



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Canadian International School

Overall Effectiveness: Good

Academic Year 2017 – 2018



Contents

School Information.....	3
The Performance of the School.....	4
Evaluation of the school's overall performance.....	5
Progress made since last inspection and capacity to improve	6
Key areas of strength and area for improvement	7
Provision for Reading.....	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills	13
Performance Standard 3: Teaching and Assessment	14
Performance Standard 4: Curriculum.....	15
Performance Standard 5: The protection, care, guidance and support of students.....	16
Performance Standard 6: Leadership and management	17



School Information

General Information	Inspection date:	from	3 Jumada Al-Akhirah 1439h	to	6 Jumada Al-Akhirah 1439h
		from	19-Feb-18	to	22-Feb-18
	School name		Canadian International School		
	School ID		102		
	School address		Khalifa City A, Abu Dhabi, PO Box 3976		
	School telephone		+971 (0)2 556 4206		
	School official email		canadian.pvt@adec.ae		
	School website		Cisaabudhabi.com		
	School curriculum		Canadian (Alberta)		
	School phases		Kindergarden to High		
	Fee range and category		High: AED 35075-46494		
	Number of lessons observed		99		
Staff Information	Number of joint lessons observed		20		
	Total number of teachers		75		
	Turnover rate		13%		
	Number of teaching assistants		24		
Student Information	Teacher- student ratio		1 : 13		
	Total number of students		979		
	% of Emirati Students		13 %		
	% of Largest nationality groups		• Canada 20%		
			• USA 11%		
			• Egypt 5%		
	% of SEN students		10%		
	% of students per phase		KG: 18%		Middle: 29%
			Primary: 41%		High: 12%
	Gender		Boys and girls		



The Performance of the School

Performance Standard 1 Students' Achievement Good	Performance Standard 2 Students' personal and social development, and their innovation skills Very Good
Performance Standard 3 Teaching and Assessment Good	Performance Standard 4 Curriculum Very Good
Performance Standard 5 The protection, care, guidance and support of students Very Good	Performance Standard 6 Leadership and management Good

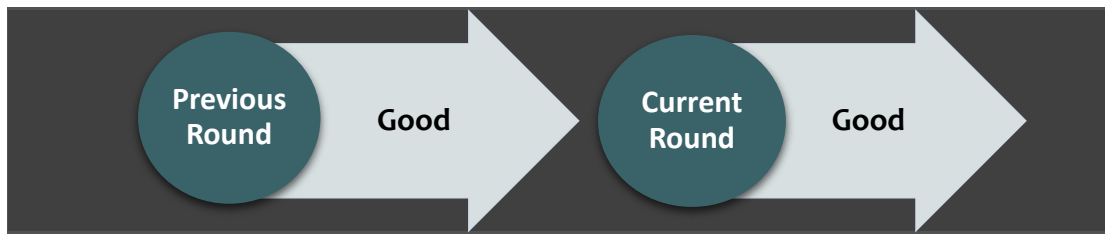


Evaluation of the school's overall performance

- The school's overall performance is good.
- Students' achievement is good overall. Attainment and progress are very good in kindergarten (KG) and good in other phases of the school. Attainment in Arabic as a first and second language is acceptable but progress is good. Learning skills are good and particularly strong in terms of students' engagement in learning and their interaction and communication skills.
- Students' personal and social development and their innovation skills are very good overall. Throughout the school, students' behaviour and relationship are outstanding. They have very good attitudes to learning and enjoying being creative, although their problem solving and investigative skills are sometimes less evident in lessons, especially in mathematics and science.
- Teaching and assessment are good overall. They are very good in KG. Teachers have very good subject knowledge and engage students very well in their learning through dialogue and effective questioning. Leaders are now analysing data rigorously, but a small minority of teachers are not yet using it fully effectively to meet the needs of more and less able students in all lessons.
- The curriculum is very good overall. It is rich and varied and provides students with many choices, including the ever-increasing range of additional activities. The curriculum is modified successfully in most lessons to meet the differing needs of students although occasionally this is not the case for the most and least able.
- The care, protection and guidance of students is very good. The school has rigorous procedures for keeping students safe and provides a clean and healthy environment for them to learn.
- Leadership and management are good. The principal, supported by his leadership team, have provided a renewed vision and direction for the school. This is shared by the whole school community and relationships and communication between all stakeholders is outstanding. The role of middle leaders in supporting teaching is, however, underdeveloped.



Progress made since last inspection and capacity to improve



- The school has made improvements since the last inspection. Students' personal and social development, the curriculum, the protection, care and guidance of students and leadership and management have all improved.
- The school has made good strides in developing better assessment systems to track students' progress and to use the information for future planning. These systems are not fully embedded and a lack of historical data means that the school is not yet able to form a reliable picture of the progress of students over time.
- The relatively new SEN team have made an important impact on ensuring that students with additional needs are identified early and suitable plans are set up to ensure their needs are met. This is done successfully in withdrawal groups, although occasionally provision is occasionally not as effective in day-to-day lessons.
- The owners of the school have improved governance by delegating formal responsibilities to the parent council. Their role and responsibilities are clearly set out and they meet regularly with the principal to discuss school policies. Whilst this falls short of full accountability it does provide the parent body with a line of communication to the owners.
- Overall, school leaders' capacity to improve the school is good. The principal has brought stability to the school after a period of turmoil and is respected by the whole school community. Consequently, morale is high. Leaders know what needs to be done and are moving forward on every front.



Key areas of strength and areas for improvement

Key areas of strength

- The very good achievement of children in KG and their good start to school life.
- The behaviour and attitudes to learning of students throughout the school.
- The engaging curriculum which motivates the students and provides them a wide range of opportunities.
- The very good arrangements for the care, welfare and support of students.
- The outstanding partnership with parents.
- The renewed vision and direction and the capacity of leadership to improve the school.

Key areas for improvement

1. Raise the attainment of students in both Arabic as a first and second language by:
 - i. ensuring that students in the lower phases, particularly, spend more time speaking the language in Arabic lessons
 - ii providing students with more opportunities to write in Arabic across the curriculum.
2. Ensure teachers consistently meet the needs of all students by:
 - i. planning more differentiated tasks that support the most and least able
 - ii. providing additional levels of challenge, especially in mathematics and high school science, through more open-ended problem-solving and investigative activities
 - iii. ensure that marking and feedback is constructive and helps students to improve.
3. Improve the capacity of leadership still further by:
 - i. developing the roles of middle leaders so that they have more responsibility for improving teaching and learning and raising achievement in their subjects



Provision for Reading

- The school has two libraries to cater for the different age ranges at the lower and upper ends of the school. Both are well stocked with fiction and non-fiction books and used extensively by pupils during lessons and breaktimes.
- A Literacy Enrichment Teacher has been appointed and is implementing the school's annual plan to encourage reading. There is also a simplified plan to engage parents in their children's reading.
- The school has worked hard over the last year to develop a consistent approach to the teaching of phonics and high frequency words in the early years. This has involved considerable training of staff which has improved their understanding of the teaching of reading.
- Reading is integrated across all subjects taught in the English medium as well as in Arabic. Reading for pleasure and research is further encouraged through an after school club.
- The school has also introduced a number of programmes to promote reading in both Arabic and English. These include an on-line program in Arabic, guided reading and home reading programs. These have all contributed to the raising of the profile of reading in the school.
- More rigorous procedures have been introduced to track the progress of children in reading through assessing their phonological awareness and understanding of high frequency words. This tracking is showing that children are now making accelerated progress in the early years.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Good	Acceptable	Good	Acceptable
	Progress	Very Good	Good	Good	Good
Arabic (as additional Language)	Attainment	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	Good	Good	Acceptable	Good
	Progress	Very Good	Good	Good	Very Good
English	Attainment	Very Good	Good	Very Good	Very Good
	Progress	Very Good	Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Learning Skills		Very Good	Good	Good	Good



Overall achievement

- Students' achievement is good.
- The attainment of students is good overall. It is very good in KG and in art, PE and music and good in all other phases of the school.
- The Alberta Diploma, taken at the end of Grade 12, shows that students are consistently above the Alberta average in mathematics, science and English. Trends in attainment in the Diploma are improving year on year.
- The progress of students across the school is good overall. It is very good in KG and in English across the school. There are no marked differences in rates of progress between different groups of students.
- Students' achievement in Arabic, taught as a first and second language, is good overall. Their attainment in these subjects is acceptable but their progress is good from low starting points.

Subjects

- Students' achievement in **Islamic Education** is good overall but better in the secondary and high school phases than in primary. In the primary phase students are able to explain the etiquette around mealtimes and in the secondary phase they can understand some principles of Islamic law such as why certain foods are forbidden and others allowed. In the high school students understand and can explain the importance of conservative customs and the al-Shura principle.
- Students' attainment in **Arabic as a first language** is acceptable and their progress is good overall. In the KG they make very good progress and most link letters to sounds in words. In the primary phase a majority know some basic Arabic grammar and can apply it to words. In the high phase they expand their language, but written skills are more limited.
- Students' attainment in **Arabic as a second language** is acceptable and their progress is good overall. In the primary phase students progressively acquire new vocabulary but spend too much time speaking in English. Increasingly, in the secondary phase they are able to apply it in context. In the high school students can use new words in sentences although writing skills remain limited.
- Students' achievement in **social studies** is good and they make very good progress in KG and the high school. Students have a good understanding of the national identity, values and ethics, government and citizenship in the lower grades. In high school, students are able to compare and reflect on the



national and international economy and on its impact.

- Students' achievement in **English** is very good overall. They make good progress in the primary phase and very good progress elsewhere in the school. They get off to a very good start in KG and continue to strongly develop their speaking, listening, reading and writing skills as they move through the school. By the high school most are able to discuss complex ideas such as imagery and symbolism and write at length with accuracy and considerable quality in content and use of vocabulary.
- Students' achievement in **mathematics** is good overall and very good in KG. Students have a good understanding of number and quantity and their mathematical thinking which develops appropriately as they move through the school. However, problem solving skills are not developed sufficiently.
- Students' achievements in **science** is good overall. In all phases the majority of students achieve above the expected curriculum standards. Students carry out a good range of practical investigations, for example the primary students demonstrate an understanding of the requirements for a fair test. In the higher phase, learning would benefit from further opportunities to undertake open ended tasks to develop students' problem solving and investigative skills.
- Students' achievement in **other subjects** is very good and most are achieving well above age-appropriate curriculum expectations. Students join in musical activities with enthusiasm and sing tunefully. They play musical instruments to a high standard and produce high quality art in a variety of media. They demonstrate increasing skill and tactical awareness in a variety of sports as they move through the school.

Learning skills

- Throughout the school students are very keen to learn, and take responsibility to improve their knowledge, skills and understanding. There are very good levels of interactions and communication between students and they work well together on a range of projects and activities. Students display good research skills and use modern technology well. However in some lessons, their problem solving and investigative skills remain underdeveloped, especially in mathematics and science.



Areas of Relative Strength:

- Children's very good attainment and progress in KG.
- Student's very good level of achievement in English.
- Students' engagement in their learning and their collaborative and communication skills.

Areas for Improvement:

- Students' attainment in Arabic as first and second languages.
- Students' problem solving and investigative skills, especially in mathematics and science.
- Students' achievement in science in high school



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development and their innovation skills are very good. - Students show very positive attitudes and are self-reliant, taking responsibility for their own learning. Their exemplary behaviour sets the tone for a very positive learning ethos. Students are extremely self-disciplined and responsive to adults and other students. Bullying is very rare. - Relations between students and with staff are warm and respectful and create a happy and harmonious school. - Students' demonstrate a secure understanding of safe and healthy living in their choices of food, participation in healthy activities and use of the internet. - The current school attendance is good at 95 %, which is a slight improvement on the last school year. Almost all students are punctual to school and for lessons. - Students have a secure understanding of how Islamic values influences their own and others' lives and are respectful of the UAE heritage and culture. - Students participate willingly in a range of voluntary activities to support the local and wider communities and demonstrate strong environmental values. Areas of Relative Strength: - The exemplary attitudes and behaviour of students throughout the school. - The warm and respectful relationships that permeate the school. - Students' respect for Islamic values and the UAE culture and heritage Areas for Improvement: - Continued improvement of students' levels of attendance.				



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Good	Good	Good
Assessment	Very Good	Good	Good	Good

- The overall quality of teaching and assessment is good. It is very good in KG
- Teachers have very good subject knowledge and plan purposeful lessons that motivate students to learn. They use a range of resources effectively.
- Teachers use questions well to assess understanding and consolidate learning and thoughtful dialogue is a very positive feature of teaching.
- Teachers develop students' independence and critical thinking well in most lessons. Sometimes, in mathematics and science particularly, they do not provide enough opportunities for open-ended problem solving and investigations.
- Internal assessment processes, including increasing use of international and curriculum benchmarking provide leaders with a much more coherent picture of students' academic and personal development. Occasionally, assessment information is not used well enough to meet the needs of more and less able students. Effective support is provided for less able and SEN students where additional adults are present.
- Most teachers mark students' work regularly, but the quality of this marking is inconsistent within and across the grades and does not always provide the students with sufficient information on how they can improve their work.

Areas of Relative Strength:

- Teachers' knowledge of their subjects and planning of lessons which engage students.
- Teachers' interactions with students and use of questioning.
- The developing internal assessment procedures

Areas for Improvement:

- The use of assessment information and marking to meet the needs of all students
- The development of students' Investigation and problem- solving skills, especially in mathematics and science.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Good	Good	Good	Good

- The overall quality of the curriculum is very good. Curriculum adaption is good. The school follows the Canadian Alberta curriculum.
- The curriculum is broad and balanced and appropriate to the different ages of students in the school. It promotes the development of skills, knowledge and understanding from year to year effectively. Continuity of learning is smooth and the curriculum meets the needs of most students.
- Provision is enhanced by a wide range of choices to encourage the talents and interests of students. It also develops a range of meaningful cross-curricular links which enables students to easily transfer learning from one subject to another. Very good provision in PE, music and art also enriches the curriculum significantly.
- The curriculum is modified to meet the needs of different groups of students, especially through additional support and challenge. Occasionally it is not adapted sufficiently to meet the needs of the most and least able students.
- The curriculum is imaginative and motivating for students. There are opportunities for creativity, enterprise and innovation in a range of school activities although not always in everyday lessons. There is a wide variety of extra-curricular activities to meet the talents and interests of most students.
- Opportunities are taken through the curriculum to develop a broad understanding of the UAE's values, culture and society.
- Moral education is integrated into all aspects of school life and specific aspects are taught through the Alberta 'character and morality' curriculum. This has a very positive impact on students' behaviour and the way they treat one another.

Areas of Relative Strength:

- Ample choices and a wide range of extracurricular activities to motivate students.
- Continuity of progression in knowledge, skills and understanding.
- Moral education fully integrated into the curriculum.

Areas for Improvement:

- The consistent modification of the curriculum to meet the needs of the most and least able students.



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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
- The overall quality of protection, care guidance and support for students is very good. - The school has a detailed policy for safeguarding and child protection which is fully understood by staff and communicated to parents. The school is very successful in protecting students from all forms of bullying. - The school provides a very safe and clean environment and ensures that it is maintained to high standards and that regular safety checks are carried out. - The school is highly effective in supporting students and managing their behaviour. Teachers have an excellent rapport with the students. - There are good systems in place for managing attendance and punctuality and improving it further, especially by maintaining contact with parents. - Improved systems have been introduced to identify students with SEN and to plan for their needs, led by two recently appointed specialist teachers. Whilst this is leading to very good specialised support, occasionally class teachers are not as effective at meeting these needs. - The needs of the more able students are largely addressed through after school extension activities and an on-line package. In a few lessons teachers are not able to fully meet the needs of these students. - Older students are provided with personalised advice and guidance about career choices and the application process to higher education. Areas of Relative Strength: - The systems in place to keep students safe and to protect them from harm. - The quality of the systems in place to identify students with SEN. - The advice and guidance provided for students. Areas for Improvement: - The support for SEN and more able students provided by class teacher.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Outstanding
• The quality of leadership and management is good overall. The partnership with parents and the management of facilities and resources are outstanding. • The vision and direction of the school is good, led by the principal and ably supported by the senior leadership team. This vision is shared throughout the school community as a result of highly effective relationships and communication. It is not yet fully embedded in terms of securing consistently high levels of students' achievement. • Effective systems have been introduced to monitor teaching although it has not yet established full consistency. The tier of middle leadership is not yet fully developed in supporting the improvement of teaching. • Self-evaluation and improvement planning are good. Leaders know the school's strengths and what needs to be improved. They have largely tackled the issues for improvement identified at the last inspection. • The partnership with parents is outstanding. Parents are successfully involved in supporting their children's learning and communication between home and school is frequent and informative. • The parent council has taken on additional responsibilities and are providing effective governance for the school, although they are still developing the role. • The school occupies high quality premises which are very well maintained with specialist resources that facilitate students' achievement. Teachers are supported by ample, high quality resources that facilitate student's learning well. The school functions very smoothly on a day-to-day basis. • The school uses mock PISA tests for internal assessment purposes. This data is used increasingly effectively by school leaders to benchmark performance and to plan for improvement.	



Areas of Relative Strength:

- The vision and direction of the leadership team, led by the principal, which has been embraced by the whole school community.
- Accurate self-evaluation and a realistic view of what needs to be done to bring about improvement.
- The highly effective relationships and communication in the school and the partnership with parents.
- The high-quality premises and resources available to develop learning in all areas of the curriculum.

Areas for Improvement:

- Securing more consistently highly effective teaching to raise students' achievement still further.
- The development of middle leaders and their contribution to school improvement.