



المعرفة
Knowledge



CHINESE SCHOOL DUBAI

CHINESE CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



Not applicable

CONTENTS

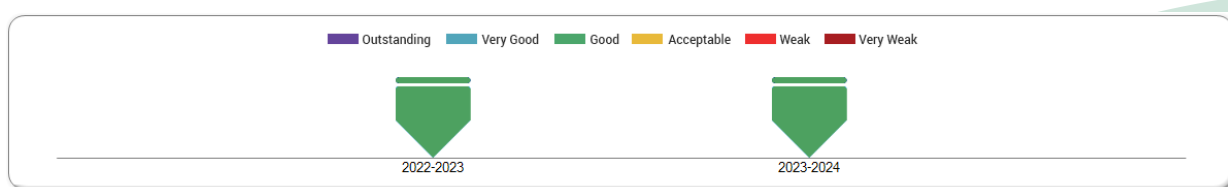
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Mirdif
		Opening year of school	2020
		Website	www.csd.ae
		Telephone	97142202275
		Principal	Li Zheng
		Principal - date appointed	26/6/2023
		Language of instruction	Chinese
		Inspection dates	19 to 23 February 2024
 STUDENTS		Gender of students	Boys and girls
		Age range	6 to 13
		Grades or year groups	Grade 1 to Grade 8
		Number of students on roll	506
		Number of Emirati students	0
		Number of students of determination	29
		Largest nationality group of students	Chinese
 TEACHERS		Number of teachers	73
		Largest nationality group of teachers	Chinese
		Number of teaching assistants	6
		Number of guidance counsellors	1
 CURRICULUM		Curriculum	Chinese
		External Curriculum Examinations	Chinese National and MAP
		Accreditation	Chinese Ministry of Education

School Journey for CHINESE SCHOOL DUBAI



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students make rapid progress in a large majority of core subjects. Levels of attainment are high in mathematics but mostly good in other subjects. In science, knowledge is better developed than investigative skills. Students apply their learning skills very well in the middle phase, although these skills are less well developed in Primary.
- Students' behaviour and attitudes towards learning and to others, contribute to a happy and purposeful atmosphere in the school. They show very well-developed social responsibility and understanding of environmental issues. Students have an appropriate understanding of Islamic values and Emirati culture, although their understanding of world cultures is not deep.

Provision For learners

- The quality of teaching varies from acceptable to very good. In the best lessons, teachers manage time well, promote active learning and question students effectively to develop higher order thinking. The use of assessment information to match learning tasks, to the needs of different groups of students, is inconsistent.
- The curriculum is well designed to allow breadth, continuity and progression in students' learning. It is aligned to the Chinese National Curriculum (CNC) requirements. The curriculum in Islamic Education is not well aligned to the UAE Ministry of Education (MoE) requirements. The adaptation of the curriculum to meet students' needs is successful in Arabic, as an additional language, English and mathematics.
- Members of staff implement the school's arrangements for health and safety very successfully. Child protection and safeguarding are given effective attention. Staff manage students' behaviour positively and, overall, care and support arrangements have improved and are now effective. The school has eradicated weaknesses in the inclusion of students of determination. There is a good sense of wellbeing in the school.

Leadership and management

- Leaders have managed to sustain most of the positive outcomes identified in the previous report and implemented some improvements. Development plans are appropriate and based on evidence. Some judgements on the quality of the school's work are still inaccurate. Partnerships with parents are a strength. Governors exercise accountability well and support the school effectively. Facilities, resources and staffing are at a good level overall.

Highlights of the school:

- Students' good and very good achievement in almost all core subjects, especially in mathematics
- Students' behaviour and attitudes towards learning and to others, and their demonstration of social responsibility
- The procedures for ensuring health and safety, including child-protection and safeguarding
- The improvements to the care and support for all students and for the inclusion of students of determination

Key recommendations:

- Improve progress and raise attainment in Islamic Education.
- Spread good practice in teaching and assessment to ensure more consistency in the quality of lessons.
- Analyse evaluative information more accurately to ensure that weaknesses in the school's work are identified and addressed effectively.
- Ensure that the curriculum meets both the CNC and UAE MoE requirements.



OVERALL SCHOOL PERFORMANCE

Good

01 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	Good ↑
	Progress	Very good ↑	Very good ↑
 Language of instruction	Attainment	Very good	Good
	Progress	Very good	Very good
 English	Attainment	Good ↓	Good ↓
	Progress	Very good	Very good ↑
 Mathematics	Attainment	Very good	Very good
	Progress	Very good	Very good
 Science	Attainment	Good	Good
	Progress	Good	Good

	Primary	Middle
Learning skills	Good ↓	Very good

02 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

03 TEACHING AND ASSESSMENT

	Primary	Middle
Teaching for effective learning	Good 	Good
Assessment	Good	Good

04 CURRICULUM

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

05 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	Good 	Good 

06 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

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 outcomes is at a good level

- School leaders understand and model wellbeing principles. They have success in promoting a family, community school atmosphere. Leaders create policies and plans following the analysis of survey and assessment data, although stakeholders' influence on wellbeing planning is not fully developed. Effective professional development training for teachers demonstrates leaders' commitment to wellbeing.
- Each class has a student council. Students believe they are listened to by school leaders. Parents and students are confident that helpful guidance and support is available, and they understand referral routes. Effective interventions, such as, English language learning for new arrivals, enhance students' wellbeing and help to improve achievement. Careful arrangements for staff induction include teacher mentoring and social events.
- The curriculum has been successfully adapted to incorporate emotional, cognitive and life skills learning. Extra-curricular activities provide rich opportunities for students to pursue their interests and talents. Students have a good sense of their own wellbeing, such as staying safe online. Their awareness of the needs of people in their local environment is underdeveloped. Students and staff express high levels of positivity about the school.

For Development:

- Improve students' appreciation and understanding of the needs of people who live in their local community.

UAE social studies and Moral Education

- The school curriculum for UAE Moral, Social and Cultural Studies (MSCS) is based on the UAE MoE textbook, translated into Chinese. Students from Grades 1 to 8 have two 40 minute lessons in which social and cultural studies are delivered jointly. Moral education lessons are taught separately by class teachers in all grades. There are cross-curricular links with the English and Chinese languages.
- Students learn about UAE social and moral values through curriculum enhancements, such as, assemblies, celebrations of cultural events including National Day and extension activities. These activities include workshops on specific topics by teachers of Arabic. Assessment is carried out through ongoing and summative tests and projects. Teachers record students' progress in termly assessments and report to parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Primary	Middle
Attainment	Weak	Not applicable
Progress	Acceptable	Not applicable

- In Primary, lesson observations and scrutiny of students' work show that the proportion of students attaining levels that are in line with curriculum standards is low. Most students make an appropriate level of progress from very low starting points.
- Students' memorisation and recitation skills are weak. Their knowledge and understanding of the prescribed Holy Qur'anic verses and other Islamic concepts are basic. Their ability to link their knowledge to everyday life, and to life in the UAE, is very limited.
- Teaching strategies and the design and implementation of the curriculum to meet individual needs do not fully consider the students' low starting points, thus hindering students' progress.

For Development:

- Improve students' progress and raise their attainment.
- Strengthen students' knowledge and understanding of fundamental Islamic concepts.
- Ensure that the standards of the UAE's MoE curriculum are implemented and that adaptations cater for the individual needs of each student.

ARABIC AS AN ADDITIONAL LANGUAGE

	Primary	Middle
Attainment	Good	Good ↑
Progress	Very good ↑	Very good ↑

- In Primary and Middle, students make rapid progress from their individual starting points. A majority of students attain above curriculum expectations based on their years of learning Arabic, as an additional language.
- Students are developing wider vocabulary. They benefit from opportunities for using their Arabic vocabulary in longer conversations, oral presentations and dialogues. Students' reading and writing skills are improving.
- Teaching strategies include high expectations, challenge and opportunities for students to speak at length in conversations. These factors have contributed to students' notable achievement in learning Arabic. Opportunities for practicing reading and writing are less well-developed.

For Development:

- Further improve students' speaking and writing skills by providing more opportunities to practice these skills for a variety of purposes.

LANGUAGE OF INSTRUCTION

	Primary	Middle
Attainment	Very good	Good
Progress	Very good	Very good

- Students make rapid progress in both phases. Attainment in Primary is at a high level. Attainment in Middle is less positive, reflecting the challenges posed by a large proportion of new students from diverse backgrounds and with varied starting points.
- Reading and literacy skills improve rapidly through all phases because of a consistent focus on the development of students' Chinese language skills. Students become increasingly able to read and interpret information and express themselves in writing and in speech.
- Consistent curriculum design, systematic lesson planning and the use of assessment data contribute to students' rapid progress.

For Development:

- Improve attainment in Middle by ensuring that learning activities are engaging and appropriately linked to students needs and their abilities.

ENGLISH

	Primary	Middle
Attainment	Good ↓	Good ↓
Progress	Very good	Very good ↑

- Primary students make rapid progress in speaking and listening. Those in the lower years master phonics and speak English confidently. Middle students make very good progress in understanding complex vocabulary and can write accurately. Students are at the early stages of understanding the main elements of literature.
- Most students develop language and grammar skills consistently, and internal assessments show that good standards are achieved. Although most students learn new vocabulary well, reading skills are underdeveloped.
- There are insufficient opportunities for more able students to develop their full potential in writing extensively or in reading texts in greater depth. New students rapidly improve their understanding of English from very low starting points.

For Development:

- Provide more opportunities for more able students to write extensively and to analyse texts.
- Provide more regular and systematic support for the development of reading in lessons.

MATHEMATICS

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

- Students in both phases have a very well-developed understanding of mathematical concepts. They can apply mathematical knowledge confidently to a variety of questions linked to their daily lives. Students' skills in reasoning and using calculations in unfamiliar situations are well developed in both phases.
- Students in Primary show effective calculation skills when working out the area of complex shapes. Those in Middle can solve linear equations confidently and work with quadratic expressions. Students' problem-solving skills are at a high level.

- Students' results in the Measures of Academic Progress (MAP) standardised assessments are very strong and have been sustained over time. Students do not use digital technologies, hence their skills in exploring concepts independently are limited.

For Development:

- Ensure that students are given enough opportunities to use digital technology to explore mathematical concepts, including the application of mathematics in other subjects.

SCIENCE

	Primary	Middle
Attainment	Good	Good
Progress	Good	Good

- Students in both phases understand the importance of identifying scientific problems accurately as they start exploring potential solutions. The use of scientific terminology to articulate their learning is not fully developed.
- Students in the lower primary grades have good knowledge of measurements. Those in upper primary understand sound and light waves. Students in the middle grades understand more complex concepts for instance, atmospheric pressure and electrical circuits in parallel and series.
- The upgraded laboratories provide opportunities for more investigative work. However, students have very limited opportunities to develop their independent practical skills and to plan scientific investigations. As a result, their observation, measuring and recording skills remain underdeveloped.

For Development:

- Develop students' knowledge and use of scientific language when explaining their answers.
- Ensure that students conduct independent, practical investigative work and record their findings.

LEARNING SKILLS

	Primary	Middle
Learning skills	Good ↓	Very good

- Middle school students increasingly take responsibility for their own learning and are very committed to completing tasks independently. Students' skills in using technology to carry out independent research are underdeveloped, particularly in Primary.

- Students can apply their knowledge and understanding to daily contexts and relate what they are learning to the Chinese culture and the UAE. When given the opportunity, they can discuss their learning and work in collaboration with their fellow students.
- Students can think clearly and solve problems, although critical thinking, innovation and enquiry skills are underdeveloped. When teachers talk for too long and do not engage students by questioning, students become passive rather than active learners, and are occasionally disengaged.

For Development:

- Provide more opportunities for students to learn independently, carrying out in-depth research and enquiry, using technology when necessary.
- Enable primary students to be consistently active in their learning through more independent and small group activities.

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

	Primary	Middle
Personal development	Very good	Very good

- In both phases, students demonstrate very positive and responsible attitude towards school and their learning. They are self-disciplined, confident and show considerate behaviour. They respond well to critical feedback.
- Students behave very well and are very respectful to their teachers, visitors and their classmates. They are self-motivated and sensitive to the needs of others. They have positive relationships with their teachers and one another. Students feel happy, safe, valued, and well-supported.
- Students demonstrate secure awareness and understanding of safe and healthy living. They make wise choices about their own health and safety and participate in activities that promote healthy lifestyles. Attendance rates are very good.

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

- Students demonstrate a clear appreciation and knowledge of Islamic values. They understand how these values influence many aspects of life in the UAE and contemporary society, such as, respect, kindness, and honesty.
- Students have a good knowledge and appreciation of Emirati culture. They participate in cultural events promoting the heritage of the UAE, such as, National Day and Flag Day. They learn from visits to cultural sites and museums in Dubai for instance, the Al Ittihad Museum.
- Students show a clear understanding, awareness and appreciation of their own cultures. Their knowledge, awareness and understanding of other world cultures is however, more basic and limited.

	Primary	Middle
Social responsibility and innovation skills	Very good	Very good

- Students in both phases develop their leadership skills through a variety of initiatives, such as, being class and subject representatives. They participate in social events within their community. Middle school students participate in voluntary activities that serve the local community.

- Students are creative. They have a very strong work ethic and enjoy working on their semester projects. They generate ideas and implement them with the support of their teachers. Students celebrate their work with artistic and project design displays around the school.
- Students are well aware of environmental issues. They understand their roles as global citizens in conserving energy and making ecologically friendly decisions that help the environment. Students participate in projects to improve their school environment such as, tree planting.

For Development:

- Provide students with further opportunities to develop a broader understanding of world cultures.

03 TEACHING AND ASSESSMENT

	Primary	Middle
Teaching for effective learning	Good ↓	Good

- The quality of lessons varies from acceptable to very good. Primary teaching is less effective than at the time of the previous inspection. Most teachers use effective strategies to engage students in learning, particularly when resources are used well.
- Teachers have well developed subject knowledge. They plan lessons systematically, with clear learning objectives. In the better lessons teachers use assessment information to ensure that learning tasks match the needs of different groups. However, this matching is not done consistently well.
- Most teachers use questioning to challenge students and make them think. Sometimes they talk for far too long, thereby limiting independent learning time. Time management in lessons is very good in mathematics, but less so elsewhere.

	Primary	Middle
Assessment	Good	Good

- Staff conduct regular assessments of students' progress and attainment, through tests that are set and marked internally. The school is enhancing the internal assessment processes to ensure a more coherent and comprehensive approach to the monitoring and tracking of students' progress against the curriculum standards.
- Leaders make effective use of internal assessment information to identify gaps in students' knowledge and understanding and to inform planning. Their understanding of the implications of external assessment data is less well-developed.
- In the best lessons, teachers continuously monitor students' work and give them helpful verbal feedback on how to improve as the lessons proceed. Teachers' written feedback on students' work does not always provide clear guidance on how the work can be improved.

For Development:

- Improve teachers' use of internal and external assessment information to plan lessons to meet the needs of different groups of students.
- Ensure that time is used effectively in lessons to engage students in active learning tasks.
- Improve the quality of teachers' written feedback and next steps in students' workbooks to guide students in their learning.

04 CURRICULUM

	Primary	Middle
Curriculum design and implementation	Good	Good

- The curriculum meets requirements of the CNC in most subjects. Although the Arabic syllabus is compliant, the Islamic Education syllabus is not well aligned to the MoE standards. In almost all subjects the curriculum provides continuity and progression in students' learning.
- Leaders increasingly review the curriculum, using internal assessment data and research findings from various resources. Transition between the phases is smooth. Cross-curricular links are not fully developed.
- The system of teacher rotation involves some teachers returning to China and new ones taking their place every two years. This system poses challenges in supporting staff to understand the dual requirements of the CNC and the UAE.

	Primary	Middle
Curriculum adaptation	Very good	Very good

- The curriculum is adapted to include additional tutoring classes, to ensure that most groups of students develop well personally and academically. The level of challenge for the most able students is not always sufficient.
- Many interest-driven and after-school courses and international activities, such as, mathematics competitions and Chinese speech contests, enhance the curriculum. They cater adeptly to students' personal development needs while nurturing creativity and innovation.
- Links with the UAE's culture and heritage are made in a range of ways including school events. Lessons in the various subjects do not always make these links.

For Development:

- Ensure that the Islamic Education syllabus is aligned with the MoE curriculum standards.
- Develop cross-curricular links and ensure that subjects promote understanding of UAE culture when the opportunity arises.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Safeguarding and child protection are high priorities. The school's rigorous procedures ensure that any concerns are handled promptly and sensitively. Students are well aware of whom they can talk to, and all staff are trained in how to respond. Any form of bullying is rare.
- The site is well maintained. Regular safety checks are undertaken, ensuring buildings are safe and hygienic. Some minor aspects were addressed during the inspection. Risk assessments are carried out for all events. The buses are well supervised and students' dismissal procedures are smooth and effective.
- Medical personnel conduct regular health checks, identify any patterns that need to be addressed, and provide advice. The awareness of healthy lifestyles and mental health support is promoted by staff and students through the curriculum and a variety of school events.

	Primary	Middle
Care and support	Good ↑	Good ↑

- The positive relationships between staff and students are based on courtesy and trust. Students behave well in lessons and around the school. The school's systems for promoting high attendance levels and punctuality are effective.
- Students of determination and gifted and talented students now have individual learning plans (IEPs). More accurate identification systems produce clear information on students' strengths and development needs. The implementation of the plans in lessons is uneven. The contribution of parents and students to the IEPs is not yet fully developed.
- There are effective systems for guiding students and promoting wellbeing, which inspire confidence in students and their parents. Students' wellbeing is routinely monitored. Students help others, for example, by befriending new students when they arrive.

For Development:

- Involve parents and students more in the formulation of the IEPs.
- Ensure that teachers adjust their teaching methods to take full account of the content of student's IEPs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- School leaders demonstrate a commitment to inclusion through their policies and practices. The inclusion room and resources support students' progress. The inclusion leader is suitably qualified, although her teaching role limits her capacity for supporting other teachers.
- Teachers are aware of students' different needs, but their lesson planning does not always have consistent, positive impact. School leaders use a range of strategies to identify students' different abilities, but IEPs are not always followed in lessons.
- Most parents of students of determination work with the school efficiently because clear channels for communication are in place. Parents are not sufficiently involved in the construction and review of their children's IEPs.
- The curriculum has been suitably modified to address the needs of students of determination and those who are gifted and talented. Students are particularly well-supported when they attend lessons in the inclusion room.
- Assessments provide accurate baselines for students' starting points. Tracking systems provide adequate information on students' achievements and show that most students make the expected progress over time.

For Development:

- Improve the monitoring systems to ensure that teachers' lesson plans always take account of student's IEPs.

06 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 vision for the school is clearly set out and understood. It involves being true to the Chinese education principles while embracing the UAE requirements. Relationships are professional and teamwork is a strong feature. The turnover of staff according to the Zhejiang government's approach causes leaders problems in maintaining high standards. Under positive leadership, some aspects of the school's work have improved.
- The school employs a wide range of methods for gathering evidence about the school's work and evaluating it. The monitoring of teaching is done systematically. However, analyses of information do not always lead to accurate conclusions about the quality of processes and outcomes. The improvement plan is in an appropriate format and addresses key aspects well. Timescales for development are sometimes too vague, but improvements in outcomes are increasingly evident.
- Parents have very good opportunities to be involved in the work of the school. They are very happy with the channels of communication with the school and value the timely and effective responses they receive. Information from the school about the curriculum and their children's progress and attainment is helpful. The school benefits from partnerships with the education authorities in Hangzhou. Partnerships with Dubai and UAE educational bodies and experts are less well developed.
- The governing board includes representation from businesspeople, parents and a consultant who works with the school weekly. The board meets four times per year and receives reports from senior staff. The chairperson visits weekly. The expertise of the board members support the school in a range of ways. Support to meet the challenges the school faces is not fully developed.
- The day-to-day life of the school runs very smoothly, reflecting the very high standard of management of all aspects. The school is very well staffed with teachers, administration and ancillary workers. Teachers are well qualified and have experience of leadership roles in China. However, they do not all meet the Chinese teaching requirements and the UAE's teaching expectations. The premises provide a positive learning environment but are restricted in some ways. Resources are in very good supply.

For Development:

- Use the descriptors in the KHDA School Inspection Framework to ensure accuracy when evaluating the quality of the school's work.
- Ensure that in monitoring the quality of lessons there is a focus on the impact of teaching on students' progress.
- Devise and implement a plan to mitigate the negative effects of the regular turnover of staff on teachers' understanding of the UAE's expectations of teaching strategies.



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