



المعروف
Knowledge المعرفة



THE INTERNATIONAL SCHOOL OF CHOUEIFAT

SABIS(UK/US) CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Sufouh
	Opening year of school	2014
	Website	www.iscdxb-sabis.net
	Telephone	97143999444
	Principal	Hisham Hassan
	Principal - date appointed	6/22/2014
	Language of instruction	English
	Inspection dates	08 to 12 January 2024



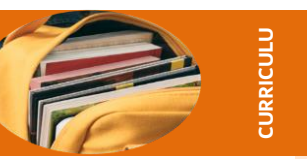
STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Year 12
	Number of students on roll	3918
	Number of Emirati students	213
	Number of students of determination	83
	Largest nationality group of students	Arabic



TEACHERS

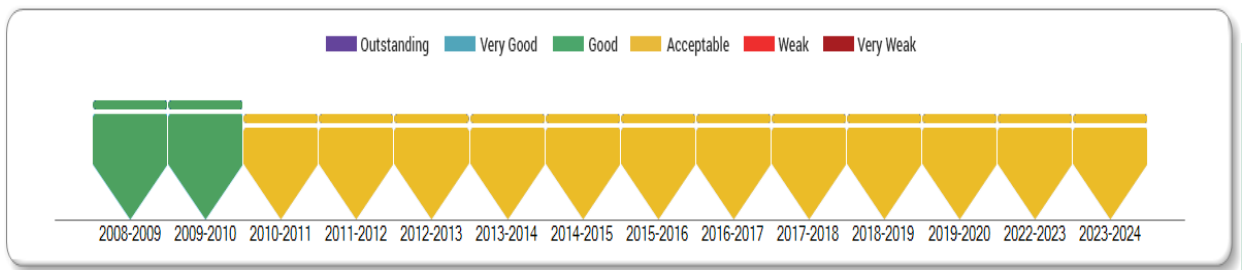
	Number of teachers	164
	Largest nationality group of teachers	Irish
	Number of teaching assistants	30
	Number of guidance counsellors	26



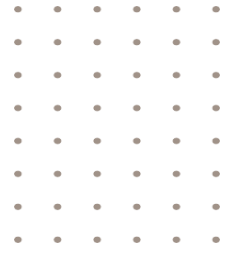
CURRICULUM

	Curriculum	SABIS(UK/US)
	External Curriculum Examinations	AP/ IGCSE/ AS/ A Level
	Accreditation	SABIS (UK/US)

School Journey for THE INTERNATIONAL SCHOOL OF CHOUEIFAT



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Students’ progress in Islamic Education has improved to acceptable across the school. The achievement of students in Arabic as a first language remains acceptable. Achievement in English in Primary is now good, although there has been a decline in students’ achievement in the high school. In mathematics and science, students’ progress in the high school is still very good. Students’ learning skills are now securely good in the middle and high schools.
- Students demonstrate strong personal responsibility, positive behaviour and respect for their culture and for one another. Their knowledge of Islamic values influences their decisions and actions. Expanding leadership opportunities are equipping them for future roles in and outside school. More personalised learning experiences are empowering them to become independent and engaged learners. Most students are aware of issues concerning the environment and sustainability.

Provision For learners

High school teachers display strong subject knowledge, but their lesson planning is uneven as a result of the ineffective use of assessment to plan for the individual needs of students. Open questioning is stronger in upper phases of the school. Positive teacher and student relationships are prevalent even in the teacher-dominated lessons. Middle and High students use technology well in their learning. Gaps in assessment and its use are impacting on students’ achievement.

- The school's curriculum aligns with the vision of the UAE, meets the Ministry of Education (MoE) requirements and offers various pathways for senior students. Periodic reviews of the curriculum do not always lead to improvements in provision, particularly in the Kindergarten (KG). Adaptations to students’ needs are hindered by the centralised design of the curriculum. The development of skills of innovation and enterprise are limited.
- Robust systems for safeguarding and risk assessments ensure students’ safety. Supervision of students is effective. Strong relationships between staff and students are evident. The identification and differentiation for students of determination require further development to support students’ needs. Career guidance and support for senior students’ application to universities are key strengths.

Leadership and management

- School leaders align with SABIS and UAE priorities, fostering positive morale. While instructional methods excel, limited exposure to external practices poses challenges. The self-evaluation system lacks accuracy. Inconsistent pursuit of previous inspection recommendations is delaying the school’s progress. Parental involvement is inadequate. Governance lacks diverse representation. The daily management of the school is effective, but some teachers lack the required qualifications in key areas.

Highlights of the school:

- High school students' achievement in mathematics and science
- Students' personal development, work ethic and awareness of Islamic values and the Emirati culture
- Students' leadership opportunities through the Students' Life Organisation (SLO)
- The pastoral support and career guidance for students in the senior school

Key recommendations:








- Ensure that governors appoint qualified teachers in Islamic Education, Arabic, English and Inclusion, to support the quality of teaching and to improve students' achievement.
- Improve teaching for effective learning across the school but particularly in Islamic Education and Arabic.
- Raise students' attainment by making more effective use of internal and external assessment information to plan and implement challenging lessons for all groups of students, including students of determination.
- Improve the leadership skills of all middle leaders to support the school's self-evaluation, improvement planning and students' outcomes.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable ↑
 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	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Good ↑	Acceptable	Good ↓
	Progress	Acceptable	Good ↑	Acceptable	Good ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Very good
	Progress	Acceptable	Acceptable	Good	Very good
 Science	Attainment	Acceptable	Acceptable	Good	Very good
	Progress	Acceptable	Acceptable	Very good	Very good
		KG	Primary	Middle	High
Learning skills		Acceptable	Acceptable	Good ↑	Good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Good

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Weak

- In the Progress in International Reading Literacy Study (PIRLS) tests, the school's score of 580 equated to a good judgement, as the score approached the higher end of the threshold. However, in the benchmark tests, the outcomes for all students, including the Emirati cohort, were weak in all three subjects, English, mathematics and science.

C. Leadership: International and Emirati Achievement	Good	
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- Leaders are fully aware of the requirements of the international benchmark tests. This has not been the case in the past with the National Agenda Parameter tests. However, leaders are now striving to establish continuity with these tests and to make the necessary adaptations to ensure that all students are adequately prepared for them.
- In the recent reading skills literacy assessment, the school narrowly failed to meet its targets. Nevertheless, a majority of the students are reading at, or above, age-related expectations. The reading skills of the Emirati cohort are weak. As a consequence, the school has put into place a number of intervention strategies to bring about improvement. The impact of these actions cannot be assessed until the school has received the outcomes of subsequent tests.

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Maximise the use of benchmark tests so that improvements can be made.
- Use the results from the reading tests to identify students in need of support and then help them to improve.
- Analyse more closely the data of the Emirati students, and ensure that they are able to perform in line with other groups of students.

Wellbeing



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

Overall, the quality of wellbeing provision and outcome is at an acceptable level.

- Wellbeing is a priority that underpins the ethos, climate and culture of the school. Leaders and teachers model healthy wellbeing practices, and the wellbeing policy is effectively applied. The principal and the wellbeing champion lead the Student Life Organisation. The wellbeing committee and ambassadors who show new students around the school also help out where needed. Wellbeing data are gathered through surveys and feedback from staff and from students in classrooms where wellbeing is monitored.
- Students help to set the wellbeing climate in the school. The wellness department and wellbeing leaders monitor those with wellbeing issues. They know whom to inform if adult intervention is required. They organise and present themed assemblies and events, for instance, yoga club and staff and student breakfasts which set the tone for the day. All members of staff feel valued. Wellbeing initiatives raise morale across the school which, in turn, benefits the students in the classrooms.
- Special initiatives and extra-curricular activities enable students to recognise their own wellbeing needs as well as helping to provide help to others. Students display a level of digital diligence and maturity which allow them to exercise vigilance in their online activities and support their friends in doing the same. Students feel a sense of belonging to the school. They report feeling welcomed and supported in an environment where there are high levels of positivity.

For Development:

- Take measures to obtain feedback on wellbeing from all students.

UAE Social Studies and Moral Education

- The Ministry of Education (MoE) curriculum is at the heart of the programme of study for moral, social and cultural studies (MSCS), delivered through separate moral education and social studies lessons. Moral education is taught from Grades 1 to 12 in stand-alone lessons and integrated with other subjects such as, economics, civics and English. Social studies lessons are taught by English teachers from Grades 1 to 9, for one lesson per week, in separate Arabic and English lessons. Social studies is also integrated with other subjects such as, art, design and English.
- The standards used are those of the MoE, supported by the prescribed texts. Students are assessed by weekly examinations conducted by the SABIS central office. In addition, moral education is assessed through work in students' notebooks, portfolios and by presentations. Social studies are assessed through a combination of the centralised examinations, practical projects and work in students' notebooks.

Arabic in Early Years

- Children begin learning Arabic in KG1 and KG2. Teachers use the SABIS curriculum to prepare children for Arabic in Primary. Eight teachers deliver the curriculum in five lessons of 45 minutes duration. In lessons, children perform a range of activities including learning about the alphabet, numbers and animals on the farm. Assessment strategies include questioning, worksheets and observations. Teachers use various teaching and learning resources such as visuals, songs and videos.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Although attainment is weak, most students are demonstrating progress in Islamic knowledge, application and skills that are in line with their year groups. However, memorisation skills, the knowledge of Tajweed and recitations skills of the Holy Qur'an, are insecure.
- In lessons, a minority of students are starting to demonstrate an understanding of the rules of worship and recall a number of short Surahs and Hadiths. In Grade 3, students demonstrate an understanding of the values and morals of Islam. Grade 10 students can discuss the Fqih.
- Now that the school is compliant with the requirements of the curriculum and improvements have been made in teaching, progress in lessons has improved. However, students do not yet support their opinions with evidence from the Holy Qur'an and Noble Hadith.

For Development:

- Ensure that students provide evidence from the Holy Qur'an, Noble Hadith and Sunnah when answering questions.
- Improve students Holy Qur'anic memorisation skills and their understanding of how to apply them.

ARABIC AS A FIRST LANGUAGE

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

- Across all phases, most students demonstrate secure reading comprehension and listening skills aligned with curriculum standards. Internal assessments show higher levels of attainment than those observed during lessons and in students' work.
- In the middle and high phases, students exhibit steady progress in developing accuracy with the use of wider vocabulary and expression. Progress is slower in students' creative writing and in expressing their opinions supported by evidence. In Primary, speaking and writing skills are underdeveloped.
- The school has adopted additional initiatives to improve students' Arabic skills. However, these improvements are yet to be fully embedded in order to show impact on achievement.

For Development:

- Implement more effective teaching strategies that help to improve students' linguistic skills.
- Improve students' creative writing abilities and their skill in using evidence to support their opinions.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' attainment in Primary is stronger than in Middle. Most students lack confidence in speaking Arabic, particularly when starting new topics. Students' writing skills, with appropriate language structures, are beginning to strengthen.
- Students are beginning to exhibit more secure skills in reading. Most students can read and understand short texts about common topics such as, food, family, and daily routines, but only with the help of their teachers. Speaking is mostly limited to single words and short sentences.
- The grouping of students according to their differing starting points, and their years of studying Arabic, is hindered because there is insufficient differentiation in lessons.

For Development:

- Encourage and support students in developing more extended responses when answering questions orally and in writing.
- Use assessment information more effectively to plan lessons according to the individual linguistic learning needs of students.

ENGLISH

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

- Internal assessments show outstanding achievement, which is not evident in lessons or in the external International Benchmark Tests (IBT), which show weak standards. Older students achieve excellent outcomes in the Advanced Placement (AP) tests and IGCSE in Grade 10.
- Children in KG gradually improve their understanding of phonics but are not challenged to make faster progress. Primary students make rapid progress in reading for understanding. They evaluate information and use key vocabulary in short descriptions. Students' written work in the middle phase is underdeveloped.
- Most students are confident speakers who express opinions on their learning. The NGRT test results confirm that most students' reading skills develop consistently, although reading for pleasure is underdeveloped. Students are exposed to more complex literary texts in the new Grade 12 curriculum.

For Development:

- Ensure that students, particularly in the middle phase, are encouraged to write more extensively and on a regular basis.
- Increase opportunities for students to read for pleasure.
- Challenge the most able children in KG and provide frequent extension tasks to support their learning.

MATHEMATICS

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

- Across all phases, students are attaining in line with curriculum expectations apart from the high school, where achievement is above the curriculum standards. In the lower phases of the school, students make expected levels of mathematical progress. This is more rapid as students develop their knowledge and understanding.
- A particular strength of mathematics is the way in which number skills are embedded as students move between each year group. The process begins in KG. Number skills are then gradually refined and applied to more complex problem-solving.
- Since the previous inspection, the focus on critical thinking and reasoning, mostly through open-ended questioning, is slowly having an impact on the way in which students learn. This is working most successfully in Middle and High where students enjoy the challenges and the opportunities to collaborate.

For Development:

- Improve students' mathematical skills even further, particularly in the KG and Primary.

SCIENCE

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

- Internal assessment outcomes are strong across all phases apart from KG where no information was presented. External IGCSE and AP assessment outcomes are equally strong in the high phase. External outcomes are less strong in Primary and Middle.
- Orally, most students display a secure understanding of scientific concepts. Students in KG and Primary are less confident when discussing their knowledge and understanding of science. Students' scientific writing skills in Middle are underdeveloped.
- Senior students have a good range of practical skills and can perform increasingly complex investigations. Students' practical investigative skills in all other phases are less well developed although they are starting to improve in Primary.

For Development:

- Provide more opportunities for students to develop their scientific investigation and writing skills.
- Improve the outcomes in external assessments in Primary and Middle.

LEARNING SKILLS

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Good ↑	Good

- Most students are keen to learn and have positive attitudes towards their work. However, their independent learning skills are underdeveloped. Children in KG are interested in their lessons but are not enabled to engage in play-based activities. Primary students are developing more independence in their learning.
- When given the opportunity to do so, students enjoy making links between different areas of learning. Middle and High students increasingly take responsibility for their work, resulting in thoughtful discussions and collaboration. These skills are not as well developed in the Arabic-medium subjects.
- Students' critical thinking skills are developing well as a result of increasingly more challenging questioning by teachers. Most make effective use of learning technologies, although this is restricted to accessing lesson resources and not independent research.

For Development:

- Ensure that students in all phases are enabled to learn through independent activities.
- Encourage all students to take greater responsibility for their learning and apply problem-solving and enquiry skills more regularly.
- Promote more engagement, collaboration and critical thinking skills in the MoE subjects.

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

	KG	Primary	Middle	High
Personal development	Good	Very good ↑	Very good ↑	Very good

- Students demonstrate positive and responsible attitudes and most display self-reliance and mutual respect. Senior students enjoy taking the initiative in leading various school activities, for instance, with traffic management and celebrations. Bullying is rare.
- A commitment to a safe and healthy lifestyle is evident among students, who affirm their adherence to nutritious meals both in the cafeteria and at home. This dedication to health reflects a broader culture of wellbeing within the student body.
- Attendance rates are strong, reflecting students' willingness to learn. Nevertheless, there is still room for improvement with punctuality, as a small number of students are late for the first lesson of the day.

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good

- Students universally exhibit a deep respect and appreciation for Islamic values. They recognise their integration within the customs of the Emirates. The school fosters an environment of tolerance, co-existence and support, where students feel safe and valued.
- Diverse cultural celebrations thrive through the school's comprehensive exhibitions and emphasis on national and Islamic occasions. Initiatives by some students contribute to the vibrant festivities that reflect cultural heritage and promote a sense of pride.
- While international harmony prevails during the well-organised International Day exhibition, there is still opportunity to increase students understanding of other world cultures.

	KG	Primary	Middle	High
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good ↑

- Students understand their responsibilities to the school and to one another. They are eager to learn and know the importance of working hard. Students participate eagerly in projects which benefit the school and wider communities.
- Students are willing volunteers. They are keen to take on responsibility for the various leadership roles available to them. Older students are provided with a wider range of opportunities to participate in school wide events and campaigns than their younger counterparts.
- Most students and appropriate to their age show care for the school environment and are aware of environmental and sustainability issues. In the upper school in particular, students participate in a wide range of initiatives such as, the electric vehicle Grand Pix and external visits to the recent COP 28 Green Zone and Green Planet events.

For Development:

- Improve the punctuality of students and ensure their timely arrival at the beginning of the school day.
- Enhance KG children's understanding of the heritage of the UAE and global cultures.
- Expand opportunities for lower school students to volunteer, lead and participate in school-wide events, campaigns and external trips.

03 TEACHING AND ASSESSMENT

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

- Most teachers' subject knowledge is strong, particularly in High. A minority of teachers adapt lesson plans in Primary to allow students to work at different levels. Overall, most teaching is less well-planned because teachers do not use assessment information to meet students' individual needs.
- High school teachers use of more open questions to challenge students and encourage them to think critically and extend their learning. In KG, the quality of teachers' questioning is variable. Teachers' expectations are not high enough to ensure that all children achieve their potential.
- Relationships between the teachers and students are very positive and based on mutual respect. However, too many lessons are dominated by teachers, which restricts students' opportunities for independent or group learning.

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good

- Across all four phases, the school operates its own system for collecting assessment data. The use of this information is stronger in the high school where students use this evidence to self-assess. This in turn helps them to learn from their mistakes.
- There are considerable gaps between the results of internal and external data. Teachers do not use all of this knowledge to help them to plan lessons that effectively meet the needs of all groups of students.
- Following a recommendation of the previous inspection, middle leaders are now starting to make adaptations to the curriculum, to bring about some improvements in students' outcomes.

For Development:

- Use assessment information more effectively to plan and deliver challenging lessons for all groups of students.
- Promote more active student learning in lessons by reducing the amount of teacher talk.
- Ensure more uniformity in the school's approach to external assessments and use this information to enhance students' outcomes.

04 CURRICULUM

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

- The school's curriculum is designed with a clear rationale and aligned with the national vision of the UAE. The curriculum now complies fully with the MoE subject requirements.
- The curriculum resources ensure that there is continuity and progression in students' learning and that effective links are made between subjects, for example in MSCS. A range of curricular choices is provided for the senior students who have opportunities to follow varied education pathways leading to a range of external assessments.
- The curriculum is reviewed periodically, and adjustments made where flexibility is available within the central programme. However, the reviews have yet to address improvement of scientific learning skills, particularly in KG.

	KG	Primary	Middle	High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school makes a few modifications to meet the needs of students. The extent to which it is able to do this is restricted by the centralisation of curriculum design. The English Grade 12 curriculum now provides more opportunities for wider reading. Intervention programmes meet the needs of small groups of students, but not yet of students of determination.
- An extensive range of extra-curricular activities is available to students, some of which are organised by the SLO. Opportunities for students to develop innovation and enterprise skills within lessons are less well developed.
- The school provides a good range of learning experiences to support students' understanding of the culture of the UAE. Meaningful links are made with Emirati society and the wider community.

For Development:

- Ensure that students' scientific learning skills are developed consistently throughout the school, particularly in KG.
- Update the curriculum and its delivery, to ensure that students of determination make as much progress as their fellow students.

05 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 has effective policies and systems in place for the safeguarding of students and members of staff. All stakeholders understand these policies and participate in training on a regular basis. The school ensures that students are protected from all forms of abuse, including cyberbullying.
- The school's premises and facilities are of good quality, well maintained and accessible to all. Procedures for risk assessments have improved. Regular fire and safety drills are conducted. The school's transportation is well managed, as is supervision at drop-off points.
- Healthy lifestyles are well promoted through the curriculum, clinics and the sport and health departments. Students also play a key role in raising awareness of health and wellbeing through the SLO.

	KG	Primary	Middle	High
Care and support	Acceptable	Acceptable	Acceptable	Good

- Relationships in the school are underpinned by mutual trust. Behaviour management systems are understood by all. The approach to promoting attendance and punctuality is adequate and managed through three-way communications between student, home and school.
- The systems for identifying students of determination and those who are gifted and talented are developing. Some opt-in one-to-one interventions for students of determination occur, but usually at breaktimes. There is a lack of differentiation and support in lessons for students of determination.
- Senior students receive support for subject choices and careers guidance. Most continue to higher education, including a very small number of students of determination. Wellbeing and students' personal development are monitored by the inclusion, wellbeing and care and support team.

For Development:

- Offer better provision for students of determination who may wish to continue to Grade 12.
- Provide more professional training to enable teachers to support students of determination in lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school has made some improvements towards meeting the statutory requirements for private schools in Dubai regarding provision for students of determination. Most aspects of the resources and facilities in the school generally meet the needs of these students.
- The school uses referrals from teachers and parents to identify students of determination. Barriers to learning are mostly aligned with the KHDA Categories. Teachers are generally knowledgeable about the learning needs of students of determination in their classes.
- The school builds parental engagement through its website, newsletters, social media and the SABIS app. The development and roll-out of individual learning plans (IEPs) for students of determination is at an early stage, and parental involvement is very limited.
- A minority of teachers adapt classroom provision for students of determination, but this is not a regular feature of all lessons. Struggling students receive one-to-one lunchtime reinforcement lessons from their teacher. After-school clubs build confidence and personal development.
- Assessment for understanding students' progress is variable across all classes. Marking, feedback and prompting are not yet in place to help to track students' learning and their progress. Students' IEPs have yet to include measurable targets, success criteria and goals to support students' identified learning needs.

For Development:

- Involve parents, and the students themselves, in the development, application and review of IEPs.
- Provide leaders and teachers with more professional training on how to set and then use targets for students of determination in their classes.

06 LEADERSHIP AND MANAGEMENT

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

- All leaders support the SABIS vision, aligned with Emirati priorities. While senior and most middle leaders excel in their understanding of SABIS instructional methods, they have limited exposure to international best instructional practices. This poses significant challenges for the school. Different professional communication channels exist among the teaching staff. Some stronger leaders, including heads of departments, face challenges due to the SABIS centralised structure. Despite maintaining compliance and improving some aspects of the provision, the school's performance remains only adequate.
- The school's self-evaluation system includes the use of internal and external data. However, it lacks accuracy, resulting in an imprecise perception of key priorities. While the monitoring of teaching focuses in general on students' attainment, it fails to capture progress in lessons. A few recommendations from the previous reports are being pursued, but they are not sustained. Leaders do acknowledge the need for improvement, including the refinement of teacher evaluations and the inclusion of assessment for learning and evidence of progress.
- Leaders engage with parents, including those of students of determination, and incorporate their views in helping to shape some future developments. The formation of a Parental Council last year was designed to enhance parental involvement, but it is yet to be active and operational. The school communicates with parents through an open-door policy, and by using different channels including digital and social media. Regular progress reports offer some insight into students' academic and personal development. Partnerships with local, national and international organisations are limited.
- Governance is not fully representative of all stakeholders. The Regional Director for Academic Operations, representing the owners, ensures that senior leaders uphold the organisation's vision. Although governors have recruited more proficient teachers of Islamic Education, addressing identified weaknesses in other areas is yet to take place. Governors have made some small steps to move closer to address the national agenda priorities of the UAE and to improve students' outcomes.
- The school's daily management, procedures and routines are mostly effective. Teaching staff, although benefiting from some generic professional training, lack qualifications in key areas particularly in Islamic Education, Arabic, English and inclusion. The premises are clean and well maintained. Some crowded classrooms inhibit effective teaching and learning. Specialist facilities are available, but provision of laboratories is insufficient to deliver the effective application of scientific skills.

For Development:

- Ensure that heads of departments have the capacity, time, resources and the authority to support further improvement in students' outcomes.
- Provide full stakeholder representation on the governing body.
- Ensure that all teaching staff have the required teaching qualifications, expertise and resources, to deliver stimulating learning experiences that improve students' achievement.



WHAT HAPPENS NEXT?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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