



المعرفة Knowledge



# GERMAN INTERNATIONAL SCHOOL DUBAI

## GERMAN CURRICULUM

**VERY GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

WELLBEING

NATIONAL AGENDA PARAMETER



**VERY GOOD**

**GOOD**

**###NA###**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of school	2008
	Website	www.germanschool.ae
	Telephone	97144562718
	Principal	Michael Lummel
	Principal - date appointed	8/1/2019
	Language of instruction	German
	Inspection dates	04 to 08 March 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-KG- to Grade 12
	Number of students on roll	946
	Number of Emirati students	0
	Number of students of determination	89
	Largest nationality group of students	German



TEACHERS

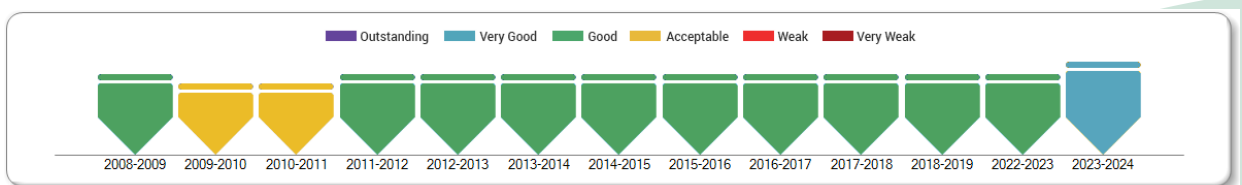
	Number of teachers	97
	Largest nationality group of teachers	German
	Number of teaching assistants	15
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	German
	External Curriculum Examinations	Deutsches Internationales Abitur
	Accreditation	Zentralstelle für das Auslandsschulwesen (ZfA)

## School Journey for GERMAN INTERNATIONAL SCHOOL DUBAI



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Students achieve well in all subjects and phases, with both attainment and progress being at least good and often better. Improvements this year were predominantly in the Kindergarten (KG) and Primary, especially in Arabic, mathematics, and science. Students learning skills are consistently very good. In KG, children's curiosity to find out new things and know more about the world around them, is supported by their outstanding learning skills.
- Across the school, almost all aspects of students' personal and social development, and their contributions to sustainability and social awareness are now outstanding. The development of these aspects in Secondary 1 is slightly behind the other phases. Students in all phases have a very good understanding of Islamic values and Emirati culture.

### Provision For learners

- Teaching for effective learning is now very good in all phases and is having a positive impact on students' outcomes. Teachers' understanding and support for the different needs of students is reflected in lesson planning. There are increasingly effective and reliable systems for measuring attainment being put in place and to provide valid measures of students' progress.
- The school's curriculum is broad, balanced, and comprehensive, from the very effective programme offered in KG to the programmes of study culminating in the Abitur in Secondary 2. There is an increasing modification of the curriculum to better support the needs of all groups of students. The school's provision to support students understanding of Emirati culture and enterprise is improving.
- The school's health and safety provision are highly effective, with rigorous systems in place to monitor and ensure a healthy and safe environment for students and staff. The school's facilities are accessible for all members of the community. There are appropriate policies and procedures in place to ensure that all students are effectively supported.

### Leadership and management

- The senior leadership team, led by the principal, is effective in supporting change and delivering improved student outcomes. Key priorities are identified, and the school's improvement plans are designed to meet these needs. Relationships with parents are respectful and supported by open channels of communication. The school's Advisory Board acts professionally in supporting the development of the school. The school's facilities and resources provide a conducive and supportive learning environment.

### Highlights of the school:

- The successful actions taken by the principal and senior leaders to improve the school
- The high-quality facilities and resources and the health and safety arrangements that support the wellbeing of school's community
- The involvement and support of parents and the Advisory Board
- The personal and social responsibility of the students
- The very positive start made by children in KG and the very good progress made by students in Primary, especially in Arabic

### Key recommendations:








- Consolidate leaders' and teachers' shared understanding of assessment practice, in all phases of the school.
- Review and update the school's improvement plans, based on the outcomes of the self-evaluation process, and ensure that planned actions are having a positive impact on students' outcomes.



# OVERALL SCHOOL PERFORMANCE

Very good ↑

## 01 Students' Achievement

		KG	Primary	Secondary 1	Secondary 2
 Islamic Education	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Very good ↑	Good	Good
	Progress	Not applicable	Very good ↑	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Very good	Good	Not applicable
	Progress	Not applicable	Very good	Good	Not applicable
 Language of instruction	Attainment	Very good ↑	Very good ↑	Good	Very good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑
 English	Attainment	Not applicable	Very good	Very good	Very good ↓
	Progress	Not applicable	Very good	Very good	Very good ↓
 Mathematics	Attainment	Very good ↑	Very good ↑	Good	Good
	Progress	Very good	Very good ↑	Good	Good
 Science	Attainment	Very good ↑	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
		KG	Primary	Secondary 1	Secondary 2
Learning skills		Outstanding ↑	Very good	Very good	Very good

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

## 03 TEACHING AND ASSESSMENT

	KG	Primary	Secondary 1	Secondary 2
Teaching for effective learning	Very good	Very good ↑	Very good ↑	Very good
Assessment	Good	Good	Good	Good

## 04 CURRICULUM

	KG	Primary	Secondary 1	Secondary 2
Curriculum design and implementation	Outstanding ↑	Very good ↑	Very good ↑	Very good
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Very good

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 LEADERSHIP AND MANAGEMENT

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

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

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

### **Overall, the quality of wellbeing provision and outcome is at a good level**

- The leadership of wellbeing is informed and effective. Well-stated policies guide practical wellbeing provision across the school, especially in KG, where children thrive. However, governors and senior leaders have not yet facilitated a shared vision for the wellbeing of all in the school community. This constrains the evaluation of wellbeing and planning for improvement. As a result, wellbeing activity is not yet planned on the basis of accurate and contemporary information.
- Wellbeing teams support staff and student wellbeing in a range of ways that encourage mutual support and recognition of positive contributions. Members of staff value the training that develops their professional knowledge and skills. Students enjoy participating in healthy activities such as, gardening and choral singing. Such opportunities are not always widely promoted or progressively enabled across all phases. Wellbeing leaders acknowledge the need to include all stakeholders, including parents, in developing wellbeing activity across the school.
- In KG, children's wellbeing is exceptionally well-supported. Their confidence and self-esteem blossoms through an expansive range of stimulating opportunities to learn through play and discovery. Students across the school continue to experience stimulating learning and achieve very well as they progress through the phases. Their social, emotional and physical wellbeing are also well-supported. Students themselves play active roles through teams that engage them in supporting others and making social contributions to the life of the school.

### **For Development:**

- Engage all groups of stakeholders in creating a vibrant and exciting vision for wellbeing.
- For every initiative planned and implemented, devise measurable success criteria in order to evaluate its contribution to the wellbeing of all in the school community.



## UAE social studies and Moral Education

- The school teaches these subjects using the Moral Social and Cultural Studies (MSCS) framework, integrated with similar aspects of the Thüringen curriculum. In Primary, it is taught as two standalone subjects. In Secondary, moral education and social studies are integrated into Islamic Education, English, history, geography and art. Depending on the topic the language of instruction is either German or English.
- Teachers assign great importance to both content areas, as the lessons address questions from the students' life. For their part, students are particularly motivated as they feel involved in these diverse topics. The school uses all standard tools to evaluate the success of the lessons and understanding of the students. No formal grades are awarded.

## Arabic in Early Years

- Arabic is taught by one teacher to all children for 45 minutes weekly. The Ministry of Education (MoE) Arabic curriculum is used for this age group, using digital apps such as, 'Alef bat ta' and 'Arabee'. The focus is on developing listening, speaking, reading, and writing abilities while enriching students' understanding of UAE heritage and Islamic culture. The curriculum emphasises letter recognition, phonetic blending, comprehension, and independent expression. The learning activities include stories, singing, discovery and the drawing of letters. Assessment strategies include the teacher's observations during daily activities, in addition to children's portfolios of work.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Not applicable	Good	Good ↑	Good
<b>Progress</b>	Not applicable	Good	Good ↑	Good

- A majority of students across all phases exceed curriculum expectations in lessons and their work. Primary students make better progress in Holy Qur'anic recitation, while in the upper grades, students develop a deeper understanding of Islamic Law and Faith. No significant differences are seen in the progress of different groups of students.
- Islamic values are strong across the school. Students' knowledge of the Holy Qur'an and Noble Hadith is secure; they understand their general meaning and can extract evidence from them. Students demonstrate age-appropriate knowledge of key Islamic concepts such as, the Pillars of Islam, Sunnah, and Fiqh. However, their knowledge of Seerah is less secure.
- The Holy Qur'an recitation practice at the beginning of lessons has improved students' recitation and memorisation skills. However, its impact remains unclear in the higher phases due to fewer opportunities given to students and shorter time allocated for the subject compared to Primary.

#### For Development:

- Improve students' recitation skills with more practice using Tajweed rules, particularly in the higher phases.
- Enhance students' understanding of Seerah through increased references to the life of the Prophet (PBUH).

**ARABIC AS A FIRST LANGUAGE**

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Not applicable	Very good ↑	Good	Good
<b>Progress</b>	Not applicable	Very good ↑	Good	Good

- Secondary 1 and 2 students show steady progress in writing, producing meaningful sentences with minimal spelling mistakes. Primary students' attainment and progress is better. There are no differences in the achievement of boys and girls.
- Speaking skills in upper secondary improve, with students using modern standard Arabic. However, limited vocabulary slightly affects fluency, particularly in the primary grades where colloquial language is occasionally used. Listening skills develop more quickly than reading comprehension and text analysis.
- Teachers ongoing checks on students' learning in lessons, include the use of some online platforms assessments and with some online tools to assess students' progress. Students are not provided with enough time at the end of lessons to reflect and consolidate their learning.

**For Development:**

- Provide opportunities for students to reflect and consolidate their learning at the end of lessons.
- Extend students' vocabularies and their use of modern standard Arabic.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Not applicable	Very good	Good	Not applicable
<b>Progress</b>	Not applicable	Very good	Good	Not applicable

- Primary students attain above curriculum standards and make rapid progress. Secondary 1 students maintain steady progress in the development of their linguistic skills. Writing skills are improving across all years.
- Beginners and level one students are learning to use standard Arabic. They engage in short dialogues about familiar topics. Level two and three students write complete sentences with simple structures that improve over time. Listening skills are developing well but limited to familiar topics.
- Learning activities that are aligned with students' years of studying Arabic are enhancing their reading and pronunciation. However, their limited vocabulary prevents even more rapid progress.

**For Development:**

- Extend students' vocabularies.
- Introduce diverse listening activities to enhance students' language acquisition.
- Encourage the use of modern standard Arabic in both phases.

**LANGUAGE OF INSTRUCTION**

	KG	Primary	Secondary 1	Secondary 2
Attainment	Very good ↑	Very good ↑	Good	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- In Secondary 1, the attainment of the majority of students is above curriculum standards as judged in the Zentrale Klassenarbeiten (ZKA) class tests. In the rest of the school, the achievement of the large majority of students is well above curriculum standards. The progress of students in all phases is much better than expected.
- German lessons in all phases, develop all the four language skills. In all phases, writing and especially extended writing in Secondary 1 is the least developed skill. Higher ability students are not always provided with an appropriate level of challenge.
- In most classes, students use their communication skills effectively, discussion and critical thinking are developed particularly well in the upper grades, but less so in the lower grades of Secondary 1.

**For Development:**

- Improve attainment in Secondary 1 to match that in the other phases.
- Increase the level of challenge in the work provided for the more able students.

## ENGLISH

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Not applicable	Very good	Very good	Very good ↓
<b>Progress</b>	Not applicable	Very good	Very good	Very good ↓

- In all phases, the large majority of students attain levels that are above curriculum standards. Lesson observations and work scrutiny also indicate that a large majority of students are making better than expected progress.
- In Primary, students are confident English speakers. Writing competencies are less strong than oral communication skills. In Secondary 1, students use language appropriately, adapting to the context of the assignment. In Secondary 2, students display strong oral communication skills. They sustain discussions with the perceptive use of language.
- Lessons are characterised by particularly varied and challenging oral discussion. This is also a response to the recommendation of last year's school inspection. Reading comprehension is the least well-developed language skill.

**For Development:**

- Improve, even further, students' reading comprehension and writing skills.

## MATHEMATICS

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Very good ↑	Very good ↑	Good	Good
<b>Progress</b>	Very good	Very good ↑	Good	Good

- The attainment and progress of students is strongest in KG and Primary. Students in Grade 12 achieve above the expected standard in the Abitur, but students in Grade 10 do less well in the ZKA external assessments.
- Children in KG can count confidently to 20 and use number bonds to 10. Students in Primary are strong in their number and quantity work. Secondary 1 and 2 students develop their ability to use algebra fluently.
- Across all phases the ability of students to solve mathematical problems in everyday contexts continues to improve. Critical thinking skills are also developing, but students do not have enough opportunity to engage with more open-ended mathematical tasks.

**For Development:**

- Provide more opportunities for students to engage in open-ended mathematical tasks to develop their critical thinking skills further.

## SCIENCE

	KG	Primary	Secondary 1	Secondary 2
<b>Attainment</b>	Very good ↑	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good	Very good

- Internal and limited external assessment data indicate very strong achievement across all phases. In lessons, especially in the upper phases, achievement is very positive with a large majority of students achieving well above curriculum expectations.
- In KG, children’s scientific knowledge develops well as they actively use their investigative skills through play. In Primary, the application of the scientific method is well established with strong prediction and inquiry skills. In Secondary 1, laboratory skills are well-established and clear connections to science in the wider world are in place.
- Since the last inspection, science leaders have been successful in establishing regular open-ended investigations to develop students higher order thinking skills and creativity. The application of science to technology is underdeveloped and scientific terminology can be a challenge for non-native German speakers.

**For Development:**

- Ensure that the application of science to technology in more creative and innovative ways to deepen understanding.
- Expand the scientific vocabulary of all students so that they can more easily access all aspects of the science curriculum.

## LEARNING SKILLS

	KG	Primary	Secondary 1	Secondary 2
<b>Learning skills</b>	Outstanding ↑	Very good	Very good	Very good

- Most students embrace opportunities to take responsibility for their own learning. Children in KG are especially motivated and enthusiastic learners. They focus on tasks willingly for long periods of time and are increasingly able to find things out for themselves.
- Students across all phases enjoy working in small groups, they collaborate well and with great success. Almost all students use technology effectively to support learning. However, they do not always reflect and consolidate their learning.
- Students are able to make clear and meaningful connections to wider world situations. They are often asked to make these connections in lessons. This focus of development, particularly in English has been improved since the previous inspection.

**For Development:**

- Encourage students to reflect and consolidate their learning.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Secondary 1	Secondary 2
<b>Personal development</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The behaviour of students in lessons and during breaktimes is excellent. In all phases, students enjoy learning and demonstrate very positive attitudes toward their school. They have strong leadership skills, demonstrating maturity and confidence. Bullying is very rare in school.
- The quality of students' relationships is a strength of the school. These bonds are enhanced by the 'I-me' initiative, which enables students to get to know each other and consider their needs. Students' awareness of healthy living is high across the school. Most students exercise regularly.
- Students are consistently punctual at the start of the day and to lessons. This makes a significant contribution to the positive learning environment in the school. However, not all students attend as regularly as they should, and school attendance is only good this year.

	KG	Primary	Secondary 1	Secondary 2
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Across all phases, students demonstrate a strong understanding of Islamic values and recognise their positive impact on life in the UAE. For example, students highlight the country's culture of tolerance and inclusivity towards people of other religions and national backgrounds.
- Students take pride in their diverse cultures, sharing insightful narratives on their countries of origin. For example, Egyptian students share information about the Pyramids, German students discuss German literature while Turkish students explore their country's rich historical legacies. Senior students demonstrate a broader knowledge of world cultures.
- Students' awareness of the UAE heritage and culture has significantly improved this year by being an integrated theme in the school curriculum. Consequently, most students, and particularly the senior students, now demonstrate a deeper understanding of Emirati culture and can speak knowledgeably about Emirati history, cuisine, and tourist attractions.

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

- Students are highly engaged in establishing and taking opportunities for community engagement and charitable work. Students frequently participate in local fundraising projects. For instance, they raise money for breast cancer awareness.
- Students take on leadership roles within their classes. They develop entrepreneurial skills through extra-curricular activities and clubs and are involved in many inter-school competitions. Students' innovation skills are not yet fully developed.
- Students are aware of environmental issues and participate in many sustainability projects. They believe in the importance of recycling and demonstrate a very responsible attitude towards the cleanliness of the school's environment. They take steps to conserve water and power.

### For Development:

- Support the development of students' innovation, enterprise, and entrepreneurial skills, by encouraging them to develop and pursue their own ideas.
- Enhance cultural awareness through activities comparing students' own cultures with other world cultures.

### 03 TEACHING AND ASSESSMENT

	KG	Primary	Secondary 1	Secondary 2
<b>Teaching for effective learning</b>	Very good	Very good ↑	Very good ↑	Very good

- Teachers effectively apply their knowledge and plan activities that engage students well. In KG, teachers motivate children to learn through active play. Most teachers plan interesting lessons and use time and resources effectively, to create well-organised learning environments.
- Teachers know their students very well. They create conducive learning environments throughout all phases, contributing to strong teacher and student relationships, which effectively support improvements in students' learning.
- Following the previous inspection, the structure of lesson planning has been revised. Plans now take more account of assessment information and learning activities are differentiated to match students' attainment levels more closely.

	KG	Primary	Secondary 1	Secondary 2
<b>Assessment</b>	Good	Good	Good	Good

- Internal and the limited external assessments are in place, and strongest in Secondary 2 with the Abitur final examinations. The alignment between internal and external data remains variable and the progress tracking of groups of students is at a developmental stage.
- A recognised subject-based benchmark diagnostic assessment is in place for German, English and mathematics. Students' performance in the Arabic medium subjects is benchmarked in relation to their Cognitive Abilities Test (CAT4) scores. All these assessments are newly established with, as yet limited evidence of impact.
- A reliable process for the analysis of attainment data is now being implemented and used to inform planning and curriculum modifications. A strong verbal and written feedback culture has now been created for students' written work. It provides effective developmental guidance, but peer-and-self-assessment practices are underdeveloped.

#### For Development:

- Develop clear and consistent approaches for tracking the progress of different groups of students.
- Establish peer-and-self-assessment practices to consolidate learning in lessons.



## 04 CURRICULUM

	KG	Primary	Secondary 1	Secondary 2
<b>Curriculum design and implementation</b>	Outstanding ↑	Very good ↑	Very good ↑	Very good

- The school's curriculum is broad and balanced and based on the curricula of the Thüringen state and the MoE. It has a clear rationale reflecting the mission and vision of the school and UAE priorities. In Secondary 1, three different streams are provided depending on students' abilities. Not all streams continue beyond Grade 9.
- The curriculum is well-planned with effective progression between phases, allowing students to build on their previous knowledge, skills and understanding. A number of lessons, particularly in the humanities, are taught in English from Grade 8 onwards.
- Cross-curricular links in KG are meaningful and planned carefully. In other phases, students are, for example, able to apply their literacy skills to support learning in mathematics and science.

	KG	Primary	Secondary 1	Secondary 2
<b>Curriculum adaptation</b>	Very good	Very good ↑	Very good ↑	Very good

- Curriculum adaptation is strong across the school. The curriculum has been very effectively adapted to match the German content to the local context and to meet the needs of all groups of students.
- The school offers a wide range of extra-curricular activities. Students have opportunities to engage with the arts, different sports and cultural experiences. In some subjects, notably science, there are opportunities for enterprise, creativity, and innovation. However, these are not yet fully embedded across all subjects.
- The curriculum offers opportunities to develop students' knowledge and appreciation of Emirati heritage, culture and the influence of Islamic values in the UAE. In Arabic, as an additional language, the curriculum is adapted to ensure that the Arabic identity is promoted within the German cultural context.

### For Development:

- Develop additional pathways from Grade 9 for students in the Hauptschule and Realschule streams
- Further embed opportunities to promote enterprise, creativity and innovation across all subject areas and phases.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Secondary 1	Secondary 2
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Safeguarding and child protection are extremely high priorities in the school. Staff training is comprehensive, and policies are robust. There is a wide range of ways for concerns to be raised, including through the student-led, anti-bullying team initiative. These ensure students feel very safe and secure.
- Arrangements for safe transport to and from school are very well supervised and managed. Thorough checks and rigorous risk assessments ensure that the premises are kept hygienic and well-maintained. Any issues are dealt with quickly.
- Medical staff provide regulatory health checks and excellent care. The strong promotion of a healthy lifestyle has a positive effect on students' health and wellbeing. The medical staff work with the physical education department to support physical fitness programmes for students and give numerous talks on healthy eating.

	KG	Primary	Secondary 1	Secondary 2
<b>Care and support</b>	Outstanding ↑	Very good	Very good	Outstanding ↑

- Across all phases, but particularly in KG, behaviour management arrangements are very effective. In Primary and Secondary 1, there are occasional lapses in the implementation of the systems for supporting students' behaviour.
- Thorough attendance monitoring does not yet promote sufficiently high attendance. The identification of students' barriers to learning and including those with gifts and talents is accurate. Provision to meet the needs of students of determination is very effective and, increasingly so for the gifted and talented.
- Beyond the nurturing KG environment, key staff provide valued advice and guidance to students. This is particularly effectively for senior students preparing for their continuing journeys beyond school. Across the school curricular programmes include highly relevant advice on all aspects of health and wellbeing.

### For Development:

- Ensure that systems to support students' behaviour are fully implemented in Primary and Secondary 1.
- Work with parents to ensure that all students are in regular attendance.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Leaders and governors are highly committed to inclusive education. Very well-directed leadership of the inclusion team ensures relevant planned priorities which result in improving provision and student outcomes. Well-focused training supports class teachers to better meet students' needs in lessons.
- The accurate identification of barriers to learning leads to graduated action plans or individual education plans (IEPs) to meet students' learning needs in lessons and small group tuition. Curricular provision for identified students with potential gifts and talents includes additional mathematics lessons.
- The school has increased the frequency and amount of information shared with parents. A majority of parents express high levels of satisfaction with partnership, communications, and guidance. A few parents perceive that their concerns are not always speedily acknowledged or addressed.
- Teaching engages students very effectively, even where they may have significant barriers to learning. Learning support assistants (LSAs) provide well-judged support that encourages students' active learning and interaction with other students. Inclusion teachers' in-class support and small group tuition groups support individual students to progress well.
- A large majority of students of determination make better than expected progress towards their learning targets from their starting points and within a climate of high expectations.

#### For Development:

- Strengthen partnerships with parents and ensure that full account is taken of any of their concerns.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Very good ↑
<b>School self-evaluation and improvement planning</b>	Very good ↑
<b>Parents and the community</b>	Very good
<b>Governance</b>	Very good
<b>Management, staffing, facilities and resources</b>	Very good ↑

- The school's leadership has a strong vision, shared by the school community, of developing an ethos of wellbeing and inclusivity. Leaders understand the best classroom practices and are promoting a more personalised approach to student's learning. The benefits of this approach were evident during the inspection. Communication throughout the school community is positive and transparent. Leaders have successfully addressed the recommendations of the previous report and the alignment with KHDA's requirements for attainment and progress.
- The school has effective systems in place to carry out self-evaluation, making full use of increasingly reliable internal and external assessment data. The process of self-evaluation includes the monitoring of teaching and identifies the key priorities for further improvement. Subsequent improvement plans clearly identify the improvement priorities and the actions to be taken. However, the improvement targets are not always specified in measurable terms and so it is not always possible to state with certainty that they have been achieved.
- The school is successful in engaging parents as active members of the school community. Communications between the school and parents are open and respectful. Parents have a strong voice in the school. The school reports and recently adopted online platform provide parents with an understanding of their children's achievements. Parents of older children would like some additional details on their children's reports. There are a number of opportunities for students and teachers to be involved with the local and wider community.
- The school has an elected parent Advisory Board that acts as the governing body of the school. Members of the board hold regular meetings with the principal, the general manager, and other parents, ensuring that they have detailed knowledge of the operations of the school. They use this knowledge to good effect. They ensure that the daily operations of the school are effective, the school is appropriately staffed and funded, and meets all regulatory requirements.
- The high level of organisation and efficiency in the day-to-day management of the school contributes to students' achievements. Increasingly effective use of technological resources supports students' learning. Professional development training for teachers is personalised and aligned with the school's priorities. The school's high-quality premises and range of resources, provide a conducive learning environment for most subjects. However, primary science lacks an appropriate learning space.

### For Development:

- Ensure that improvement plans have clear and measurable targets.
- Consult with parents about the additional information that could be provided in reports for older students
- Consider providing a specialist science room for Primary.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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)