.
- External benchmarking is used to monitor achievement in core subjects, to track trends, to identify weaknesses and to confirm strengths. Benchmarking data are thoroughly analysed alongside internal assessments to adapt the curriculum. Most, but not all teachers, use the analyses to modify their teaching.
- Teachers know their students well, understanding what support or challenge individuals and groups require. Oral feedback is very effective. Written feedback is usually helpful in indicating the next steps that students need to take in order to improve.

For Development:

- Ensure that MYP teachers promote students' self-directed learning.
- Modify the calculation of progress in PYP to ensure it aligns fully with expectations.

04 CURRICULUM

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The requirements of the IB and MoE curricula are fully met. The curriculum is well organised, ensuring that students progress seamlessly through the school. The bilingual provision is particularly effective in KG and PYP.
- Older students have a range of subject choices that prepare them for the next stage of their education. The thematic learning in KG is particularly well integrated. Project-based learning in PYP and the interdisciplinary units in MYP ensure that students connect their learning with other disciplines and with the outside world.
- Regular curriculum reviews and subsequent actions ensure that any omissions are addressed and that students' needs are identified and met. The KG curriculum has been reviewed and successfully addresses the scope and sequence of the PYP programme.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good	Very good	Very good	Very good

- Curriculum adaptations are responsive to data analyses and students' needs. This has led to the introduction of the Award Scheme Development Accreditation Network (ASDAN) pathway in MYP and the Business Technology Education Council (BTEC) in DP. The bilingual approach to the curriculum in KG and PYP is particularly effective. Modifications to meet the needs of groups of students during lessons are common in all phases.
- An extensive range of after school activities enables students to demonstrate their skills in innovation and enterprise. For example, Grade 5 students organise a business fair and visit a local supermarket to investigate entrepreneurship and business in the community.
- Students have some opportunities to learn about the life and culture of the UAE. These links are not always made in every subject or in all phases.

For Development:

- Ensure a more common approach to making links with Emirati culture and UAE society in all phases.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The policies and procedures to ensure students' safety and security are robust. The school meets all statutory requirements, including evacuation procedures. Safety checks and maintenance are frequent and thorough.
- All teachers know how to safeguard students, themselves and other members of staff. They are fully trained in child protection procedures. Students feel safe and are confident to report any concerns to an adult in school. They have a clear understanding of how to keep themselves safe online.
- The school's promotion of safe and healthy living is very successful. It is supported by an extensive extra-curricular programme involving physical and intellectual activities and wellbeing knowledge. Medical personnel play a significant role in educating students and in maintaining the wellbeing of the school's community.

	KG	PYP	MYP	DP
Care and support	Outstanding 	Very good	Very good	Outstanding 

- Leaders have high expectations of all students. Relationships are positive and purposeful. Personal support is provided by teachers and counsellors. Attendance and punctuality are monitored through a system which generates alerts to students and their parents.
- Teachers identify students of determination using revised internal referral processes. Students who are identified as having special gifts or talents undergo specific assessments. They are encouraged to participate in extra-curricular activities and competitions to extend and develop their skills.
- Students of determination receive support from the inclusion team. They are offered differentiated learning activities and therapy options. Amendments ensure accessibility for anyone with reduced mobility. Beginning in Grade 9, guidance counsellors assist students with their academic and career planning, and transition to higher education or the world of work.

For Development:

- Consolidate and expand the revised identification processes throughout the school.
- Ensure that differentiation is provided consistently for all groups of students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The Inclusion team is responsible for students' outcomes. New sensory rooms have been provided. The school is accessible to those with reduced mobility. Concise individual education plans (IEPs) detail students' needs. Professional training, targeted on marking and feedback assists teachers to support students of determination during lessons.
- Various assessment methods are used to measure progress. Learners needs emerge when comparisons are made between academic results and low levels of satisfaction expressed in the Pupil Attitude to Self and School (PASS) data. These students then receive any necessary short-term intervention or support.
- Parents are kept fully informed of their children's progress through formal and informal communications and reports. monthly connect over coffee mornings for parents encourage involvement that is of benefit to the school, the parents and students.
- The provision for students of determination is effectively modified in response to their personal needs. It aims to build confidence, resilience and independence. Targeted support, including some from learning support assistants (LSAs), ensures that students are actively engaged in a range of learning activities.
- Additional courses provide options for students, leading to further study and the world of work. Regular assessments ensure that teaching results in better progress. However, individual teachers' marking and feedback do not always ensure sufficient challenge nor assist in measuring progress accurately.

For Development:

- Improve the role of the LSAs even further to support teaching and learning more effectively

06 LEADERSHIP AND MANAGEMENT

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

- The visionary principal has established a cohesive team of senior and middle leaders. Most share a commitment to the UAE and Dubai priorities of inclusion, wellbeing, sustainability and pursuit of academic excellence. They successfully engage all stakeholders. Their understanding of best practices in education has created an enhanced curriculum, and a firm foundation on which to improve teaching and learning. Senior leaders have a clear vision of their next steps for improvement while maintaining regulatory compliance.
- The improved self-evaluation processes grow from very effective data analysis and classroom observations undertaken by all leaders. The monitoring of students' learning has led to improved outcomes in most subjects. The strategic plan is realised through the shorter-term improvement plans in which are specific, time sensitive and success criteria based on measurable outcomes. All recommendations from the previous inspection report have been implemented.
- Parents are successfully engaged in all aspects of school life. Their opinions, alongside those of the students, generate significant structural and organisational changes. They value the detailed reports which inform them of their children's personal and academic development. They are particularly well supported by an extensive range of parenting advice and guidance delivered through coffee mornings and workshops. In return, many share their professional expertise as partners in learning by providing career experiences for older students.
- The academic advisory council represents a wide range of stakeholders. Regular learning walks ensure that members are aware of educational priorities. They are informed of stakeholders' satisfaction, including through students' wellbeing surveys. Reflection on these surveys and on the data of academic outcomes leads to critical challenge of senior leaders. Training received in response to the recommendation in the previous report ensures that governors have a greater understanding of the school's priorities.
- The day-to-day management of the school is highly effective, ensuring improved academic outcomes. Student leaders play a significant role in supporting wellbeing provision, alongside academic, pastoral and support staff. The impact of an outstanding learning environment is optimised by exceptional teacher to student ratios, particularly in the dual language streams. Significant investment in training for teachers and teaching assistants has also helped to improve students' outcomes. Specialist accommodation and resources meet the needs of those seeking excellence in academic and personal development.

For Development:

- Improve further the capacity of middle leaders, especially in Islamic Education and Arabic, to use time more efficiently, and increase the range of resources to maximise students' achievement during lessons.
- Take all steps necessary to ensure continued improvement.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae