

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

German  
International  
School  
Dubai

Celebrating  
10 years of  
inspections

GERMAN INTERNATIONAL  
SCHOOL DUBAI

GERMAN CURRICULUM

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## School information

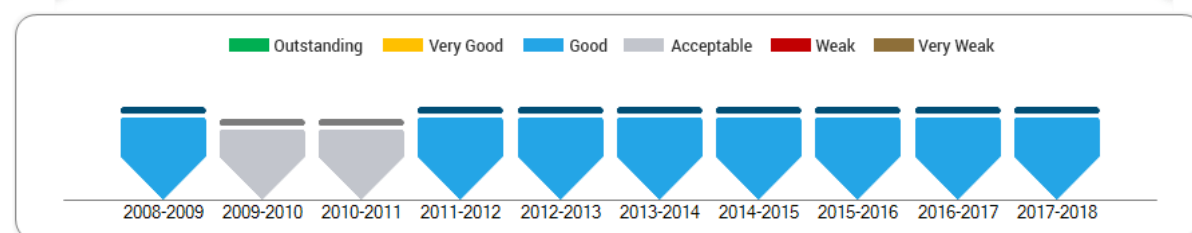
| General information        |                        |
|----------------------------|------------------------|
| Location                   | Academic City          |
| Type of school             | Private                |
| Opening year of school     | 2008                   |
| Website                    | www.germanschool.ae    |
| Telephone                  | 00971-4-4562718        |
| Address                    | P.O.Box 391162, Dubai  |
| Principal                  | Helmut Jolk            |
| Principal - Date appointed | 9/1/2017               |
| Language of instruction    | German                 |
| Inspection dates           | 11 to 14 December 2017 |

| Teachers / Support staff              |        |
|---------------------------------------|--------|
| Number of teachers                    | 66     |
| Largest nationality group of teachers | German |
| Number of teaching assistants         | 13     |
| Teacher-student ratio                 | 1:11   |
| Number of guidance counsellors        | 1      |
| Teacher turnover                      | 23%    |

| Students                               |                |
|--|----------------|
| Gender of students                     | Boys and girls |
| Age range                              | 3-18           |
| Grades or year groups                  | KG 1-Year 12   |
| Number of students on roll             | 756            |
| Number of children in pre-kindergarten | 59             |
| Number of Emirati students             | 0              |
| Number of students with SEND           | 45             |
| Largest nationality group of students  | German         |

| Curriculum                      |                                       |
|---------------------------------|---------------------------------------|
| Educational permit / Licence    | German                                |
| Main curriculum                 | German                                |
| External tests and examinations | Thuringia                             |
| Accreditation                   | Deutsche Internationale Abiturprüfung |
| National Agenda benchmark tests | n/a                                   |

### School Journey for German International School Dubai



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

|                    |   |
|--------------------|---|
| <b>Outstanding</b> | Quality of performance substantially exceeds the expectation of the UAE   |
| <b>Very good</b>   | Quality of performance exceeds the expectation of the UAE   |
| <b>Good</b>        | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)                      |
| <b>Acceptable</b>  | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| <b>Weak</b>        | Quality of performance is below the expectation of the UAE  |
| <b>Very weak</b>   | Quality of performance is significantly below the expectation of the UAE  |

## Summary of inspection findings 2017-2018

German International School Dubai was inspected by DSIB from 11 to 14 December 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The effectiveness of leadership is good and communication with all stakeholders consistently professional. Governors are committed to improving middle leadership and management structures. The processes for self-evaluation, and the effectiveness of school improvement planning are acceptable. Parents indicate that communication between home and school is not well developed and that the wide range of resources available in the school are not put to best use.

### Students' achievement

In English, students' achievement in the secondary 2 phase is now outstanding. Across the remaining key subjects, the school has maintained achievement at good to very good levels. The exceptions to this are in secondary 2 phase science, and in Arabic as a first language in the primary phase which have both declined. German, as the language of instruction, remains consistently good across all phases.

### Students' personal and social development, and their innovation skills

Students are consistently self-disciplined and have positive attitudes to attendance and punctuality. German culture is very well understood and the importance and relevance of Emirati traditions given priority in social studies. Students have a good understanding of how Islamic values promote care and tolerance. Innovation skills to include the more effective use of technology are emerging.

### Teaching and assessment

The quality of teaching is very good in the Kindergarten (KG) and the upper secondary phase. Primary teaching is less secure because teachers' expectations and levels of challenge are not always matched to the range of students' abilities and needs. Assessment processes require greater rigour in order to provide more accurate data and reliable feedback to parents.

### Curriculum

The curriculum is effectively planned, balanced and compliant. The Thuringia curriculum is complemented by a strong, school-specific approach. The level of coordination in the secondary 2 phase ensures a reliable preparation for the international Abitur Abiturprüfung. Curriculum adaptations have improved and are now very good in the KG and in the secondary 2 phase.

### The protection, care, guidance and support of students

The school provides a caring, welcoming and safe environment for all students. The premises are accessible and inclusive of all needs. The school has specialist staff to assist in the identification and support of students with special educational needs and disabilities (SEND).

### What the school does best

- Children's outstanding personal and social development in the KG
- Students' outstanding achievement in English in the secondary 2 phase, and the outstanding progress made by primary students in Arabic as an additional language.
- The positive work ethic and very high quality of personal and social responsibility across all phases
- The very good quality of care and support for students including those with special educational needs and disabilities








### Key recommendations

- Governors should implement their plans to ensure the school has the commitment and expertise of long-term, visionary leaders to provide consistent and strategic direction in order to improve outcomes for all students.
- Ensure all staff and school leaders are fully involved in systematic self-evaluation and improvement planning, and key priorities are identified, analysed and acted upon in a timely manner.
- Put in place an appropriate model of teacher appraisal, share good practice and raise teachers' expectations of what students can achieve, by promoting more insightful dialogue, problem-solving, innovation and independent learning skills.
- Ensure all staff understand and implement effective processes in assessment and provide students and parents with more regular, accurate and personalised feedback on their progress in school.

## Overall School Performance

Good

### 1. Students' Achievement

|   |            | KG             | Primary     | Secondary 1 | Secondary 2    |
|---|------------|----------------|-------------|-------------|----------------|
| Islamic education<br>                  | Attainment | Not applicable | Good        | Good        | Good           |
|   | Progress   | Not applicable | Very good   | Good        | Good           |
| Arabic as a first language<br>         | Attainment | Not applicable | Very good   | Good        | Good           |
|   | Progress   | Not applicable | Good        | Good        | Good           |
| Arabic as an additional language<br> | Attainment | Not applicable | Very good   | Good        | Not applicable |
|   | Progress   | Not applicable | Outstanding | Good        | Not applicable |
| Language of instruction<br>          | Attainment | Good           | Good        | Good        | Good           |
|   | Progress   | Very good      | Good        | Good        | Good           |
| English<br>                          | Attainment | Very good      | Very good   | Very good   | Outstanding ↑  |
|   | Progress   | Very good      | Very good   | Very good   | Outstanding ↑  |
| Mathematics<br>                      | Attainment | Good           | Good        | Very good   | Very good      |
|   | Progress   | Very good      | Good        | Very good   | Very good      |
| Science<br>                          | Attainment | Good           | Good        | Good        | Good ↓         |
|   | Progress   | Very good      | Good        | Good        | Good ↓         |

|                 | KG        | Primary   | Secondary 1 | Secondary 2 |
|-----------------|-----------|-----------|-------------|-------------|
| Learning skills | Very good | Very good | Good        | Very good   |



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

|   | KG          | Primary   | Secondary 1 | Secondary 2 |
|---|-------------|-----------|-------------|-------------|
| Personal development  | Outstanding | Very good | Very good   | Very good   |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good        | Good      | Good        | Good        |
| Social responsibility and innovation skills                                 | Very good   | Very good | Very good   | Very good   |

## 3. Teaching and assessment

|                                 | KG        | Primary | Secondary 1 | Secondary 2 |
|---------------------------------|-----------|---------|-------------|-------------|
| Teaching for effective learning | Very good | Good    | Good        | Very good   |
| Assessment                      | Good      | Good    | Good        | Good ↓      |

## 4. Curriculum

|                                      | KG          | Primary | Secondary 1 | Secondary 2 |
|--------------------------------------|-------------|---------|-------------|-------------|
| Curriculum design and implementation | Very good   | Good    | Good        | Good        |
| Curriculum adaptation                | Very good ↑ | Good    | Good        | Very good ↑ |

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

|   | KG        | Primary   | Secondary 1 | Secondary 2 |
|---|-----------|-----------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good | Very good | Very good   | Very good   |
| Care and support  | Very good | Very good | Very good   | Very good   |

## 6. Leadership and management

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



## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

Not Applicable

### Moral Education

- The school has judiciously developed the outcomes from the UAE moral education programme to complement its own curriculum provision of ethics.
- Samples of students' work and lesson observations indicate that teachers are encouraging them to think critically about social issues and moral values.
- Students collaborate, discuss and work together in groups to produce ideas. In some lessons, they apply their understanding to personal contexts.
- End of unit, summative assessment processes to monitor students' understanding are undertaken by class teachers, and personal and social outcomes are reported to parents.

**The school's implementation of the UAE moral education programme is well developed.**

### Social Studies

- The school has successfully integrated most of the UAE social studies outcomes into its own humanities curriculum to be taught in Grades 1 to 9.
- Cross-curricular links are in evidence allowing students to make connections in their learning and understanding across various subjects.
- Students show enthusiasm and interest in learning about the UAE and contribute positively to discussion, sharing examples from their own experiences.
- Teachers undertake formative assessments of students learning, which is used to inform future planning, and share information with parents relating to student achievements in social studies.

**The school's implementation of the UAE social studies programme is well developed.**


## Innovation in Education

- In KG, there is some provision for enterprise and enquiry learning, especially in the well-resourced and well-planned outdoor learning environment. The recent purchase of laptops for student use has provided opportunities to carry out online research.
- Innovation, enterprise and work ethic are not sufficiently developed.
- Teachers are aware of the need to promote critical thinking and problem-solving skills by asking challenging questions. Opportunities for independent research and the use of technology are not sufficiently developed.
- The competence orientation of the Thuringia curriculum allows the school to introduce innovative content and the school is making increasing use of it. However, the range of extra-curricular activities is limited.
- Senior leaders have put in place an exciting and comprehensive plan to address innovation and governors are fully committed. The school is planning a College of Business and Administration, has purchased robotic kits and is developing virtual reality science projects.

**The school's promotion of a culture of innovation is emerging.**

## Main inspection report


### 1. Students' achievements

|  |            | KG             | Primary   | Secondary 1 | Secondary 2 |
|--|------------|----------------|-----------|-------------|-------------|
| Islamic education<br> | Attainment | Not applicable | Good      | Good        | Good        |
|  | Progress   | Not applicable | Very good | Good        | Good        |

- The majority of students demonstrate knowledge and understanding of Islamic education that are above curriculum standards in lessons and in their recent work. Students in the primary phase make better progress than the other two phases.
- Particular strengths are in students' understanding of Islamic values and their knowledge of the Prophet's life and that of other prophets (PBUT).
- Students' memorisation and recitation skills of the Holy Qur'an have improved this year in the primary phase and to some extent in the secondary 1 phase.

#### For development

- Improve students' ability to think more critically about topics, and to refer to the Holy Qur'an and Hadith for evidence of values, moral lessons or rulings.


|   |            | KG             | Primary   | Secondary 1 | Secondary 2 |
|---|------------|----------------|-----------|-------------|-------------|
| Arabic as a first language<br> | Attainment | Not applicable | Very good | Good        | Good        |
|   | Progress   | Not applicable | Good      | Good        | Good        |

- The small number of students in classes, enable teachers to provide greater individual support particularly in the secondary 1 and 2 phases. However, progress is hindered, when teachers dominate the lessons and do not provide students with sufficient time to be active learners.
- The majority of students in the secondary phases, and a large majority of students in the primary phase, have strong knowledge of grammar and metaphor. Their comprehension skills are good but many students do not feel confident using classical Arabic. Writing skills are underdeveloped. The school is effective in presenting extra-curricular programmes to engage students in learning Arabic.

#### For development

- Develop independent writing in a range of genre particularly story writing and provide activities where students can engage in debates.




| Arabic as an additional language<br> |            | KG             | Primary     | Secondary 1 | Secondary 2    |
|---|------------|----------------|-------------|-------------|----------------|
|   | Attainment | Not applicable | Very good   | Good        | Not applicable |
|   | Progress   | Not applicable | Outstanding | Good        | Not applicable |

- The majority of students in secondary 1 and a large majority in primary are attaining above curriculum expectations with respect to their years of study. Progress in the primary phase is better than in the secondary phase because students are increasing their vocabulary and reading well.
- Students are developing their knowledge of grammar and using their vocabulary well. They analyse short stories. However, students in the secondary phase find difficulty with spoken interaction. Basic writing is a developing feature.
- The school is introducing poems with challenging language and teaching metaphors at quite high levels. This is an unrealistic expectation for many students who find it too difficult to understand and achieve success.

#### For development

- Provide more opportunities for students to use interactive dialogue in a range of real-life situations to enable them to communicate well in an Arabic environment.


| Language of instruction<br> |            | KG        | Primary | Secondary 1 | Secondary 2 |
|--|------------|-----------|---------|-------------|-------------|
|  | Attainment | Good      | Good    | Good        | Good        |
|  | Progress   | Very good | Good    | Good        | Good        |

- Curriculum assessments for German indicate good results in all phases. These are generally confirmed by the competence tests in Grades 3, 6 and 8, which show favourable comparisons with the results from Thuringia.
- Oral communication is a particular strength across the school. Children demonstrate very good progress from starting points in the KG. Students build on this firm foundation and continue to make good progress in other phases.

The emphasis on reading is showing very high levels of success at all levels. However, the development of writing skills remains a challenge for students in all phases.

#### For development


- Provide regular opportunities for students to develop their writing skills, making good use of the newly-acquired learning technologies.

| English<br> |            | KG        | Primary   | Secondary 1 | Secondary 2      |
|--|------------|-----------|-----------|-------------|------------------|
|  | Attainment | Very good | Very good | Very good   | Outstanding<br>↑ |
|  | Progress   | Very good | Very good | Very good   | Outstanding<br>↑ |

- In English, students follow the skills-based curriculum of the State of Thuringia and their attainment across all phases is above curriculum standards in all four language skills. It is particularly strong in Grades 11 and 12.
- It is in speaking and listening that students excel. Students at all ages are able to converse freely and fluently. Writing for different purposes develops more slowly but by Grade 12 they can address complex issues in both written and spoken language.
- New textbooks in primary with their integral progress checks are beginning to have a positive impact. The introduction of the Oxford Reading Tree programme, along with guided reading sessions and buddy reading led by native speakers, are helping to raise reading standards.

#### For development


- Ensure teachers give regular constructive feedback to students on progress in their written work.

| Mathematics<br> |            | KG        | Primary | Secondary 1 | Secondary 2 |
|--|------------|-----------|---------|-------------|-------------|
|  | Attainment | Good      | Good    | Very good   | Very good   |
|  | Progress   | Very good | Good    | Very good   | Very good   |

- In the KG, children build on earlier learning as they explore number bonds, as well as aspects of space, shape and measure. Measured against learning objectives children are making very good progress. Attainment when measured against national standards is strong in most phases of the school, with secondary 2 attainment being a particular strength. In the primary phase, there are inconsistencies resulting in attainment levels that are below the rest of the school.
- Students' ability to solve number calculations mentally is a particular strength across the school. However, students' ability to solve open-ended problems in collaboration with others is underdeveloped, particularly in the primary phase.
- Attainment in the secondary phases has improved recently, particularly in secondary 2 where the large majority of students reach levels that are above curriculum expectations.

#### For development

- Provide systematic opportunities for collaborative learning and extend the appropriate use of technology for problem-solving and personalised learning

|   |            | KG        | Primary | Secondary 1 | Secondary 2 |
|---|------------|-----------|---------|-------------|-------------|
|  Science | Attainment | Good      | Good    | Good        | Good ↓      |
|   | Progress   | Very good | Good    | Good        | Good ↓      |

- In the KG, children explore sand and water play, and equipment such as magnifiers and balance scales, which help them in their investigations. Evidence from internal and external test results, from lessons, workbooks and discussions with students, indicate that attainment in the secondary 2 phase has declined.
- Investigative skills are developing well in the better lessons in the other phases, with regular opportunities for enquiry, hypothesising, analysis and synthesising. Basic practical skills of measuring, recording and transforming data to aid analysis are stronger and more embedded.
- Students' progress from their starting points is not assessed in a formal manner. In lessons, students make good progress against learning objectives and sometimes make everyday connections as a result of their scientific studies.

#### For development

- Ensure a sustained, coordinated and systematic programme of investigative work in the laboratories.

|                 | KG        | Primary   | Secondary 1 | Secondary 2 |
|-----------------|-----------|-----------|-------------|-------------|
| Learning Skills | Very good | Very good | Good        | Very good   |

- Students in all grades display a positive attitude towards their learning. They are hard-working and know their strengths and weaknesses. Older students assist children in the KG and this mutually supportive approach to pair and group work extends throughout the school.
- Students know what they can and cannot do and are quite capable of taking responsibility for their own learning when the opportunity arises. The didactic approach in some lessons means that opportunities for deeper thinking, discussion and debate are missed.
- The school has invested in new resources but the use of learning technologies by students in class is limited. Students' skills in enterprise, innovation, enquiry and research are improving but are not consistently developed in all subjects.

#### For development

- Provide more opportunities for students to use technology in support of their learning.

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

|                             | KG          | Primary   | Secondary 1 | Secondary 2 |
|-----------------------------|-------------|-----------|-------------|-------------|
| <b>Personal development</b> | Outstanding | Very good | Very good   | Very good   |

- Students across the school demonstrate very positive and responsible attitudes and respond well when they receive constructive feedback in lessons. Although they are well aware of the importance of healthy eating, a number of students make unhealthy choices.
- Particular strengths are students' commendable behaviour and their excellent relationships across the school, most notably in the KG. They are respectful, friendly and willing to help each other in lessons and at break times.
- Students' attendance has improved and is very good. Punctuality at the start of the school day and for lessons is also very good.

|  | KG   | Primary | Secondary 1 | Secondary 2 |
|--|------|---------|-------------|-------------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Good | Good    | Good        | Good        |

- Students in all phases demonstrate respect for Islam. The majority of students know about the Holy Qur'an and Islamic places of worship. They are knowledgeable about, and appreciative of, the culture of the UAE.
- The school has a richness in the diversity of its students. They have worked very well on building an ethos of tolerance, and students take pride in singing the school's special song about this important Islamic value.
- Students talk confidently about German traditions and celebrations in German culture. However, their knowledge of other cultures is limited; they are unable to give clear examples about the traditions and cultures of their classmates from different nationalities.



|  | KG        | Primary   | Secondary 1 | Secondary 2 |
|--|-----------|-----------|-------------|-------------|
| <b>Social responsibility and innovation skills</b> | Very good | Very good | Very good   | Very good   |

- Students across the school are highly motivated and understand their role as students and as members of the wider community. They participate actively in voluntary work, such as cleaning the desert, and engage in clubs and sports. Students in secondary 1 make a greater contribution than the other phases.
- Particular strengths are the students' work ethic and personal values. These are embedded as a major component of the school curriculum. Students demonstrate a high level of environmental awareness. They recycle and take care of their school premises very well.
- The school has improved the role of the students' council which contributes positively to school life and helps in organising social, sporting and charity activities.

#### For development

- Ensure that all students make healthy eating choices.
- Develop students' innovation and enterprise skills and ensure they are fully embedded in the school curriculum.
- Provide opportunities for students to learn about the diverse range of cultures and traditions of students within the school.

### 3. Teaching and assessment

|  | KG        | Primary | Secondary 1 | Secondary 2 |
|--|-----------|---------|-------------|-------------|
| <b>Teaching for effective learning</b> | Very good | Good    | Good        | Very good   |

- Teaching is stronger in the upper secondary phase and in the KG where there are more opportunities for independent learning. As a result, students thrive and challenge each other, resulting in greater progress. In the better lessons, teachers also provide opportunities for critical thinking and collaborative learning. However, this is not consistent in all subjects and particularly in the primary and secondary 2 phases.
- In all four phases, teachers' subject knowledge and strong relationships create a positive learning environment. They are very aware of students' strengths and weaknesses and effectively motivate students to learn.
- Improvements in the quality of teaching are due to a greater focus on skill-based learning and collaborative problem-solving. There are still some inconsistencies, however, where teachers dominate lessons.

|            | KG   | Primary | Secondary 1 | Secondary 2 |
|------------|------|---------|-------------|-------------|
| Assessment | Good | Good    | Good        | Good ↓      |

- Internal assessment systems are mainly effective. External data are available in some grades. However, the data is not benchmarked effectively and does not provide reliable, valid information about individual students' performance and progress. Information is not used consistently in lessons to offer appropriate challenge to all students.
- The school uses data, but not systematically, to inform planning and development in all curriculum areas. The progress of individuals and groups of students is not tracked and targets are not set in a systematic and consistent manner,
- In the better lessons, information is used to guide high quality verbal feedback, and this produces effective support for students. Written feedback is rarely evident in students' books and few 'next-step' comments from teachers are used to drive learning forward.

#### For development

- Ensure all staff implement effective assessment processes and provide more accurate and reliable data and feedback.

## 4. Curriculum

|                                      | KG        | Primary | Secondary 1 | Secondary 2 |
|--------------------------------------|-----------|---------|-------------|-------------|
| Curriculum design and implementation | Very good | Good    | Good        | Good        |

- The design and implementation of the curriculum provides an important foundation to prepare students for future challenges. In the KG, the holistic approach especially promotes children's personal development enabling them to become confident and self-reliant learners.
- The competence-based Thuringia curriculum is complemented by a strong school-specific approach. The regional coordination in the secondary 2 phase ensures a reliable preparation for the international Abitur DIA. While cross-curricular links are characteristic of the KG curriculum and in the primary phase, this feature is not well established in the other phases and does not facilitate the transfer of learning across subjects.
- The curriculum is revised regularly in all phases. Important new elements, such as the FRESCH method in primary spelling lessons, are being introduced as mandatory for all classes.
- Arabic is not taught in the KG.

|                       | KG          | Primary | Secondary 1 | Secondary 2 |
|-----------------------|-------------|---------|-------------|-------------|
| Curriculum adaptation | Very good ↑ | Good    | Good        | Very good ↑ |

- The adaptation of the curriculum supports the needs of almost all groups of students. Changes in the school population are promptly addressed with appropriate measures. However, the effects on the quality of achievement, especially in German as the language of instruction, need to be closely monitored.
- Various activities and projects enrich school life. They are very often designed to encourage social contacts and relationships in the region. Female students in the secondary 2 phase regularly visit their female counterparts at the Sheikh Zayed University to develop awareness of each other's cultures. Opportunities to apply creative and enterprising skills are not consistently developed in all curricular areas.
- The school attaches particular importance to moral values, especially tolerance. From this point of view, the Islamic values project has greatly enriched the curriculum.

#### For development

- Enhance extra-curricular activities to provide more opportunities to build on the social, academic and personal development of a wider range of students.

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

|   | KG        | Primary   | Secondary 1 | Secondary 2 |
|---|-----------|-----------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good | Very good | Very good   | Very good   |

- The school has established very rigorous procedures for safeguarding and protection across all phases. There are highly effective arrangements to ensure the environment is safe, healthy and secure. Safeguarding, anti-bullying and cyber safety policies protect students from different forms of abuse.
- Particular strengths can be found in the clinic, which provides professional support. Safety checks are regular and thorough. Buildings and equipment, including sport facilities, are well maintained.
- The school has a new child protection protocol to identify signs of abuse and act accordingly. Not all staff and parents, however, are aware of it and comprehensive training has not been provided. The system to ensure that visitors are securely identified and registered when entering the school is not sufficiently rigorous.

|  | KG   | Primary   | Secondary 1 | Secondary 2 |
|--|--|-----------|-------------|-------------|
| Care and support   | Very good  | Very good | Very good   | Very good   |
| <ul style="list-style-type: none"> <li>Systems for managing students' behaviour are effective in all phases, evident in the positive students' outcomes. Relationships are very positive. Attendance and punctuality are managed very effectively.</li> <li>The procedures for identifying students with SEND are very good. They begin early with teachers, parents and senior staff involved. Assessment procedures are being developed further to identify students who are gifted and talented.</li> <li>Systems to support students with SEND are becoming more embedded and are bringing about increased progress. Additional opportunities for gifted and talented students continue to develop. Appropriate academic and careers guidance is provided at transition points.</li> </ul> |  |           |             |             |
| For development  | <ul style="list-style-type: none"> <li>Provide more opportunities, both academic and non-academic, for the gifted and talented students to excel.</li> </ul> |           |             |             |



## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Very good

- Key leaders have embedded an inclusive ethos that is evident in the practice of almost all teachers and support staff. The school's inclusion and admissions policies have been adjusted to reflect the school's practice. There is an effective system of improvement planning for inclusion.
- Identification of students' needs has improved since the previous inspection. A wide range of assessment tools and procedures are used to respond to students' needs. The provision is consistent across the school and, in most cases, matched to the category and level of need.
- The school keeps most parents well informed of their children's progress through formal and informal meetings and reporting methods. These include their involvement in the writing of individual educational plans and the organisation of support from specialists.
- The school makes very good curricular modifications to meet the needs of students, mostly linked to their capabilities and potential. Consequently, expectations for students with SEND are high and maintained in most subjects and phases.
- The SEND department makes good use of assessment information to measure students' progress. The information is effectively communicated to classroom teachers to plan further work. The large majority of students with SEND make better than expected progress from their starting points.

### For development

- Ensure that knowledge and expertise available in the SEND department is used to monitor teachers' work so that provision in classrooms is consistently effective.
- Improve the use of learning technologies to support the individual work of all students with SEND.

## 6. Leadership and management

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

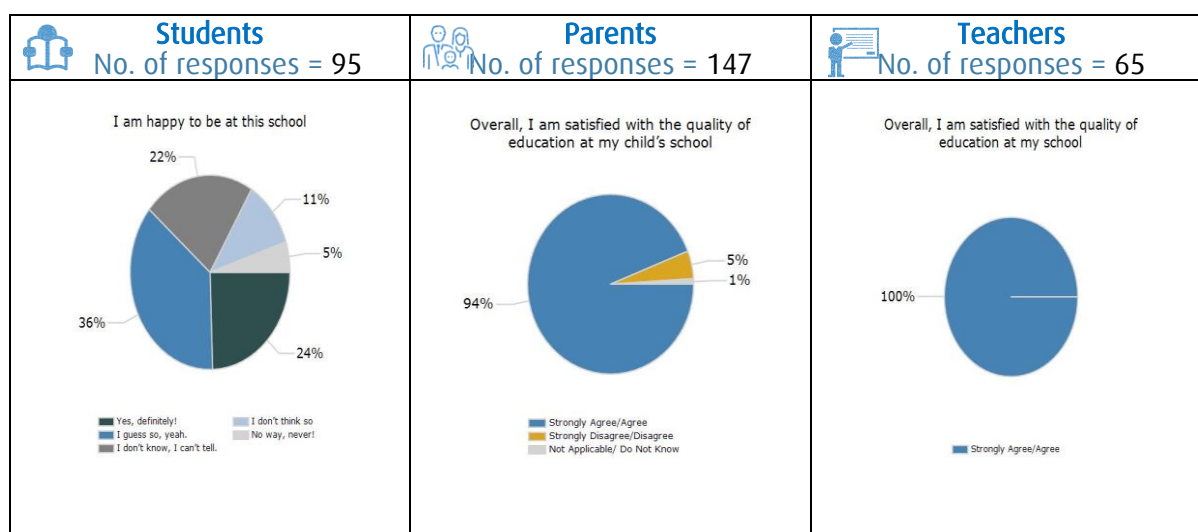
- The principal has a strategic and clear vision for the school. Middle leaders are less secure and to date, are not demonstrating the essential qualities necessary to ensure best practice in teaching, learning and assessment. There is a particular need for a model of long-term, visionary, shared-leadership in order to ensure stability within the school.
- Self-evaluation is neither precise nor useful in the school's journey towards improved outcomes for all students. Plans are not sufficiently coherent, detailed or based on accurate analysis. Recommendations from previous reports continue to appear. Leaders are not fully held to account for ensuring a better education for all students. The current system of teacher appraisal is weak and requires urgent review.
- Parents are generally happy with the school. During various discussions, issues were raised about poor communication with school leaders, lack of feedback on students' progress and inconsistent teaching in some phases of the school. Parents suggested that they would like a far greater input into school improvement matters and other priorities.
- The governing board continues to work diligently to improve school performance. Changes have been made to leadership, extra resources purchased and plans put in place to provide long-term visionary leaders across all phases.
- The management of the school is well organised and procedures are effective. The premises are of the highest quality and an extensive range of resources has been made available. These well-matched resources are not fully employed by teachers for technology, science and research purposes.




### For development

- Engage in systematic self-evaluation and improvement planning, identify key priorities and improve outcomes for all students.

## The views of parents, teachers and senior students

Before the inspection, the views of the 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.



|   |  |
|---|--|
|  <b>Students</b> | Almost all students who responded to the survey, are positive about their experiences in school. This is reflected in the very good teacher-student relationships outlined in the inspection report.   |
|  <b>Parents</b>  | Parents who returned the survey, are generally positive, although they raise some concerns about the school's awareness of cyber-bullying. Their children are happy in school overall. Parents would like to see better communication with school staff and all leaders. |
|  <b>Teachers</b> | Responses from teachers are positive. During the inspection, teachers referred to the positive morale within the school. The school principal is seen as the source of that improved situation.  |

### 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

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