



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

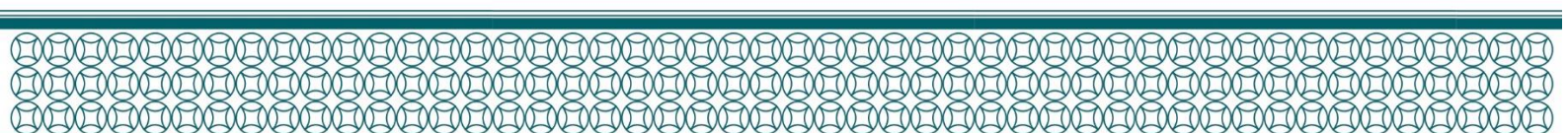
Inspection
Report of

SABIS International School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	SABIS International School		
School ID:	275	School phases:	Kindergarten (KG) to Middle
School Council: **	N/A		
School curriculum: *	SABIS	Fee range and category*	AED 39,500 to AED 55,500 High to Very High
Address:	Yas Island, Abu Dhabi		
Telephone:	+971 (0) 2 565 0065	Email:	sabis.pvt@adec.ac.ae
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Staff Information			
Total number of teachers	46	Turnover rate	34%
Number of teaching assistants	12	Teacher- student ratio	1:13

Students' Information				
Total number of students	595	Gender	Boys and girls	
% of Emirati students	68%	% of SEN students	N/A	
% of largest nationality groups	Egyptian: 6%	Jordanian: 3%	Korean: 2%	
% of students per phase	KG	Primary	Middle	N/A
	31%	54%	15%	N/A

Inspection Details				
Inspection date:	from	03/03/1440	to:	06/03/1440
		11/11/2018		14/11/2018
Number of lessons observed:	113	Number of joint lessons observed:	7	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- SABIS International school first opened in October 2015 with 99 students on roll. Now the school has 595 students. The majority of staff are new to the school in September. This includes the senior leadership team, with the exception of the director (principal) and office manager. The large majority of senior leaders are also new to their roles. All have worked in SABIS schools before. This is the school's first inspection.
- The overall performance of the school is good. Students make good progress overall from low starting points and their learning skills are good. Good quality teaching and a broad curriculum are supported by strong leadership which is focused on data analysis and staff development. Students benefit from a caring and supportive learning environment, but higher-achieving students are not always sufficiently challenged in lessons. Students' do not get enough opportunities to develop their innovation skills in lessons. Whilst leaders demonstrate a good understanding of the school's strengths and weaknesses, they are not yet accurately aligning their judgements with the UAE Inspection Framework.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Students' achievement is good overall. Most students attain in line with curriculum standards except in science and non-core subjects, where the majority attain above curriculum expectations. Students' progress is good. Students' meet expected learning outcomes from typically low starting points, particularly in the English medium subjects. There is no significant difference between the progress different groups of learners make. However, progress has not yet fully impacted on students' attainment in all subjects. Students' learning skills are good. Students engage readily in lessons. They interact well and work collaboratively. Critical thinking and problem-solving are common features of learning. The promotion of students' innovation skills is not yet fully developed. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Students demonstrate a good appreciation and understanding of Islamic values and display these through their very good behaviour and relationships with others. Students' social responsibility is good but their involvement in volunteering and their social contribution outside the school is underdeveloped. Students' display very positive attitudes, behaviour and relationships. Their attendance and punctuality is outstanding. 		



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Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Teachers impart good subject knowledge well, and provide practical opportunities for students to learn. They ask skilful questions to deepen understanding and use assessment information well to help revise learning which is less secure. However, most lessons do not sufficiently challenge higher-achieving students or develop their innovation skills. Lessons in Arabic are not always as engaging or challenging as in other subjects, as lessons are textbook based, and adult led. Assessment is good overall and internal systems are consistently applied. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The school's curriculum is broad and balanced and builds on learning to support students' good progress. It offers a good range of choices and makes meaningful links between subjects, particularly Arabic, English and French. The curriculum is continuously reviewed and adapted well to meet the needs of almost all groups of students and link learning to Emirati culture and UAE society. It does not yet fully take account of the needs of higher-achieving students or develop students' enterprise and innovation skills. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The school has highly effective procedures in place to keep students safe. Premises are very well maintained and are well-suited to the learning needs of all students. School leaders promote students' attendance and punctuality highly successfully. Students with additional learning needs are accurately identified. Lower achieving students are effectively supported but challenge for higher-achieving students remains an area for development. 		



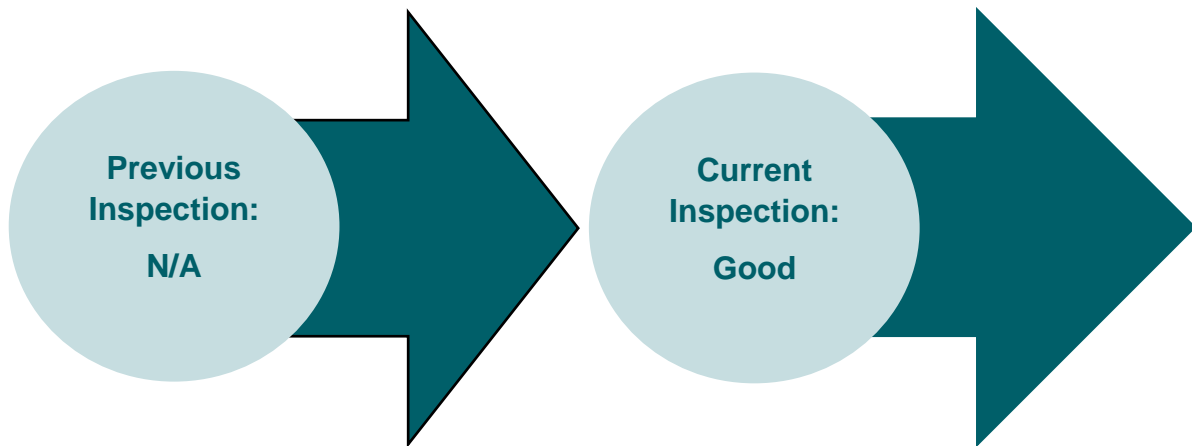
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Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none">• The director imparts a clear strategic direction for the school, focusing on improving students' learning. Governors support and challenge school leaders, using assessment information to help improve provision.• The self-evaluation form (SEF) is well documented. Leaders know the school's strengths and areas for improvement well. However, judgements are not yet closely aligned to the UAE Inspection Framework.• Partnerships with parents and the community are acceptable overall. Parents are not represented on the governing body. Their views are not sufficiently considered when improvement planning.		



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Progress made since last inspection and capacity to improve



This is the school's first inspection.



Provision for Reading



- The school' library has not officially opened. A temporary library houses a good range of books in English and a growing selection in Arabic. These include fiction and non-fiction books to support learning across the curriculum. Students choose from a range of age-appropriate texts for their own enjoyment. Students rarely use this room for Arabic reading except when parents come in to read with them at the end of the day.
- There are few opportunities for students to read in Arabic. Teachers read regularly to them but there is no reading scheme to accelerate achievement. The school teaches phonics from KG to Grade 2 in English. A reading scheme accelerates students' reading skills from KG to Grade 5. Older students read more challenging texts. Their comprehension skills are regularly assessed in lessons and through tests.
- The school development plan (SDP) outlines plans to improve students' reading and comprehension skills. Rigorous tracking procedures assess students' attainment and progress and provide immediate feedback on student outcomes.
- Staff have received professional development in reading. This is positively impacting learning in English but not Arabic.
- Reading is widely promoted across the curriculum in English, where most students read at an age-expected level. In Arabic, reading skills are developing more slowly. Students do not read with fluency or expression. Students' inference and deduction skills are not effectively developed.
- To promote enjoyment of reading most teachers have established reading corners in classrooms. The school participates in a range of reading competitions with other SABIS schools.



Key areas of strength and areas for improvements:

Key areas of strength

- The progress students make from their low starting points.
- Students' attitudes to learning and their engagement in lessons.
- Students' attendance and punctuality to school.
- Teachers' use of assessment information to revise learning which is less secure.
- Leaders' strategic vision and promotion of a caring ethos.

Key areas for improvement

- Raise students' achievement in all subjects, particularly in Arabic reading and writing by:
 - ensuring sufficient time is given to the teaching of reading and writing, including in English
 - providing opportunities for students to develop independent learning skills in Arabic lessons
 - ensuring that students' respond to teachers' written feedback to improve levels of attainment
 - planning additional opportunities for practical investigation in science and recalling multiplication and number facts in mathematics.
- Improve teaching and learning by:
 - setting challenging work for high-achieving students
 - planning and delivering lessons which promote students' innovation skills
- Develop leadership and management by:
 - accurately judging the school against the UAE Inspection Framework
 - reducing the high turnover of staff to help raise attainment
 - .



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Good	Good	Good	
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as additional Language) *	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
Social Studies	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Good	Good	
English	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Good	Good	Good	
Mathematics	Attainment	Acceptable	Acceptable	Good	
	Progress	Good	Good	Very Good	
Science	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Learning Skills		Good	Good	Good	

*Relevant for Private schools only



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Islamic Education	<ul style="list-style-type: none">• Students' achievement is good.• Attainment is acceptable. Internal assessment data indicate outstanding levels of attainment at the end of primary phase and very good in middle. In lessons and in their recent work, most students attain age-expected curriculum standards.• Students make good progress in developing their understanding of verses from the Holy Qur'an and Hadeeth and Islamic concepts, and laws. They are beginning to relate this learning to their understanding of the world. Students' recitation skills are less well developed.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first and second language is acceptable.• Attainment is acceptable. School data indicate attainment in Arabic as a first language is outstanding in KG, very good in primary and good in middle phase. Data indicates outstanding attainment in primary and middle phase for Arabic as a second language. In lessons and in their recent work, most students attain at age-expected curriculum standards.• Students make acceptable progress in developing speaking, listening and comprehension skills. Their reading and writing skills are less well developed as they do not receive enough opportunities to practice these, especially skills of extended writing.• Higher achieving students in Arabic as a first language do not make enough progress as they are not challenged sufficiently.
Social Studies	<ul style="list-style-type: none">• Students' achievement is good.• Attainment is acceptable. School data indicate good attainment. In lessons and in coursework, most students attain in line with curriculum standards.• Students make good progress in developing their understanding of UAE history and geography and the role key leaders play in its success. However, they do not sufficiently develop their critical thinking and reflection skills through discussion and debate.• Higher achieving students to not make enough progress due to insufficient challenge.
English	<ul style="list-style-type: none">• Achievement is good.• Attainment is acceptable. Internal assessment data indicate that attainment is outstanding in KG, good in primary and acceptable in middle phase. In lessons and students' work, attainment is acceptable as most students attain in line with curriculum standards.• Students make good progress in developing their language skills. They listen attentively and develop good comprehension skills. They speak confidently and hold conversations which demonstrate their increasing understanding of the English language. Students make good progress in reading and understanding meaning, although few can infer and deduct. Students' writing skills are less well developed. Most write in simple sentences and paragraphs. Their spelling is mostly accurate, but written work is not always grammatically correct.



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Mathematics	<ul style="list-style-type: none">• Students' achievement is good overall and very good in middle phase.• Attainment is acceptable overall. School data indicate that attainment is outstanding in KG and very good in primary and middle phases. Evidence from lessons and students' coursework indicates attainment is acceptable overall and good in middle phase, where the majority of attain above curriculum expectations.• In KG and primary phase, students make good progress solving mathematical problems. They demonstrate good arithmetic skills and use effective mathematical strategies. In middle phase, progress is very good because teachers ensure students' skills and understanding are secure and have high expectations. Students solve mathematical problems independently and explain their reasoning very well. Overall, students' mental mathematics skills are less well developed. They cannot always recall known multiplication or number facts.
Science	<ul style="list-style-type: none">• Students' achievement is good.• Attainment is good. Internal assessment data indicate attainment is outstanding in primary and acceptable in middle phase. In lessons and students' work, the majority of students attain above curriculum standards.• Students make good progress in developing scientific knowledge, vocabulary and skills. Work is well planned to deepen their understanding and encourage scientific reflection and reasoning. Students' progress well in recording the outcomes of investigations using the integrated learning system and scientific vocabulary. Their skills of practical scientific enquiry are less developed due to restricted opportunities for practical investigation.• Higher achieving students do not make enough progress due to lack of challenge.
Other subjects	<ul style="list-style-type: none">• Students' achievement, attainment and progress in other subjects are good overall.• Students develop strong skills in the creative arts. In music they sing a range of songs, read music, and play percussion instruments well for their age. In art, they express their ideas creatively using a range of mediums and techniques.• In physical education (PE), students gain appropriate skills in swimming and in games but do not always apply these in competitive contexts within lessons.• In computing, students can use a range of applications software to communicate and express their ideas and gain an understanding of hardware. There are limited opportunities for them to apply their theoretical learning.• In French, students confidently develop strong speaking, listening and reading skills. Their independent writing skills are less well developed.



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Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall.• Students are positive and engage well in learning. They welcome critical feedback and want to know how to improve.• Students interact well with one another to support each other's learning and collaborate effectively.• Students make links between subjects and to the real world, including to Emirati culture and heritage.• Critical thinking and problem-solving are common features of learning. Use of technology to support students' understanding is developing. However, students' innovation skills are underdeveloped.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Understanding of Islamic concepts and values, the Holy Qur'an and Hadeeth. 	<ul style="list-style-type: none"> Recitation skills.
Arabic	<ul style="list-style-type: none"> Speaking, listening and comprehension skills. 	<ul style="list-style-type: none"> Reading and writing skills, especially of extended writing.
Social Studies	<ul style="list-style-type: none"> Knowledge and understanding of UAE history and geography. 	<ul style="list-style-type: none"> Development of reflection and critical thinking about social studies through discussion and debate.
English	<ul style="list-style-type: none"> Speaking, listening and comprehension skills 	<ul style="list-style-type: none"> Writing skills. Skills of inference and deduction in reading.
Mathematics	<ul style="list-style-type: none"> Solving mathematical problems. Arithmetic skills in KG. 	<ul style="list-style-type: none"> Mental mathematics skills.
Science	<ul style="list-style-type: none"> Knowledge of scientific concepts and vocabulary. Recording outcomes of research. 	<ul style="list-style-type: none"> Practical investigation skills.
Other subjects:	<ul style="list-style-type: none"> Speaking, listening and reading skills in French Students' ability to sing in tune and time and to read music notation. 	<ul style="list-style-type: none"> Students' application of PE and computing skills.
Learning skills	<ul style="list-style-type: none"> Students' engagement and responsibility for their learning. Students' interactions and application of their learning to other subjects. 	<ul style="list-style-type: none"> Students' technology and innovation skills.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	
Personal development	Very Good	Very Good	Very Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	
<ul style="list-style-type: none"> Students' personal and social development is good overall, and the development of their innovation skills is acceptable. Their personal development is very good. Students attitudes to learning are positive and responsible. They seek and respond well to critical feedback. Students enjoy school and are self-disciplined. They work well with their peers. Students' are self-reliant and become strong, independent learners as they progress through the school. Very positive behaviour maintains a safe, orderly learning environment. Bullying is rare. Relationships are friendly and supportive. Students demonstrate secure understanding of safe and healthy living. Most make wise choices about their own health and safety. Students participate eagerly in a range of sports activities in PE lessons and during recreation times. Students' attendance is outstanding at 98%. Almost all arrive to school and lessons on time. Students have a good appreciation and understanding of Islamic values and UAE heritage and culture. They demonstrate kindness, generosity and tolerance in their relationships with others. Their knowledge of other world cultures is less developed, although they demonstrate interest in, and can reference, other countries. Through the Student Life Organisation (SLO), students develop a strong sense of civic responsibility. They confidently offer constructive suggestions for projects and special events. Students volunteer to run clubs and make a valuable contribution to the wellbeing of their peers. Community involvement, volunteering and opportunities for social contribution beyond the confines of the school are underdeveloped. Extracurricular provision, mostly designed and led by the students, encourages their innovation and enterprise skills. Innovation skills are not integral to learning in lessons. Students care for their school environment. They are regularly involved in recycling and planting. Designated SLO prefects monitor cleanliness of the canteens. Students are less aware of local and global environmental issues. 				
Areas of Relative Strength:				
<ul style="list-style-type: none"> Very good attitudes and engagement in lessons. Attendance and punctuality. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Community involvement, volunteering and social contribution outside the school. Innovation skills. 				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Good	Good	Good	
Assessment	Good	Good	Good	

- The overall quality of teaching and assessment is good.
- Teachers demonstrate a secure understanding of their subjects and the SABIS teaching system. They show particular skill in helping students to understand concepts. In best practice, teachers use real-life examples to add relevance to students' understanding.
- Most teachers plan interesting lessons and deliver learning in interactive ways. This supports students' high levels of engagement and good progress from their low starting points. Teachers monitor and support students, encouraging them to help one another. In Arabic, lessons are adult led and teacher directed. Few Arabic teachers use resources other than textbooks to support students' learning hindering greater opportunities to read and write.
- Teachers explain topics clearly and ask challenging questions which encourage students to think deeply about their learning. They develop students' understanding about how well they are progressing, and most reshape learning to provide additional support. Teachers do not always plan to sufficiently challenge higher achieving students.
- Teachers strongly encourage students to learn independently in lessons in most subjects and after school. They develop students' critical thinking and problem-solving skills effectively. However, they rarely provide opportunities to develop students' innovation skills. Only older students consistently use information and communication technology (ICT) as a learning tool.
- Internal assessment processes are comprehensive and effectively used by all teachers. The school benchmarks students' outcomes against international, national and external SABIS standards. Analysis of assessment data to monitor students' progress is thorough.
- Teachers use assessment information effectively to revise learning, and to inform students about what they need to improve. Consequently, teachers have a good knowledge of the strengths and weaknesses of individual students. However, students' response to feedback in coursework is less well developed. They do not always respond to comments made, hindering further improvement in attainment.

Areas of Relative Strength:

- Teachers' subject knowledge and their effective use of questioning.
- Consistently applied internal assessment procedures.
- Teachers' use of assessment information to reshape learning.

Areas for Improvement:

- Challenge for higher achieving students.
- Promotion of innovation skills in lessons.
- Providing further opportunities to read, write and learn independently in Arabic.
- Students' response to teachers' marking in order to improve their work.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	
Curriculum design and implementation	Very Good	Very Good	Very Good	
Curriculum adaptation	Good	Good	Good	

- The overall quality of the curriculum is very good. The SABIS curriculum has a clear rationale aimed at promoting high academic achievement particularly in literacy, mathematics and science. It aims to equip students with the skills for lifelong learning.
- The curriculum effectively develops students' skills in all core subjects through structured lessons that build systematically on students' existing knowledge. The strong pace of delivery, combined with individualised support, meets the needs of almost all students and promotes good progress in their learning.
- A broad range of clubs, activities, thematic days and activities provide opportunities for students to develop their own interests and talents. Leadership of the SLO develops students' skills and character, preparing them well for their next stage of learning.
- Literacy is well supported across most curriculum subjects. Students transfer their language skills between English, Arabic and French competently. Students develop important learning skills including determination and self-reliance.
- The curriculum is reviewed and adapted continuously, based on the outcomes of regular assessments. It has been adjusted to address UAE national priorities. The curriculum is adapted for almost all groups of students but is not sufficiently modified for those who are higher achieving.
- The curriculum is enriched to provide a good range of enhancements and activities which broaden students' experiences. Provision of opportunities for enterprise and innovation is less well developed. Links to UAE culture and heritage are purposefully embedded in all subjects.
- Weekly moral education lessons engage students well in discussing and forming positive values and understanding their responsibilities in school and the community.

Areas of Relative Strength:

- Continuity and progression.
- Curricular links and choices.
- Review of the curriculum.

Areas for Improvement:

- Modification for higher achieving students.
- Provision for enterprise and innovation.



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	
Care and support	Very Good	Very Good	Very Good	
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support of students is very good. Staff, parents and students are fully informed of the school's very effective procedures for safeguarding students, including child protection. Almost all students know how to stay safe and how to ask for help. They receive very effective guidance regarding use of the internet and social media.Frequent, thorough checks are made to ensure the safety and cleanliness of the school. Supervision is highly effective at all times, particularly on bus transportation. Buildings and equipment are very well maintained. Maintenance and record keeping documents are securely recorded and updated.School buildings are fully accessible and provide safe and secure learning spaces for all students. Safe and healthy lifestyles are very effectively promoted via the SLO, canteen provision, lessons and nurses. However, most outdoor spaces lack shade from the sun.Very positive relationships between staff and students maintain a calm and orderly environment. The systems in place for behaviour management are effective. Highly successful procedures for promoting attendance and punctuality are in place.The school does not formally identify students with special educational needs (SEN) or who are gifted and talented (G&T). Effective systems are in place to identify lower achieving and higher achieving students. 'Off-level' classes, and a shadow mentoring programme, provide support for those needing additional academic input. The quality of this support enables good progress by the majority. However, higher achieving students lack enough challenge.The academic development of all students is closely monitored and used to provide guidance to help students achieve well in their learning.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Arrangements to ensure health, safety and security.The quality of maintenance and record keeping.The promotion of attendance and punctuality.				
Areas for Improvement:				
<ul style="list-style-type: none">Challenge and support for higher achieving students.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance*	Good
Management, staffing, facilities and resources	Very Good

- The overall quality of leadership and management is good. All leaders and staff embrace the SABIS vision. Leaders impart a clear strategic direction for developing successful learning. They promote a caring ethos where students feel safe and valued.
- Best practice in teaching, learning and assessment is shared effectively across the school. Newly appointed senior leaders receive comprehensive training. Staff benefit from regular professional development. However, teachers do not yet demonstrate a secure understanding of how to promote innovation in lessons.
- Leaders monitor their subjects and are held to account for student performance. They analyse data effectively and use this information to provide targeted support for teachers. Relationships are professional and effective. However, teacher turnover is high. This is impacting on students' attainment.
- The school's SEF draws on a range of sources to evaluate the school, including data. Whilst the evidence leaders provide is carefully considered, it is not always aligned to the UAE Inspection Framework to accurately judge the school. The SDP sets realistic targets to drive school improvement. When monitoring teaching, the large minority of leaders focus more on evaluating provision than on students' learning.
- Partnerships are acceptable. Parents support school events and make suggestions for improvement. These are considered, but do not play an integral role in school improvement. Regular communication and reporting ensure that parents are kept well informed about how students achieve. Wider partnerships are acceptable.
- Governance of the school is good. However, parents are not represented on the governing body and governors do not carefully consider their views when planning. Governors closely monitor the work of the school and demonstrate a very good understanding of the school's data. They use this information to provide very good support and challenge and exert a positive influence on the school's leadership and direction.
- Management of the school is very good. School routines are very effective. Almost all staff are suitably qualified and well deployed to promote students' achievements. Premises are of high quality and include a range of specialist facilities and resources to support subjects, including PE and computing.
- The school is at the early stage of promoting international assessments. It implements the 'Question a Day' initiative in Grades 4 and 8. This year, students in Grades 7 to 9 will sit Diplôme d'Etudes en Langue Française (DELFI) exams. The school has plans to administer Cognitive Abilities Test (CAT4) assessments in the future.

Areas of Relative Strength:

- Leaders' strategic vision and promotion of a caring ethos.
- Support and training for leaders.
- Governors' understanding and use of school data.



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Areas for Improvement:

- Alignment of the school's SEF to accurately judge the school against the UAE Inspection Framework.
- Reducing the high rate of teacher turnover.

*Relevant for Private schools only