



The International
School of Choueifat

 Curriculum: SABIS

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	21
Inclusion	22
6. Leadership and management	23
The views of parents, teachers and senior students	26



School information



General information	
Location	Al Sufouh
Type of school	Private
Opening year of school	1993
Website	www.iscdubai.sabis.net
Telephone	04-3999444
Address	P.O. Box 21935 - Dubai Road 331 , Al Sufouh 2
Principal	Mr Hisham Hassan
Language of instruction	English
Inspection dates	13 to 16 February 2017

Teachers / Support staff	
Number of teachers	156
Largest nationality group of teachers	Irish
Number of teaching assistants	32
Teacher-student ratio	1:24
Number of guidance counsellors	26
Teacher turnover	21%

Students	
Gender of students	Boys and girls
Age range	3 - 19
Grades or year groups	KG1 - Grade 12
Number of students on roll	3808
Number of children in pre-kindergarten	0
Number of Emirati students	302
Number of students with SEND	0
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	SABIS
Main curriculum	SABIS (UK/US)
External tests and examinations	AP, IGCSE, GCSE, AS and A Level
Accreditation	Middle States Association of Colleges (MSAC)
National Agenda benchmark tests	ACER: ISA; GL: CAT4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

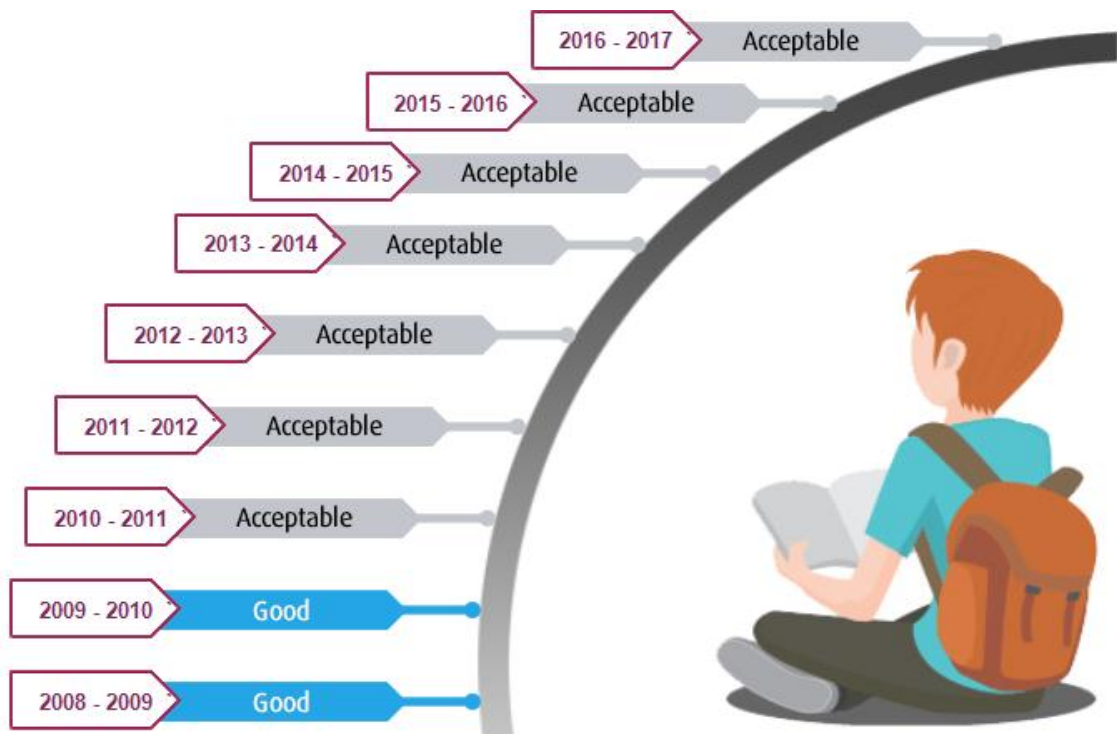
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale.

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for The International School of Choueifat



- The school opened in 1993 and offers the SABIS curriculum and approach to teaching for children in Kindergarten to students in high school. The principal has been in post for four years. There are currently 3808 students attending the school, a decrease of 157 from the previous year. Teacher turnover is 21 per cent. This is a reduction from 42 per cent in the previous year.
- The school's overall inspection rating has remained acceptable since 2010. Key strengths in recent years highlighted high school students' attainment and progress in mathematics and science, and their personal and social development.
- Recommendations over the last three years have included the need to improve the curriculum at the kindergarten stage, develop provision for students with special educational needs and disabilities (SEND), and improve attainment and progress in Islamic education, Arabic as an additional language, governance, self-evaluation and improvement planning.

Summary of inspection findings 2016-2017



The International School of Choueifat was inspected by DSIB from 13 to 16 February 2017 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress remains weak in Islamic education and Arabic as an additional language. In English, mathematics and science from Kindergarten to middle school, achievement varies from weak to acceptable. Better attainment and progress are achieved in the middle and high school where it is mostly good or very good.
- Most students persevere in lessons and are eager to learn. Their behaviour and social responsibility is less well developed out of classrooms, and misbehaviour is particularly noticeable in the primary and early secondary phases. In contrast, high school students collaborate and carry out their responsibilities diligently.
- Teaching is acceptable from kindergarten to middle school because it does not encourage critical thinking, active learning and collaborative working. In the high school phase, these skills are well supported and lead to better outcomes for students. Assessment of the set curriculum is systematic and ensures that teachers can assess each student's mastery of lesson content.
- The school curriculum does not meet the age and developmental needs of children in Kindergarten or Grades 1 and 2. It does not support science, active enquiry or experience-based approaches. The activities which older students themselves provide extend and enhance extra-curricular options. In the high school, the curriculum offers more scope for choice and individualised pathways, and better connections across learning.
- Students are kept safe in school and on buses. The medical team provides caring support for all students. The school does not include or provide for students with SEND but does give help to those with specific medical needs.
- School leaders follow very closely the SABIS group vision of education and have a strong commitment to deliver on it. School leaders have made a few improvements arising from previous inspection recommendations. However, the governing body has taken no action on most of them, including ensuring that the school is compliant with Ministry of Education (MoE) requirements for teaching time in Islamic education and Arabic as an additional language.

What the school does best

- The good or better achievement of high school students in English, mathematics and science.
- Students' desire to learn and their perseverance in their work.
- The contribution students make to a wide range of additional activities in the school through their student life organisation work.

Recommendations

- Improve attainment and progress in Islamic education and Arabic as an additional language by raising teachers' expectations and setting work at the right level of challenge.
- Overhaul provision in Kindergarten to balance the set curriculum with purposeful, activity-based experiences to suit the age and stage of children's development, especially in mathematics and science.
- Accelerate leaders' and teachers' understanding of inclusion, and implement procedures to support students with SEND.
- Governors should:
 - ensure that timetabling of Islamic education and Arabic is compliant with MoE regulatory requirements
 - act promptly on these and previous inspection report recommendations.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school does not fully meet the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks is below expectations in English, mathematics and science.
- The school has analysed the National Agenda Parameter reports for 2015-16. School leaders have identified gaps and inconsistencies. The school now gathers information about students' potential and cognitive ability. However, this has yet to be taken into account to influence teaching because of inadequate training to interpret and analyse this information.
- The school is realigning its curriculum to include opportunities for students to develop skills tested in international assessments, and in TIMSS and PISA. Subject leaders are starting to ensure that these skills and concepts are appropriately covered in English, mathematics and science.
- The majority of teachers use some examples of application of learning to real-life. This helps students to make meaningful connections. They do not provide planned learning activities or enough time for extended enquiry and investigation, or for students to apply their conceptual understanding across the subjects. Higher grade teaching is more effective in developing students' critical thinking and problem-solving skills.
- Most students have a basic understanding of the National Agenda targets. Students' research skills are not well developed. In high school, learners take greater control over their learning and can evaluate their findings. They determine the extent of information needed and analyse this effectively. Consequently, this has a positive impact on their achievement.

Overall, the school's progress towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- Learning technologies are increasingly used in class allowing students access to electronic learning and, where it is more effective, independent or collaborative working. Students have positive attitudes to study and are creative in club activities, but their creativity is not captured well in formal classwork. Teaching is not sufficiently flexible for all students to problem-solve or be innovative. Senior students benefit from some opportunities to develop their leadership skills when they organise social activities. Some leaders understand the importance of encouraging enterprising activity, especially at high school, but this is not consistently included in the school's vision.

Overall school performance

Acceptable

1 Students' achievement

		KG	Primary	Middle	High
Islamic education 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Weak	Weak
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Very good ↑
Mathematics 	Attainment	Acceptable	Acceptable	Good	Very good
	Progress	Acceptable ↓	Acceptable	Good	Very good
Science 	Attainment	Weak	Acceptable	Good	Very good
	Progress	Weak	Acceptable	Good	Very good

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Weak	Acceptable	Acceptable	Good
Social responsibility and innovation skills	Weak	Acceptable	Acceptable	Good

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Weak	Acceptable	Good ↑
Curriculum adaptation	Weak	Weak	Weak	Weak

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable 
Science	Weak	Weak

- In English, most children attain literacy skills in line with curriculum expectations. Older children are able to use their knowledge of phonics to sound out words. They have appropriate speaking skills and are confident in discussions with their teacher and each other. Children's independent writing is still developing but they are able to copy a full sentence with correct punctuation. Children make acceptable progress over time in all literacy areas. From their starting points, most children build on their vocabulary to describe their learning and understanding.
- In mathematics, most children attain in line with expected curriculum standards. They are secure in number fact and their knowledge of geometrical shapes. With teacher-directed support, they are able to use their knowledge in operations such as ordering numbers, and simple addition and subtraction. They lack deeper understanding of using mathematical concepts in real situations. Over time and in lessons, children make acceptable progress due to the ongoing repetition of number facts.
- Science is not included as a subject in Kindergarten. There is no formal instruction in scientific methods or development of enquiry and investigative skills. Daily class routines allow children to engage in meaningful dialogue about their understanding of the world. For example, most gain some knowledge of the weather and seasons by describing what they see each day. There is no internal data to reflect children's level of achievement and they make very limited progress in their development of scientific vocabulary.

Primary		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, less than three quarters of students attain levels that are in line with MoE curriculum standards. The school's internal data indicates that students are achieving at a higher level. However, in lessons and in their recent work, students demonstrate weak levels of understanding of Hadeeh , Aqeedah (Faith), and Seerah. Holy Qur'an recitation is the weakest skill. Students make slow progress over time. By the end of the phase, they demonstrate limited knowledge of Islamic law.
- In Arabic as a first language, most students attain levels that are in line with MoE curriculum standards. They can write short stories using appropriate paragraph structure. Most students' writing contains grammatical inaccuracies. Their listening and speaking skills are limited to answering direct questions from the teacher and in textbooks. Most students make expected progress against curriculum standards in reading and writing.
- In Arabic as an additional language, less than three quarters of students attain levels that are in line with curriculum standards. Students understand lesson instructions if they are supported with translation. Students can read single words and short sentences. Their hand writing is not clear and writing tasks do not offer students sufficient challenge. Students' speaking skills are limited to answering direct questions. In lessons and exercise books, students make little progress in all the language skills.
- In English, most students attain in line with curriculum standards. Students' results in internal assessments are consistently high against the restricted range of work taught. Students accurately structure and correctly punctuate sentences. By Grade 6, they read a range of texts, retrieving relevant information to answer comprehension questions. Speaking skills are weaker with limited opportunities to practise, either individually or in groups. Between Grades 1 and 4, students' progress is slow but accelerates towards Grade 6. Progress in writing and reading is more positive within a narrow range of work.
- In mathematics, attainment for most students is in line with curriculum standards. When benchmarked against international expectations, students' attainment does not reflect the high standards indicated in the school's own internal assessments. Students' knowledge related to key mathematical facts is secure. In lessons, students' conceptual understanding is underdeveloped because there are too few resources to help them with deeper learning. In Grades 1 and 2, progress is slower but accelerates between Grades 3 and 6 when students make the expected amount of progress. As a result, achievement increases for many students.

- Attainment and progress in science are in line with international curriculum standards in most primary grades. Most students learn science ideas and facts well. They develop an increased confidence with scientific vocabulary and mathematical aspects of science. A minority of students are able to provide extended explanations of some concepts, such as respiration. Investigative and general practical skills are less well developed. Achievement has been similar to that in previous years.

 Middle		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, less than three quarters of students are working at levels that are in line with curriculum expectations. Students display insufficient knowledge of Islamic morals and values, and insufficient understanding of Islamic laws. A few students achieve acceptable levels in their knowledge and understanding of Seerah. In lessons and in their most recent learning, students make weak progress against curriculum expectations. By the end of the phase, students' memorisation and recitation are significantly underdeveloped.
- In Arabic as a first language, most students demonstrate levels of knowledge and skills that meet the expected curriculum standards. In reading, they show understanding of the topic by responding to open questions. The standard of their writing reflects gaps in their knowledge of grammar and dictation. Students show improvement in speaking and listening skills when discussing topics and expressing opinions. Most students make acceptable progress.
- In Arabic as an additional language, only about half of the students attain in line with curriculum standards. Students understand instructions that are provided in English. Their spoken and written language skills contain grammatical errors and are limited to a few words. A few students can respond appropriately to spoken greetings. Their reading is limited to repeating words, and spelling is weak in their written texts. In lessons and in their work, students make weak progress.
- In English, most students' attainment is in line with curriculum expectations. International benchmark assessment results are considerably lower than those generated by the school's own internal assessment, particularly in Grades 7 and 8. By Grade 9, the large majority of students achieve measurably higher standards. More varied work provides greater substance to students' knowledge, understanding and use of language. Students write for a range of purposes and audience because they understand how to structure their work.

- In mathematics, the majority of students achieve above curriculum standards and they make better than expected progress. This is evident in lessons where students' mathematical knowledge and understanding develops rapidly. Students' attainment as benchmarked against international expectations suggests that it is lower than that measured by the school internally. Students develop problem-solving skills well. Regular monitoring ensures that gaps in students' knowledge are quickly identified and additional support is provided as needed. As a result, students make good progress.
- In science, attainment and progress for the majority of students are, as in previous years, above international curriculum expectations in most middle school grades. Students sometimes apply their learning to real-life, but typically their understanding is limited to core science information. The development of practical and scientific investigative skills is underdeveloped, although students develop stronger research skills in this phase. A minority of more able students make very strong progress because they link different ideas in science to explain their understanding.

High		
Subjects	Attainment	Progress
Islamic education	Weak	Weak
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Very good ↑
Mathematics	Very good	Very good
Science	Very good	Very good

- In Islamic education, students' knowledge, understanding and skills are below curriculum expectations. Only a minority of students demonstrate basic knowledge and understanding of Islamic beliefs and practices, or show adequate levels of understanding of the Prophet's (PBUH) life and the values of Islam. Students' knowledge of Seerah is underdeveloped, and their memorisation and recitation skills are weak. Students make weak progress as measured against lesson objectives.
- In Arabic as a first language, most students attain levels in line with curriculum standards. Students demonstrate appropriate levels of reading and speaking. They can discuss positive and negative statements and expand their responses to include their personal views. Their grammatical knowledge is improving but still not secure. In writing they express ideas, and they can edit and redraft their work. In listening, students can summarise extracts of spoken text. Most students make acceptable progress against lesson objectives.
- In English, high school students demonstrate good attainment. The school's own data indicates better attainment, but does not take account of all literacy skills. A few students attain high standards. Most understand the purpose of linguistic devices, identify these and explain the effect that language has on the reader. Students make very good progress particularly in reading and understanding literature. Many students deepen their understanding of modern and historical contexts from wider reading thereby enhancing their progress.

- In mathematics, the large majority of students attain levels above curriculum standards. The performance of students in external examinations and international benchmark tests reflects this high level of achievement. In lessons, students are highly articulate and can apply their skills and understanding to solve complex mathematical problems. Students make very good progress in lessons and over time.
- Attainment and progress in science are above curriculum standards for the large majority of students. This is consistent with the standards demonstrated over previous years. Students combine their mathematical and literacy skills to explain key ideas precisely and in considerable detail. Almost all students are confident with the scientific method, although their experience of practical enquiry is limited. Boys and girls, and most able students achieve to their capabilities. Rates of progress in biology and chemistry are stronger than in physics, where they are uneven across the range of physics courses students choose to study.

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students have positive attitudes toward their learning and persevere when completing their activities during lessons. In the lower phases, children are passive learners but as they move through the school they take increasing responsibility for their own learning and understand what they need to do to improve.
- Most students are able to communicate their learning to their teachers and peers. In the best lessons and especially in high school, students apply and connect their understanding to other subject areas. In most lessons in this phase, more able students support others in presenting their work.
- When prompted, students are able to make links from subject learning to the real world. However, opportunities are too few for students to apply learning consistently from lessons to their own experiences outside of the school. Older students respond well to questioning that challenges their thinking and are able to elaborate on ideas and express their views clearly in most subjects.
- Teacher-directed lessons limit the opportunities for most students to learn independently, think critically and extend thinking through problem solving. In the high school, students use technology effectively to assess their own learning and find things out for themselves. In the lower phases, chances to be innovative and enterprising are limited, leading to underdeveloped learning skills.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	Very good

- Most Students across the school have responsible attitudes. In class, students do not have sufficient opportunities to make decisions for themselves. In the high school, senior students demonstrate strong self-reliance and thrive on critical feedback when provided.
- A few students in the primary and middle phases show poor behaviour in lessons, which interrupts the learning of others. A few cause difficulties around the school especially in the corridors while moving from one class to another. They show a lack of self-discipline. High school students follow school rules and resolve difficulties in mature ways.
- Students appreciate the needs and differences of others but this is not always evident. Relationships amongst high school students, and with staff, are respectful. Most students report that they feel safe in the school.
- Students demonstrate general understanding of safe and healthy living. High school students initiate or participate in student-led activities that promote safe and healthy lifestyles such as 'happy Monday' events.
- Attendance is very good. Most Students, especially those in the high school, arrive at school on time. However, a significant number of students arrive late in the morning and are not ready for the start of classes.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Weak	Acceptable	Acceptable	Good

- Students demonstrate an appropriate understanding of Islamic values and how these affect modern UAE society. They understand and appreciate the values of cooperation, hospitality, and respecting women and elders. Students in higher grades have a more mature view than those in lower grades.
- Students respect and appreciate the culture of the United Arab Emirates. Students in high school can discuss in depth the developments that occurred in Dubai and can explain clearly how Dubai has grown rapidly to become one of the most important cities of the world. However, children in Kindergarten have limited knowledge and understanding of the historical and cultural heritage of the UAE.
- Students reflect an acceptable understanding, awareness and appreciation, of their own cultures. Although students are familiar with the cultures of some other countries, their breadth of knowledge is limited, particularly in the lower grades and kindergarten.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Weak	Acceptable	Acceptable	Good

- Students understand their responsibility as members of a school community and show this in their contribution to the life of the school and wider community. Senior students know that their opinions are appreciated by staff. In Kindergarten, children have a limited understanding of their social responsibility.
- In the high school, students have a good work ethic. Many of them speak confidently and demonstrate good leadership skills. They appreciate the need for them to study industriously to succeed in life. In other phases, students can be creative and enjoy taking part in projects but these are limited.
- Students in the upper grades demonstrate good levels of environmental awareness. They talk about environmental challenges in the world, including the pollution resulting from cars and factories. In lower grades, students have a limited understanding of environmental issues. Recycling projects are still at the planning stage, and younger children and students have a limited awareness of the environment.

3. Teaching and assessment

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑

- Teachers have good subject knowledge in almost all subjects. In Islamic education and Arabic as an additional language, opportunities are missed to inspire students and promote their learning effectively. In mathematics, English and science, teachers have a sound understanding of how students learn, especially in high school where independence and in-depth discussions make learning more engaging.
- Teachers follow a standard format for lessons which precludes modifications to reflect the needs of different groups of students. Lessons have been enhanced by the use of tablets and students have personal access to exercises and supportive subject material electronically.
- In the high school, questioning is used well by teachers in most subjects to promote student discussion and exploration of their ideas. In English, for example, a sensitive discussion on war poems led to a comparison of historical and modern conflicts and its impact on humanity. Questioning is less well used in other phases where formal knowledge-based teaching limits thoughtful exchanges between students and teachers.
- The school requires teachers to use an instructional approach to their teaching which does not permit the consistent provision of either support or challenge for students. As a result, those of high ability or slower learners do not always have their needs met in class. In the kindergarten, teaching is similarly prescribed and strategies to excite and inspire children's learning are limited.
- In the more successful lessons in high school, especially in English, mathematics and science, opportunities are provided for students to develop learning skills, such as problem-solving, critical thinking and real life comparisons. Such opportunities are rare in other phases, where lessons are more routine and students' interest in learning is restricted by the style of teaching.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good ↑

- The school has extensive and systematic internal assessment processes that provide up-to-date information relating to students' academic performance in most subjects. Internal assessments are aligned to SABIS curriculum standards. Assessments precisely identify specific gaps in students' knowledge. There are internal assessments in Islamic education but these are not accurate enough.
- External assessments in the high school measure outcomes against UK or US curriculum standards, depending on students' individual pathways. All students' academic achievements in English, mathematics and science are benchmarked against international expectations in the primary and middle school phases. Outcomes from international benchmarks reveal significant differences compared to the school's own internal assessments. In Arabic and Islamic education, only internal examinations are used.
- The school's ongoing, detailed and refined analysis of assessment data is carefully monitored over time. This analysis informs adjustments to planned teaching in order to maximise the progress students make in lessons and improve test results. The needs of different groups of learners are not considered carefully enough, especially in Kindergarten and Arabic.
- The use of assessment information to influence teaching and the curriculum occurs only where test results reveal gaps in students' knowledge. Teachers are skilful in higher grades in systematically checking students' understanding in lessons and addressing misconceptions so that progress is maximised. The recently introduced integrated learning system supports teachers' systemic monitoring in lessons.
- Teachers have a detailed knowledge about students' strengths and weaknesses related to their achievement in different subjects. Assessments focus upon the identified gaps in students' knowledge. Consequently, this informs the follow-up and additional support provided for students to ensure their performance in routine tests meets the expected standard. In high school, students' aspirations and next phase of learning are carefully considered.

4. Curriculum

	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Weak	Acceptable	Good ↑

- The SABIS curriculum does not fulfil the requirements of the MoE in Islamic education for non-Arabic speakers and in Arabic as a second language. The Kindergarten provides limited enrichment in music and art and lacks opportunities for scientific enquiry. Primary students have a compact syllabus that includes music, art and physical education.
- There is adequate progression for children from Kindergarten to the primary curriculum. Sequentially-planned learning experiences meet the needs of most students in core subjects. The primary curriculum builds knowledge, but investigational skills and critical thinking develop more slowly until Grade 5. Students enter high school adequately prepared for more challenging courses that meet entry requirements for prestigious universities.

- Kindergarten and primary children's choices are restricted. Middle school students make choices in Grade 9 based on ability, aptitude and guidance. Two curricular pathways exist; one for arts, that includes biology and mathematics, and another for science. Some students can elect to retain a broader selection of subjects in Grade 12 to suit their interests.
- Cross-curricular links are not planned well in the kindergarten, but children use their language to make connections to their home experiences in both English and mathematics. UAE social studies provide opportunities for students to apply their knowledge to their learning of Arabic language, literature and Islamic education. In the high school, students' knowledge is applied across a broad range of subjects.
- For most phases of the school, the curriculum is subject to periodic review. Teachers and subject leaders inform the development office of changes that are needed to meet the requirements of external examination boards. Recent reviews in mathematics contributed to additional topics in both middle and high school. Recent reviews, however did not address the non-compliance in Islamic education for non-Arabic speakers and in Arabic as a second language.
- Students from Grades 1 to 9 are taught the UAE social studies curriculum in Arabic or English. This benefits Arabic native speakers who are able to make more extensive links with the UAE history, geography and culture. Students confidently discuss economic development and the upcoming Dubai Expo 2020. The school's own 'National Identity Test' reinforces the important facts about rulers of the Emirates, and building up to government innovation and environment protection initiatives. Education, tourism and nuclear and solar energy are topics high school students find interesting. The school has shown initiative in making its own assessment of points they think students should know.

	KG	Primary	Middle	High
Curriculum adaptation	Weak	Weak	Weak	Weak

- There are very few specific adjustments to help students of different abilities and interests to make the best progress possible. For example, students with SEND and those who are more able do not usually make the progress of which they are capable.
- The vast majority of lessons concentrate on understanding key facts and information to support success in examinations. There are examples of students producing innovative work and demonstrating creativity. This feature of learning is not widespread and established across the school. Extra-curricular activities, partly led by the Student Life Organisation, provide useful support for the wider personal development of students.
- There is limited evidence of the students linking or developing their knowledge, understanding and appreciation of UAE culture and values across subjects, especially in lower phases. This is due mainly to the absence of a school-wide strategy to embed this aspect of the curriculum more fully and beyond social studies classes.
- One lesson of Arabic a day is offered to Arab students in the kindergarten.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- Students understand how to keep themselves safe from everyday risks. Staff are committed to the safety of all children and are quick to respond when necessary. Nevertheless, not all staff, including non-teaching staff, have fully understood the training they have received about child protection.
- The school has put adequate procedures in place to ensure a safe and secure environment for students to learn and develop in. There is clear guidance on ensuring the health and safety of students, but occasionally it is not followed rigorously enough. Supervision of students has improved since the previous inspection. Student transport arrangements are effective.
- Significant repairs and upgrades to the building have taken place since the previous inspection. The school provides a well-maintained environment. Medicines in the clinics and chemicals in the curriculum areas are stored securely and safely. Records of checks and changes are kept up to date.
- The school provides a suitable environment for students to learn and enjoy school. Orders for the installation of a lift to aid with the movement around the school for students with physical disabilities or injuries have been confirmed.
- The school provides healthy food and snacks for students, and most bring healthy food from home. Healthy living is promoted through regular exercise for all students and learning in lessons about general well-being. For example, students receive regular input about positive attitudes and respect for each other through advice sessions. These sessions are weekly in middle and high school.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships at all levels are respectful. Academic quality supervisors play an important part in managing behaviour and are assisted appropriately by students with leadership responsibilities. Supervision of behaviour is less effective in the primary phase where students' understanding of self-discipline is underdeveloped. Incidents of unacceptable behaviour are discussed with students and in some cases parents may also be involved.
- Attendance and punctuality are monitored, with varying levels of success, by the quality assurance supervisors. Late arrival is recorded and followed up appropriately and patterns of poor attendance or punctuality are closely reviewed.
- School policies do not include students with SEND. Regular class tests provide detailed assessment information to identify those students who are underachieving in their lessons and also those who show marked academic ability in their work. Specific learning difficulties are not a factor in the planning of support for students underachieving but senior leaders are beginning to recognise students whose medical needs present a barrier to learning.

- No significant support is offered for students who might have SEND. A range of additional classes are available to help accelerate the progress of students requiring support with their learning. From Grade 9 onwards, able students enjoy the challenge and independence of self-study courses knowing staff support is available if needed. These students speak with enthusiasm about their work, the variety of courses, and their enjoyment of independent learning.
- A comprehensive network of academic and pastoral support, such as advice on subject choices at the end of Grade 9, is available for students. A varied programme of visits and visitors is used well by the school to guide students' decisions about the next step in their education.

Inclusion

Provision and outcomes for students with SEND

Weak

- School leaders do not enrol students with SEND to the school but a few students with medical conditions are supported in some aspects of their learning. The management of students who are recognised as under achieving in their work and those who have shown marked ability and talent is within the remit of the team of quality assurance supervisors.
- Students identified as under-achieving in their regular class tests are provided with special and extra classes. Regular school assessment data is also used to identify students of higher ability who are encouraged to study for themselves a range of subjects at higher level.
- Students identified as under-achieving in their regular class tests are provided with special and extra classes. Regular school assessment data is also used to identify students of higher ability who are encouraged to study for themselves a range of subjects at higher level.
- Partnership with parents is underdeveloped, and unless a special meeting is requested with supervising staff, parents receive only the regular reviews of progress that all parents collect from the school three times each year. Where a meeting is requested by the school or parents, a range of information about the student is available for reference.
- The school does not provide specific support and guidance for students with SEND. Teachers in additional support classes are helpful and supportive and work closely with students to help them reach the school's required standards.
- Students who receive additional support in extra classes, one-to-one work, special learning sessions and re-teaching, make acceptable progress to re-join their normal class.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The principal follows very closely the SABIS group vision of education for the school. Leaders at all levels have a strong commitment to deliver this vision. They are closely directed by the global and regional expectations of the group. The senior management team demonstrate their acknowledgment of the UAE priorities. In line with their governing directive, leaders do not include students with SEND.
- Leaders have a very sound understanding of the set school curriculum and the methodologies expected to deliver it across the school. They strive to pay close attention to their learning. The school is successful in ensuring almost all students who complete high school have positive college and university destinations. Leaders' knowledge of best practice in learning at the early stages of school is limited.
- School leaders communicate clearly and have positive professional relationships. The school has a broad leadership model with responsibilities dispersed across phases and subjects. This is effective in sharing accountability and helping to monitor teachers, and students' achievements closely. It is less effective in ensuring understanding and making links across subjects and vertically across the school.
- Leaders are compliant in following and delivering strategic expectations, including the curriculum, teaching and learning. They are not innovative in adapting the curriculum within this strategic framework. They are less open to a wider range of best practices to reach the corporate goal.
- With support and approval of directors, the school has taken steps to make some improvements such as aligning aspects of assessment with the National Agenda. However, significant priorities have not been addressed, including inclusion of students with SEND and provision for Kindergarten.

School self-evaluation and improvement planning

Very weak

- The school's self-evaluation systems are influenced by the governing body's improvement plans. The system does not allow all stakeholders in the school to be active participants in developing priorities. There are no robust procedures for determining the school's strengths and weaknesses. As a result, the self-evaluation does not represent a realistic view of the school's provision.
- The school has a very systematic process of staff review to evaluate the quality of teaching. This is closely focused on students' outcomes, particularly through regular assessment results. Academic quality supervisors and heads of department play important roles in sharing the SABIS approach with colleagues. They provide coaching and identify high performance and when support is required. They are less effective in the supervision and development of students' emotional, personal and social skills.

- School improvement plans are very limited in educational focus and scope. This is directly linked to the inadequate approach to school self-evaluation. The lack of clearly identified priorities restricts the development of planned action to make improvements which cover all areas of the school. The action plan is set externally and reflects a limited range of aspects, such as building refurbishment, but neglects important educational priorities.
- The school has paid some attention to recommendations made in the previous inspection report. A few aspects have been included such as aligning the school to UAE National Agenda priorities more closely. Improvement is observed in the continuing development of educational technologies which, in turn, impact on students' learning experiences in class. Nevertheless, too many previous recommendations still remain unaddressed.

Partnerships with parents and the community

Weak

- Parents support their children's learning well, including their homework. When occasions arise, they attend special events and make links with activities such as the football club. The school does not have in place ways to gather parents' views formally such as through a parent association or regular surveys.
- Parents appreciate the electronic communications with the school and find the development of the website helpful in knowing about their children's progress, the curriculum and events. The school ensures any enquiries from parents are dealt with. However, contact is through supervisors or heads of department and not directly with their children's class teacher.
- The school provides regular reports that give parents information about their children's academic achievement and test results. There are no individual parent-teacher conferences. A significant minority of parents who responded to the KHDA questionnaire, expressed a wish to have these opportunities to discuss their children's development and progress.
- There are few partnerships with the local community. However, the school has strong links with universities across the world which students aspire to attend and where former students are studying. Close ties are maintained with the community of SABIS schools.

Governance

Very weak

- The governing body does not include stakeholders from the school. The views of parents are welcomed but they have no formal voice in the running of the school.
- The governing body makes the major decisions about the school. The regional directorate has a close knowledge of the school through scrutiny of performance. Students' results in school examinations are one of the main measures of success. The board do not consider the quality and appropriateness of experience for each student sufficiently.
- Senior managers for the region, ensure all guidance related to the running of the school and delivery of the curriculum, is provided. They do not ensure the inclusion of students with SEND or appropriate provision in Kindergarten. Recommendations from previous reports have not been addressed sufficiently. Statutory requirements are not met for the delivery of Islamic education and Arabic as an additional language.

Management, staffing, facilities and resources

Acceptable

- Day-to-day management of the school is well-organised and ensures efficient timetables and routines. However, allocated times are not effective in all subjects, especially Islamic education and Arabic as an additional language. Regional support is effective in providing services and technical facilities to the school.
- There are enough teachers with appropriate qualifications to deliver the range of subjects offered. Not all teachers have a recognised teaching qualification but are trained by the school in the approaches and methods required to deliver the set curriculum.
- The school buildings offer extensive facilities to accommodate the range of educational experiences offered. The sports field, theatre and range of outdoor play areas help to enhance students' experiences and be active. However, the organisation of classrooms, limits students' range and styles of learning, especially in Kindergarten.
- Resources vary across the school and departments. Most classes have generally appropriate materials to match the needs of the subject area. However, resources in kindergarten and Grades 1 and 2 are very limited and do not allow children to have opportunities to handle materials or develop skills such as practical mathematical application or investigative learning.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	401
	2015-2016	796
 Teachers	78	
 Students	39	

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

- Almost all parents who responded to the survey are satisfied with the quality of education at the school. They feel their children are safe in the school and on school buses.
- A significant minority of parents are less satisfied about the provision for Islamic education and Arabic. They do not think the school develops their children's enjoyment in reading Arabic sufficiently.
- Parents state that there is limited community involvement for their children and that parents do not have opportunities for regular and formal discussion with teachers about their children's progress. A minority of parents and teachers do not think the school supports and welcomes students with SEND.
- Most students who responded express satisfaction with their school. A significant few do not think they are always treated fairly or that they can make decisions about their class activities.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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