

# INSPECTION REPORT

2022-2023



**CHINESE SCHOOL DUBAI**

**CHINESE CURRICULUM**

**GOOD**

## CONTENTS

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<b>CONTENTS .....</b>	<b>2</b>
<b>SCHOOL INFORMATION .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2022-2023 .....</b>	<b>4</b>
<b>Overall School Performance .....</b>	<b>6</b>
<b>Focus Areas.....</b>	<b>8</b>
<b>Main Inspection Report .....</b>	<b>10</b>

## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Mirdif
	Opening year of School	2020
	Website	www.csd.ae
	Telephone	97142202275
	Principal	Mr. Liping Yin
	Principal - Date appointed	9/1/2020
	Language of Instruction	Chinese
	Inspection Dates	20 to 24 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	6 to 13
	Grades or year groups	Grade 1 to Grade 7
	Number of students on roll	454
	Number of Emirati students	0
	Number of students of determination	6
	Largest nationality group of students	Chinese

### TEACHERS

	Number of teachers	56
	Largest nationality group of teachers	Chinese
	Number of teaching assistants	5
	Teacher-student ratio	1:8
	Number of guidance counsellors	1
	Teacher turnover	0%

### CURRICULUM

	Educational Permit/ License	Chinese
	Main Curriculum	Chinese
	External Tests and Examinations	Chinese
	Accreditation	Chinese Provincial Ministry of Education

## School Journey for CHINESE SCHOOL DUBAI

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2022-2023

## Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES	<ul style="list-style-type: none"> <li>Students' achievements in Islamic Education are mixed, although in Arabic they are mostly good. Students make very good progress in Chinese, English, and particularly in mathematics. With a curriculum that could be better implemented, students' achievements in science are good. The progress students make across a range of subjects is strongest in the primary phase.</li> <li>Students have excellent personal and social skills; they are ambassadors for the school. Their behaviour is mostly very good and their attitudes towards learning are strong. When teaching is insufficiently motivating or inclusive of all students, some may lapse their concentration in lessons. Attendance rates are very good and late arrivals to school or lessons is rare.</li> </ul>
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> <li>Teaching is mostly very good or outstanding in the primary phase. In the much smaller middle phase the quality of teaching is variable. Good systems are in place for assessing learning and tracking the progress of students. The school's approach to measuring the progress of students over extended periods of time is less secure. Some teachers are adept at promoting strong learning skills, but a few lessons may fail to meet the needs of all students.</li> <li>The curriculum is a combination of the Chinese National Curriculum (CNC) and the mandatory elements of the UAE MoE curriculum. Leaders recognise that curriculum implementation must be adapted to meet the expectations of a school in Dubai. Many teachers are beginning to make changes to this effect. Insufficient attention is given to differentiated tasks that meet the needs of students of determination or the most able.</li> <li>Teachers care for students and are constantly mindful of their wellbeing. Safeguarding procedures are in place. The school promotes healthy lifestyle choices for children. The needs of students of determination are inadequately met. There is a basic understanding of this priority and a commitment to improve provision for these students.</li> </ul>
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> <li>The Principal leads a strong team with good understanding of international education. Leaders evaluate the school well and plan strategically to ensure very high academic outcomes and wellbeing across the school. Governors and parents are supportive and communication with them is excellent. Leaders have yet to establish an acceptable inclusive education policy or the necessary provision for students of determination.</li> </ul>

### The best features of the school:

- The exemplary personal and social development and very strong learning skills of students
- The highly effective policies and procedures to ensure the security, health, safety and well-being of the school community
- Strong relationships with parents and the wider community that enhance the education of students
- Very effective teaching, particularly in the primary phase and in mathematics






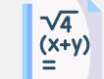

### Key Recommendations:

- Improve the inclusive education provision across the school.
- Enhance the curriculum in science to develop students' investigative, thinking, and extended writing skills.
- Improve the curriculum in Islamic Education and raise students' attainment to acceptable, as a minimum.
- Raise students' attainment in Arabic in the middle school to good as a minimum.

## Overall School Performance

Good

### 1. Students' Achievement

		Primary	Middle
 Islamic Education	Attainment	Weak	Not applicable
	Progress	Acceptable	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Good	Acceptable
	Progress	Good	Good
 Language of instruction	Attainment	Very good	Very good
	Progress	Very good	Very good
 English	Attainment	Very good	Very good
	Progress	Very good	Good
 Mathematics	Attainment	Very good	Very good
	Progress	Very good	Very good
 Science	Attainment	Good	Good
	Progress	Good	Good
		Primary	Middle
Learning skills		Very good	Very good



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

	Primary	Middle
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Very good	Very good

## 3. Teaching and assessment

	Primary	Middle
Teaching for effective learning	Very good	Good
Assessment	Good	Good

## 4. Curriculum

	Primary	Middle
Curriculum design and implementation	Good	Good
Curriculum adaptation	Very good	Very good

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

	Primary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good
Care and support	Acceptable	Acceptable

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

**NOT APPLICABLE**



## Well-being

### The quality of wellbeing provision and outcomes is at a high level.

- Wellbeing is an increasing priority, with a nurturing culture prevalent in the school. The Principal and the wellbeing team have established a clear vision, underpinned by action and improvement plans. Surveys are administered and data analysed from all stakeholders in a comprehensive approach. Students are empowered to excel, motivated to engage, communicate confidently, and exhibit high levels of empathy throughout the school.
- Staff training has commenced to foster better understanding of potential wellbeing concerns. The teachers serve as primary supports, alongside the head of wellbeing and the clinic nurse. Students' comprehension of wellbeing is emerging; however, students know how to seek assistance when required. Staff wellbeing levels are high. There are regular care initiatives to explore alternative work methods. Parents convey satisfaction with the school's prompt communication, as well as pride in belonging to the school community.
- The school employs various strategies to explore and cultivate wellbeing further. Meditation and wellbeing exercises form part of the morning routine complemented by wellbeing activities during break times. Classroom representatives are chosen to guarantee a clean and secure environment, with students maintaining tidiness and discipline. Students make decisions regarding their safety, healthy lifestyles, and physical development. They exhibit leadership in and outside of their classrooms. Students display tolerance and optimism.

## UAE social studies and Moral Education

- The moral, social, and cultural framework (MSC) underpins the provision of UAE Social Studies and Moral Education from Grades 1 to 7. Weekly MSC lessons address the social studies standards and are integrated across the school, aligned with relevant courses. Moral and social education themes permeate other subjects through clearly identified cross curricular links.
- The MSC framework is effectively delivered through lessons and activities. Students apply specific themes in various real-life situations. These often relate to the culture and heritage of the UAE and Islamic values. This initiative fosters students' learning skills and engages them at suitable levels of interest and capability.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Primary	Middle
Attainment	Weak	Not applicable
Progress	Acceptable	Not applicable

- The attainment by the primary Muslim students in Islamic Education is below the expected curriculum standards. The progress made by these students in their recent work is only satisfactory, in relation to their starting points.
- The students have basic knowledge and limited understanding of fundamental Islamic concepts such as the Pillars of Islam and Pillars of Faith. While they possess basic understanding of Islamic etiquette, their comprehension of the meanings of some short Holy Qur'an verses is underdeveloped. Their understanding of Islamic concepts and their practical applications is insecure.
- The recent adaptation of the Islamic Education curriculum has led to students' limited outcomes in the primary phase.

#### For Development:

- Raise Muslim students' attainment in Islamic Education to an acceptable level.
- Improve the implementation of the standards of the UAE Ministry of Education (MoE) curriculum.

#### Arabic as an Additional Language

	Primary	Middle
Attainment	Good	Acceptable
Progress	Good	Good

- Across both phases, students make good progress in their reading comprehension, listening, and speaking skills in relation to their diverse starting points. In the primary phase a majority of students exceeds the expected standards of attainment, while in the middle phase most students meet those standards.
- Students are capable of comprehending written texts related to their immediate environment. They have developed a wide range of vocabulary and grammatical structures, evident in the quality of their writing. Students can read and speak with reasonable levels of fluency. When writing, they follow models provided and use word lists and their teachers' prompts to make progress.
- Teaching that prioritises accelerated speaking and writing practices, contributes effectively to students' steady progress in both phases.

#### For Development:

- Improve students' outcomes in the middle phase by enabling students to practise their speaking and writing skills.

## Chinese (Language of Instruction)

	Primary	Middle
Attainment	Very good	Very good
Progress	Very good	Very good

- In most lessons students develop their literacy skills holistically. There is great emphasis on developing skills for listening and speaking in the primary phase. In the middle phase reading and writing skills are emphasized with strong outcomes.
- Classroom activities successfully engage most students in making rapid progress. In particular, students are developing their competencies for interpretation, explanation, prediction, inference, analysis, judgement, synthesis, and deduction.
- In a large majority of lessons teachers provide students with knowledge of the Chinese language and link it to the world around them. Additional classroom activities and extra-curricular pursuits bring students in touch with the local Chinese community and language.

### For Development:

- Identify the specific priorities for improvement in students' language skills so that these can be addressed to achieve even higher outcomes for all students.

## English

	Primary	Middle
Attainment	Very good	Very good
Progress	Very good	Good

- Exceptional student engagement leads to very good progress by the majority of students in most lessons and across all four language skills in English.
- Swift and sustained progress, particularly in listening, speaking, and writing is most consistently observed in the primary phase; students' progress in reading is not as rapid. In the middle school some of the gifted and talented students make less than maximum progress as the work is not sufficiently challenging for them.
- Most teachers use assessment information to differentiate their lesson planning and match most students' previous learning. Most teachers ask questions very well to promote thinking by their students.

### For Development:

- Enrich the resources, adapt textbooks, and make better use of the library to improve students' English.

## Mathematics

	Primary	Middle
Attainment	Very good	Very good
Progress	Very good	Very good

- Students in both the primary and middle phases consistently achieve above the curriculum expectations. Internal examination results, alongside lesson observations and students' work demonstrate their high levels of achievement in number, computation, and problem-solving.
- Across the school students display confidence in solving strategies and in tasks requiring higher-order thinking. These skills are attributable to the persistently high expectations and suitable levels of challenge and support provided in lessons.
- Students engage with practical mathematics, open-ended tasks, and visual aids, such as diagrams and graphs, which enable understanding of abstract mathematical concepts. Students acquire robust foundational knowledge and achieve high degrees of proficiency before progressing to more complex topics. Students' independent research skills remain slightly underdeveloped.

### For Development:

- Require students to research mathematical topics independently to fully understand mathematical applications in real-life scenarios.

## Science

	Primary	Middle
Attainment	Good	Good
Progress	Good	Good

- From Grade 1 students compare properties of materials: for example, the similarities and differences between gases, liquids, and solids. By Grade 6 they are starting to understand chemical changes, for example, creating a gas by adding a solid to a liquid.
- In most lessons new scientific knowledge is applied to contexts beyond the classrooms, for example, in the use of a gas produced to extinguish electrical fires. The Science, Technology, Engineering and Mathematics (STEM) lessons reinforce this approach to learning about scientific concepts and skills.
- Practical work features in most science lessons. However, it may be overly directed by precise instructions from teachers. Students learn to investigate using the scientific method of fair testing, but these opportunities are infrequent in some grades.

### For Development:

- Enable students to learn through a skills-based approach that encourages scientific inquiry and critical thinking.
- Require students to record information and write reports to develop full scientific understanding.

## Learning Skills

	Primary	Middle
Learning skills	Very good	Very good
<ul style="list-style-type: none"> <li>Across all subjects students are very engaged in lessons and take responsibility for their learning. They are particularly keen to learn when lessons involve practical work, for example, in science.</li> <li>Students are confident speakers with strong communication skills. They collaborate effectively when learning. Students regularly make connections between new knowledge and its applications in the world, because these aspects are promoted in the different subjects.</li> <li>In the stronger lessons critical thinking and problem solving are key features of students' learning. Their innovation, enterprise, research, inquiry skills, and use of educational technologies are developing well.</li> </ul>		
<b>For Development:</b> <ul style="list-style-type: none"> <li>Develop students' skills of research and enquiry across the curriculum.</li> <li>Make better use of learning technologies.</li> </ul>		

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

	Primary	Middle
Personal development	Very good	Very good

- Students exhibit highly positive and responsible attitudes toward learning and their school. They are empathetic towards others and demonstrate concern for their wellbeing. Strong relationships exist between students and all adults.
- Students possess very good understanding of the importance of maintaining healthy lifestyles. Numerous students participate in sporting activities and most make suitable healthy eating choices.
- Students demonstrate self-discipline in classes, occasionally lapsing in concentration when teaching is ineffective. They act considerately during break times and are very polite to visitors. Students arrive punctually to school, with late arrivals being a rare occurrence. Overall, their rate of attendance is very good.

	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good

- Students in both phases possess fundamental understanding of Islamic values and Emirati culture. They take pride in discussing Chinese culture and are knowledgeable about various global cultures. Students are well informed about Muslim practices, such as prayer and the significance of Ramadan.
- They spontaneously use Muslim greetings and acknowledge that Islam emphasises kindness and compassion. Students have a solid understanding of the seven Emirates of the UAE, traditional attire, notable landmarks, and the names of the founding Father and current rulers.
- Students appreciate the UAE's multi-culturalism and recognise it as a welcoming and secure environment for individuals of all backgrounds. They draw from personal experiences of global travel and have benefitted from participating in school events such as Chinese New Year, UAE National Day, and Flag Day. These all contribute to their cultural awareness and understanding.

	Primary	Middle
Social responsibility and innovation skills	Very good	Very good

- The class representative councils offer students leadership roles. They collate, synthesize, and present students' opinions. They initiate activities that positively influence the wider community; for instance, collections to support the victims of the Turkish and Syrian earthquakes.
- Students display resourcefulness by planting and adopting trees within the school grounds and producing a calendar showcasing their artwork. These efforts have fostered connections with notable Chinese organisations within the UAE. However, links to the local community are less prevalent. Cultural ties with local Emirati public schools have been established.
- Students are creative, innovative and entrepreneurial. They actively support environmentally beneficial initiatives, such as beach clean-ups. They monitor and evaluate environmental legislation across various countries.

### For Development:

- Improve students' understanding of Islamic values and how these are integral parts of the Emirati culture.
- Enable all students to become involved in, and where appropriate, lead wider community projects.

### 3. Teaching and assessment

	Primary	Middle
Teaching for effective learning	Very good	Good

- The quality of teaching is very good across the primary phase but varies in the middle phase. Teachers possess secure subject knowledge. Lessons are often structured sequentially to build knowledge and understanding. High expectations are particularly evident in mathematics lessons. The Arabic teachers' language modelling is effective for helping beginners learn.
- Questioning students is a strength of teaching in English, Chinese, and mathematics lessons, as students are encouraged to reason and justify their thinking. Across most subjects, the setting of different tasks for students of varying attainment levels may be inconsistent. This limits the progress of a few students, particularly those of determination and the most able.
- Problem solving and critical thinking skills are encouraged in mathematics and English lessons. In science, opportunities to plan investigations and evaluate them are sometimes missed. The STEM classes may be directed towards common outcomes rather than the development and nurturing of students' curiosity.

	Primary	Middle
Assessment	Good	Good

- Effective assessment procedures are in place, providing consistent alignment with the curriculum standards. These procedures offer both formative and summary evidence of students' attainment. Internal assessments are comprehensive, including students' learning skills.
- External examinations have been introduced, enabling the school to measure students' achievements against national and international standards. A systematic approach to measuring students' progress, accurately and over extended periods of time, is yet to be established.
- The quality of written comments provided to students is inconsistent. The verbal assessments in lessons are robust, as teachers routinely check students' understanding and address any misconceptions. Teachers' comments on students' work may, on occasion, neglect the opportunity to offer clear guidance towards improvements.

#### For Development:

- Promote the development of critical thinking, problem solving, innovation, and independent learning.
- Improve the analyses of assessment data to identify students' starting points and then track their progress.
- Ensure that teachers provide clear written guidance on how students' work can be improved.



## 4. Curriculum

	Primary	Middle
Curriculum design and implementation	Good	Good

- The curriculum has a relevant and clear rationale. It is aligned with the Chinese and UAE requirements. It offers a balance of knowledge, skills, and understanding.
- Subject leaders regularly review the curriculum and its effects on learning. Initial planning is collaborative. The mathematics curriculum is most effective in catering to all student groups. The curriculum for Islamic Education is somewhat different from what the requirements in the MoE guidelines.
- Well-planned cross-curricular links enrich students' learning experiences. Some links draw upon students' experiences and the UAE to promote cross-cultural understanding. This is particularly evident in English, Arabic, and art lessons. Such connections are less evident in science lessons.

	Primary	Middle
Curriculum adaptation	Very good	Very good

- The school is successful at ensuring that teachers modify the curriculum to meet the needs of most groups of students. However, the needs of students of determination and the most able ones are met only some of the time.
- The curriculum is interesting and offers a range of opportunities designed to motivate most students. Opportunities for enterprise, innovation, creativity, and social contribution are provided through some curricular areas. A variety of extra-curricular activities and community links enhance students' academic and personal development.
- Some appropriate learning experiences are provided to develop students' understanding of the UAE's culture and society, but these are yet to be fully integrated with the curriculum.

### For Development:

- Adapt the curriculum to meet the needs of students of determination and the most able students, fully.
- Ensure that the MoE guidelines for Islamic Education are followed.

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

	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good

- The school prioritises safeguarding and child protection through comprehensive policies and robust procedures. Staff members receive regular training and visitors are informed of the school's expectations. Security personnel, bus drivers and supervisors are well trained and effective.
- High-quality facilities are maintained with all necessary safety provisions. Rigorous measures, checks, and record keeping ensure the health and safety of all. However, the arrangements for students' safety when in the science laboratories are insufficient.
- Efficient management of private vehicles and school buses ensures students' safety during drop-off and pick-up times. Through programmes such as e-safety, healthy eating, sports, and enrichment activities, the school successfully promotes safe and healthy lifestyles.

	Primary	Middle
Care and support	Acceptable	Acceptable

- Mutually respectful relationships between adults and students characterise the school. Students enthusiastically follow the behaviour policy. Attendance and punctuality are promoted through an effective monitoring and reward system.
- Robust systems for identifying and assessing students of determination are in the early stages of development. There is limited understanding of how to ensure effective provision is in place for students with gifts and talents. As a result, a few students facing learning barriers have yet to be identified.
- Individual educational plans (IEPs) for students of determination are partially established. Teachers' understanding of inclusive support and personalised learning is limited. This results in varying levels of support and thus varied levels of progress by students.

### For Development:

- Upgrade the safety facilities in the science laboratories to address the experiments done by the older students.
- Train teachers to support all students of determination according to their IEPs.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Weak

- Inclusive education is only emerging. School leaders and governors now demonstrate a commitment to its development. The inclusion policy and action plan outline some comprehensive targets and is gradually becoming a priority.
- Identification of students' needs relies on teachers' observations and checklists. The school lacks formal diagnostic procedures for accurate assessments of students. Gifted and talented students are only recognised in academic subjects.
- Teachers' understanding of how to reduce learning barriers is underdeveloped. The IEP planning is newly introduced and thus, so far, has limited effects on students and their achievement. No provision exists for the gifted and talented students.
- Parents are positive about inclusion, but their full involvement with educational planning is only at a developing stage. Learning targets focus on students' personal development without specific emphasis on their academic goals.
- Curriculum adaptations are underdeveloped, leading to lack of progress and low expectations. Teachers' knowledge of task differentiation in lessons is inconsistent and often lacks purpose, focus derived from the IEP, and relevance. A comprehensive system for monitoring and evaluating students' progress has not been established.

### For Development:

- Broaden the specialist expertise to improve the identification of students, educational planning, and classroom implementation of the plans.
- Improve teachers' understanding of the KHDA's categories of needs.
- Remove barriers to learning for every student of determination and those students with gifts and talents.

## 6. Leadership and management

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

- The Principal is a strong leader with deep understanding of international education. He leads the first full Chinese curriculum school outside mainland China very effectively. He has assembled skilled teams that prioritise high academic standards and promote students' well being. Inclusive education policy and provision are emerging, but still require urgent improvements.
- Leaders employ a systematic approach to school self-evaluation using both internal and external data. The priorities identified by external audits and leaders translate into comprehensive improvement plans. Leaders usually evaluate the results of their efforts systematically. Teaching is monitored with a focus on learning and teaching skills. There is insufficient progress in the tracking of achievement gains in lessons and students' workbooks.
- The school excels at engaging parents to support their children's learning and development. Leaders listen to parents and address their concerns. Communication is excellent, with exemplary reporting on children's progress. Links with the wider Chinese community and public schools enrich the school's provision.
- Governance involves the leadership of Hangzhou No. 2 Middle School, a local board of governors from the Chinese business community and a parents' association. Stakeholders contribute ideas and concerns through meetings and surveys. Governors add value to the school, providing support and challenge from various business sectors. They demonstrate a solid understanding of the school's current provision and its improvement priorities.
- The day-to-day school management is exceptional, with clear routines understood by all. Leaders and teachers are highly qualified, benefiting from whole-school and personalised professional learning linked to the improvement priorities. The premises are adequate. Specialist areas are sufficiently resourced to promote effective teaching and learning.

### For Development:

- Improve inclusive education provision, particularly the identification of students of determination, and those with gifts and talents, and the support these students require.
- Evaluate and document the results of school improvement initiatives.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)