



دائرة رأس الخيمة للمعرفة
RAS AL KHAIMAH
DEPARTMENT OF KNOWLEDGE

THE INTERNATIONAL SCHOOL OF CHOUEIFAT

27 to 29 January 2026

School Overall Judgement

Very Good

SCHOOL QUALITY EVALUATION REPORT

Office of Quality and Evaluation, Ras Al Khaimah Department of Knowledge

SUMMARY OF PREVIOUS QUALITY EVALUATION OUTCOMES

2023-2024	2024-2025	2025-2026
Acceptable	Good	Very Good

1. Students' achievement					
Subjects		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic as a first language	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Arabic as an additional language	Attainment	NA	Acceptable	Good	Very Good
	Progress	NA	Acceptable	Good	Very Good
UAE Social Studies	Attainment	NA	Very Good	Very Good	Very Good
	Progress	NA	Very Good	Very Good	Very Good
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good
Science	Attainment	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Learning skills	Very Good	Very Good	Good	Very Good



2. Students' personal and social development and their innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
2.1 Personal development	Very Good	Very Good	Very Good	Very Good
2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
2.3 Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

3. Teaching and assessment	Phase 1	Phase 2	Phase 3	Phase 4
3.1 Teaching for effective learning	Very Good	Very Good	Good	Very Good
3.2 Assessment	Very Good	Very Good	Good	Very Good

4. Curriculum	Phase 1	Phase 2	Phase 3	Phase 4
4.1 Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
4.2 Curriculum adaptation	Very Good	Very Good	Very Good	Very Good

5. The protection, care, guidance and support of students	Phase 1	Phase 2	Phase 3	Phase 4
5.1 Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
5.2 Care and support	Very Good	Very Good	Very Good	Very Good

6. Leadership and management	Overall
6.1 The effectiveness of leadership	Very Good
6.2 Self-evaluation and improvement planning	Very Good
6.3 Partnership with parents and the community	Very Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good



KEY FINDINGS

How good is the overall quality of performance?

Key features include the following:

Students

- Student achievement in external examinations, including IGCSEs in English, mathematics, physics and biology, as well as IAS/IA2 in English, mathematics, biology and chemistry.
- Students' progress in Arabic (First Language) and Islamic education.
- Students are keen to learn and are motivated towards their learning.

Parents

- Parents' feedback surveys reflect highly positive responses.
- A successful and effective Parent Council contributes to the development of the school environment.
- Effective communication keeps parents well informed about their child's development.

Teachers

- Teachers effectively apply their subject knowledge.
- Teachers' lesson planning is engaging.
- Teachers' use of questioning promotes higher level thinking.

School Leaders

- Leaders demonstrate strong knowledge of the SABIS curriculum and best practices.
- Leaders show commitment and impact in promoting a bold vision for the school.
- The governing body consistently seeks and considers the views of all stakeholders.



What does the school need to do next to improve student outcomes?

In addition to addressing the action points identified throughout this report, the school should take account of the following key priorities to inform its improvement planning.

Students' achievement

Improve achievement and learning skills by:

- raising attainment and progress in external benchmarking assessments.
- planning opportunities for extended writing in Arabic first and Arabic as an additional language.

Teaching and assessment

Improve the impact of teaching and assessment on achievement by:

- improving the impact of teaching and assessment on achievement.
- providing planned opportunities for innovation in lessons across the school.

Leadership and management

Improve the impact of leadership and management on student outcomes by:

- improving the impact of leadership and management on student outcomes.
- raising standards in teaching and learning through middle leadership.



MAIN EVALUATION REPORT

1. Students' achievement				
Islamic Education	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Good	Good	Good
Progress	Very Good	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in Islamic education is very good in Phase 1 and good in Phases 2, 3, and 4. In lessons, a large majority of students in Phase 1 make better than expected progress, while the majority of students in Phases 2, 3, and 4 make good progress. This does not match the school's judgement, which states progress is very good in all phases. There are no external benchmark assessments in Islamic education. Internal assessment data indicate outstanding attainment across the school. This was not observed in lessons or student work. The majority of students attain levels above curriculum standards in Phases 2, 3, and 4 In Phase 1, a large majority of children understand some of the Prophet's stories and can read short verses of the Holy Qur'an. In Phase 2, students demonstrate knowledge of the rules of worship. They can read the required verses with intonation. However, their ability to explain the meaning of the prescribed verses and link them to real-life is less developed. In Phase 3, students demonstrate an understanding of the importance of etiquette in hospitality. They can confidently explain how they welcome visitors. In Phase 4, students know and understand the thinking behind the dangers of 'usury'. They know how to use this knowledge when making decisions. Students at times struggle with memorising Noble Hadiths and applying the recitation rules of the required verses of the Holy Qur'an. Overall, most groups in Phase 1 make better than expected progress, while the majority of students make good progress in the rest of the phases. 				
Areas for development:				
<ul style="list-style-type: none"> Explain the prescribed verses and link them to real-life in Phase 2. Apply the recitation rules of verses of the Holy Qur'an in Phase 4. 				

Arabic as a first language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Good	Good	Good
Progress	Very Good	Good	Good	Good
<ul style="list-style-type: none"> Students' achievement in AFL is very good in Phase 1 and good in Phases 2, 3, and 4. In lessons, a large majority of students in Phase 1 make better than expected progress, while the majority of students in Phases 2, 3, and 4 make good progress. Internal assessment data show attainment in AFL is outstanding across the school. However, this is not seen in lessons or students' work, where attainment is very good in Phase 1 and good in Phases 2, 3, and 4. In lessons and their work, students develop their literacy and oracy skills. In Phase 1, children make very good progress in developing their literacy skills, including reading and comprehension. They recognise short and long letter-sounds. Their listening skills enable them to understand and participate in short conversations. Their spoken vocabulary is expanding. In Phases 2, 3, and 4, students read poetry with intonation and expression. They analyse poetry and story content, applying grammatical and rhetorical concepts. Students identify rhetorical terms such as direct simile and implicit simile and explain the poet's point of view. Students make good progress in using new vocabulary to express their ideas; however, doing this using proper speaking skills in 				



formal Arabic is still developing. Extended writing skills and handwriting skills are still developing.

- Overall, most groups in Phase 1 make better than expected progress, while the majority of students make good progress in the rest of the phases.

Areas for development:

- Further develop the speaking skills using formal Arabic across all phases.
- Extend the writing skills in Phases 2, 3, and 4.

Arabic as an additional language	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Acceptable	Good	Very Good
Progress	NA	Acceptable	Good	Very Good

- Students' achievement in Arabic as an additional language is acceptable in Phase 2, good in Phase 3, and very good in Phase 4. In lessons, most students in Phase 1 make the expected progress; the majority of students in Phase 2 make good progress; and a large majority of students make better than expected progress. There is no provision in Phase 1. Student numbers are low in Phases 3 and 4.
- Internal assessment data indicate attainment is outstanding. This is not seen in lessons and students' work. Attainment is acceptable in Phase 2, good in Phase 3, and very good in Phase 4.
- In lessons and in students' work, most students make progress in speaking, listening, and reading skills. In Phase 3, the majority of students develop reading and comprehension skills. Most students explain the meaning of key words as they appear in context and use words in sentences. In Phase 4, a large majority of students write full explanations of the author's ideas with few spelling errors. However, students' extended writing and handwriting skills are less well-developed.
- Overall, most groups in Phase 4 make better than expected progress, the majority make good progress in Phase 3, while most students make expected progress in Phase 2.

Areas for development:

- Extend the writing skills across all phases.
- Further develop speaking and oral communication skills across all phases.

UAE Social Studies	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	NA	Very Good	Very Good	Very Good
Progress	NA	Very Good	Very Good	Very Good

- Students' achievement in UAE social studies is very good in Phases 2, 3, and 4. In lessons and in their work, a large majority of students make better than expected progress in relation to their starting points.
- The school's internal data show that attainment is very good overall. This matches what is seen in lessons and in students' work, which shows that in Phases 2, 3, and 4, a majority of students attain above curriculum standards. There is no external data for social studies.
- In lessons and in their work, students develop knowledge, skills, and understanding in 'Individual and Society' and 'Citizenship' that is above curriculum standards. In Phase 2, students know about health and well-being and how to take care of themselves. They know about eating fruit and vegetables and the importance of exercising. However, they cannot explain why certain foods are healthy or relate the natural sugars in fruits



to healthy eating. In Phase 3, students know about transport and traditions in ancient Egypt. They know about the importance of seals and the importance of these in a hierarchical structure. In Phase 4, students discuss and debate key concepts concerning social media, political correctness, and their impact on cultures across the world. Their ability to answer open-ended questions is underdeveloped.

- Overall, most groups of students make better than expected progress.

Areas for development:

- Deepen students' understanding of health and well-being in Phase 2.
- Strengthen students' responses to open-ended questions across all phases.

English	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Very Good	Very Good
Progress	Very Good	Very Good	Very Good	Very Good

- Students' achievement in English is very good overall. A large majority of students make better than expected progress in lessons and in their recent work, particularly in reading, phonics, grammar, and oral communication.
- Internal assessment information and evidence from lessons and students' work show that attainment is consistently above curriculum standards. The majority of students who participate in external examinations, including IGCSE, SAT, IELTS, and PISA, attain levels above international benchmarks. Students apply reading, writing, and language skills accurately in both guided and independent tasks, with clear improvement over time.
- In Phase 1, a large majority of children read at an appropriate age level. Across Phases 2, 3, and 4, a large majority of students review, edit, and improve the quality of their written work when supported with modelling, rubrics, and writing frames. In Phase 4, students focus on extended writing, analysis, and the structure and features of different genres, including narrative, persuasive, and analytical texts. However, students are less confident when writing objectively about conflict.
- Overall, most student groups make better than expected progress.

Areas for development:

- Further develop independent writing and editing skills across Phases 2, 3, and 4.
- Enhance the skills of extended writing in Phase 4.

Mathematics	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Good	Very Good
Progress	Very Good	Very Good	Good	Very Good

- Students' achievement in mathematics is very good in Phases 1, 2, and 4, and good in Phase 3. A large majority of students in Phases 1, 2, and 4, and the majority in Phase 3, make better than expected progress.
- The school's internal assessment data indicate outstanding attainment in Phases 1 and 2, and very good in Phases 3 and 4. There is no external data for Phase 1. In Phase 2, students exceed expectations in external benchmark assessments. External benchmark assessment and IGCSE data indicate good attainment in Phase 3, and International AS/A Levels indicate very good attainment in Phase 4. This does not fully align with what is observed in lessons and students' work, where a large majority of students in Phases 1, 2, and 4, and the majority in Phase 3, attain levels above curriculum standards.



- In Phase 1, children show secure number sense, with confidence in counting and sequencing. They develop mathematical thinking early. They can combine quantities, perform mental addition, and explain outcomes using mathematical language; however, this is inconsistent. In Phase 2, students understand number, quantity, and place value, including multiplication, fractions, and estimation. They have strong algebraic skills. They can solve equations, evaluate expressions, and apply geometric concepts. However, reasoning and justification for complex algebraic or geometric ideas need to be developed. In Phase 3, students demonstrate similar understanding and skills. Their reasoning and justification for complex ideas also need further development. In Phase 4, students show high-level skills in algebra, trigonometry, calculus, and integration. Justifying their solutions at this advanced level needs strengthening.
- Overall, the majority of student groups make better than expected progress in Phases 1, 2, and 4 and the majority of students groups make better than expected progress in Phase 3.

Areas for development:

- Enhance consistency and reasoning in Phase 1.
- Improving reasoning and justification of algebraic, geometric, and complex mathematical solutions in Phases 2, 3, and 4.

Science	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	Very Good	Very Good	Good	Very Good
Progress	Very Good	Very Good	Good	Very Good

- Students' achievement in science is very good in Phases 1, 2, and 4 and is good in Phase 3. A large majority of students make better than expected progress in Phases 1,2, and 4. In Phase 3, and a majority of students make better than curriculum expectations. Attain above curriculum standards.
- The school's internal assessment data show outstanding attainment across all phases. In TIMSS and external examinations, most students attain levels above national and international standards. In Phase 4, the majority of students exceed these standards in IGCSE, AS, A-Level, and AP assessments. This is not consistent with what is observed in lessons and students' work, where a large majority of students in Phases 1, 2, and 4, and the majority in Phase 3, attain levels above curriculum standards.
- In Phases 1,2 and 4. in lessons and students' work, a large majority of students develop knowledge, skills, and understanding above curriculum standards. In Phase 1, children explore rough and smooth objects using their senses and experience planting saplings to develop an understanding of the conditions required for plant growth. However, their independent research skills are still developing. In Phase 2, students investigate the properties of liquids, measure the volume of irregular solids, and explore how light travels. They apply mathematical knowledge and problem-solving skills to calculate the volume of irregular solids. Their ability to draw conclusions from investigations and conduct independent research requires further development. In Phase 3, the majority of students investigate the functioning and uses of parallel and series circuits. However, their skills in drawing conclusions, scientific reasoning, investigative thinking, and independent research are developing and require continued support. In Phase 4, students explore DC circuits and make meaningful real-life connections, transferring skills across areas of learning. Across all phases, students use appropriate scientific vocabulary to communicate their learning and follow the scientific method by recording hypotheses, materials, and results in observation sheets.
- Overall, most student groups in Phases 1, 2, and 4 make better than expected progress, while the majority make good progress in Phase 3.



Areas for development:

- Enhance students' skills in independent research in Phases 1, 2, and 3.
- Further develop students' ability to reason and derive conclusions in Phases 2 and 3.

1.3 Learning skills	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Good	Very Good

- Students' learning skills are very good in Phases 1, 2, and 4, and good in Phase 3. A large majority of students in Phases 1, 2, and 4 are keen to learn and take responsibility for their own learning. In Phase 3, students enjoy learning and take increasing responsibility for their own learning.
- Students in Phases 1, 2, and 4 interact and collaborate purposefully and productively in a range of learning situations. They achieve their goals and communicate their learning effectively. Students work collaboratively to find the volume of irregular objects and make meaningful connections. However, in Phase 3 and across some subjects, including mathematics and Arabic, collaboration is less consistent.
- Students regularly make meaningful connections between areas of learning and relate these well to their understanding of the world in Phases 1, 2 and 4.
- Students use technologies effectively across all phases. They use their ILS to access e-books and assessment material. Students in Phases 1, 2, and 4 develop critical thinking and problem-solving skills, while the majority in Phase 3 demonstrate these skills in most lessons. Students in Phases 2 and 3 do not systematically use independent research skills. Opportunities for innovation and enterprise in class are limited across all phases.

Areas for development:

- Develop innovation and entrepreneurship across all phases.
- Develop students' independent research skills in Phases 2 and 3.

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

2.1 Personal development	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Students demonstrate very good personal and social development and innovation skills. They have positive and responsible attitudes, and they are self-reliant. They are frequently self-disciplined and respond well to others. They work together to resolve differences.
- Students are sensitive to the needs and differences of others and consistently help each other. As a result, relationships amongst students and with staff are respectful and considerate. Occasionally, there is minor conflict between students, particularly among boys in Phases 2 and 3.
- Students demonstrate secure understanding of safe and healthy living. They follow the school's advice on the 'green canteen' initiative by selecting healthy choices for snacks and meals. Most are active and willingly participate in sports day and the SABIS global sports tournament.
- Attendance at 96% is very good. Students are usually punctual.

Areas for development:

- Developing conflict resolution skills, particularly for boys in Phases 2 and 3.
- Improving punctuality across all phases.



2.2 Students' understanding of Islamic values and awareness of Emirati and world cultures	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Students' understanding of Islamic values and awareness of Emirati and world cultures are very good across all phases. Students have a secure understanding of Islamic values and how they influence life in the UAE.
- Students are very knowledgeable and respectful of the UAE's heritage and culture. They celebrate National Flag Day, Martyrs' Day, and National Day. They participate in Islamic education competitions and the Holy Qur'an recitation contest.
- Students demonstrate a deep understanding of their own identity and other cultures in the UAE. They show tolerance and respect for the diverse cultures in the school. However, few students may not always understand cultural differences.

Areas for development:

- Deepen students' understanding of cultural differences across all phases.
- Further develop students' understanding of the historical and cultural significance of UAE traditions and celebrations.

2.3 Social responsibility and innovation skills	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- Students' social responsibility and innovation skills are very good across all phases. A large majority of students participate willingly in activities throughout the school and engage with the wider community.
- Students demonstrate a very positive work ethic. They actively participate in school assemblies and events. Students take an active role in the Student Life Organization Council, which generates activities where students can participate in cultural events. However, some students do not always respect the school environment when disposing of litter.
- Students participate in school projects and volunteer activities. The STEAM club develops students' innovation skills in robotics, automation, 3D printing, electronic boards, and drones. They support the elderly through visits to care homes and have taken part in beach cleaning activities.

Areas for development:

- Enhance students' environmental responsibility, particularly in waste management and recycling.
- Extend innovation and enterprise opportunities across all phases.

3. Teaching and assessment				
3.1 Teaching for effective learning	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Good	Very Good

- The quality of teaching for effective learning is very good in Phases 1, 2, and 4, and good in Phase 3. Most teachers effectively apply their knowledge of their subjects and how students learn them. They use the Individual Learning System (ILS) to track students' individual progress and provide timely support during lessons. Teachers follow the teaching cycle and the point system to design lesson plans with pacing charts. The revised lesson plan template includes a clear structure, challenging questions, interactive presentations, and real-life connections.
- Teacher-student interactions are purposeful and effective. Most teachers use a variety



of question types to encourage students to think about their responses. Questioning progresses from recall to higher-order reasoning and critical responses. In some lessons, students are encouraged to justify their responses. Teachers regularly monitor students' progress and use 'prep' lists to support students in identifying learning gaps and addressing them. Accelerated sessions and online quizzes provide additional intervention for students who require further support. Higher-attaining students are appropriately challenged through extended learning tasks.

- Teachers use differentiated questioning to meet the needs of learners. However, differentiation is not consistent across phases and subjects. Generally, most lessons include opportunities for critical thinking and problem-solving, although these are more effectively promoted in Phases 1, 2, and 4. Opportunities for students to develop innovation, enterprise, and independent research skills are limited across the school.

Areas for development:

- Ensure consistent differentiation across all phases and subjects.
- Develop students' critical thinking, particularly in Phases 2 and 3.

3.2 Assessment	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Good	Very Good

- The quality of assessment is very good in Phases 1, 2, and 4, and good in Phase 3. Internal assessment processes are coherent and consistent. They are linked well to the school's curriculum standards to provide valid, reliable, and comprehensive measures of students' academic, personal, and social development. Formative and summative assessments are used systematically to record and track students' progress over time.
- The school effectively benchmarks students' academic outcomes against appropriate external, national, and international expectations, including GL assessments, IGCSE, IAs, IAL, TIMSS, PISA, and AP. Students are well prepared for external benchmarking assessments through the use of mock and mini-mock examinations.
- Assessment data are analysed well. The Academic Quality Controllers (AQC) team monitors students' progress. Information about students' progress is accurate and very detailed, and outcomes are shared with teachers and parents through comprehensive analysis. Assessment information is used very effectively to influence teaching and the curriculum to meet the learning needs of all groups of students and enhance their progress. Teachers have very good knowledge of the strengths and weaknesses of individual students. They provide personalised challenge and support through 'pull out' classes and accelerated learning in core subjects. Feedback to students is constructive. Teachers discuss poor question responses and misconceptions. However, this practice is not consistent across phases and subjects, particularly in Phase 3. Students are regularly involved in assessing their own learning, although peer- and self-assessment are inconsistent. However, students do not set their own goals for learning.

Areas for development:

- Further develop peer- and self-assessment in all phases.
- Establish individual goals to promote reflection in all phases.

4. Curriculum				
4.1 Curriculum design and implementation	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The SABIS curriculum has a clear rationale. It fulfils all the licensed and national requirements. It is effective in developing a balance of knowledge, skills and



understanding, and well-matched to students' ages and stages of development. In Phases 1 and 2 strong emphasis is placed on literacy, reading, and language acquisition through structured programmes. In Phases 3 and 4, the curriculum develops increasing subject depth, analytical skills, and systematic preparation for external assessments.

- The curriculum is effectively planned to ensure progression in all subjects. It meets the needs of almost all students. Continuity of learning is smooth, and students are very well prepared for the next phase of education. Progression is strongest in Phase 4, where students demonstrate increasing independence, and research skills. Phase 4 students benefit from a very good range of curricular options that support post-school pathways, including enhanced provision in science and English. Provision for younger students is appropriately structured and consistent.
- Cross-curricular links are meaningful and carefully planned. They are managed well and enhance students' transfer of learning between different subjects, particularly in literacy, research, and the understanding of UAE culture. These links are more consistently embedded in Phases 1 and 2.
- The curriculum is systematically developed to ensure very good provision in all subjects and to meet the academic and personal development needs of almost all students. Review processes lead to effective refinements, with the greatest impact evident in Phases 3 and 4.

Areas for development:

- Integrate innovative approaches within classroom learning during curriculum reviews across the phases.
- Strengthen cross-curricular links in Phases 3 and 4.

4.2 Curriculum adaptation	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of curriculum adaptation is very good across all phases. The school is highly successful in ensuring that teachers adapt the curriculum to meet the needs of all groups of students by modifying content, pace, and tasks, supported by structured support classes, accelerated programmes, and targeted interventions. Modification is strongest in Phases 3 and 4, where effective differentiation and examination-focused support enable students to make very good progress. In Phases 1 and 2, modification is appropriate and well matched to students' needs, though less flexible. This reflects the more standardised and structured nature of the curriculum at this stage.
- The curriculum is imaginative, offering a very wide range of opportunities designed to motivate almost all students. Opportunities for enterprise, innovation, creativity, and social contribution are provided through almost all curricular areas. They are well embedded in Phases 3 and 4 through research tasks, projects, presentations, and purposeful use of technology, including AI-supported learning. In Phase 2, innovation is introduced effectively through guided and teacher-led approaches that are suitable for students' age and stage of development. However, students' individual innovation is not developed. A wide programme of extra-curricular activities significantly enhances students' academic and personal development.
- Coherent learning experiences are embedded through almost all aspects of the curriculum to enable all students to develop a broad understanding of the UAE's culture and society. These links are strongest in Phases 3 and 4. However, in Phases 1 and 2, understanding is developing through age-appropriate learning experiences.

Areas for development:

- Develop students' independent application of innovation skills across all phases.
- Strengthen links with UAE culture and society in Phases 1 and 2.



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

5.1 Health and safety, including arrangements for child protection/safeguarding	Phase 1	Phase 2	Phase 3	Phase 4
	Outstanding	Outstanding	Outstanding	Outstanding

- Health and safety, including arrangements for child protection and safeguarding, are outstanding across all phases. The school has rigorous procedures and safety measures to protect students and promote their welfare. Child protection and safeguarding policies are clear, aligned with national standards, and all staff, students, and parents are fully aware of these. Awareness is promoted effectively through regular training, student sessions, updates, and visible signage. A well-established multidisciplinary team ensures concerns are identified promptly, recorded accurately, and followed up systematically with parental involvement. Safeguarding procedures are effective. The school is highly effective in protecting students from all forms of abuse, bullying, and online risks. However, student-led involvement will promote ownership of safeguarding awareness and positive behaviour.
- The school consistently provides a fully safe, hygienic, and secure environment for students and staff. Safety checks are frequent and rigorous. Supervision of students is exceptionally effective at all times. Clear policies and procedures are implemented across the school. Fire drills are conducted regularly, often in collaboration with Civil Defence. Risk assessments are completed for activities. CCTV systems support site security, and students report feeling safe. Daily health monitoring is well organised. This is supported by the clinic that maintains accurate medical records. However, monitoring during unstructured times would further reduce low-level incidents and strengthen behaviour management.
- Buildings and equipment are maintained in excellent condition. The school maintains very detailed and secure records, including records of incidents and subsequent actions. Records are kept for fire drills, evacuations, incidents, water testing, swimming pool and food safety. Facilities are monitored regularly, and maintenance issues are addressed promptly. Clinic records are detailed, well-organised, and shared appropriately with staff. The school's premises and facilities provide an excellent clean, safe, and well-maintained physical environment, which meets the learning needs of all. Facilities support learning, safety, and well-being successfully. Accessibility is provided through ramps and specialised evacuation equipment. Dedicated well-being spaces contribute positively to students' physical and emotional safety. Staff well-being is now addressed in terms of workspace environments.

Areas for development:

- Increase student-led involvement to promote positive behaviour.
- Supervise behaviour during unstructured times in Phase 3.

5.2 Care and support	Phase 1	Phase 2	Phase 3	Phase 4
	Very Good	Very Good	Very Good	Very Good

- The quality of care and support is very good across all phases. Staff have very positive, respectful, and purposeful relationships with all students. Students feel supported and valued. Staff demonstrates a clear understanding of students' social, emotional, and academic needs. Systems and procedures for managing students' behaviour are effective, contributing to a safe and orderly environment. Behaviour incidents are monitored and reviewed.
- The school's approach is successful in promoting very good attendance and punctuality with an attendance rate of 96%.
- Identification procedures are rigorous and systematic. Students with special educational needs, and those who are gifted and talented are identified through



referrals, assessments, and regular SENCO and inclusion meetings. Categorisation is clear and supports appropriate planning.

- Effective support is well coordinated and matches the students' outcomes. Individual Education Plans (IEPs) are implemented and reviewed regularly, with appropriate parental involvement. Specialist staff contribute positively. While the system is effective, more consistent use of measurable impact data would strengthen the evaluation of interventions. Student transfers require systematic monitoring for students who are not school-ready.
- The well-being and personal development of all students are efficiently monitored. Guidance, support, well-being, and personal development, including the SLO initiative, are well structured and efficiently monitored. Careers and university guidance, supported by the Unifrog platform, enables senior students to make informed decisions. Guidance is closely linked to well-being and safeguarding priorities.

Areas for development:

- Strengthen impact of inclusion interventions.
- Systematically monitor school transfers in Phase 2.

6. Leadership and management	Judgement
6.1 The effectiveness of leadership	Very Good
6.2 Self-evaluation and improvement planning	Very Good
6.3 Partnership with parents and the community	Very Good
6.4 Governance	Very Good
6.5 Management, staffing, facilities, and resources	Very Good

- The effectiveness of leadership is very good. Leaders at all levels, led by the newly appointed Principal, set a very clear strategic direction and promote a bold vision that is shared by the whole school community. The newly appointed Principal and senior leaders promote the SABIS vision to provide top quality education to a diverse range of students. All stakeholders share this vision. Senior leaders are highly committed to the UAE national and Emirati priorities. These are embedded within the school's vision and strategic plans. Leaders facilitate an inclusive ethos, welcoming over forty-seven nationalities. Leaders at all levels, including the Principal, demonstrate thorough knowledge of the SABIS curriculum and best practices in teaching, learning, and assessment. They focus on external benchmarking examinations. Newly appointed middle leaders and staff are beginning to demonstrate a positive culture of learning. Relationships and communication with all stakeholders are consistently professional and effective. The school has delegated responsibilities to heads of department for more accountability. Leaders at all levels demonstrate a clear and accurate understanding of what needs to be done to innovate and to improve the school. Leaders are beginning to successfully innovate the school curriculum. Curriculum updates include artificial intelligence (AI), reading, and public speaking activities. The school is proud of its achievements in external benchmarking examinations, and international assessment studies. Leaders have been innovative and very successful in developing the school. Leaders ensure that the school is compliant with statutory and regulatory requirements.
- Self-evaluation and improvement planning are very good. The school has adopted an open approach to self-evaluation and now includes all stakeholders. The processes are systematic and rigorous and use both internal and external data. The school has a realistic view of the majority of its key priorities. These are monitored centrally by the SABIS group. The systematic monitoring of external and internal data ensures an in-depth evaluation of teaching and learning and students' achievements. The school addressed all the previous recommendations and shows sustained improvements over time.



- Partnership with parents and the community is very good. The school has been effective in engaging with parents. The Parent Council is well established. This makes highly positive contributions in raising standards, particularly in safeguarding, students' health and well-being. Parent surveys show highly positive feedback.
- Governance is very good. Governance includes key stakeholders and includes centrally controlled governance from SABIS. Governors systematically monitor the school's actions and hold leaders accountable. The role is that of a critical friend and an effective critic.
- Management, staffing, facilities, and resources are very good. Almost all aspects of the day-to-day management of the school are well organised. Clear routines and positive behaviour impact school achievement. The school will benefit from professional development focused on strategies to support boys' learning. The school is appropriately staffed. Although the staff turnover rate is relatively high at 22%, there is a clear analysis demonstrating that movements are largely due to promotions within other SABIS schools. The school offers a wide range of high-quality resources that match the requirements of the curriculum.

Areas for development:

- Raise the accountability of middle leaders to improve attainment throughout phases.
- Provide professional development focused on strategies to support boys' learning,

Provision for Arabic

- There are 12 Arabic teachers and over 1,000 Arab students. This now includes provision in Phase 1. The ratio is 1:20.
- The school library is resourced and age-appropriate. It has 878 Arabic fiction books and 132 non-fiction books. The collection includes storybooks, novels, poetry, biographies, reference materials, and informational texts.
- Reading is supported through in-class libraries, reading corners, and levelled texts. Technology supports the reading provision. There are interactive reading platforms and multimedia resources for comprehension and vocabulary development.
- The school offers a wide range of extra-curricular activities to promote reading. These include competitions, quizzes, and book fairs. Students are encouraged to participate in both school-wide and external competitions.

Provision for KG

- There are 15 teachers and 18 teaching assistants. The teacher-child ratio is 1:25.
- The indoor environment supports all areas of learning and development. Resources are accessible, enabling children to make independent choices. There is a library, specialist rooms for science, music, and French. Classrooms have smart board facilities and include blocks, playdough, and other child-friendly resources.
- The outdoor environment provides a safe, stimulating, and inclusive space that encourages physical activity, exploration, and curiosity. There is age-appropriate play equipment. Children have access to the 'car track'. There is a garden area.
- Parents attend an orientation meeting where information is shared. There is an open day for parents and children to meet their teacher and visit their classrooms. Further orientation is provided when students transition to Grade 1.

