

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**The International
School of Choueifat**

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
SABIS(UK/US)



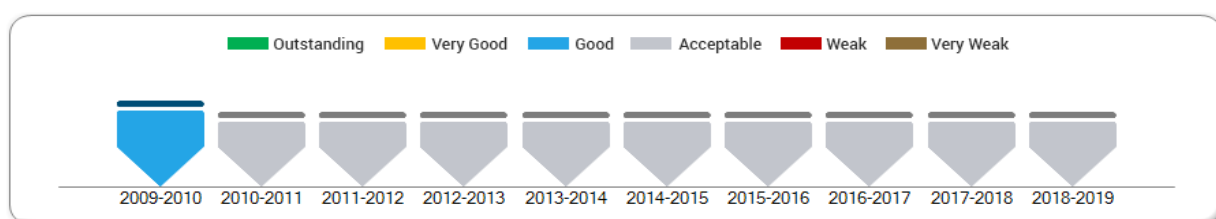
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	10
Main Inspection Report.....	11
The View of parents and senior students.....	21

School Information

General Information	 Location	Al Sufouh
	 Opening year of School	1993
	 Website	www.iscdubai.sabis.net
	 Telephone	4399-9444
	 Principal	Hisham Hassan (School Director), Mohamad El Khatib
	 Principal - Date appointed	22/06/2014
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	4007
	 Number of Emirati students	281
	 Number of students of determination	73
Teachers	 Largest nationality group of students	Arab
	 Number of teachers	158
	 Largest nationality group of teachers	Irish
	 Number of teaching assistants	37
	 Teacher-student ratio	1:25
	 Number of guidance counsellors	26
Curriculum	 Teacher turnover	20%
	 Educational Permit/ License	SABIS
	 Main Curriculum	SABIS
	 External Tests and Examinations	AP, SAT, IGCSE, A levels
	 Accreditation	MSACS, NCPSA, Ai
	 National Agenda Benchmark Tests	MAP

School Journey for The International School of Choueifat



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Strengths in students' attainment and progress are evident in the senior school, where they are very good in mathematics and science. These are good in English and science in the middle school. Elsewhere, students' attainment and progress are acceptable, except in Islamic education, where both are weak, and in Arabic as an additional language, where attainment is weak. Students' learning skills are good in the high school phase, but only acceptable in the other phases.
- Strengths in students' personal and social development and their innovation skills are evident in the middle and high school phases, where they are generally of good quality.

Provision for learners

- Teaching and assessment are strongest in the high school phase, where they are good. Across all other phases they are acceptable. However, students in the high school have more opportunities to learn in different ways, which results in better overall progress.
- All aspects of the school's curriculum are acceptable, except for the design and implementation in the senior section of the school, which are good.
- Across the school the provision for health and safety has improved and is now of good quality, while the care and support of students have improved and are now judged to be acceptable across the school.

Leadership and management

- The effectiveness of leadership, self-evaluation, improvement planning, and governance have improved. There is greater commitment to enhancing all aspects of the school's provision, particularly with respect to improving students' learning outcomes while meeting all requirements of the National Agenda.

What the School does Best:

- The inclusive vision of the principal and senior leaders and their drive for a broader range of school improvements
- The school's overall provision for students in the high school phase, in particular the good quality of teaching, assessment and curriculum design, which ensures strong achievement in English, mathematics and science
- Primary, middle and high school students' good understanding of Islamic values and awareness of Emirati and world cultures
- The school's provision for health and safety, including its arrangements for child protection, now good across all phases

Key Recommendations:

- The Governing Board and Principal must ensure that students in all key subjects, including Islamic education, make at least good progress by improving:
 - students' learning skills in the key subjects across all phases so that they attain good standards;
 - the quality of teaching, so that a majority of lessons are good, and none are weak
 - the assessment of learning, so that students' progress is accurately tracked, and teachers use the information to modify the curriculum and their teaching strategies
 - the curriculum, so that it meets the needs of all students, especially those of determination
 - the quality and quantity of the resources available for teaching and learning, so that all students learn in active ways
 - students' reading across all phases, specifically their analytical and evaluative skills.
- Recruit more qualified and experienced teachers, including those who can provide leadership, assess learning, develop individual education plans (IEPs) and communicate with the parents of students of determination.
- Increase the skills and sensitivities of teachers who directly supervise students to provide better support for them.
- Immediately obtain the opinions of parents and ensure that they have opportunities to be full partners in the education of their children.

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	Acceptable ↑	Acceptable ↑	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Very good
	Progress	Acceptable	Acceptable	Acceptable	Very good
 Science	Attainment	Acceptable	Acceptable	Good	Very good ↑
	Progress	Acceptable	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	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↑	Good ↑	Good ↑	Good
Social responsibility and innovation skills	Acceptable ↑	Acceptable	Good	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	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

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

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

6. Leadership and management

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

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

National Priorities

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression in International Assessments is approaching expectations.

- International assessment data shows that very high standards in the students' overall scores in TIMMS and PISA were maintained in 2015. TIMMS results in Grade 4 science and Grade 8 mathematics were outstanding. The school has worked hard to ensure that the curriculum is modified appropriately to meet the needs of students taking the TIMMS tests in order to maintain these high standards. However, these scores are not supported by other external assessments. The school has responded rapidly to put arrangements into place to ensure that this does not happen in future.

Impact of Leadership is approaching expectations.

- The principal and leadership team support the vision and goals of the National Agenda (NA). The NA action plan clearly describes the actions to be taken by the school to achieve the plan's objectives and identifies the success criteria by which outcomes will be judged. However, the school is at the early stages of using all available assessment information from a range of sources, including the CAT4 cognitive ability tests, to improve the quality of teaching and learning across all phases of the school.

Impact of Learning is below expectations.

- Although the leadership team are keen to promote higher order thinking and enquiry skills, and these are included in some lesson plans, they are not often evident in delivery. There are some examples of good practice, where teachers ask questions with elements of critical thinking, but they do not allow students sufficient time for this to happen.

Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.

For development:

- Ensure that the outcomes of the analyses of the CAT 4 and ISA tests are used effectively by all teachers to address the learning needs of all groups of students.
- Support the National Agenda priorities by sharing strategies with all stakeholders and providing training which allows teachers to develop their professional skills to the highest possible standards.
- Increase the quantity and quality of critical thinking activities across the school by enhancing the questioning techniques of all teachers.

Reading Across the Curriculum

- Students' achievement in reading improves steadily as they progress through the phases of the school. Standardised reading assessments are not used. Mathematics and science terms are added to vocabulary lessons.
- Most students do not have the necessary reading strategies appropriate to different reading stages. There is no school-wide policy or established approach to the teaching of reading.
- Enhancements to the library have created a pleasant and comfortable space for reading. This is a first step in building a vibrant library programme to motivate and support more students to read.
- Leaders are committed to developing reading across the curriculum and to developing the quality of students' reading across the school.

The school's provision for reading across the curriculum is emerging.

For development:

- Build on the positive first steps towards the enhancement of reading across the school by:
 - ensuring that a reading policy is known and implemented by all teachers;
 - strengthening teachers' pedagogical skills for teaching reading.

UAE Social Studies

- The UAE social studies curriculum is being implemented throughout the school in association with the 'My Identity' programme. It enables students to acquire appropriate knowledge of the history and culture of the UAE.
- Students make some connections between areas of learning and do basic research, but generally require direction from teachers. Learning technologies are beginning to support research, with their critical thinking and problem-solving skills emerging.
- Most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards for UAE social studies.
- Internal assessment information indicates that most students make the expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- Students take advantage of opportunities to show initiative, be creative and pursue their interests through the Student Life Organisation, (SLO). They use tablets as e-books, and show developing skills in the use of technology when carrying out research in the library.
- As an integral part of their involvement in the annual student-led Cross-Cultural Day, students and teachers sell items as part of an enterprise initiative to raise funds for charity.
- In a few classes in the senior school, teachers provide opportunities for students to think innovatively, find alternative solutions and solve problems creatively and independently.
- The restrictive curriculum is generally not designed to promote creativity, critical thinking, teamwork or problem-solving. The reliance upon text books constrains opportunities for innovation and creativity.
- Leaders are aware of the need to enhance innovative opportunities. They have provided students with time during the SLO period to use their creativity and innovative skills, which results in, for example, the design of electronic bracelets for signing on and off buses.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	High
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Weak	Weak	Weak

- Internal assessment data indicate attainment levels that are higher than the expected curriculum standards. However, classroom observations and work scrutiny do not support these results. Students' proficiency levels in Seerah and Fiqeh are below the expected curriculum standards.
- In the primary phase, most students are able to recite verses from the Holy Qur'an with confidence, although they lack deep understanding of its meaning. In the other phases, students are aware of aspects of Seerah and Fiqeh, but are not consistently able to communicate their understanding to form secure points of view.
- Some of the better lessons use resources to enhance students' understanding of the Seerah and the values of Islam. However, such resources are not always age appropriate and therefore do not engage or challenge students to make progress in learning.

For development:

- Engage student in dialogue that encourages greater expression, based upon their knowledge and understanding of the different aspects of Islam.
- Use a broader range of age-appropriate resources to engage students in learning and develop their higher order thinking skills.

Arabic as a First Language

	KG	Primary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students' achievement, as in previous years, meets expectations. Students across the phases demonstrate secure reading comprehension and listening skills, but have less well-developed writing and speaking competences.
- Most students demonstrate skills in responding to and analysing texts at adequate levels. Their grammatical and structural accuracy is notable, yet their ability to analyse a text or apply it to new contexts is limited.
- The recently developed reading programme is not fully embedded in activities in and out of lessons. Students' independent writing and extended speaking skills require further development.

For development:

- Improve students' extended speaking, creative and independent writing skills, as well as their critical thinking abilities.

Arabic as an Additional Language

	KG	Primary	Middle	High
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable

- Most students across both phases have improved their progress in lessons and recent work. However, their attainment levels are still below the expectations of the curriculum. Students' listening comprehension skills are developing, but their skills in reading, speaking and writing are underdeveloped.
- Students' reading comprehension skills have shown improvements, with many now able to recognise single words and, in some cases, short phrases. Inspection evidence also indicates improvements in their listening and reading skills. However, students' ability to apply their learning to new contexts requires further development.
- The recent increase in time allocated for learning Arabic as an additional language is having positive effects upon students' progress in lessons and over time.

For development:

- Improve students' outcomes in all four language skills, and enable them to apply the language to new and unfamiliar contexts.

English

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good

- The literacy skills of a majority of senior students are strong, as reflected in their success in external examinations and university placements. Many children start in the Kindergarten with limited English language skills, and by the time they finish high school they are confident and articulate speakers with clear intonation.
- In the high school, students have secure reading comprehension skills. However, the narrow use of reading and the reliance on text books results in writing that is limited to short answers, especially for students in the primary and middle phases.
- Teachers' improved use of probing, open and higher order questions, particularly in the higher grades, is resulting in the development of students' creativity, questioning and critical thinking abilities. This, in turn, is reflected in their improved writing, presentation and debating skills.

For development:

- Encourage students to read widely for pleasure across different genres.

Mathematics

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Acceptable	Very good
Progress	Acceptable	Acceptable	Acceptable	Very good

- The large majority of senior school students achieve very highly, which is confirmed by internal and external examinations. In the lower phases, students' outcomes are limited because they have too few opportunities to talk about their mathematics, to work collaboratively or to develop their critical thinking skills.
- Across all phases, students gain an appropriate range of mathematical knowledge. However, they do not have sufficient opportunities to apply their knowledge and skills to real-life contexts, nor to link their work in mathematics to other areas of learning.
- In the Kindergarten most children develop acceptable understanding of number concepts and shape. They can identify a variety of shapes in the environment, recognise and count numbers up to 20 and perform simple addition and subtraction calculations.

For development:

- Develop students' critical thinking and problem-solving skills.
- Enhance the use of technology to support learning in mathematics throughout the school.

Science

	KG	Primary	Middle	High
Attainment	Acceptable	Acceptable	Good	Very good ↑
Progress	Acceptable	Acceptable	Good	Very good ↑

- A focus on the acquisition of scientific knowledge by students in the primary and middle phases is not matched by the development of the key scientific skills. There is a better balance in the senior section of the school, which contributes to the very good attainment in this phase.
- While there have been more opportunities for students to make hypotheses and predictions, record observations and draw conclusions, there are still not enough chances for students to plan their own investigations. Students have too few opportunities to work in the laboratories in the school.
- Across the school, teachers have yet to make the best possible use of the available assessment data to inform their planning of lessons. Therefore, lessons do not always meet the learning needs of all students or ensure that they make the best possible progress.

For development:

- Develop students' high quality scientific thinking and investigative skills in all areas of the school.

Learning Skills

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- The skills of inquiry, making connections across areas of learning and research are strongest in the high school phase. Younger students have few opportunities to develop these skills, but they respond very positively when given a chance to explore or apply their learning in different ways.
- Collaboration by students is increasing, particularly in learning activities outside of classrooms. In Islamic education and Arabic lessons students are too often passive learners. Across all phases, the higher order learning skills of critical thinking, problem-solving, innovation, enterprise and application of learning are not secure.
- More frequent opportunities for students to enquire in science lessons results in improved learning skills. Similarly, expanded topics and interest areas in the extra-curricular activities provide opportunities for students to learn in new and interesting ways.

For development:

- Students need to strengthen their application of learning, explore independently and develop inquiry and higher order thinking skills.

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

	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Good	Very good

- Older students demonstrate high levels of personal development. In the high school phase students display self-discipline and have very good relationships with peers and adults. In the Kindergarten and primary sections, most students have yet to develop these characteristics.
- Across the school, most students participate in a wide range of physical activities. Senior students demonstrate secure understanding of safe and healthy living. Children in the Kindergarten are less disciplined in their food choices. Attendance across all phases is very good. Punctuality at the start of the day and between lessons has improved.
- The Student Life Organisation (SLO) actively promotes a wide range of activities, such as drama, film production and photography, that support students' personal development.

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

- Students in the upper sections of the school demonstrate age-appropriate understanding of Islamic values. They have strong interpersonal relationships and show care and tolerance towards others. Students recognise, understand and celebrate religious holidays.
- Students appreciate the UAE as a multicultural and safe country. They organise and participate in a variety of events in the school, such as the National Day, Flag Day and Cultural Day. Children in the Kindergarten recognise a number the key features of Dubai and of the UAE.
- Students are knowledgeable about their own cultures and heritage and share their ideas confidently with others. However, their knowledge of the different cultures represented in the school, and of other world cultures, is more variable; it is strongest in the senior school, particularly among members of the 'SLO.'

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

- Students in all phases are aware of their responsibilities within the school community, to each other and to their school. They take good care of their immediate surroundings and are aware of important environmental issues.
- Many of the older students are proactively involved in voluntary leadership roles within the school, particularly through their participation in the SLO. They know that their opinions are appreciated by the staff and offer constructive ideas for organising school events.
- Most students have positive attitudes towards work. They show consideration and empathy to other students. In most phases they are generally reliable and active participants. They are learning how to work with others. Sometimes they lead by example, generating and sharing innovative ideas.

For development:

- Increase the range of students who can participate in schemes that promote sustainability and conservation in the local community and in the wider world.

3. Teaching and assessment

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

- Across the school, there is a limited number of teachers whose approaches are well suited to the age groups they are teaching. In these better classes, particularly in the high school, positive learning environments combine with opportunities for students to learn in different ways, resulting in better progress.
- Improved lesson planning is enhancing key areas of teaching, including the planning for different groups of students. However, teaching to address the specific needs of groups or individuals is inconsistent, and often ineffective, across all phases and subjects.
- Although teachers' questioning skills is a priority for improvement, in most lessons, the questions asked of students elicit only narrow factual recall. Open-ended questions that enable students to reason and explain their thinking are not prevalent in many lessons.

	KG	Primary	Middle	High
Assessment	Acceptable ↑	Acceptable ↑	Acceptable	Good

- The school has introduced baseline assessments in the Kindergarten, which enable teachers to establish more accurate starting points of the children. Teachers then measure their learning progress and provide them with appropriate improvement advice.
- The school does not use its benchmark data to identify students' abilities and plan lessons that are matched to their needs. The process of setting challenging learning goals for individual students and the whole school is underdeveloped.
- Academic feedback to senior students is generally from a computer printout, which only identifies knowledge gaps. While this is important, there is no systematic assessment of, or developmental feedback on specific learning skills, work presentation or the next steps in learning.

For development:

- Provide opportunities for students in all phases and subjects to develop higher order thinking and learning skills.
- Consolidate and use all external assessment data to improve goal setting, curriculum modification and lesson planning.

4. Curriculum

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

- The school follows the SABIS International Curriculum, which aims to promote high academic achievement, in addition to external accreditation from the UK and US curricula. It relies on the SABIS text and work books, particularly in the lower phases, but less so in the senior school, where external examination requirements help to determine the content and skills taught to students.
- In the high school phase, electives and self-directed study options meet students' interests and aspirations. In the other phases there is a balance of arts and science subjects, but only limited choice. Continuity and progression are a strength in all phases.
- Improvements to the Kindergarten curriculum include the introduction of science. In the primary and middle phases, the science and mathematics curricula are now amended to prepare students for National Agenda tests. The inclusion of the, 'My Identity' programme enhances students' awareness of, and pride in, Emirati culture and society.
- Moral education is taught from KG1 to Grade 12 weekly as a stand-alone subject.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Self-supported study programmes and extension work have started to address the needs of the more-able students, but in the lessons, there is little differentiation of work. The curriculum is not sufficiently adapted to meet the needs of students of determination and low achievers.
- Students' learning experiences are enhanced by a variety of extra-curricular activities, clubs, special events and supported by the SLO. Students are encouraged to take part in creative, entrepreneurial and community activities. While the provision is inconsistent, overall it has positive effects upon students' personal development. Opportunities for innovation are just emerging.
- In all phases the curriculum develops students' knowledge, awareness and understanding of the UAE's culture and society. This includes appreciation of, and pride in, Emirati traditions and the values that influence UAE society.
- Arabic language is taught in the Kindergarten for five-hour long sessions a week.

For development:

- Increase the range of instructional resources and reduce the reliance on text books and work books in the primary and middle grades.
- Ensure that the curriculum is adapted to meet the needs of all groups of students, including students of determination and the low achievers.

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

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

- The school maintains appropriate policies, procedures and documentation pertaining to health and safety, including child protection. The school provides clean, attractive, functional, well-maintained and well-managed facilities for its entire community.
- Students are supported by the provision of the Student Life Organization. Many students benefit from organised physical activities during breaks and in organised sports teams. A broad range of healthy eating options are provided for the students.
- Substantial improvements since the previous inspection have dramatically improved the health and safety of the school, and made the facility fully accessible to all members of the school community. Notable improvements include a revised child protection policy, supported by additional staff training, a robust and effective anti-bullying campaign, and significant overall improvements in the facilities.

	KG	Primary	Middle	High
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Staff and student relationships are courteous across all phases, with a notable tone of mutual respect at the senior levels. Behaviour management is appropriate across the school. Significant efforts have been made and improvements are noted in students' rates of tardiness to school and to classes.
- Efforts are being made to assess and identify students of determination. However, the capacity of the school to carry out these assessments is currently limited, resulting in the planning and support for them being hindered. The identification of and challenge for students with gifts and talents is not secure.
- The school has addressed previous concerns regarding child protection. A number of new initiatives has been introduced to monitor the well-being of students more closely. Students are well-supported with career counselling and assistance with their applications for further education. Help with the university application process is strong.

For development:

- Increase the school's capacity to identify, assess and develop appropriate programmes for students of determination.
- Support the well-being of students by raising awareness and increasing the skills of teachers who have direct supervision responsibilities for them.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Weak

- The school has improved its standing and related decisions regarding its provision for the educational needs of students of determination. A 'Governor' and a 'Champion' of Inclusive Education have now been identified and a detailed Inclusive Education Improvement Plan is now in place.
- The school currently lacks the capacity to carry out appropriate assessments of the students. The identification procedures currently used are not based upon secure formative and summative assessment data. Most intervention strategies currently being followed are not fully effective.
- The school's policy and practice regarding direct communication between parents and teachers presents a considerable barrier to the provision of high-quality support for students of determination. At the time of inspection, the school lacked the commitment and rigour to keep parents well informed of their children's progress and learning needs.
- The lack of relevant, analysed assessment data is preventing the school personnel from developing effective education plans and making appropriate curriculum modifications.
- Efficient tracking and monitoring of students' progress, in relation to their special learning needs, is not yet in place. Students and their parents are not sufficiently involved in the planning and review of their educational programmes.

For development:

- Provide the department with appropriate leadership from well-qualified, experienced personnel who will be able to steer all areas of its development and communication with parents.
- Support the development of teachers through appropriate training and the sharing of best practices for supporting students of determination.

6. Leadership and management

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

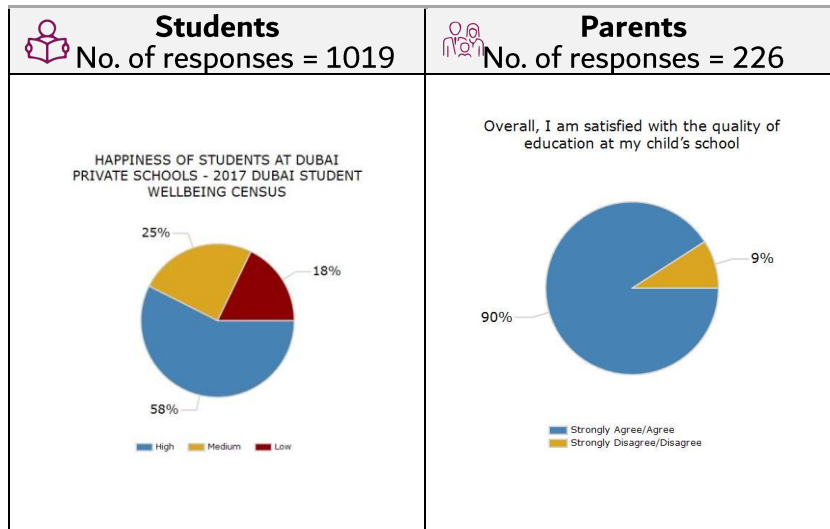
- The principal and senior leaders have been partially successful in sharing their vision for improved student learning outcomes, inclusion, and government priorities within the school. They demonstrate secure knowledge of the SABIS curriculum. They are committed to providing an environment wherein students achieve well, but they have not been successful in raising students' achievements in Islamic education or Arabic as an additional language.
- Improvements to the self-evaluation process are providing more accurate judgements and the identification of key development priorities. Systematic monitoring of teaching is beginning to occur. Most recommendations from the last inspection report have been at least partially addressed. Teacher training in the Kindergarten is having an impact on the quality of provision for the children. The school now meets the statutory requirements for Islamic education and Arabic. The procedures for child protection are more secure. The school has begun its journey toward full inclusion. Students' overall achievement levels remain low.
- The school encourages parents to follow up on their children's learning by the monitoring of homework and school work. Electronic communication platforms are provided to keep parents promptly informed about their children's learning. The daily communication systems in place limit meaningful contributions by parents, because feedback is not channelled through any formal surveys or representation on committees or the governing board. Report cards are limited to simple marks and do not include useful feedback to support and promote future learning by students.
- The governing body, which meets biannually, still lacks full parental and stakeholder representation. Governors participated in the school's self-evaluation and improvement processes, gaining insight into most aspects of the school's performance. It holds the school to account and supports the enhancement of learning resources and facilities. It ensures compliance with the MoE requirements for Islamic education and Arabic as an additional language.
- Leaders provide effective management, oversight and internal communication which supports a professional learning environment. Most learning areas are of adequate quality. However, the school does not have sufficient science laboratories, and a number of classrooms are too small to permit group research. The library has been upgraded and every classroom now has a 'smart' television.

For development:

- Ensure that all inspection recommendations and development points are implemented to the same high level of consistency and have positive effects upon students.
- The governing board must take a more proactive approach to enhancing the quality of provision across all facets of the school.

The View of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Around a quarter of Grades 6 to 9 students completed their surveys. One third of those surveyed are not happy with the levels of respect and engagement, and present a negative feeling of belonging to the school. Almost a fifth reported being unhappy with the school, and worry about their futures and their safety at school. This was not observed by the inspection team, who noted a more positive tone with students.
 Parents	Most parents who responded to their survey are satisfied with the quality of education that the school provides. Over a quarter stated that school leaders and teachers do not listen or act on their views. Almost a fifth believe that teachers do not support their children to develop effective learning skills, nor provide them with access to the information required. Almost half of the parents consider that their children do not have a close relationship with a teacher or another adult at school. These views were not supported by the few parents who attended the inspection interview.

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