

Irtiqa'a School Inspection

AY 2024/25









International School of Choueifat - Khalifa

Rating: Very Good

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School Information

General Information	
 Name	International School of Choueifat - Khalifa
 Esis Number	9121
 Location	Abu Dhabi, KHALIFA CITY, SW3, P4
 Website	https://isckhalifacity.sabis.net/
 Telephone	025562555
 Principal	ABDUL EL RAHMAN MUNIR SHAER
 Inspection Dates	14 to 17 Oct 2024
 Curriculum	Sabis

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	3306
Number of Emirati students	1158
Number of students of determination	0
Largest nationality group of students	UAE - Egypt - Jordan

Information On Teachers

Number of teachers	166
Nationalities	Ireland - Lebanon - South Africa
Number of teaching assistants	45

Changes since the previous inspection

- Since the previous inspection, the school's overall judgment has progressed from Good to Very Good.
- Achievement in the English medium subjects (EMS) have also progressed, driven by improved teaching and enhanced learning skills. In English, achievement in phase 1 has progressed from good to very good, as has progress in phase 2. However, progress in phase 4 has declined slightly, moving from very good to good. A similar pattern of improvement is evident in science, with achievement in phases 1 and 4 remaining consistent with previous levels, while progress in phases 2 and 3 has improved from good to very good. In math, achievement has reached very good level across all phases, with the exception of attainment advancing to outstanding in phase 4. This high level of attainment indicates that, across all phases, a large majority of students make better-than-expected progress. In addition, most students in phases 1, 2, and 3 attain levels above curriculum standards, whereas in phase 4, most achieve levels that are above.
- Arabic medium subjects have demonstrated notable improvement. In Arabic as a first language, attainment has advanced from good to very good in phases 1 and 2, while it remains at good in phases 3 and 4. Progress has risen from good to very good in phases 1 and 4, maintaining a good level in phases 2 and 3. Attainment in Arabic as a second language continues to be good in phases 2 and 3, with progress improving from good to very good. Likewise, attainment in UAE social studies has remained good, while progress has improved from good to very good.
- In Islamic education, attainment has advanced from acceptable to good in phases 1 and 4. Progress in phases 2 and 3 has also improved, moving from good to very good, though attainment in these phases remains unchanged at good.

- Learning skills remains very good across all phases. This is due to opportunities for students to work independently and collaborate, especially in phase 4, where they effectively use technology to manage their learning and conduct research. Strengthening students' ability to connect different areas of learning can be achieved by providing more opportunities within lessons. In the lower phases, students have fewer chances to develop innovation, enterprise, research, and independent inquiry skills, which remains an area for growth.
- Performance Standard 2, related to students' personal and social development and their innovation skills, was not evaluated in the previous inspection but is now rated as good in personal development in phases 1, 2, and 3, and very good in phase 4. This is attributed to students' positive attitudes toward learning, their respectful behavior, and punctuality. Students' understanding of Islamic values, awareness of Emirati and global cultures, and social responsibility are all rated as good, reflecting their respectful relationships with staff and willingness to support one another. Through the Student Life Organization (SLO), students assume leadership roles, although they are not yet proactive in initiating involvement in local community projects.
- Teaching quality has progressed from good to very good where teachers' subject knowledge and understanding of how students learn best is more evident in the interesting lessons, level of challenging questions, and variety of strategies employed to stimulate enjoyment of learning. Assessment remains very good in all phases, where in lessons observed, teachers in all phases except KG made use of assessment data to assess students in the classroom, more particularly in English medium subjects.
- In this inspection, Performance Standard 4 related to the curriculum was evaluated. The curriculum design was rated as "very good" across all phases, while curriculum adaptation received a "good" rating. The SABIS curricula offer engaging and diverse learning opportunities that effectively prepare students for further studies. Although the curricula are regularly reviewed based on emerging assessment results, as well as regional needs and international trends, there is a lack of sufficient adaptation to challenge all learners and to meet the needs of new students at all levels, many of whom are additional language learners.
- The health and safety of students has improved to very good because the checks to ensure a high level of safety and security are regular and thorough, and systems for supervising transportation and managing behavior are effective. However, care and support has regressed to acceptable due to the absence of identified students of determination. Additionally, while the school's guidance system is very effective in enabling students to make informed further education and career decisions in the High Phase, and despite the enrichment program provided for upper-phase students, higher achievers, including those who are gifted and talented, are insufficiently challenged within lessons, particularly in the KG, and primary phases.
- The effectiveness of leadership has improved to very good, with leaders at all levels, committed to ensuring every student has the opportunity to reach their potential through the SABIS way. Clear delegations and standard operating procedures ensure accountability in a distributive leadership model. Most of the middle leaders are clear about where improvements need to be made, but many do not yet have secure knowledge of the UAE school inspection framework and how this aligns with best practices in teaching, learning and assessment in the SABIS model so that they can provide clear guidance of what is expected to the teaching teams that report to them. The school's monitoring of teaching requires greater emphasis on the student's experience as well as their academic learning outcomes. The utility of the school's recently completed self-review (SEF) can be enhanced with the identification of clear next steps under each standard, which can then be used to update and align the school's improvement plans. Since the previous inspection an influx of students from other schools over a range of levels and a 20% staff turnover have posed challenges to school leadership in maintaining high academic standards. The influx of new joiners has particularly impacted student progress in the Arabic-medium subjects. Greater consideration of the needs of new joiners is required in the school's future improvement planning strategies, as well as taking steps to improve the retention of staff and their training in student-driven learning. The school recognizes the need to improve the capacity and capability of middle leaders to better support development in the different departments, to improve the quality of teaching so that every student can be fully extended to reach their potential.

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

The school has benchmarked students' attainment against international standards. In 2015, 2019 and 2023 the school entered students for the TIMSS (Trends in International Mathematics and Science Study) assessment and is waiting for the publication of the results and targets. The school participated both in the PIRLS (Progress in International Reading Literacy Study) in 2016 and 2021 and the PISA (Program for International Student Assessment) in 2018 and 2022. The school has targets for PISA and TIMSS. The school has a comprehensive understanding of international benchmarks and regularly promotes the importance of a high level of performance and making a more global comparison.

Performance in standardized and international assessments

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

Standardized Assessments

- Students take the Granada Learning Progress Test series (GL-PT) in grades 3-9 for English (PTE), Mathematics (PTM), and Science (PTS).
- In 2023/24, the attainment of students taking the GL PTM for mathematics in grades 3 to 6 was weak. However, students in grades 7 and 9 achieved outstanding levels, while grade 7 students' attainment was very good. In terms of progress, students demonstrated outstanding progress in grades 4, 6, 7, 8, and 9, and good progress in grade 5.
- For the GL PTS in Science during 2023/24, students' attainment in grades 3 and 5 was weak. In grade 7, students reached good levels, and in grade 4, students attained very good levels. Students in grades 8 and 9 achieved outstanding levels. Regarding progress, grade 5 students made very good progress, while students in grades 4, 8, and 9 showed outstanding progress.
- In English, students taking the GL PTE in 2023/24 attained weak levels across all grades (3 to 9). However, in terms of progress, students made very good progress in grades 4, 5, and 7, acceptable progress in grade 6, and outstanding progress in grades 8 and 9.

International Assessments: TIMSS, PISA, PIRLS

- 15-year-old students participated in the PISA 2022 international assessments. The results in reading literacy at 502.9, mathematical literacy at 518.9, and scientific literacy at 528.9 all exceed the international averages, however, are all below the school set targets.
- In TIMSS 2019, grade 4 students attained 556.1 in science and 574.37 in mathematics, while grade 8 students attained 585.67 in science and 567.96 in mathematics. The results of grades 4 and 8 are within the intermediate international benchmark in both mathematics and science. The school participated in TIMSS 2023 results and is awaiting the results.
- In the Progress in International Reading Literacy Study (PIRLS) 2021, Grade 4 students scored 555 which is in the high international Benchmark range.

Reading

The school has a large library with books serving both the SABIS English and Arabic curricula. It is well stocked with age-appropriate fiction and non-fiction reading materials in both languages although there are many more books in English than Arabic. There are approximately 9000 books in total with just over 500 in Arabic.

Books are organized for easy student access, and a dedicated section is provided for the KG and emerging readers. Students have library access through weekly time-tabled lessons and are free to come to the library in

their break times and after school. There is a well-qualified librarian who supports the students and supervises library self-reading sessions where class groups come to the library during class time to read.

Students' reading skills are assessed regularly through the school's learning platform. Class teachers monitor what the students are reading and the level they are working at. If there are concerns these are brought to the attention of the middle and senior leaders who will work with the student and their parents to address the issue. Students enjoy reading through the interactive Kutubee Digital platform which has 2000 books in Arabic, English and French. The school can track the progress of the students as they work their way up the levels on this platform and can see the depth of their reading to ensure they are not skimming through the material.

In the KG and the lower grades in Primary, the development of reading skills is addressed through the systematic teaching of phonics. The online curriculum materials, which are closely followed by all teachers, are enriched with a variety of reading materials covering a range of genres.

The school has participated in national reading initiatives and competitions such as Spelling Bees and the Excel competition in Arabic. Guidelines and advice on how to promote and support their children's reading development have been provided for parents. Book fairs are organized regularly for parents and their children.

Strengths of the school

- Students' attainment and progress in High Phase English medium subjects is a strength. The students have a positive attitude to learning and a strong work ethic. They understand the needs and differences of others and readily provide support and help.
- The relationships between students and their peers and teachers are mutually respectful. Teachers have secure subject knowledge and very effectively use technology to manage learning.
- Assessment systems and processes across the primary, middle, and high phases, provide students, parents, and teachers with information that identifies student strengths and gaps in their learning and informs school measures to support students to close those gaps.
- The curricula are systematically reviewed based on emerging assessment results as well as regional needs and international trends. A wide range of additional curricula activities are made available in the upper phases, offering enrichment to learning during the school day and further study pathways for older students.
- The school provides a pleasant learning environment that is safe and secure. The school's guidance system enables students to make informed further education and career decisions.
- Leaders at all levels, inspired by an enthusiastic director, are committed to ensuring every student has the opportunity to reach their potential through the SABIS way. Leaders have established clear delegations and standard operating procedures that ensure accountability in a distributive leadership model. Consequently, the day-to-day running of the school is very smooth.

Key Recommendations

1. Raise students' attainment and progress to a consistently very good or better level in all core subjects and phases by:

- improving students' attainment to a very good level across all phases, particularly in Islamic education and Arabic as a second language, and ensuring very good progress and attainment in English phase 3 and science phase 1.
- extending the school-wide focus on reading in both Arabic and English, helping students to develop more extensive vocabulary, confidence in reading aloud and skills in analyzing a range of subject-specific texts,

especially in the Arabic-medium subjects.

- enhancing speaking, listening, and communication skills further through peer collaboration and extended question-and-answer sessions with a specific focus on critical thinking and developing boys' confident communication skills.
- strengthening students' writing and ability to make connections between different areas of learning by providing more practice with standard Arabic across the Arabic-medium subjects, and offering more opportunities in both Arabic and English to develop students' independent extended and creative writing, including various genres like scientific reports.
- providing more consistent opportunities for students to take more responsibility for their own learning across the phases.
- encouraging students to initiate and manage their own projects, based on research or community needs, making useful contributions to the local community and environmental sustainability.
- strengthening students' innovation, enterprise, research and independent inquiry skills by more hands-on activities within lessons across all core subjects, to build on the school's enrichment program.

2. Embed strategies for effective teaching, learning and support for groups, to accelerate students' progress in lessons to outstanding by:

- ensuring greater consistency in planning lessons, using a standardized format appropriate to the phases and adapted to the needs of specific subjects.
- adapting the SABIS resources centrally provided through the on-line platform to better meet the learning needs of the diverse student population.
- using a wider range of other resources, particularly those that promote hands-on experiences and reusing and recycling materials, to stimulate interest and motivate students to learn, especially in KG and in the early years of the primary phase.
- providing an extended range of activities within lessons, to better cater for the diversity of learners, especially to challenge the higher attainers, including the gifted and talented (G&T).
- continuing the focus on asking critical thinking questions during lessons, promoting students' use of this skill by giving them greater opportunities to pose questions of their peers.
- using assessment data more rigorously to influence teaching in all subjects, especially subjects taught in Arabic, to better meet the needs of all learners, particularly the higher attainers.
- embedding cross-curricular links more consistently across curricula at all levels to promote students' transfer of learning, especially between Arabic-medium and English-medium subjects.
- strengthening the effectiveness of the monitoring of teaching and subsequent follow-up to place greater emphasis on the students' experience as well as their academic learning outcomes.
- ensuring that the curriculum is mapped accurately to eliminate any gaps in learning pathways, especially focusing on progression pathways between all phases in Islamic education and Arabic (AFL and ASL) and the transition into further education.
- extending curriculum adaptations for identified groups within lessons, especially new joiners and the higher attainers (including G&T), by more rigorous use of a range of internal and external assessment information, so that every child is extended to reach their potential.
- ensuring the effectiveness of the delivery of the curriculum by regularly monitoring the provision of opportunities within lessons for students to deepen their understanding and appreciation of UAE culture and heritage and other world cultures, particularly in EMI subjects.

3. Improve the effectiveness of senior and middle leaders by:

- strengthening middle leaders' knowledge of the UAE school inspection framework and how this aligns with best practices in teaching, learning, and assessment in the SABIS model so that they can provide clear guidance on what is expected of the teaching teams that report to them.
- promoting a fully inclusive school through implementation of the inclusion policy and establishing a full inclusion team to better cater for the learning needs of a wide variation of lower achievers.
- updating the school's recently completed self-evaluation form (SEF) review by considering how to minimize the turnover of staff and cater for the needs of the large influx of students at all levels, including clear next steps under each standard.
- strengthening the rigor of the school's future self-review processes to produce more evaluative reports through wider stakeholder consultation, especially seeking parents' views when shaping school's priorities.

- enhancing school improvement planning, including departmental action plans, taking care to include SMART objectives with key performance indicators and clear delegations with specific timelines.
- raising parental involvement in planning for events to raise students' knowledge of their own identity, the UAE heritage and culture, and other world cultures.
- consulting with parents to agree on more effective strategies to achieve higher levels of attendance.
- deepening connections with the local community to provide more regular opportunities for students volunteering locally, to develop leadership and citizenship, and to enhance students' environmental awareness.
- revising the professional development program to include a greater emphasis on student-driven learning and differentiation in the use of local resources to ensure relevance, and better cater for a diversity of learners, especially the higher attainers.
- reviewing the effectiveness of supervision arrangements that are in place for the corridors and breakout spaces during breaks and social play times, to ensure that the behavior of a few boys does not disrupt the enjoyment of other students.

Overall School Performance: **Very Good**

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

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

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









PS3: Teaching and Assessment

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


PS4: Curriculum

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

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

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

PS6: Leadership and Management

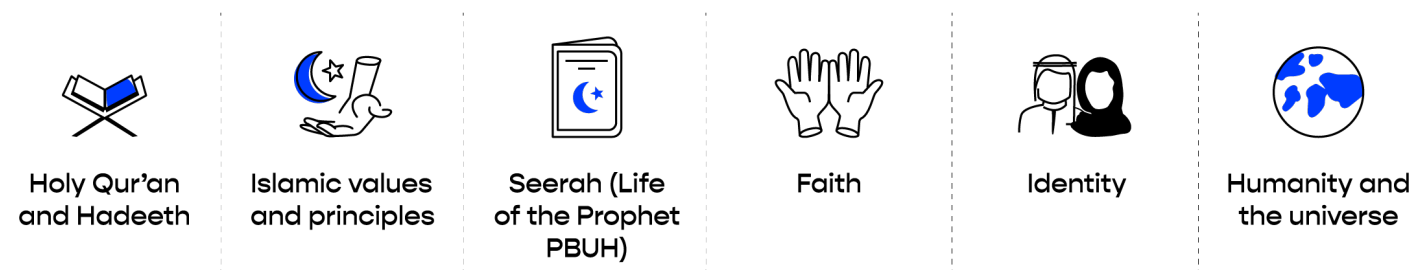
The effectiveness of leadership	Very Good 
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

Inspection findings

PS1: Students' achievements

Islamic Education

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



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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24, against the Ministry of Education (MoE) curriculum standards for Islamic education, indicates that almost all students in phases 2, 3, and 4 attain levels that are above the curriculum standards in internal assessments. This high level of attainment does not align with the levels of students' knowledge, skills and understanding observed in lessons.
- The school has no external national or international assessments for KG, grades 1 to 11, in Islamic education. However, the results of the MoE national examination for Grade 12 at the end of the AY 2023-2024 indicate outstanding attainment.
- In lessons and in their recent work, the majority of students across all phases demonstrate knowledge, skills, and understanding of key Islamic values and etiquette that are above the curriculum standards. Students in phases 3 and 4 show an understanding of noble Hadeeths and knowledge of Seerah.
- Over the past three years, the attainment of most students in phases 2, 3 and 4 has shown a consistent outstanding trend based on the school's internal data.
- The school's internal assessment data indicates that most students in phases 2, 3 and 4, make better than expected progress in relation to their starting points and curriculum standards. This progress is not reflected in observed lessons and in students' work.
- Based on lesson observations and students' work, the majority of students in KG and in phase 4 make better than expected progress in relation to learning objectives that are aligned with curriculum standards, while in phases 2 and 3, the large majority of students make better than the expected progress.

- The school's analysis of internal assessment data indicates that all groups of students including boys, girls, Emirati, lower and higher attainers and gifted and talented make outstanding progress. In the lessons observed, all groups of students make the expected progress. The school does not identify any students of determination. In lessons, most groups make similar progress; however, the high-attaining students do not always make as much progress as they could because their work sometimes lacks enough challenge.

Next Steps:

1. Strengthen the recitation of the required verses from the Holy Qur'an and the application of Tajweed rules, in all phases.

Arabic as a first language

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of 2023/24 academic year against the (MoE) standards indicates that most students across all phases attain levels that are above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for KG, grades 1 to 11, in Arabic first language. However, MoE national examination for Grade 12 at the end of the academic year 2023/24 indicates outstanding attainment.
- In lessons and their recent work, the large majority of students in phases 1 and 2 demonstrate listening and reading skills that are above curriculum standards.
- Over the past three years, the attainment of most students in phases 2, 3 and 4 has shown a consistent outstanding trend based on the school's internal data.
- The school's analysis of internal assessment data indicates that most students in KG and primary phases make better-than-expected progress, while the large majority of students in the middle and high phases make better-than-expected progress in relation to their individual starting points and curriculum standards.
- In lessons and in their recent work, the large majority of students in phases 1 and 4 and the majority of students in phases 2 and 3 make better-than-expected progress in relation to individual starting point.
- The school's analysis of internal data indicates that the progress of all groups in phases 1 and 2 is outstanding, except of the progress of Emirati in phase 2 that is very good and the progress of low achievers that is weak in this phase. While the progress of boys in phase 3 is good, it is very good in phase 4. Similarly, the progress of girls is very good in both phases 3 and 4. The progress of Emirati students varies across phases; while it is very good in phase 2, it acceptable in phase 3 and good in phase 4. The progress of low achievers is weak in phase 2 and good in phase 3 and outstanding in phase 4, whereas the progress of high achievers is outstanding across all phases. Similarly, the gifted and talented students made outstanding progress in phases 1, 2 and 3 and very good progress in phase 4. In lessons, boys and girls make similar progress. Lower- and higher-attaining students do not always make the progress they are capable of.

Next Steps:

1. Improve students' fluency and accuracy skills in reading across all phases.
2. Improve students' accuracy in writing across all phases.
3. Improve students' ability to analyze and present their ideas coherently in standard Arabic in phases 3, and 4.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Very Good ↑	Very Good ↑	Not Applicable

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 indicates that most students in phases 2 and 3 attain levels that are above curriculum expectations in learning Arabic as a second language (ASL). This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school has no external national or international assessments for ASL.
- In lessons and their recent work, the majority of students in phases 2, 3 demonstrate listening, speaking, and reading skills that are above curriculum expectations. In Phase 2 students can sometimes recognize letter sounds they have learned in familiar words and can occasionally understand single words memorized from previous lessons. They are also able to connect words and expressions to their meanings. In Phase 3, students can answer frequently asked questions about a familiar topics using simple sentences and read some familiar words. Fluency in speaking and correct pronunciation are key challenges for most students across all phases. They can write short sentences to describe or narrate events; however, they make notable mistakes in vocabulary choice and grammar.
- The school's internal assessment data show consistent outstanding attainment over the past three years across phases 2 and 3.
- The school's analysis of internal assessment data indicates that most students in Phase 2 and the large majority in Phase 3 make better than- expected- progress over time and from their starting point.
- The large majority of students in phases 2 and 3 make the expected progress in lessons in developing their listening, understanding, and reading skills. However, they make limited progress in developing their speaking, writing, and reading comprehension skills across the grades.
- The school's analysis of internal data indicates that in phase 3, boys make very good progress, while low achievers show good progress. The progress of girls, high achievers, and gifted and talented (G&T) students is outstanding in both phases 2 and 3. Similarly, boys demonstrate outstanding progress in phase 2.

Next Steps:

1. Enhance fluency in reading and speaking in all phases through appropriate opportunities for exposure to real-life conversations.
2. Improve vocabulary acquisition across all phases through free reading and relevant practices.
3. Improve writing by reading and summarizing texts.

UAE Social Studies

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



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 against the (MoE) standards indicates that most students in phases 2 and 3 are attaining above curriculum standards. This high level of attainment does not align with the levels of students' knowledge and skills observed in lessons.
- The school does not administer any standardized examinations for social studies.
- In lessons and their recent work, the large majority of students in phases 2 and 3 attain levels that are above curriculum standards. Students demonstrate secure knowledge of UAE culture, values, and heritage.
- Over the past three years, students' attainment across both phases 2 and 3 has consistently shown an outstanding trend.
- The school's internal assessment data indicates that most students in phases 2 and 3 make better-than-expected progress against their starting point and over time. This progress is not reflected in observed lessons and students' work.
- In lessons, the large majority of students across phases 2 and 3 make better-than-expected progress in gaining secure knowledge and understanding of UAE history, heritage and political context.
- The school's analysis of internal assessment data indicates that all groups of students, including boys, girls, Emiratis, lower and higher attainers, and gifted and talented students, make outstanding progress. In lessons, boys and girls make similar progress. Lower—and higher-attaining students do not always make the progress they are capable of. The school does not identify any students of determination.

Next Steps:

1. Expand students' understanding of UAE citizenship across all phases.

2. Improve students' knowledge and understanding of UAE History and current accomplishments in phase 2.

English

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



Speaking



Listening



Reading



Writing

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

Findings:

- The school's analysis of internal assessment data at the end of the AY 2023/24 indicates that most children in all phases attain levels that are above the SABIS curriculum standards. These very high levels of attainment do not fully align with the levels of students' knowledge and skills observed in lessons.
- The school has administered the Granada Learning (GL) Progress Test in English to benchmark students' attainment. Results for the AY2023/24 indicate that less than three-quarters of the students attained levels that are in line with international standards in the primary and middle phases. The older students in Grade 12 have the option to be entered for the Advanced Placement (AP) examinations, and the outcomes of the AY2023/24 for the small number of students who opt for these assessments are outstanding. Additionally, students in Grades 10 and 11 can enter for the International General Certificate for General Education (IGCSE), and the results for those who took this assessment in the AY 2023/24 were at a good level.
- In lessons and their recent work, the large majority of students in KG and in the high phase demonstrate levels of knowledge, listening and reading skills that are above curriculum standards, while the majority of students in the primary and middle phases demonstrate levels that are above curriculum standards. KG students are secure in blending and beginning to segment words, focusing on spelling, capitalization, and punctuation, though they lack development in independent reading and writing. Primary phase students speak English fluently and write high-frequency phrases legibly, though not independently. Middle phase students' speaking, reading, and comprehension skills exceed age expectations, though group discussions and extended presentations are limited. High phase students infer and analyze from extended texts.
- Over the last three years, the school's trends in internal assessment data across all phases indicate that the attainment of students is outstanding. The trends in students' attainment in external GL assessments in the Primary and Middle phases are weak. In IGCSE examinations, the trends has declined from very good in AY2021/22 to good in both AY 2023/23 and AY2023/24 resulting in an overall trend of good. Meanwhile, the outcomes in AP assessments over the last two years have remained outstanding.
- The school's internal assessment data indicates that most students in KG, the large majority in the primary phase and the majority of students in the middle and high phases make better-than-expected progress in relation to their starting points and curriculum standards.

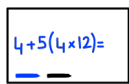
- In lessons and in their recent work, the large majority of students in the KG and primary phases make better than-expected-progress in relation to learning objectives aligned with curriculum standards, while the majority of students in the middle and high phases is above these expectations.
- The school's analysis of internal data indicates that most groups of students, including boys, girls, Emirati students, and higher-attaining students, make better than expected progress in the KG, while most students identified as having lower ability progress is in line with expectations. The large majority of boy's progress is above expectations in primary but only the majority are above in middle, and most are in line in high phase. The progress of most girls is above expectations in KG and primary with the large majority being above expectations in middle. The majority are progressing above expectations in high phase. The progress of most Emirati students is above expectations in KG, while most in high phase are in line with expectations. The progress of less than three-quarters of Emirati students in primary and middle is below expectations, while most are in line with expectations in the high phase. The progress of most students identified as gifted and talented in the KG, primary and middle phases is above expectation as the large majority make similar progress in phase 4. Most students identified as higher achiever make above expected progress across all phases. The school does not identify any students of determination. In lessons most groups make similar progress, but boys do not make the same progress as the girls.

Next Steps:

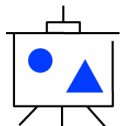
1. Provide more opportunities for students to develop their independent, extended, and creative writing and presentation skills.
2. Enhance speaking, listening, and communication skills further with a specific focus on developing boys' speaking skills.
3. Embed reading in the curriculum beyond textbooks to develop creativity and imagination for all students.

Mathematics

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



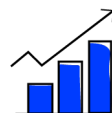
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

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

Findings:

- The school's internal assessment data for AY2023/24 against SABIS curriculum standards indicates that most students in the KG, primary, and high phases attain levels above curriculum standards, while in the middle phase, the large majority of students attain above the SABIS curriculum standards.
- The school has administered the GL Progress Test in mathematics to benchmark students' attainment. Results for the AY2023/24 indicate that less than three of students attain levels that are in line with international standards in the primary phase, while the large majority of students in the middle phase attain levels that are above these expectations. The older students in Grade 12 have the option to be entered for the Advanced Placement (AP) examinations, and the outcomes of the AY2023/24 for the small number of students who opt for these assessments are outstanding. The Grade 10 students have the option of entering for the International General Certificate for General Education (IGCSE). The outcomes for students who entered this assessment in the AY 2023/24 are outstanding.
- In lessons and their recent work, the large majority of students in KG, primary and middle phases demonstrate mathematical knowledge, skills, and understanding that is above the curriculum standards, while in the high phase, it is most students who attain above curriculum standards. KG students build a foundation in counting, cardinality, and mathematical symbols. Primary phase students show secure understanding of fundamental concepts, including the four operations and measurement. Middle phase, students are developing their mathematical skills in formulating equations, while in the high phase, students are focusing on interpretation skills. However, students' ability to apply their knowledge to problem-solving is limited across all phases.
- Over the last three years, the school's trends in internal assessment data across phases 1, 2 and 4 indicate that the attainment of students is outstanding. In phase 3, trend has been consistently outstanding over the AY 2021/22 and AY 2022/23 and regressed to very good in AY 2023/24. The trends in students' attainment in external GL assessments in the primary and middle phases have been weak over the last three years. In IGCSE examinations, the trend results have returned to outstanding in AY2023/24 following a fall to very good in the preceding AY 2022/23, resulting in an overall trend of very good. Meanwhile, the outcomes in AP assessments over the last two years have consistently remained outstanding.
- The school's internal assessment data indicates that most students in KG, the large majority in the primary

and high phases and the majority of students in the middle phase make better than-expected-progress in relation to their starting point and the SABIS curriculum standards.

- In lessons and in their recent work, the large majority of students across all phases make better-than-expected progress in developing strong and secure mathematical skills.
- The school's internal data indicates that boys make outstanding progress in KG, very good progress in primary and high phases while they make good progress in the middle phase. Girls show similar progress to boys in KG, though they make better progress in the primary and middle phases and lower progress in the high phase. Emirati students make outstanding progress in KG but weak progress in primary and middle phases, whereas progress in high phase is very good. Low attaining students make acceptable progress in primary and middle phases and outstanding progress in the high phase. High attaining and gifted and talented students make outstanding progress across all phases The school does not identify any students of determination.

Next Steps:

1. Strengthen KG students' understanding of fundamental math concepts and accelerate their progress through hands-on activities and manipulatives.
2. Enhance students' problem-solving skills by fostering critical thinking to bridge theory and application in math.
3. Extend students' mathematical thinking, especially for high-achieving students, focusing on formulating, employing, and interpreting skills.

Science

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



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

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

Findings:

- The school's internal assessment data for AY2023/24 against SABIS curriculum standards indicates that most students in phase 2 and the large majority in phases 3 and 4, attain levels above curriculum standards. There is no internal data for KG.
- The school has administered the GL Progress Test in science to benchmark students' attainment. Results for the AY2023/24 indicate that less than three of students attain levels that are in line with international standards in the primary phase, while the large majority of students in the middle phase attain levels that are above these expectations. The older students in Grade 12 have the option to be entered for the Advanced Placement (AP) examinations, the outcomes of the AY2023/24 for the small number of students who opted for these assessments are outstanding in Biology, Chemistry and Physics. The Grade 10 and 11 students have the option of entering for the International General Certificate for General Education (IGCSE). The outcomes for the large majority of the students who entered this assessment in the AY 2023/24 were above expectations in Biology. For the IGCSE exams in Chemistry and Physics, Grade 11 students took the tests, and among the small number of students who opted for these exams, the results in Chemistry were very good, while the results in Physics were outstanding.
- In lessons and in their recent work, the majority of students in KG and phase 2 and the large majority in phases 3 and 4 demonstrate scientific knowledge, understanding, and skills that are above the curriculum standards. In KG, students use their basic investigation skills to learn about their senses. In Phase 2, they explore ecosystems and their roles in the environment. In Phase 3, students are developing their understanding of light behavior, learning about refraction and reflection, though their application of these concepts is still developing. In Phase 4, students conduct titration experiments with precision, showcasing strong laboratory skills. They confidently calculate concentrations and relate their findings to broader chemistry concepts.
- Over the last three years, the school's trends in internal assessment data in phase 2 indicate that the attainment of students has seen an upward move from very good in the AY 2021/22 to consistently outstanding in the following two years. In phases 3 and 4, the trend has been consistently outstanding over the AY 2021/22 and AY 2022/23 and regressed to very good in AY 2023/24. The trends in students'

attainment in external GL assessments in the primary and middle phases have been weak over the last three years. In IGCSE Biology examinations, the trend results have returned to very good in AY2023/24 following an upward to outstanding in the preceding AY 2023/23, resulting in an overall trend of very good. In IGCSE Chemistry and Physics examinations, the trend results have been consistently outstanding in the AY 2021/22 and 2022/23 following a drop to very good in the following AY 2023/24, resulting in an overall outstanding trend.

- The school's internal assessment data indicates that most students in phases 2, 3 and 4 make better than-expected progress in relation to their starting point and the SABIS curriculum standards. There is no internal data for KG.
- In lessons and in their recent work, majority of students in KG and the large majority of students across phases 2, 3 and 4 make better-than-expected progress in developing strong and secure scientific skills.
- The school's internal data indicates that boys and girls make outstanding progress across phases 2 , 3 and 4. Emirati students make very good progress across all three phases. Low attaining students make weak progress in phase 2, acceptable progress in phase 3 and good progress in phase 4 . High attaining and gifted and talented students make outstanding progress across all phases. The school does not identify any students of determination.

Next Steps:

1. Provide opportunities for younger students to investigate, experiment and use scientific apparatus themselves.
2. Encourage students to conduct scientific research, expanding the integration of technology, fostering inquiry-based learning, and enhancing research skills to better prepare them for the modern world.
3. Provide opportunities for students to develop their use of the scientific method in the primary and middle phase.

Learning Skills

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

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

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

Findings:

- Students generally enjoy learning and can articulate their understanding when given the opportunity. However, some advanced learners occasionally feel disengaged due to a lack of sufficient challenge. In KG, students are enthusiastic and genuinely interested in learning, but they have limited opportunities to engage actively in the learning process. In the higher grades, students are capable of effectively monitoring their own progress, which helps them understand the steps they need to take for improvement; however, this skill is less developed in Arabic.
- Students collaborate and engage effectively across the school when given the opportunity. In KG, students' social skills are still developing, which impacts their interactions. While students generally communicate their learning effectively, this is less evident in Arabic-medium subjects, where boys are more reserved for speaking up and contributing.
- Students regularly make real-world connections, with meaningful applications emerging mainly in the middle and high phases, especially in English and science. In the primary phase, students make connections in math. Opportunities to form links between subjects, such as history and geography with English remain limited
- Students' critical thinking, reasoning, and problem-solving skills are common features of learning, though this is inconsistent across grades. Innovation is encouraged through enrichment activities such as electric car and drone clubs, and students demonstrate strong technological proficiency across all phases. Although critical thinking questions (CTQs) are included in lesson plans, they are seldom emphasized outside of the high phase.

Next Steps:

1. Strengthen students' ability to make connections between different areas of learning by providing more opportunities within lessons.
2. Strengthen students' innovation, enterprise, research and independent inquiry skills through a range of initiatives focused on developing these skills in all lessons, to build on the school's enrichment programme.
3. Continue developing the use of critical thinking questions during lessons and promoting students' awareness of the skill.

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

Personal Development

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

Findings:

- Students generally exhibit positive and responsible attitude both in lessons and throughout the school. In KG, they are attentive to teachers' instructions but may occasionally require some reassurance. In the primary, middle and high phases, students take responsibility for their learning when given the opportunity, though they often rely on teacher guidance. They appreciate constructive feedback from both teacher and peers during lessons. In the high phase, students show greater autonomy and are willing to take risks in their learning.
- Students usually exhibit self-discipline and positive interactions across all phases, both in and out of the classroom with only minor incidents occurring during break time. Bullying is rare, and when it occurs, it is resolved effectively. Students understand class routines, resulting in a safe and productive environment. Students in the high phase show increasing independence and respect for upholding school values.
- Students understand the needs and differences of others and readily help each other, fostering respectful and friendly relationships among students and staff. Students actively engage with and support peers making slower progress through the "student shadow teacher" program. In the high phase, students mentor those in lower phases, during their free time.
- Students demonstrate a sound understanding of safe and healthy living; they make appropriate health and safety choices and participate in activities promoting these lifestyles. Throughout the year, students engage in health and well-being initiatives aligned with Global Health Days. As opportunities for students to lead these initiatives are limited, high-phase "Student Life" representatives are mainly involved in planning these activities.
- Attendance for the 2023 -2024 academic year is 96% across phases 2, 3 and 4, while it is lower in KG at 92%. Students' punctuality to lessons is strong across the school, largely due to the school's opting for teacher to move between lessons instead of students.

Next Steps:

1. Enhance students' self-reliance so that they can lead in their learning and initiate their own ideas and projects.
2. Improve the healthy living culture further among students by allowing them to frequently lead in activities that promote safe and healthy lifestyles, especially in the early phases.
3. Improve students' attendance across the KG phase by further promoting strategies to engage the school community on the importance of attendance.

Understanding of Islamic values and awareness of Emirati and world cultures

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

Findings:

- Students across all phases demonstrate a clear understanding of Islamic values and practices, as well as their integration into UAE society. This is evident in their behavior and interactions with both peers and teachers throughout their daily school life. Students in phase 2 could benefit from further exploration of the impact of Islamic values on contemporary UAE society.
- Students across all phases demonstrate their appreciation and understanding of UAE heritage and culture. This is evident through their active participation in national celebrations. Their appreciation is also reflected in the projects and activities they undertake within the cultural clubs, as well as in the displays around the school showcasing various aspects of the UAE. Students in phases 3 and 4 need additional initiatives to deepen their knowledge of UAE heritage and culture.
- Students across all phases demonstrate a clear understanding of their own culture and an awareness of others through their participation in national celebrations. However, they need to expand and deepen their understanding of other cultures within their school and the local community.

Next Steps:

1. Encourage students to take the initiative in developing activities that highlight the heritage and culture of the UAE in all phases.
2. Continue to motivate students, particularly in Phases 3 and 4, to actively engage in a diverse range of cultural activities.
3. Foster a deeper understanding of various world cultures among students in all phases.

Social responsibility and innovation skills

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

Findings:

- Students participate in activities that have a positive impact on both the school and the wider community. They demonstrate a strong sense of civic responsibility by actively participating in social activities and leadership roles through the Student Life Organization (SLO), demonstrating their commitment to supporting the broader community. However, their engagement in local community projects is limited.
- Students exhibit positive attitudes toward their work and enjoy participating in extracurricular, academic, social, and sustainability-related activities through various school clubs. They are generally reliable and enthusiastic participants, participating in various competitions. They require more structured training to help them make informed and relevant economic decisions.
- Students are environmentally conscious, showing awareness of sustainability, pollution and global warming. Their participation in COP28 and involvement in the Model COP program further reflect their commitment to these issues. The school's large-scale recycling campaign, part of the Cyber Stars competition, aligns with their environmental interests.

Next Steps:

1. Increase student involvement in local community projects.
2. Offering more structured training in decision making and conflict resolution.
3. Strengthen student initiative in social responsibility.

PS3: Teaching and Assessment

Teaching for effective learning

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

Findings:

- Most teachers have secure subject knowledge and apply this effectively in lessons. They know how students learn and generally apply their teaching skills appropriately. In the less effective lessons, the teaching is overly didactic, with students taking little responsibility for their own learning, particularly in Arabic and Islamic education.
- Most lessons are planned carefully, although this varies across grades. While there are some common approaches within grades and sections, the overall planning lacks detail on how to adapt lessons to meet the diverse learning needs of students. Classroom displays are bright but do not celebrate student achievements, mostly relying on teacher-generated or commercial materials. In KG and lower primary classrooms, there is potential to better utilize learning aids in displays. Resources are used effectively for learning, but their role in broadening student experiences is inconsistent.
- Teachers interact well with students across the school. Questioning engages students in their learning, promoting their critical thinking skills. In most lessons, questions prompt students to give extended responses and use subject-specific terminology, helping them build a solid understanding before tackling written tasks. However, in some lessons, questioning is more narrowly focused, eliciting only single-word answers, which limits the development of speaking, listening, and reasoning skills.
- Teaching in most lessons is effective in meeting the needs of most students. Teachers are generally aware of individual needs and adapt their instruction through tailored questioning and one-on-one interactions, ensuring less able students grasp the lesson's basic learning objectives.
- Teachers purposefully encourage students to take responsibility for their own learning. They develop students' problem-solving skills through the use of a wider range of learning tasks that require independent thinking skills and challenge their understanding. In the higher phases, students are able to apply these skills in various contexts. Opportunities for students to work collaboratively on problem-solving or to prepare work for presentation to their classmates or a broader audience are inconsistent in the lower phases. Overall, teachers do not consistently develop students' innovation skills during lessons.

Next Steps:

1. Enhance teachers' planning by encouraging effective use and adaptation of resources to meet diverse student learning needs.
2. Enhance the development of students' innovation skills by integrating activities that encourage creative thinking, problem-solving, and exploration within lessons.
3. Utilize a broader range of resources and teaching strategies to engage and motivate students, reinforcing learning, particularly in the lower phases.

Assessment

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

Findings:

- Internal assessment processes are coherent, with general alignment to the SABIS curriculum standards. They offer consistent measures of students' academic achievement across all core curriculum subjects. In all phases and subjects the systems for administering tests and collecting and collating data are very robust. Tests are created centrally and distributed on the day of assessment. Students are tested under exam conditions with proctoring and the completed scripts, when not online, are graded by subject specialists at other SABIS schools.
- The school has efficient processes for comparing students' performance with those of students internationally. The school benchmarks students' academic outcomes in English, Science and Maths in PRLS 2021, PISA 2022 and TIMMS 2023. In addition the school regularly assesses students using the standardized GL PT assessments in English, Science and Maths.
- The school conducts detailed and rigorous analysis of internal assessments. Data is collated and analyzed by senior staff, middle leaders and teaching staff at departmental meetings. Monitoring and tracking of students' progress is communicated to parents and to teachers. Pacing schedules are adjusted to address frequently identified gaps in student knowledge, and the school initiates interventions for students who have underperformed in their assessments.
- In the observed lessons, teachers across all phases, except for Kindergarten (KG), utilize the school's learning management system (ILS) to assess students in the classroom. This practice was particularly robust in the English Medium Instruction (EMI) subjects but was less effective in the Arabic Medium Instruction (AMI) subjects as well as in KG and Grade 1 classes. The system provides instant feedback to both students and teachers, allowing them to monitor completion times and success rates from their own tablets. This formative assessment enables teachers to support students who need assistance and guide those who have successfully completed the assessments. Students who complete tasks early are often asked to assist their peers, which supports leadership skills. Offering them additional challenges, however, could further enhance their growth and engagement.
- Teachers have a very good understanding of students' individual strengths and weaknesses in relation to the assessed tasks. As a result, they provide support tailored to individual students' needs in terms of reassessment. While feedback is given, it is mostly limited to simple ticks, occasional corrections, and verbal acknowledgments of correct answers. When addressing underperformance, feedback for Academic Quality Consultants (AQC) often focuses on behavioral issues rather than specific knowledge or skill gaps, which means many individual learning needs are not considered. Students are regularly encouraged to assess their own learning and that of their peers, mainly limited to checking knowledge tests. A notable exception is the students' role of 'shadow teachers,' which offers additional support and helps develop leadership skills among those selected for the position.

Next Steps:

1. Improve the use of assessment data to influence teaching in all subjects especially subjects taught in Arabic.
2. Utilize data more effectively to tailor teaching strategies that better address the diverse needs of all learners,

particularly by providing suitable levels of challenge for more capable students.

3. Provide more consistent, comprehensive and constructive feedback and personalized challenge and support to optimize students' progress within lessons, especially the higher attainers (including the gifted and talented) and those with additional learning needs.

PS4: Curriculum

Curriculum design and implementation

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

Findings:

- The SABIS curriculum has a clear rationale that aligns with the school's national vision and with international standards. The curriculum's carefully scaffolded approach to learning aims to ensure that all students are developing personally, as learners, and as responsible young leaders who can actively contribute to the school and wider community. The curriculum provides choice and challenge in the upper phases, allowing students to sit for various international exams, with opportunities for innovation facilitated through elective club activities. However, opportunities for innovation and challenge are not as well-embedded in the lower phases, where learning tends to be more teacher-directed than student-driven. The SABIS curriculum is adapted to meet the specific cultural, social, and educational needs of the region, through offering the Ministry of Education (MoE) curricula in Islamic education, Arabic for first and second-language learners, and UAE social studies. The curriculum in all phases closely follows the requirements of the school's authorized/licensed curriculum and the national statutory requirements.
- The SABIS curriculum is well-designed to promote progression in each subject, with clear learning outcomes that guide students on what they should know and be able to do at each level. However, it tends to focus more on knowledge than skills, especially in the middle phase, where some teachers struggle to challenge all learners effectively. In contrast, the high phase presents greater challenges, adequately preparing students for post-school education. The Ministry of Education (MoE) curriculum lacks the same level of structured progression, particularly in Islamic education and Arabic (AFL and ASL). The learning outcomes in these subjects do not sufficiently emphasize the skills necessary for students to actively contribute to society, where Islamic values and the Arabic language play vital roles in their future careers.
- The curriculum provides a wide range of curricular options that allow senior students the opportunity to sit for various external exams such as the British IGCSE and A Levels, the US-based SAT and APs, and language proficiency tests like IELTS, that will enable them to study and gain work internationally. A wide range of additional curricula activities is made available in the upper phases, offering enrichment to learning during the school day and further study pathways for older students. The school is considering broadening the range of senior options by offering subjects such as psychology and environmental science in the AP stream.
- Cross-curricular links are integral to the SABIS curriculum. While the planning of lessons occasionally includes transdisciplinary connection, links to national identity, and approaches to learning skills relevant to real life, are not consistently well-implemented. There are secure links within the Arabic-medium and English-medium subjects, such as applying mathematical formulae in a physics lesson and using English to write a conclusion to an experiment. However, the links between the SABIS and the MoE curricula are less well-planned. Collaborative planning in each phase is now in place, and given time will ensure essential links in all lessons and connections between subjects are systematically integrated across all disciplines throughout the school.
- The curriculum is regularly reviewed to align with assessment results, regional needs, and international trends. At the departmental level, updates are made based on student achievements. Additionally, the curriculum meets international examination standards to prepare students for online tests that focus on

critical thinking. This ongoing review process ensures the SABIS curriculum evolves based on educational best practices, the school context, and student performance on external assessments. The school also aims to enhance its Arabic-medium subjects to create a comprehensive curriculum that promotes innovation and connects lessons to student interests and real-life experiences.

Next Steps:

1. Embed cross-curricular links more consistently across curricula at all levels to promote students' transfer of learning, especially between Arabic-medium and English-medium subjects.
2. Ensure the ongoing relevance of the curricula at all levels by promoting innovation and challenge more rigorously.
3. Improve the learning progression in Islamic education and Arabic (AFL and ASL) so that students are well-prepared to engage with society and contribute positively through their future careers.

Curriculum adaptation

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

Findings:

- The school offers a range of curricula designed to meet the needs of all students as they progress to further studies in various US and UK courses. The curriculum has tailored its Math, English, and Science courses to accelerate students' progress by up to one year compared to the standard curriculum. Additionally, adjustments have been made to the pacing schedules based on performance in internal assessments as well as national and international standardized tests. All students receive support in their lessons through targeted interventions, effectively preparing them for ongoing assessments, and the variety of high-level external assessments available in the upper phase. However, the curriculum is not tailored to meet the specific needs of particular student groups.
- The curriculum offers some opportunities for enterprise and is complemented by extra-curricular activities, including sports and the arts. Additionally, there are opportunities for students to participate in science, technology, engineering, and mathematics (STEM) activities. While learning experiences that encourage creativity are developing, there are minimal opportunities for experimentation, problem-solving, and engaging in innovative tasks during lessons. This indicates a need for improvement, as incorporating more exploratory and student-driven activities could enhance learning experiences and foster critical thinking and creativity among students.
- The curriculum incorporates various and appropriate opportunities for students to appreciate the heritage and culture of the UAE, as well as Islamic values, through presentations, displays, and school events. While there are some suitable chances to connect lessons with Emirati and UAE culture, further development in this area would be beneficial.

Next Steps:

1. Modify the taught curriculum more effectively to better meet the specific needs of different groups of students in lessons.
2. Plan regular opportunities for students to develop innovation and enterprise skills in lessons.
3. Monitor the design and delivery of the curriculum to implement regular opportunities to establish connections with the culture and heritage of the UAE, particularly in EMI subjects.

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

Health and safety, including arrangements for child protection / safeguarding

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

Findings:

- The school has rigorous procedures in place for the safeguarding of students including child protection. All teachers and administrative staff complete mandatory annual training on safeguarding and child protection. Contracted staff such as those employed by an external agency as security personnel, are trained in safeguarding by their employer. Records are kept of the staff's attendance at safeguarding and child protection training. Policies and procedures that underpin the school's approaches to the care, welfare and safeguarding of students and staff, including for health are readily available to staff, students and parents through the school website. There is an inconsistent approach to reviewing and presenting these policies. In a few cases the review dates have expired. Students in all phases report feeling safe and protected from all forms of abuse, including bullying and via the internet and social media. Students say they know who to turn to if they feel worried, upset or unsafe.
- The school provides a very safe, hygienic and secure environment for all students and staff. Safety checks are frequent and thorough with outcomes carefully recorded. The arrangements for the supervision of students of all ages who use the school buses are highly efficient and effective. Security staff know the students and their parents well and check the identity of those parents who enter the school to collect their offspring. Arrangements for the supervision of students using the staircases, corridors and the outside areas are effective overall, given the size of the school and its sprawling nature. The CCTV cameras are put to very effective use to cover blindspots and to quickly direct staff to any particular area where they may be needed.
- Buildings and equipment are very well maintained, and there are detailed records of incidents and subsequent actions. However, there are a few instances where routine maintenance issues have been overlooked.
- The school buildings and facilities provide a safe and secure physical environment well suited to the educational needs of all, including children in the kindergarten. The facilities and resources ensures that that the subjects and activities the school provides can be delivered safely.
- The school's promotion of safe and healthy living is very effective. Clinic staff liaise closely with the Student Lifestyle Organisation (SLO) to offer healthy living and eating advice to students. Clinic staff deliver a number of age-appropriate presentations on a range of health issues to students. The school provides food services which offer a range of healthy alternatives. In the younger phases, staff routinely check on lunchboxes. They frequently remind students and parents of the importance of healthy eating and healthy lifestyles to young minds and bodies.

Next Steps:

1. Improve the systems for reviewing and revising school policies and procedures.
2. Ensure all school policies have been reviewed and the review date is current.
3. Review the impact and effectiveness of the school's routine monitoring and maintenance checks.

Care and support

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

Findings:


- Staff have established positive relationships with students, especially in the high phase, where students have the opportunity to assume leadership roles. Relationships are more courteous in classes where new teachers are not as confident. The school has established a student life organization that provides students with opportunities to make a difference in their school, improve their academic performance, participate in activities they enjoy, and create a safe and secure learning environment. The SABIS behavior management policy promotes positive behavior and self-discipline. Procedures in place for managing behavior during lessons are effective.
- The systems for managing attendance and punctuality in the upper phases are effective. Students show increasing self-responsibility for being on time in the morning and between lessons. However, children in the KG attend less regularly, requiring greater involvement with parents to address. Student leaders, under the guidance of the Student Life Organisation (SLO) assist peers in being punctual to classes.
- The school has appropriate systems to identify students who require support, and those who are gifted and talented. Recently, an inclusion coordinator was hired to begin implementing the MoE Inclusive Education Policy, initially piloting with 21 students with observed additional learning needs. As these needs are clarified, teachers will be trained to develop individual education plans (IEPs) for those requiring them. The school has identified a number of exceptional students across the various subjects and offers them opportunities through student life programs, competitions, and leadership activities. However, while identifying gifted students with intellectual or creative abilities is clear, the process for identifying talented students excelling in specific areas like art, music, athletics, or drama is less defined.
- The school does not offer In-School Support Services (ISSS) for students with additional learning needs, including students of determination. However, it offers a variety of electives and extracurricular activities to extend higher attainers, including the gifted and talented, particularly in the upper phases. In-class activities to challenge high achievers are inconsistently applied across grades, with stronger support in upper levels. Low-achieving students, including those identified with additional learning needs, receive targeted interventions, such as peer mentoring, teacher support, or placement on individualized improvement plans. These interventions are personalized and range from extra practice assignments to one-on-one sessions during school or on Saturdays, with progress closely monitored by teachers and the academic quality controller (AQC). The 'reteach-retake' programs enable students to meet or exceed curriculum outcomes, while senior students also have opportunities for independent study alongside international exam preparation sessions.
- The well-being and personal development of all students are routinely monitored. The academic quality controllers (AQC), supervisors, social worker, student life coordinator (SLC), as well as heads of departments, university advisor, and class teachers, provide guidance and support as required. The school's guidance system, supported by the SABIS advisors' network, enables students to make well-informed further education and career decisions. Students feel well supported and have confidence in the school's arrangement for their academic and personal development.

Next Steps:

1. Improve the systems in place to ensure students consistently attend school, especially in the KG Phase, through greater parental involvement.
2. Adopt more rigorous procedures to identify students with additional learning needs, including students of determination and those who are gifted and/or talented.
3. Review the mechanisms for identifying gifted and talented students to better target support and enrichment activities and cater to the diverse needs of learners, especially the more able.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good 

Findings:

- The senior leadership team, led by an enthusiastic acting director, set a clear and ambitious strategic direction in ensuring every student has the opportunity to reach their potential. The mission of the SLT, as guided by the SABIS head office, focuses on raising academic and social responsibility standards, with the end goal that students should run the school with minimum input from adults. Leaders demonstrate a solid commitment to the SABIS vision and UAE priorities, providing a supportive environment where the UAE culture and heritage are respected and appreciated. The school demonstrates an inclusive ethos, with rigorous systems in place to ensure that no child is left behind so that all students achieve or exceed the high level of learning specified for each subject and level in the SABIS curriculum. The school has recently appointed an inclusion coordinator and has plans to form an inclusion team to enable the school to better meet the needs of any students who have additional learning needs.
- Most leaders demonstrate a thorough understanding of the SABIS curriculum, which is kept current with updates on new methodologies. They possess clear knowledge of assessment practices and are skilled at using continuous assessments to identify areas for reteaching and to support individual students who need extra help. While they have a solid grasp of best practices in teaching and learning, they do not always know how to assist teachers in utilizing the school's various assessment measures to inform lesson planning and to challenge higher-attaining students to reach their full potential. Additionally, middle leaders need a deep understanding of the UAE School Inspection Framework to effectively evaluate the quality of lessons and provide consistent, practical feedback to teachers. The school has also established a Student Life Organization (SLO) to promote students' leadership and social responsibility.
- Relationships and communication within the school and with stakeholders are professional and effective. Leaders have established clear delegations and standard operating procedures that ensure accountability in a distributive leadership model. The SABIS model has a clear system of accountability, allocating roles and responsibilities for the specific key improvement indicators (KPIs) central to raising achievement in the school. The senior leadership team's open approach to communication ensures that teachers, students, and parents feel heard. With clear, transparent and diverse communication channels, they have fostered a sustained positive and trusting school community.
- Leaders at all levels demonstrate clear and accurate understanding of what needs to be done to improve the school. Leaders have identified the key areas for improvement, including the quality of teaching, setting high expectations for students, as well as addressing the area of inclusion. Leaders are effective in addressing potential barriers to sustain improvement. However, teachers' inconsistency in planning lessons to cater to the higher-able students and the lack of a well-defined lesson observation aligned with the UAE Inspection Framework indicate that the initiatives to drive the transformational change are not yet comprehensive. Leaders have been innovative and successful in developing aspects of the school, especially the academic achievement in the English-medium subjects in the high phase, the curriculum and health and safety.
- Leaders have maintained high levels of performance in all phases except in the Arabic-medium subjects in the middle and high phases, where there is considerable variation between teachers. The school is very

conscious of its obligations to national priorities, and the careers advisor has been given the specific task of supporting Emirati students with securing university admission to implement their future career plans. The leaders ensure that the school is compliant with all statutory and regulatory requirements.

Next Steps:

1. Improve new middle leaders' understanding of the UAE school inspection framework and best teaching practices to provide clear guidance to their teams.
2. Extend the range of tools that leaders can use to monitor improvement progress and implement changes to enhance teaching quality, particularly in Arabic-medium subjects.
3. Build the capacity and capability of the recently appointed inclusion coordinator and the soon-to-be-formed inclusion team, and ensure that they have appropriate time allowance, resources, and facilities so that they can be effective in identifying and supporting students with additional learning needs to reach their potential.

School self-evaluation and improvement planning

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

Findings:

- The school follows a systematic approach to self-evaluation by using internal and external assessment results, achievements in student life organization (SLO), attendance data, and prior inspection recommendations. This process involves input from all staff and information from SABIS® headquarters to inform improvements across the region. As a result, most senior and middle leaders understand the school's strengths and areas for growth. Most key priorities are identified and analyzed. However, the school's action planning has not adequately considered the needs of the increasing student enrollment.
- Teaching and learning are effectively monitored and conducted by senior and middle leaders. They perform a series of training and courses tailored for new teachers. HODs analyze exam results and conduct formal classroom visits with feedback for teachers. Learning walks occur regularly, particularly for new teachers. The monitoring emphasizes teaching quality and its impact on student achievement. However, more rigorous assessments based on student outcomes are needed to improve retention and success, particularly in upper-phase Arabic Medium subjects.
- The school development plan (SDP) is comprehensive and identifies key priorities that align with the recommendations from the previous inspection report (PIR) as well as SABIS® regional and international objectives. These goals include expanding services for students with special needs. However, there is a need for more emphasis on key challenges, such as accommodating the influx of new students, improving retention rates into the High Phase, and reducing staff turnover. While student progress is regularly monitored, there are inconsistencies in the targets related to student outcomes.
- The school has demonstrated sustained improvement over time in many areas and implemented several recommendations from the previous inspection report. Although progress has been made regarding all the recommendations, the school is still in the process of implementing many of them within the School Development Plan (SDP).

Next Steps:

1. Enhance teaching monitoring and follow-up to better focus on students' experiences and academic outcomes, aligning with the UAE School Inspection Framework.
2. Revise the school's self-evaluation framework (SEF) to include clear next steps for each standard, enabling the improvement plans to incorporate SMART objectives.
3. Enhance school improvement planning by incorporating parent feedback and local context considerations.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Good

Findings:

- There are regular opportunities for parents to be actively involved in the life and work of the school. Parents are consistently informed about their child's updates through the learning management system, formal reports, and regular communication. Rigorous progress monitoring systems facilitate a collaborative approach to tracking attendance and academic performance, contributing to high standards and successful outcomes. Parents participate in few school events, such as Cultural Day, UAE National Day, and performances, though opportunities to deepen students' knowledge of their identity, UAE heritage, and global cultures are limited. While parents can provide feedback through various channels, the lack of a parent council or formal involvement structure limits their influence in shaping the school's direction. Enhancing connections with parents and the community remains a priority in the school's short-term strategic plan.
- The school uses a variety of channels, including in-person meetings, a secure portal, and social media platforms to communicate with parents. Important announcements, weekly plans, revision materials, and information on upcoming activities are shared through the school's portal, where parents can also submit questions or arrange meetings with administrators. Orientation sessions introduce new families to the SABIS® system, while subject advisory sessions for grades 9-12 guide students and parents in making informed educational choices. Scheduled meetings for senior students and their families further support university application processes. Regular parent-teacher meetings after report distribution encourage active parent involvement in student progress planning. Although there are currently no students of determination, the recent appointment of an inclusion coordinator underscores the school's commitment to support. Parents express high satisfaction with the communication received from the school.
- Reporting on students' progress is sufficiently detailed. Parents have regular access to their child's academic progress and activities through the school's web-based portal (SDP). Comprehensive reports are provided after each termly assessment, covering skills development in each subject, personal growth, and specific teacher feedback on overall progress and improvement areas. The SDP portal offers detailed assessment insights, including achievement against curriculum, enabling parents to support their child's learning effectively. In cases of academic challenges, the school promptly contacts parents and offers additional mentoring options. Parents appreciate the ease of access and detailed information provided by the SDP, expressing high satisfaction with the reporting system. The school's strategic plan includes enhancing feedback on student wellness to further enrich parent insights.
- The school makes occasional contributions to the local, national and international communities which enrich students' academic and personal growth. Through collaborations with universities and organizations, the school provides various opportunities for students, including advisory sessions and activities that develop students' leadership, academic and social responsibility skills. While the school offers internal roles for students to engage in leadership, parents express a desire for more initiatives that encourage students' involvement in community service projects. Expanding partnerships, especially those that foster UAE cultural appreciation, would further enhance students' understanding and broaden their learning experiences.

Next Steps:

1. Deepen connections with the local community to create regular volunteering opportunities that enhance students' leadership, citizenship, and environmental awareness.
2. Involve parents in shaping school improvement priorities and increase their participation in planning.
3. Strengthen parents' involvement in events that promote students' understanding of their identity and the UAE's and other cultures.

Governance

Performance Indicator	Quality judgement
Governance	Good

Findings:

- The governing board of the school is comprised of representatives from the SABIS organization. Parents and other stakeholders are not regularly represented or formally consulted, although the school does send out questionnaires after events to gather their feedback. The governing organization contributes to the construction and implementation of the school development plan at a regional level and has oversight of the more individualized development plan specific to this school.
- The governing organization ensures that the school is well-resourced for teaching and learning and that it meets all the statutory and regulatory requirements. It also ensures that the school is staffed appropriately and that the staff receive appropriate professional development. More recently this has included grant-aiding teachers to undertake professional teaching qualifications to ensure they are fully qualified as teachers. The governing body also ensures that the school is generally well-resourced to support learning and teaching.
- The regional senior managers monitor the school's performance very regularly and robustly hold senior leaders accountable for the quality of the school's performance. The governing organization does not fully ensure that the school's processes for monitoring and evaluating the work in lessons has a clear focus on students' learning and that the outcomes of these evaluations inform a school development which is underpinned by detailed action plans.

Next Steps:

1. Seek the views of all stakeholders the school, including the parents, teachers and students, at regular intervals.
2. Apply more rigour to the scrutiny of the school internal evaluation processes.
3. Monitor more robustly the development of an individualised school development plan and action plans monitor their implementation.

Management, staffing, facilities and resources

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

Findings:

- Most aspects of the daily functioning of the school are well organized, which ensures that the day-to-day running of the school is smooth. Respectful and warm relationships among staff and students create a friendly environment, positively impacting the learning, achievement, and personal development of students. Time available for lessons is managed efficiently in all phases to support the school's emphasis on the central role of assessment in determining the provision of extra lessons, which help students close gaps in their learning and thereby attain more highly. The school's many procedures and routines are effective and efficient overall. However, the current system for reporting and undertaking routine maintenance issues, as well as a few policies such as the Inclusion Policy and the Occupational Safety Policy, requires review to ensure compliance and an ongoing positive impact on students' achievements and well-being.
- The school is appropriately staffed to facilitate opportunities for effective learning. Teachers and support staff are deployed well. Staff are suitably qualified and undertake regular professional development, using both online approaches within a 'virtual' learning environment and collaborative professional dialogue to share effective practice. Teaching staff are offered a range of professional development opportunities matching needs identified through an effective performance management process. Leaders plan to provide professional development activities to ensure teaching staff are equipped with the skills they need to improve the quality of their questioning techniques and provide students with more opportunities to participate in innovative learning and develop their critical thinking skills that have yet to be fully realized.
- The school premises are well-designed and carefully planned to cater to the requirements of the SABIS curriculum and the range of extracurricular activities provided, whilst adhering to UAE building regulations and allowing for access for anyone with mobility constraints. Most learning areas, including technology facilities, are of high quality. A range of specialist facilities to support students' learning is offered including a gymnasium, swimming pool, and outdoor spaces for recreation, football, and other sports.
- The school provides good quality, modern resources that support effective curriculum delivery. Classrooms are equipped with digital teaching technologies essential for implementing the SABIS curriculum, with wall displays reinforcing key learning objectives. The two well-managed science laboratories are regularly utilized by older students, ensuring they gain hands-on experience with scientific tools and experiments. However, access for younger students is limited due to scheduling constraints, reducing their opportunities for practical science learning.

Next Steps:

1. Review school policies to ensure that review dates have not expired and they are compliant with the most recent requirements.
2. Review the systems in place to report routine maintenance issues, ensuring that all staff, not just the facilities staff, know how to use it and make timely referrals to the facilities team when they spot something that needs fixing.
3. Provide more regular opportunities in the timetable, and adequate resources and facilities, for students, especially those in phases 1 and 2, to develop their scientific inquiry skills, through hands-on experimentation.

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