

Inspection Report



German International School Dubai

2014-2015



CONTENTS

| | |
|---|----------|
| School Information | 2 |
| Parents' Report | 3 |
| School Inspection Report | 9 |
| Overall school judgement | 10 |
| Key strengths | 10 |
| Changes since the last inspection..... | 10 |
| Recommendations..... | 10 |
| How good are the students' attainment, progress and learning?..... | 11 |
| How good is the students' personal and social development? | 14 |
| How good are teaching and assessment?..... | 15 |
| How well does the curriculum meet the educational needs of all students?..... | 16 |
| How well does the school protect and support students? | 17 |
| How well does the school provide for students with special educational needs? | 18 |
| How good are the leadership and management of the school? | 19 |
| What are the views of the Principal, parents, teachers and students?..... | 21 |
| What happens next?..... | 22 |
| How to contact us..... | 22 |

School information



General information

| | |
|-------------------------|---|
| Location | Al Quoz |
| Type of school | Private |
| Opening year of school | 2008 |
| Website | www.germanschool.ae |
| Telephone | 04-338-6006 |
| Address | P.O. Box 391162, Dubai |
| Principal | Gert Blach |
| Language of instruction | German |
| Inspection dates | 9 th – 11 th March 2015 |



Students

| | |
|---------------------------------------|------------------|
| Gender of students | Boys and Girls |
| Age range | 3-18 |
| Grades or year groups | Pre K - Grade 12 |
| Number of students on roll | 529 |
| Number of children in Pre-K | 38 |
| Number of Emirati students | 3 |
| Number of students with SEN | 10 |
| Largest nationality group of students | German |



Teachers / Support staff

| | |
|---------------------------------------|--------|
| Number of teachers | 56 |
| Largest nationality group of teachers | German |
| Number of teacher assistants | 7 |
| Teacher-student ratio | 1:10 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 40% |



Curriculum

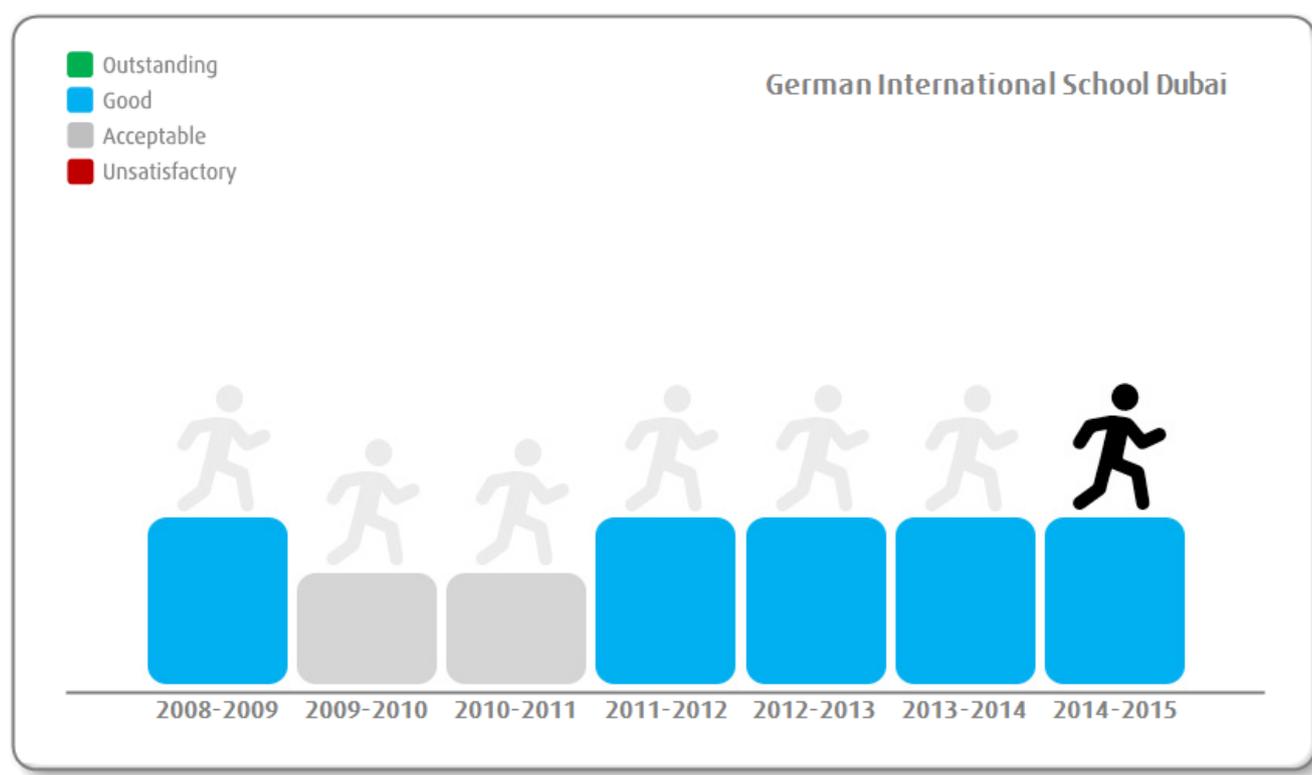
| | |
|----------------------------------|---|
| Educational Permit | German |
| Main Curriculum / Other | German |
| Standardised tests / board exams | Abitur, Realschlussabschluß, Hauptschulabschluß |
| Accreditation | Zentralstelle für Auslandsschulwesen |



Dear Parents,

German International School Dubai was inspected by DSIB from 9th - 11th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress, in almost all key subject areas, were good or better.
- All students had highly developed levels of personal responsibility, deep understanding of Islamic values, detailed knowledge of Emirati heritage and world cultures, strong awareness of environmental matters and were fully involved in the community.
- Teachers delivered good lessons and students developed good learning skills. The quality of the curriculum enabled students to make good progress.
- Staff paid good attention to the care and well-being of all students.
- Strong governance and effective school leaders had led to improvements in many aspects of the school's performance.

Areas for improvement

- Improve teachers' planning by clearly identifying the skills being taught, so that teachers and students can better evaluate how successful students have been in learning the new skills.
- Teachers should make better use of assessments of students' learning to meet the needs of the most able students, particularly in German, English, mathematics and science in the elementary and lower secondary phases, and in the Kindergarten.
- Teachers in the elementary phase should improve the teaching of science to develop students' enquiry and investigative skills.
- Senior leaders should create a scheme of work for the teaching of learning technologies, and adapt the curriculum to provide further opportunities for students to use technology in the classrooms.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand and encourage you to support your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at German International School Dubai



How well does the school perform overall?

Overall, the German International School Dubai provided a **'Good'** quality of education for its students.

- Students' attainment and progress, in nearly all the subjects, were good or better. Students were enthusiastic learners with strong independent and collaborative learning skills. However, there were not enough opportunities in lessons to develop students' ability to apply technology to their studies.
- Students had very high levels of personal responsibility and demonstrated an excellent understanding of Islamic values, Emirati traditions, and other cultures in Dubai. They had very positive attitudes towards work, were fully involved in school life and participated actively in recycling.
- Most teachers had good subject knowledge and effectively planned their lessons to engage students in their learning. However, in the majority of the subjects, teachers did not regularly plan tasks that were challenging enough for the most able students. The school made good use of national and standardised data and had developed accurate systems to check students' attainment. Students rarely had the opportunity to assess their own work or identify what they needed to do to improve.
- The quality of the curriculum enabled students to make a smooth transition between the German International School and other schools in the German education system. The curriculum had been adapted to align to best international practice and was interesting and imaginative. Despite a wide range of subjects there was limited access to Learning Technologies. The curriculum was successfully modified to meet the needs of many groups of students, including those with special educational needs.
- The school took good care of all its students and had effective systems for monitoring all health and safety issues. The staff and student relationships were strong across the school and the staff provided good personal support for all students. Older students received helpful advice about future careers options.
- The school leadership team, guided by an effective Board of Governors and an active Parent Association, had improved many aspects of the school's performance. Daily management was effective and school leaders had recently appointed well-qualified and experienced teachers.

How well does the school provide for students with special educational needs?



- Students with special educational needs made good progress towards their targets because of the good support they received in lessons. Similarly these students benefited from working with specialist teachers.
- The school had an inclusive ethos and students' special educational needs were accurately identified.
- Leadership of the special needs provision was strong and accurate records were kept of students' progress. Individual education plans provided the basis for focused support. Parents were kept well informed and appreciated the support their children received.

1. How good are the students' attainment, progress and learning skills?

| | | KG | Elementary | Secondary |
|---|------------|----------------|--------------|-------------|
|  Islamic Education | Attainment | Not Applicable | Good | Good ↑ |
| | Progress | Not Applicable | Good | Good |
|  Arabic as a First Language | Attainment | Not Applicable | Good | Good |
| | Progress | Not Applicable | Good | Good ↑ |
|  Arabic as an Additional Language | Attainment | Not Applicable | Good | Good |
| | Progress | Not Applicable | Outstanding | Good |
| German | Attainment | Good | Good | Good ↑ |
| | Progress | Good | Good | Good ↑ |
|  English | Attainment | Outstanding | Good | Outstanding |
| | Progress | Good ↓ | Good | Outstanding |
|  Mathematics | Attainment | Good | Good | Good ↑ |
| | Progress | Good | Good | Good ↑ |
|  Science | Attainment | Good | Acceptable ↓ | Good |
| | Progress | Good | Acceptable ↓ | Good |
| | | KG | Elementary | Secondary |
| Learning skills | | Good | Good | Good |

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

| | KG | Elementary | Secondary |
|---|---|--|--|
| Personal responsibility | Outstanding  | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good  | Outstanding | Outstanding |
| Community and environmental responsibility | Good  | Good  | Good  |

3. How good are teaching and assessment?

| | KG | Elementary | Secondary |
|---------------------------------|------|------------|-----------|
| Teaching for effective learning | Good | Good | Good |
| Assessment | Good | Good | Good |

4. How well does the curriculum meet the educational needs of all students?

| | KG | Elementary | Secondary |
|--|------------|------------|------------|
| Curriculum quality | Good | Good | Good |
| Curriculum design to meet the individual needs of students | Acceptable | Acceptable | Acceptable |

5. How well does the school protect and support students?

| | KG | Elementary | Secondary |
|--------------------|------|------------|-----------|
| Health and safety | Good | Good | Good |
| Quality of support | Good | Good | Good |

6. How good are the leadership and management of the school?

| | All phases |
|--|--|
| The effectiveness of leadership | Good |
| Self-evaluation and improvement planning | Good  |
| Parents and the community | Good |
| Governance | Outstanding |
| Management, staffing, facilities and resources | Acceptable |



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Students' attainment and progress were good or better in almost all key subject areas.
- All students had highly developed levels of personal responsibility, deep understanding of Islamic values, detailed knowledge of Emirati heritage and world cultures, strong awareness of environmental matters, and were fully involved in the community.
- There was good quality teaching, development of students' learning skills, and curriculum quality in all phases.
- Good attention was given to the care and well-being of all students.
- There was outstanding governance in support of effective leadership.

Changes since the last inspection

- The school had expanded the leadership team.
- In the secondary phase, attainment and progress in mathematics and German, attainment in Islamic education and progress in Arabic as a first language had all improved.
- The attitudes and behaviour of children in the Kindergarten phase had improved, but their understanding of Islamic values and awareness of Emirati traditions and the different cultures in Dubai was less developed.
- The involvement of students in the community and their awareness of environmental issues had improved and was judged as Good across all phases.
- The ability of the school's leaders to accurately evaluate the school and develop an effective school improvement plan had improved.

Recommendations

- Improve teachers' planning by clearly identifying the skills being taught, so that teachers and students can better evaluate how successful they have been in acquiring the new skills.
- Make better use of teachers' assessments of students' learning to meet the needs of the most able students, particularly in English, mathematics, German and science in the elementary and lower secondary phases, and in Kindergarten.
- Develop the teaching of science, particularly in the elementary phase, to include more enquiry and investigative skills.
- Create a scheme of work for the teaching of learning technologies and to enhance students' learning in the classrooms by providing them with regular opportunities to use their technology skills and understanding.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

| KG | | |
|----------------------------------|----------------|--|
| Subjects | Attainment | Progress |
| Islamic Education | Not Applicable | Not Applicable |
| Arabic as a First Language | Not Applicable | Not Applicable |
| Arabic as an Additional Language | Not Applicable | Not Applicable |
| German | Good | Good |
| English | Outstanding | Good  |
| Mathematics | Good | Good |
| Science | Good | Good |

- The majority of children were able to express their personal needs and feelings in German. They could retell simple stories and confidently discussed topics related to their personal experiences. Children for whom German was an additional language received support and were making good progress.
- Almost all children spoke English as an additional language. They were eager to learn and made a concerted effort to listen attentively to conversations on topics that were of interest to them. Most children had developed a secure understanding of key vocabulary and were able to hold basic conversations with English speaking adults and visitors. The curriculum focused on using language to think critically and solve problems and there was no expectation to read or write in English.
- In mathematics, the majority of children had developed a keen sense of numbers and they were able to accurately count the number of objects in a set or make up specific groups of objects to match the numerals 1 to 10. Children had secure understanding of more and less and were able to calculate one more or one less from a given number. The majority of children knew their colours, could describe simple two dimensional shapes and used comparative language, such as heavy and light to compare objects.
- Children responded enthusiastically to scientific concepts that were explored through first-hand experiences. The majority of children had developed their observational skills by using their five senses. They were interested in living things and wanted to know how they grew and changed. Children had begun to develop their understanding of the physical properties of objects and materials and the natural forces that affected them.

| Elementary | | |
|----------------------------------|--------------|--------------|
| Subjects | Attainment | Progress |
| Islamic Education | Good | Good |
| Arabic as a First Language | Good | Good |
| Arabic as an Additional Language | Good | Outstanding |
| German | Good | Good |
| English | Good | Good |
| Mathematics | Good | Good |
| Science | Acceptable ↓ | Acceptable ↓ |

- In Islamic Education, students could recite short Surahs and supplications, and acted out prayers and ablutions correctly. They made good progress in understanding the benefits of seeking forgiveness and the purpose of doing good deeds.
- The majority of students for whom Arabic was their first language expressed themselves fluently and had secure knowledge of grammar. They made good progress in understanding new texts and writing well-planned, descriptive paragraphs.
- In Arabic as an additional language, the majority of students had well developed listening and reading skills and could write accurately using a good range of vocabulary. They made interesting presentations about different countries in Arabic. Most students made outstanding progress in developing their understanding of the Arabic language; for example when applying subject to verb agreements.
- The majority of students studying German had secure speaking, listening and reading skills. Most students used appropriate grammar and had developed the ability to accurately spell in German. The majority were developing writing skills in line with expectations; a few students were able to edit and self-correct their texts.
- Children transferred from the Kindergarten with secure English speaking and listening skills. These skills continued to develop and by the end of the phase, the majority of students were able to use their ideas and their understanding to produce fluent and interesting written descriptions.
- In mathematics, the majority of students were particularly confident in their ability to calculate and measure; for example Grade 1 students solved simple money problems to purchase items in Euros and Grade 4 students confidently used a variety of methods to solve multiplication problems and find lines of symmetry in shapes.
- Most students had developed secure knowledge and understanding of scientific concepts and were able to classify plants and animals. They talked enthusiastically about the animals seen at a local Desert Park on a recent school trip. Their skills in investigation and critical thinking were less well developed.

Secondary

| Subjects | Attainment | Progress |
|----------------------------------|--|--|
| Islamic Education | Good  | Good |
| Arabic as a First Language | Good | Good  |
| Arabic as an Additional Language | Good | Good |
| German | Good | Good |
| English | Outstanding | Outstanding |
| Mathematics | Good  | Good  |
| Science | Good | Good |

- In Islamic Education, most students had good recitation and memorisation skills, and well developed knowledge of stories about the Prophet. They made good progress in understanding women's rights within different religions and in grasping the importance placed by Islamic teachings on mercy and care of all creatures.
- Students studying Arabic as their first language could clearly communicate; for example, they confidently expressed their views on the status of people with special needs. They made good progress in reading and could write imaginatively, comparing the realistic and romantic schools of poetry.
- Students studying Arabic as an additional language could read familiar texts fluently, give prepared talks, and formulate meaningful sentences. For example when describing in Arabic, the clothes worn in different countries across the world and comparing the weather in the UAE to Germany they demonstrated that they were making good progress their ability to use Arabic in meaningful contexts.
- In German, the majority of students had secure speaking and listening skills and were able to clearly express their opinions during group discussions. When reading, the majority of students understood the author's use of literary devices to express meaning. Most of the students used correctly structured sentences and paragraphs, with appropriate and varied vocabulary and terminology when writing.
- In English, most students' progress accelerated through the secondary phase. They understood what they read and were able to confidently find examples from the core text to justify their points of view. They had developed a wide vocabulary and could respond in English often making use of idiomatic language. Most students understood how to structure different genres of writing and could clearly express their opinions in the written form.
- Most students had secure knowledge and understanding of mathematical concepts and were able to use and apply these skills. For example, Grade 9 and 10 students used a range of formulae to solve problems related to pyramids and spheres, and Grade 12 students produced their own mathematical models to resolve questions of probability.
- Most students successfully built on previous learning and had secure scientific knowledge and understanding. They were able to relate topics to their own lives and had developed good practical and investigation skills in the laboratories. Students enjoyed researching the scientific aspects of oil production.

| | KG | Elementary | Secondary |
|---|------|------------|-----------|
| Learning skills | Good | Good | Good |
| <ul style="list-style-type: none"> • Children and students were motivated and enthusiastic learners. They were confident, eager to answer questions and sustained concentration when working independently. In some lessons, they were not able to evaluate their achievements because their teachers did not share the learning objectives with them. • Students communicated very effectively, both with their peers and their teachers. They listened to others and were able to explain their ideas and make effective presentations. They collaborated effectively in groups and in paired work, and supported and challenged each other. • Students were able to make connections in their learning. They successfully used previous knowledge when tackling new problems and understood the relevance of their learning to the real world; for example, in Islamic Education when discussing women's rights in different faiths. • Learning Technology was not used effectively by students in most phases of the school. Although teachers used interactive whiteboards to present information, they were seldom used by students to enhance their learning. However, there was some good practice in Arabic lessons, where students made videos to develop their speaking skills. Students undertook research, but the development of their critical thinking skills was inconsistent. | | | |

2. How good is the students' personal and social development?

| | KG | Elementary | Secondary |
|--|---|------------|-----------|
| Personal responsibility | Outstanding  | Good | Good |
| <ul style="list-style-type: none"> • Students' attitudes were positive and they were engaged and focused on their learning. Even the youngest of children were self-reliant and independent. • Students behaved very well in and around the school and displayed high levels of self-discipline. There was a calm and purposeful atmosphere in classrooms and student behaviour at break times was good. • Students enjoyed strong relationships with their peers and they showed sensitivity to the needs of others. Students were courteous and well mannered. There were positive relationships with adults which were built on mutual respect and trust. • Most students were fully aware of the characteristics of healthy living and they adopted healthy lifestyles at school. They exercised regularly and made informed choices about their diets. Kindergarten children enjoyed eating a wide variety of fruit, vegetables and traditional snacks. • Attendance rates were good across the school and students were generally punctual. | | | |

| | KG | Elementary | Secondary |
|--|--|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good  | Outstanding | Outstanding |
| <ul style="list-style-type: none"> Students demonstrated excellent understanding of Islamic values and practices, and participated in lessons and projects that promoted respect and tolerance. Students had extensive knowledge of the UAE's history and geography; for example, they expressed great respect for Emirati culture and heritage when making presentations to their peers. Students were very proud of their German values and principles. They could compare and contrast aspects of Arab and European traditions. The majority of children in the Kindergarten had a basic understanding of the differences and similarities between the UAE and their home countries. | | | |

| | KG | Elementary | Secondary |
|--|--|--|--|
| Community and environmental responsibility | Good  | Good  | Good  |
| <ul style="list-style-type: none"> Students were fully involved in the school community, participating in the Pedagogy Committee and School Council. They had strong ties with other German schools and competed in local and international events. Students understood their responsibilities and worked well together in teams. They demonstrated positive work ethics through their active involvement in school life. Students were well aware of global environmental issues and made sustained efforts to recycle in collaboration with a leading recycling company. They were knowledgeable about different potential sources of alternative power suitable for the UAE context. | | | |

3. How good are teaching and assessment?

| | KG | Elementary | Secondary |
|--|------|------------|-----------|
| Teaching for effective learning | Good | Good | Good |
| <ul style="list-style-type: none"> Teachers had good subject knowledge and were very effective in teaching Arabic, English and German as additional languages. Kindergarten teachers understood how young children learn and planned hands on learning experiences. Lessons were well planned. Learning objectives were used effectively in Arabic and Islamic Education, and teachers and students reviewed the learning objectives to assess understanding and celebrate achievements. However, in other subjects the use of learning objectives was inconsistent. There was a good balance of activities in lessons and the well-resourced learning environment in the Kindergarten developed the children's curiosity. Teachers were skilled in their use of questioning to encourage students to hypothesise and explain their ideas. Students actively participated in lessons, especially through group work and presentations. Teaching strategies met the needs of most groups of students and were particularly effective in Arabic lessons, where work was well matched to students' different abilities. Students who were under-achieving were offered useful support. However, many teachers were not providing the most able students with enough challenge during German, English, mathematics or science lessons. | | | |

- In the Kindergarten, children were encouraged to think for themselves and make links with the world around them; for example, when exploring condensation. There were some good opportunities for students to present their researched topics in English and Arabic. However, in the elementary phase, most teachers did not encourage students to develop their enquiry and critical thinking skills during science lessons.

| | KG | Elementary | Secondary |
|------------|------|------------|-----------|
| Assessment | Good | Good | Good |

- Accurate assessments were made of children's abilities when they started school. Teachers established a clear understanding of individual children's capabilities and identified any special needs. As students progressed through the school, teachers made frequent and accurate assessments of students' performance. Assessments were closely linked to curriculum expectations.
- The school was developing useful systems for benchmarking students' performance against the expected outcomes of the German education system. Teachers and school leaders were beginning to use the information to check the accuracy of their own testing methods.
- Information from assessments was collected and thoroughly analysed to identify underachievement and highlight trends in students' attainment. Students who were underperforming or identified as having a special need were offered effective support.
- Most teachers did not make enough use of the assessment information to plan lessons to meet the needs of the most able students. However, there was good practice in Arabic and Islamic Education lessons, where students were grouped according to their abilities and tasks were planned to meet their different needs.
- Teachers were aware of students' individual strengths and weaknesses and offered helpful verbal feedback on their test results. However, in lessons students rarely had the opportunity to assess their own or others' work, or to identify what they needed to do to improve.

4. How well does the curriculum meet the educational needs of all students?

| | KG | Elementary | Secondary |
|--------------------|------|------------|-----------|
| Curriculum quality | Good | Good | Good |

- The school followed the German federal state of 'Thüringen's' curriculum together with the UAE's Ministry of Education curriculum. The curriculum had a clear rationale and included a balance of creative and practical experiences which enhanced knowledge and skill development. Although a wide range of subjects were available, Learning Technology was not offered.
- The curriculum provided continuity and progressive learning challenges for students. Smooth transition between phases was valued by school leaders and students were well prepared for their next steps in education.
- The curriculum was interesting and imaginative. However, students in the elementary phase were not given sufficient opportunities to develop their enquiry skills during science lessons.
- Cross curricular links were carefully planned, particularly in the Kindergarten and elementary phases. These links helped students to develop their skills across a range of subjects; for example, students made presentations on the differences between Germany and France in their Arabic lessons. There were inconsistent opportunities for students to develop critical thinking skills across the different subjects and phases.

- The curriculum was recently reviewed to ensure a smooth transition between the German International School in Dubai and other schools in the German education system. External and internal assessment data was effectively used to inform long term and short term planning. The school enriched the curriculum sufficiently with additional materials and planned strong links to other subjects and areas of personal development.
- The curriculum was reviewed regularly and included detailed yearly and term plans that ensured continuity and progression. The school followed the UAE Ministry of Education curriculum for Arabic and Islamic Education. The time allocated to Arabic exceeded the expected UAE time allocation.

| | KG | Elementary | Secondary |
|--|------------|------------|------------|
| Curriculum design to meet the individual needs of students | Acceptable | Acceptable | Acceptable |

- The curriculum was successfully modified to meet the needs of many groups of students including students with special educational needs, new students and individuals who had been identified as needing temporary support. However, there were few adjustments to the curriculum to provide challenge for students who had already achieved what was being taught.
- There were limited opportunities for students in the elementary and secondary phases to choose subjects due to timetable restrictions. In the Kindergarten, children could make some choices during their lessons and had opportunities to follow their interests.
- The school offered a variety of extra-curricular activities for all students at the end of the school day. Some activities were provided free of charge, including football, music and choir, whilst others, such as robotics, were chargeable. On the initiative of secondary students a debating club had been formed.
- The school offered two 45-minute sessions of Arabic per week for the Arab national children in the Kindergarten phase. German as an additional language, was also offered as an after school activity, for Kindergarten children.

5. How well does the school protect and support students?

| | KG | Elementary | Secondary |
|-------------------|------|------------|-----------|
| Health and safety | Good | Good | Good |

- The school staff took good care of all students and paid particular attention to their emotional well-being. They were effective at keeping them physically safe. Child protection procedures were in place and the school ensured that students were aware of the potential dangers of the internet.
- Effective procedures for monitoring the school site and the buses were diligently implemented. The school provided high levels of safety, security and supervision. A consistent approach to risk assessment was not yet established.
- The school counsellor and the medical team worked effectively, with the school's administrators, to monitor, record and address all health and safety related issues. Personal details, medical records and medicines were stored securely.
- The school buildings were well maintained and provided a suitable learning environment for students. Although there was no easy access for students with mobility difficulties, the school was able to cater for students with minor additional physical needs.
- Adults modelled healthy living and healthy life style choices to the students. These positive attitudes were also reinforced and promoted through the school's curriculum. Healthy food choices were available in the school canteen. Students had access to a good range of planned and informal sporting activities throughout the day.

| | KG | Elementary | Secondary |
|--|------|------------|-----------|
| Quality of support | Good | Good | Good |
| <ul style="list-style-type: none"> • The staff and student relationships were well established and behaviour was consistently good and often outstanding. Teachers were skilful and sensitive at managing the behaviour of students in their classes. • The school had effective and rigorous systems for monitoring students' attendance. Parents were contacted on the first morning of a students' absence. Consequently, the overall attendance levels were good. • The school was inclusive and students with special educational needs were readily admitted. Thorough systems to identify students with special needs were in place and identification strategies included the use of the diagnostic tests. • Following assessment and early identification of need, effective personal support was provided which enabled students to make good progress. For example, new students learning German as an additional language were given individualised support. • Students received effective personal support from the school's counsellor and nurse. However, it was not always clear to students how well they were performing and how they might improve their learning. | | | |

How well does the school provide for students with special educational needs?

| | Overall |
|---|---------|
| The overall effectiveness of provision for students with special educational needs | Good |
| <ul style="list-style-type: none"> • The school had an ethos which promoted the inclusion of students with special educational needs. Leaders ensured that the special needs provision was consistent across the school. The quality of support had been enhanced by the appointment of a suitably qualified specialist. Effective monitoring of the provision had led to improvements in the quality of support offered since the previous inspection. • The accurate identification of needs by an external specialist was underpinned by the school's diagnostic testing and assessments. • Curriculum planning took good account of individual students' needs. Students had individual files and learning plans, these plans helped to effectively focus the learning support. Teachers demonstrated sensitivity and care when supporting individual students and relationships were good. • The school kept parents well informed about their children's progress. Parents valued the good individual care and support provided to their children and themselves. • Overall, the quality of the school's provision contributed to students with special educational needs making good progress towards their personal targets. | |

6. How good are the leadership and management of the school?

| | Overall |
|--|---------|
| The effectiveness of leadership | Good |
| <ul style="list-style-type: none"> The vision for the school was currently being reviewed by the whole school community. The school faces many changes as it plans to move to a new site. The school leadership team had been increased this year and efforts had been made to co-ordinate the work of the leaders of different subjects. New appointments had improved the liaison between the Arabic and Islamic education departments and the rest of the school. Leadership was effectively delegated, lines of accountability were clear and the different roles and responsibilities were well defined. Communication channels between leaders were open and relationships were cordial and professional. The quality of leadership was consistent, and there was a growing capacity to improve the school further. However, the onerous class teaching responsibilities of some leaders was a limiting factor. School leaders had improved many aspects of the school's performance this year. Notable examples include the improvements in the secondary phase in students' attainment and progress in mathematics and German; raised levels of students' attainment in Islamic Education and improved student progress in learning Arabic as a first language. | |

| | Overall |
|--|--|
| Self-evaluation and improvement planning | Good  |
| <ul style="list-style-type: none"> The processes of school self-evaluation had been further developed to include the collection of evidence from the wider school community. A school Evaluation Committee had been formed and had created questionnaires to gather further information on the school's performance from an increased range of stakeholders. A new system to monitor the quality of teaching had been developed by teachers and parents. The criteria made good use of best practice and was rigorous. The school's teacher evaluation data was fully aligned with the inspection team's judgements and findings. There was no formal staff appraisal system. Improvement plans were well written and reflected the current priorities. Accurate, standardised performance data that had been gathered and analysed but was not yet used in the improvement planning process. There had been significant progress in addressing the recommendations from the previous inspection. Aside from the improvements in student outcomes, a whole school strategy for identifying and supporting students with special educational needs had been successfully implemented. | |

| | Overall |
|--|---------|
| Parents and the community | Good |
| <ul style="list-style-type: none"> The school had an active Parents Committee which met regularly to discuss educational matters. Class representatives and members to the Board of Governors were elected by parents. Members of the Parents Committee reported to the Board. Parents valued the strength of the school community and willing helped at school events such as the Spring Fair. | |

- Communication from the school to parents was generally effective, but varied depending on the phase and on the teachers. Parents welcomed the ready access to teachers and felt that the teachers knew their children well. Parents appreciated that teachers often initiated discussions with them.
- The high quality of student progress reports, with comments on academic progress as well as personal development, was appreciated. Parents found the teachers' comments during meetings, on their children's next steps to be very helpful. This guidance was not included in the written reports.
- The school was developing productive links with the community. These included opportunities for teachers to join with local teachers in similar schools, links with commerce and industry, a work experience programme for Grade 9 students and involvement in local sporting competitions and cultural events.

| | Overall |
|---|-------------|
| Governance | Outstanding |
| <ul style="list-style-type: none"> • The Board of Governors was fully representative of the school community. Parents were elected from the Parents' Association to serve on the Board and a Board Representative was employed to serve as liaison between the school, parents and the Board. Frequent meetings ensured that parents, the staff and students were fully informed. • The Board held the school fully accountable for its actions and outcomes. It received monthly written reports from both the school and from the Board's representative concerning the meetings with parents. These reports included a range of useful information. However, data analysis and regular summaries about the quality of teaching and learning were not included in these reports. • The Board had a positive influence upon the school's direction. Board members had a range of experience and specific individual areas of responsibility. For example, members of the Board with project management experience were heavily involved in the planning of the new school building. | |

| | Overall |
|--|------------|
| Management, staffing, facilities and resources | Acceptable |
| <ul style="list-style-type: none"> • The school operated efficiently and effectively on a daily basis. Management systems were consistently implemented by a team of administrators and school personnel. • The school was committed to employing well qualified and experienced teachers at all levels. The deployment of the staff was effective and good use was made of individual expertise to support students' learning and personal development. Middle managers, however, had limited time available to monitor and develop practice within their areas of responsibility. • There was adequate space available to facilitate curriculum delivery, but opportunities to enrich the curriculum and offer students a wider range of academic experiences was limited by the constraints of the school building. Plans were being prepared to transfer to the new purpose-built school for the start on the next academic year. • Resources were generally appropriate for the activities being delivered, and were particularly plentiful in the Kindergarten phase. However, resources were limited in relation to developing students' use of scientific skills in the elementary phase, as was the provision of learning technologies across the school. | |

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

| Responses to the surveys | | | |
|--|------------------|-----|------------|
| Responses received | Number | | Percentage |
|  Parents* | This year | 152 | 45% |
| | Last year | 170 | 60% |
|  Teachers | 46 | | 82% |
|  Students | 54 | | 72% |

- A minority of parents, most teachers and a majority of students completed their respective surveys.
- Most parents, nearly all teachers and the majority of students were very positive about nearly all aspects of the school.
- Safety at school, on the buses and guidance on safe and respectful use of the internet received very positive responses from all of the community, as did the usefulness of the student progress reports.
- The majority of parents and students believed that there was a sufficient range of resources to support effective learning in the school.
- A minority of students indicated that: they did not make good progress in Arabic and Islamic Education; there was a lack of opportunities to gain knowledge of Emirati culture; the range of after-school activities was limited; and that their views were not acted upon by the school. Parents and teachers were much more positive in their responses to these topics.

*The percentage of responses from parents is based on the number of families.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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