



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Creative British School

Academic Year 2015 – 2016

Iqraa

Creative British School

Inspection Date	May 16, 2016	to	May 19, 2016
Date of previous inspection	April 27, 2015	to	April 30, 2015
General Information		Students	
School ID	253	Total number of students	827
Opening year of school	2014	Number of children in KG	169
Principal	Kim Migneron	Number of students in other phases	Primary: 406 Middle: 208 High: 44
School telephone	+971 (0)2 552 3700	Age range	3 years 8 months to 18 years
School Address	PO Box 91791, 33 rd Street, Musaffah, Abu Dhabi	Grades or Year Groups	KG1 to Grade 11
Official email (ADEC)	Creativebritish.pvt@adec.ac.ae	Gender	Mixed
School website	www.cbsabudhabi.com	% of Emirati Students	1%
Fee ranges (per annum)	Very low to low: AED 7,000 – AED 18,000	Largest nationality groups (%)	1. Egyptian: 19.6 % 2. Pakistani: 14.5 % 3. Sudanese: 11.5 %
Licensed Curriculum		Staff	
Main Curriculum	British	Number of teachers	49
Other Curriculum	-----	Number of teaching assistants (TAs)	19
External Exams/ Standardised tests	IGCSE, EMSA, NFER,	Teacher-student ratio	KG/ FS 1 : 28 Other phases 1 : 22
Accreditation	Cambridge	Teacher turnover	10%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	95
Number of joint lesson observations	6
Number of parents' questionnaires	100; (return rate: 15.6%)
Details of other inspection activities	Inspectors observed assemblies, break times, arrival and departure times. They reviewed school documentation and scrutinised students' work across the school. Inspectors met with school managers, members of staff and parents.

School	
School Aims	'To provide an outstanding college preparatory educational program of British Curriculum using English language.'
School vision and mission	'To provide educational excellence, creating responsible, successful global citizens prepared for the future with moral, ethical and spiritual world.'
Admission Policy	The school does not have a selection policy though all students are interviewed before admission.
Leadership structure (ownership, governance and management)	The school leadership comprises the principal, vice principal, head of secondary and head of primary, overseen by the board of governors.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	1
Specific Learning Disability	0	18
Emotional and Behaviour Disorders (ED/ BD)	0	26
Autism Spectrum Disorder (ASD)	1	1
Speech and Language Disorders	0	2
Physical and health related disabilities	1	0
Visually impaired	0	1
Hearing impaired	2	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (B)	Acceptable
--------------------------	-----------------	-------------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The school's overall performance is acceptable. This achievement marks an important step forward for this relatively new school which opened in September 2014. The new principal was appointed in September 2015. Since then the school has made significant progress in addressing several deficiencies including poor teaching and learning. The school has just entered its first cohort of Grade 11 students for external examinations (ICGSEs). The results have not yet been published though internal assessments indicate that at least 75% of students are likely to achieve A* to Cs in all subjects. Because this is the first year of external examinations for the school, it has little externally-benchmarked data by which to gauge its performance. Attainment and progress in coursework in most lessons are now broadly acceptable. Students' attitudes and behaviour have improved too. The school expects to be fully staffed for next academic year though previous instability in staffing has had a negative impact on teaching and learning.

Progress made since last inspection and capacity to improve

The school has improved since the last inspection. The new senior leadership team has addressed the recommendations of the last report. Staff turnover and shortages have been reduced. The school is now an orderly and calm learning environment. Students' attendance has improved. A weekly programme of professional development has had a positive impact on the quality of teaching so learning has now improved in the large majority of lessons. A wide range of clubs and extracurricular activities now enrich the curriculum. Provision in the kindergarten (KG) has been transformed. Governors have provided new resources for KG classrooms and improved the information and communication technology (ICT) infrastructure in the school. They have yet to have sufficient impact on school performance overall. Senior leaders have shown they have the determination and the skills to manage change effectively and, as support from the governing body becomes more effective, have an acceptable capacity to improve the school further.

Development and promotion of innovation skills

The school is committed to promoting students' innovation skills and has made a promising start in the KG with a new child-centred approach to learning. Children are encouraged to explore, discover, imagine, create and try out new ideas and experiences. The school's intention is to build on this promising start by making learning more student focused throughout other phases.

The inspection identified the following as key areas of strength:

- a harmonious, culturally-diverse learning community, where staff and students support and respect each other
- students' attitudes to, and behaviour for, learning
- the improved quality of education provided for children in the kindergarten
- the principal's commitment to school improvement and the management of change.

The inspection identified the following as key areas for improvement:

- students' attainment and progress across all subjects, particularly Arabic and social studies
- the consistency in the quality of teaching and assessment
- the structures and systems to identify, challenge and support gifted and talented students and those with special educational needs
- retention and recruitment of high-quality staff.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable

Students' achievement is broadly acceptable in all phases except in Arabic as a first language and social studies, where achievement is weak. The school does not yet have externally-benchmarked results by which to gauge its performance, as this is the first year the school has a cohort of Grade 11 students. This cohort of Grade 11 students was in the process of sitting IGCSE examinations during the inspection week. The school's internal assessments indicate that results will be at least acceptable with over 75% of students expected to gain grades A* to C in all subjects. The quality of these students' coursework affirms that most are working at attainment levels expected for IGCSE. Internal assessment and the quality of students' present coursework shows students are progressing through curriculum levels broadly in line with expectations. All groups of students are making similar rates of progress including girls and boys, those with particular needs, and those from different ethnic backgrounds.

Achievement in Islamic education is acceptable for both Arabic and non-Arabic speakers. This is illustrated by, for example, the large minority of children who can recite Qur'an verses which are suitable for their age while they are still in the KG. This acceptable progress continues and by Grade 8 students have a good knowledge of 'I'tikaf' and understand its purpose. By Grade 9, the majority of students understand 'sadaqah', generosity and spending, and they demonstrate strong recitation skills.

Achievement in Arabic as a first language is weak. In KG, the majority of children cannot read and write their own names. They cannot differentiate letters in the alphabet. Grade 4 students are unable to write sentences or recognise nouns and adverbs. By Grade 9, the large minority are unable to use grammar and to analyse sentences. Only 4 students in Grade 11 are entered for IGCSE. They are all predicted to gain a Grade A* to B. Achievement in Arabic as a second language is better and broadly acceptable across all phases. Most students achieve in line with curriculum expectations.

Weak teaching and classroom management in social studies throughout the school result in weak progress and attainment at most phases, except in KG. For example, by Grade 5, the large majority of students cannot name the seven Emirates. By Grade 7, they do not know the countries belonging to the Gulf Cooperative Council and by Grade 9 they remain unaware of the different government constitutions. At the KG stage, the topic-based curriculum helps promote acceptable progress.

In English, students' achievement is at least acceptable. In KG, almost all children are able to write their own names. A large minority can write simple sentences. Speaking skills are strong and they use appropriate vocabulary for their age. In primary classes students continue to develop their speaking, writing and reading skills. Speaking skills are the strongest. In higher grades, students are articulate and fluent in English. They present to their peers in class confidently without notes. The school's recent success

in English public speaking competitions is testament to students' skills. By Grade 11 they can research, draft, plan and write information for a variety of purposes, using correct grammar.

Students' achievement in mathematics is acceptable across all phases. In mathematics, almost all children in KG can count to 20 and recognise colours and shapes. By Grade 6 they can recognise rotations and reflection of 2D shapes and they are able to measure and draw angles. By Grade 8, most students can express one number as a fraction or percentage and they can calculate ratios. All Grade 11 students are expected to achieve Grade A* to C at IGCSE.

Achievement is acceptable in science. Students learn to apply their scientific understanding to the wider world adequately. For example, Grade 6 boys talked confidently about solar and wind farms, power stations and hydroelectric dams. They particularly enjoy practical activities such as, in Grade 4, constructing electrical circuits and, in Grade 6, testing the reaction of acid on metals. Grade 10 students can conduct scientific experiments, observe and record chemical reactions, and make predictions.

Standards of achievement in other subjects such as information and communication technology (ICT), physical education (PE) and IGCSE options such as business studies, geography, history and art, are acceptable. In ICT, for example, most Grade 3 students are confident in using basic control tools to animate objects on screen. Grade 8 students know how to use programming software to create webpage designs with interlinking pages.

Almost all students have a positive attitude to learning and their learning skills are broadly acceptable and improving. Their interactions, collaboration and communication skills are good and they work well together supporting each other's learning. They use higher-order thinking skills increasingly in a number of subjects and the school is now improving the opportunities for innovation skills, building on the successes in the KG.

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	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is acceptable. Students' attitudes to and behaviour for learning is good. Students at all ages collaborate and work well together and enjoy good relationships. For the most part, staff and students support and respect each other. Students are proud of their school. The student council is emphatic about the improvements in behaviour and attitudes it has seen since the last inspection. Parents and staff agree that the school has improved. Students respect and have empathy for each other's cultures and personal life experiences. Behaviour is not consistently good when students move around the school. Attendance has improved and is good at 94%. Punctuality at the start of the school remains an issue although school procedures to monitor lateness are having an impact.

Many of the students have come to the UAE and school from other countries. They are proud to live in the UAE and their knowledge and understanding of the culture and values are improving. Students show respect for the UAE flag and national anthem. Students have some opportunities to develop social responsibility and innovation skills. For example, during the innovation week, they made and sold items and raised money for the Red Crescent. Grade 8 students participated in the Abu Dhabi Eco Summit as a result of work they had done in English lessons, where they had researched environmental issues and proposed alternative forms of energy. Students are keen to accept responsibility. The school council and prefects are visible around the school. Most are aware of how to live safe and healthy life styles. They enjoy their physical education (PE) lessons, their various sports clubs and the daily football matches at break times in the school courtyard.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Weak	Weak	Weak

Teaching and assessment are acceptable in all phases of the school. Provision in KG has improved notably because children now have practical opportunities to explore ideas independently using new resources. Children are encouraged to develop their creativity, imagination, and number and communication skills in role-play areas based on home life, a café and a zoo, for example.

Most teachers know their subjects and have benefited from regular professional development opportunities. Lesson planning has improved and includes learning objectives which are shared with students. Displays and resources in classrooms support and celebrate students' learning. Students in all phases regularly use English dictionaries and thesaurus. In all classes from KG to Grade 4, teaching assistants are effective in supporting the low-achieving students. Teachers are increasing the scope for critical thinking and problem solving activities with the strongest impact so far in the KG and primary. For example in a Grade 4 mathematics lesson, students had to create half a symmetrical pattern using themselves and the tiled floor, for their peers to copy. Children in KG create cages for Zoo animals that won't let them escape. In better lessons, teachers use targeted, probing questioning to regularly check students' understanding and deepen their learning. In a Grade 3 lesson, having found the meaning of homophones using their dictionaries, students were challenged to incorporate them into sentences. Least effective teaching is in Arabic and social studies across all phases. This is due to poor classroom management and over-didactic teaching.

The school has little past attainment data. Current internal assessment data is not yet analysed sufficiently to give a clear picture of achievement or progress through most phases other than in IGCSE courses. Approaches to assessment in class remain inconsistent, including the way teachers mark students' coursework and provide feedback on how to improve. The school has identified students with special educational needs and provides support so that almost all make progress and do not underachieve. Higher-attaining students are not always sufficiently challenged in lessons.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The curriculum is acceptable. Transition from KG to primary, and primary to middle and high school phases involves the gradual introduction of more subject-specialist teaching and subject choices.

The school has arranged with three other schools, offering either a British, an American or an MoE curriculum, to provide places for the present Grade 11 students who wish to continue with their education. Cross-curricula topics include UAE culture and society in the KG and the primary phases. Such links are not yet strong enough in the middle and high school grades. Staff teams review the curriculum regularly. Students are given broadly acceptable secondary subject choices though there remains a lack of creative subjects such as music.

The curriculum meets the needs of almost all students. Teaching assistants in KG and primary grades adapt learning to support lower-achieving students. The counsellor and head of primary provide an effective individualised programme for SEN students. The school recognises high-achieving students are not always sufficiently challenged.

The school has introduced a club programme for one period a week. This provides enrichment through dance, computing, chess, Arabic cooking, movie club, badminton and karate, for example, alongside trips, competitions and conferences. As a result of regional success in a recent World Scholar's Global competition, 12 students will compete in Bangkok in July this year.

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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The protection, care, guidance and support of students is acceptable and based on effective procedures for health and safety, including arrangements for child protection and safeguarding. All staff have had child protection training. The premises are safe and secure though some areas are not accessible for students with physical disabilities. Students are educated about the importance of how to stay safe, including cyber-bullying and healthy lifestyles.

The school's behaviour policy is applied consistently by almost all members of staff. As a result, behaviour has improved considerably. The school promotes attendance and punctuality through certificates, awards and messages home. The school has strategies to improve punctuality but these have yet to have sufficient impact.

The head of primary, the school counsellor and phase leaders have identified students with SEN. The counsellor provides effective pastoral support for a number of students who have had traumatic experiences in their lives. The school recognises some off-task behaviour is caused by students' inability to access the curriculum because of poor reading skills. As a result, a phonics and guided reading programme for all primary students has been introduced, which is beginning to have an impact. The school does not have a designated coordinator for special educational needs though one has been appointed for September 2016. Gifted and talented students are not yet formally identified.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Weak
Management, staffing, facilities and resources	Acceptable

Leadership and management are acceptable. The new principal appointed this academic year, is highly visible and accessible, and is committed to school improvement. The principal is supported by a competent, committed and cohesive team of senior leaders who are proactive around the school. In less than a year, the senior leadership team (SLT) has turned around the direction of the school to one that is improving rapidly. This has involved addressing underperformance and managing change decisively. Recently-appointed subject coordinators monitor teaching and provide professional development. As yet, most staff are insufficiently involved in classroom observations. Staff morale is now improved, turnover reduced, and effective cover arrangements have been established.

The school self-evaluation document (SEF) is accurate and detailed. The school uses an operational school development plan identifying priorities with allocated budgets agreed by governors. It is a working document that is directing change. Parents are very supportive of the school. Communication and reporting are now improved and effective, but parental involvement in the decision making of the school remains too limited.

Since the last inspection, the governors have become less involved in the life of the school. They have delegated a budget to the school. New resources, for example in KG and classrooms, are having a positive effect on learning. Communication between the owner and school leadership is now more professional and purposeful. Staff contracts and salaries are now honoured. The governing body is not yet fully constituted and does not meet often enough. It is not monitoring school performance and does not yet have the capacity to hold the school to account.

The day-to-day management of the school is acceptable. It is now well run, calm and orderly, based on effective systems and routines.

What the school should do to improve further:

1. Improve students' attainment and progress across all subjects, particularly in Arabic and social studies by:
 - i. monitoring, tracking and analysing students' attainment and progress both in external examinations and internal assessments
 - ii. learning about good practice, especially in Arabic and social studies from networking with other high performing schools
 - iii. using data to plan lessons that address the needs of individuals and groups of students in all subjects
 - iv. improving the use of assessment as part of learning in lessons to reinforce students' understanding.
2. Improve teaching and assessment by:
 - i. continuing and expanding the programme of teachers' professional development to focus on the delivery of consistently challenging and stimulating lessons
 - ii. implementing regular and rigorous monitoring of lessons by senior and middle leaders through more focused lesson observations
 - iii. ensuring that all teachers regularly mark and assess students' work using formative to comments help students improve.
3. Establishing approaches to challenge and support gifted and talented students and those with special needs by:
 - i. appointing a member of staff to co-ordinate, manage and further develop the improving practice that already exists for students with SEN, including through focused individualised education plans
 - ii. identifying gifted and talented students and planning for them.
4. improve the retention and recruitment of high-quality teaching staff by:
 - i. ensuring that the school is fully staffed with qualified and ADEC approved teachers
 - ii. reviewing and developing recruitment policies and practices to ensure rigorous selection of high-quality staff
 - iii. agreeing a programme of support for new staff and incentives for retention of experienced staff
 - iv. establishing a fully representative governing body that meets regularly, uses agendas and minutes, and has the knowledge and skills to analyse school performance data and hold the school to account.