



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



Private School Inspection Report

German International School

Academic Year 2015 – 2016

lqraa

German International School

Inspection Date	May 29, 2016	To	June 1, 2016
Lead Inspector	Bryan Goodman Stephens		
Date of previous inspection	June 1, 2014	To	June 4, 2014

General Information		Students		
School ID	48	Total number of students	498	
Opening year of school	1976	Number of children in KG	128	
Principal	Dörte Christensen	Number of students in other phases	Primary:	177
Chair of Governors	Herr Koyuncu		Middle:	144
School telephone	+971 (0)2 666 8668		High:	49
School Address	26 Street, PO Box 4150, Za'ab area, Abu Dhabi	Age range	3 to 19 years	
Official email (ADEC)	German.pvt@adec.ac.ae	Grades or Year Groups	KG1 – Grade 12	
School website	www.gisad.ae	Gender	Mixed	
Fee ranges (per annum)	Medium to High: AED 26,565 - AED 40,000	% of Emirati Students	10%	
		Largest nationality groups (%)	1. German: 70%	
			2. Egyptian: 6%	
			3. Swiss: 4%	

Licensed Curriculum		Staff		
Main Curriculum	German Curriculum (Thuringen)	Number of teachers	56	
Other Curriculum	-----	Number of teaching assistants (TAs)	5	
External Exams/ Standardised tests	Abitur exams Grade 12. German Ministry competence tests: English, German & math: Grades 3, 6, 8 & 10.	Teacher-student ratio	KG	1:18
Accreditation	-----		Other phases	1:20
		Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	72
Number of joint lesson observations	3
Number of parents' questionnaires	131; (return rate: 30%)
Details of other inspection activities	The inspection team observed assemblies and students' behaviour at break periods and on their arrival and departure from the school. They held meetings with senior staff members, teachers, students, parents and members of the school board.

School	
School Aims	The school's aims are to offer a top quality education based on the curriculum of the State of Thuringen in Germany to enrich the learning experience for students from Germany, the Emirates and other nations starting from KG to the German International Abitur.
School vision and mission	The school's mission has 4 main strands: cultural awareness; teaching and learning; attitudes and action; and school development.
Admission Policy	Children's admission to the kindergarten is subject to interview. Students entering other grades provide a report from their previous school. Students of all abilities are admitted.



Leadership structure (ownership, governance and management)	The school is under the jurisdiction of the German Authority for Schools outside Germany. The German government supports the school financially and appoints key personnel. The senior leadership team comprises the principal, vice principal and the heads of the kindergarten, primary, middle and high school sections.
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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	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	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 (A)	Very Good
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	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 overall performance of the German International School is very good. Student achievement is very good in all the subjects that comprise the German curriculum, as a result of very good teaching and assessment practice. Attainment and progress in Arabic, Islamic education and UAE social studies are in line with curriculum expectations, supported by teaching of acceptable quality. The students' personal development and the progress of their learning skills are all very good. Leadership and management are very good at all levels. The whole school community fully supports the strategic direction set by the senior leadership team and governing board. All staff are involved in self-evaluation, which provides an accurate picture of the school and helps determine its priorities for improvement.

Progress made since the last inspection and capacity to improve

The school has made good progress against most of the recommendations in the previous inspection report. It has raised attainment and accelerated students' progress in German, English, mathematics and science. Standards and teaching in Arabic, Islamic education and UAE social studies remain acceptable. Teachers now regularly explain the purpose of each lesson and provide clear learning objectives and success criteria. Most teachers take time at the end of each lesson to review learning and assess students' knowledge and understanding. The school has refined its assessment systems to enable better monitoring of progress made by individual students and by groups. It has implemented changes to the curriculum to ensure that the school provides the required amount of teaching time for Arabic. Leaders at all levels demonstrate good capacity to make further improvements.

Development and promotion of innovation skills

The development of innovation skills is very good. The development of critical thinking, problem solving, innovation and independent learning is embedded in the curriculum, in teachers' planning and in teaching and learning at all phases. In the kindergarten (KG) children are encouraged to make choices, such as deciding on the type and shape of the pizza they are making. They engage in free play and work independently for long periods, designing patterns and shapes without teacher intervention. At the primary phase, students use mime and gesture creatively in German lessons and design experiments and speculate on their possible outcomes in science. In the middle school phase, students often work in innovative ways such as when they are given the answers to a crossword puzzle and have to devise the clues and when they use 'concept maps' to analyse and categorise a mass of complex information. High school students regularly make presentations which

demonstrate their ability to do independent research of high quality using primary source materials.

The senior leadership team (SLT) have adopted a strategic approach to finding innovative solutions to improve the school. They have created an interconnected structure to generate new ideas and policies, which are then systematically evaluated. The school uses different information technologies effectively to improve its day-to-day organisation and management.

The inspection identified the following as key areas of strength:

- students' achievement in most subjects
- most students' work ethic, self-reliance, communication skills and purposeful collaboration
- teaching to develop critical thinking, problem solving, innovation and independent learning skills
- the wide range of curricular and extracurricular choices
- innovative leadership at all levels.

The inspection identified the following as key areas for improvement:

- attainment and progress in Arabic, Islamic education and UAE social studies
- the involvement of school leaders in first-hand observation of teaching and learning.



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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very 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 (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Very Good	Very Good	Very Good	Very Good



Students' achievement is very good overall. The large majority of students attain levels that are above the expectations of the German curriculum and make better than expected progress. They develop a very good range of learning skills. The results of the German National Competence Tests at Grades 3, 6, 8 and 10 over the last 3 years are in line with those of similar schools in mathematics and German and above them in English and science. Grade 12 students achieved outstanding results in all subjects in the most recent Abitur examinations. Achievement in Islamic education, social studies and Arabic as a first and additional language is acceptable. Most students make the expected rate of progress and attain levels in line with curriculum expectations in these subjects.

Achievement in Islamic education is acceptable. Children in KG are making acceptable progress in developing knowledge and understanding of the values and concepts of Islam in line with curriculum expectations. Students in the primary phase understand the characteristics and significance of key tenets such as Ramadan. By Grade 5, they understand and can explain the principal Islamic values. Older students develop this understanding further. For example, most are able to distinguish between compulsory and optional charity. Students rarely connect and apply what they have learnt to their own lives or to society more widely. Their progress in these aspects of the subject is weaker because the teaching seldom requires them to relate their knowledge to real life issues.

Students who are learning Arabic as their first language and those who are learning it as an additional language achieve standards in line with curriculum expectations and make progress at the expected rate. First language learners attain acceptable standards in all language skills and make acceptable progress in communication. Children in KG make acceptable progress in communicating ideas in Arabic. They can express themselves in colloquial Arabic using single words or short phrases. At the primary phase, students develop acceptable reading and handwriting skills. Most can express themselves adequately in standard Arabic in relation to the curricular expectations of first and additional language learners. Students continue to develop reading and writing skills through the middle phase. By Grade 9 most are able to write grammatically accurate summaries of the stories they have read. By Grade 10, the large majority of first language learners can express their opinions fluently in speech and in writing. Sometimes additional language learners fail to complete sentences in speech and in writing because of lack of vocabulary.

Achievement is acceptable in UAE social studies. In KG, children possess an acceptable understanding of important concepts through the integration of social studies in other areas of their learning. By the end of the primary phase, most students have developed the expected depth of knowledge about the foundation of the UAE and



the different cultures of the GCC countries. At the middle phase, they develop understanding of a range of concepts, including law making and human rights, in line with curricular expectations. Most high school students have an acceptable grasp of regional and world geography and of contemporary social and political issues and events. Progress is no better than acceptable because of the lack of stimulating resources and teaching strategies that cater for students at different levels of ability.

Achievement in English is very good. The large majority of students attain levels above curricular expectations. The attainment of Grade 12 students in the most recent Abitur examination was outstanding. Students at all phases make very good progress and demonstrate very high competence in all aspects of the language. Most children in KG2 can understand simple instructions and questions. They can follow picture stories when read expressively and supported by mime and gesture. The highest attaining children are able to use English for independent playacting with their friends. Very good progress continues at the primary and middle phases. Most students at Grade 5 speak confidently without notes and with good accents when performing plays. Higher attaining students at Grade 6 write confidently, using a range of different text types such as interviews, diary entries, letters and emails. The large majority have good awareness of basic grammar and can make very good presentations based on their own independent research. Older students demonstrate the ability to skim and scan texts and read for detailed understanding. By Grade 11, the written work of the majority of students is of high quality. They can write well-structured, engaging texts in a range of different genres, employing accurate grammar and sentence structure.

Achievement in mathematics is very good at all phases. The large majority attain levels above those anticipated by the German curriculum and make better than expected progress in relation to their starting points. In KG, children can make good progress in understanding mathematical concepts such as shape and pattern through play; for example, by making mathematical patterns with coloured Lego. They recognise shapes such as circles, squares, stars and rectangles. Students make very good progress in all aspects of mathematics in the primary and middle phases. Younger students learn how to measure geometrically and by using units of weight, money, capacity and volume. By Grade 5, they can calculate mean values and express averages in graphs. Older students continue to make very good progress in the application of mathematical knowledge to solve problems. They learn to think critically in response to teachers' skilful questioning. They use mathematics, for example, to evaluate and interpret the results of opinion polls.

Achievement in science is very good. The large majority of students at all phases reach levels of attainment above curricular expectations in internal and external tests and examinations. In KG children can distinguish between different tastes such as sweet, bitter and spicy and understand that the tongue has taste buds. Students in Grade 5



can explain the function of the immune system and the way it works within the network of cells and antibodies. Older students develop very good skills of scientific investigation. They conduct complex experiments with increasing independence, speculate about the possible results and interpret the outcomes. A large majority of students make better than expected progress as they move up the school. The performance of Grade 12 students in science in Abitur examinations has been above that of similar schools in recent years.

Attainment in German is very good. The majority of students achieve above curricular expectations in listening, speaking and reading. Writing is somewhat less well developed. First and additional language learners make very good progress in the subject in relation to their starting points because the teaching ensures that students are motivated to learn and promotes critical thinking. By the end of KG, most children can express themselves confidently on familiar topics. They are able to suggest different ways of doing things and are able to discuss matters relating to health and safety. Higher attaining non-native speakers of German can confidently talk about what they did at the weekend. In Grade 2, the large majority speak without notes and pronounce German clearly. By the end of the primary phase, students use a large range of vocabulary with increasing fluency. They understand written texts on themes and situations of daily life and defend and explain their views in grammatically correct speech. At the middle school phase, students engage with a variety of written and visual texts, using a wide range of subject-specific vocabulary. Older students demonstrate well-developed critical thinking and problem-solving abilities, for example when they discussed plans to develop a digital platform for the school magazine.

Students develop very good learning skills. They are self-reliant and keen to learn. They know their own strengths and weaknesses and are able to offer constructive feedback to their peers to help them improve. Almost all students work very well together as whole classes, in groups and in pairs to achieve common goals. They communicate the results of their collaboration effectively. Students regularly make connections between subjects. In high school geography, for example, they focus on such topics as ethical consumerism and important environmental issues. Students are innovative and enterprising. They have well-developed enquiry and research skills and use learning technologies effectively, for example when researching in preparation for a TV interview role-play. Critical thinking and problem solving are strong features of students' learning.

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

Students have positive and responsible attitudes. They are not afraid of taking risks and enjoy giving and receiving constructive critical feedback. Students' behaviour is very good throughout the school and this is having a positive impact on their personal development. They respond well to others and can collaborate well in groups to achieve common goals. Bullying is very rare. The respectful and considerate relationships between students and with their teachers contribute to the high quality of the learning environment. Students have positive attitudes toward healthy eating and maintaining active lifestyles. They follow the school's advice by selecting healthy choices for snack and meals. Most are active, willing participants in physical education classes and sports. Attendance is outstanding, averaging 98% and punctuality is very good.

Students demonstrate good understanding of Islamic values and they can provide some examples of how these values influence people's lives. Students are knowledgeable and appreciate Emirati heritage and culture. They can discuss the history, literature, arts, celebrations and sports of the UAE. Students fully appreciate and celebrate their own culture and show experience and knowledge of cultural diversity worldwide.

Students have a very good understanding of their responsibilities as members of the school community. They participate regularly in activities, which benefit the school community. Each class has two captains, one boy and one girl, to represent it at the student council. Student representatives participate in school working parties, for example to review the school development plan and new school mission and vision statements. Some students are trained to resolve conflicts among their peers if they arise. Students have a very good work ethic, reflected in their very positive attitudes

to learning. They often take the initiative and make independent decisions. They are creative and enjoy developing their own projects, both in and out of the classroom. Students have good awareness of environmental issues and care for the school in many ways, for example decorating some of walls with murals. Some students made a film about sustainability and sustainable development, and won the second prize in a national competition.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching was deemed to be good or better in a large majority of lessons observed and very good or outstanding in a large minority of them. Teaching was deemed acceptable in a minority of lessons and weak in very few. Most of the acceptable and weak teaching was observed in Arabic, Islamic education and social studies lessons.

Most teachers are highly qualified and effectively use their subject knowledge to ensure that students are challenged and reach their full potential. Teachers of Arabic, Islamic education and UAE social studies demonstrate acceptable subject knowledge. Most lesson planning is very good. Most teachers plan engaging lessons, which motivate students to achieve very well. Planning in Arabic, Islamic education and UAE social studies is very basic and does not make the objectives of lessons sufficiently clear. Most teachers make very good use of time and resources. They allocate the right amount of time to enable students to complete tasks successfully and make available a range of learning resources of high quality.

Teacher-student interactions ensure that students are motivated to learn. The use of questioning promotes critical thinking. Probing follow-up questions frequently lead to thought-provoking discussions and opportunities to reflect. In a Grade 9 lesson on global warming, for example, students were challenged to use a 'concept map' technique to analyse the numerous issues related to the topic.

Most teachers use highly effective strategies in meeting the individual needs of students and consistently provide individualised levels of challenge and support. In a

Grade 8 Physical Education (PE) lesson, for example, the teacher provided detailed coaching to individuals on how to improve their badminton serving techniques by varying the length of the serve to ensure that the shuttlecock landed in specific parts of the court. There is little differentiation of this kind in Arabic, Islamic education and UAE social studies. All students are required to do the same work in most lessons in these subjects.

Most teachers adopt strategies to develop students' critical thinking, problem solving, innovation and independent learning. In a Grade 6 English lesson, for example, students were asked to research famous people of their choice and make presentations to the class. Their peers then asked searching follow-up questions and evaluated their work perceptively. Very little attention is paid to the development of critical thinking in the Arabic, Islamic education and UAE social studies.

The school's internal assessment systems are consistent and coherent. They are closely linked to the German curriculum standards and reliably measure students' academic, personal and social development. Class teachers report on the overall state and development of each class twice yearly and heads of subjects analyse and report on performance and trends. There are whole-school pedagogical conferences throughout the year, where the attainment and progress of classes and individuals are monitored. In the core subjects, students undertake at least four major tests a year and two in the non-core subjects. Additionally teachers carry out a wide range of assessments, based on students' oral participation in class and in groups and students' presentations to the class. The school effectively compares students' academic outcomes against appropriate external, national and international expectations.

Assessment data are analysed well by class teachers and subject leaders and shared with the SLT. Teachers use assessment information of all types to modify their planning and teaching in order to meet the needs of all students. Most teachers have very good knowledge of the strengths and weaknesses of individual students. They provide very good personalised challenge and feedback when students are answering questions in class, discussing topics in groups, participating in role play, making presentations or involved in written tasks. Students regularly assess their own learning and the learning of their peers. It is normal after a fellow student has made a class presentation that his or her peers give detailed, supportive and often perceptive feedback on how to improve. Lessons regularly end with a short period of time allocated for reflection on what has been learnt.

Performance Standard 4: Curriculum

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

The curriculum has a clear rationale aligned to the school's mission, the requirements of the German education authorities and the Emirate and national vision. It is relevant and promotes innovation and challenge. It is highly effective in developing a balance between knowledge, skills and understanding. The German part of the curriculum is significantly stronger than the curriculum for subjects taught in Arabic. There is planned progression in learning in all key subjects, which is regularly and closely monitored by the whole school community and by the German educational authorities. Students are very well prepared to move from grade to grade and to the next phase of education, which for most students is higher education. The school offers older students a very wide choice of curricular options, which encourages their talents, interests and aspirations. Cross-curricular links are meaningful and carefully planned. Science, art and history are taught through the medium of English, which contributes strongly to students' competence in that language. There is a continuous review of the curriculum by heads of subjects, middle and senior leaders, students, parents and the governing body as part of the school's approach to monitoring and development.

The school is very successful in ensuring that teachers modify the curriculum to meet the needs of all groups of students. The large majority of lesson plans include differentiated approaches for different groups of students and these approaches are generally successfully implemented.

The German part of the curriculum in particular, includes opportunities for enterprise, innovation and creativity in most subjects. There are a wide variety of extracurricular activities and some community links. These opportunities enhance students' academic and personal development. The curriculum for Arabic, Islamic education and social studies offers limited opportunities for creativity and innovation. There are sufficient learning opportunities in the curriculum to promote good understanding and appreciation of UAE values, culture and society.

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 school has rigorous procedures for the care, safeguarding and welfare of students. All staff members, students and parents are aware of the child protection policy. There are very effective systems to protect children from any form of abuse, including cyber bullying. The school is very clean, safe and secure. Regular safety checks are made. Fire drills are conducted regularly and any issues are reported. There are first aid kits and fire extinguishers clearly available and evacuation routes are clearly marked. The supervision of students in all sections of the school is highly effective. Students' arrival and dismissal are well organised, secured and supervised by the bus supervisors, teachers and the security guards. The clinic is clean and well equipped with all required medical supplies. All students have medical files and the nurse logs each visit. The buildings and equipment are well maintained and the school keeps detailed records of incidents and subsequent follow-up if required. The buildings and outside areas provide a safe and inclusive environment, which meets the needs of all from KG to Grade 12. The school actively promotes healthy eating and active life styles. It provides advice on selecting healthy choices for snack and meals and encourages participation in the many extracurricular sports activities. The staff have very positive and constructive relationships with all students. There are very few behaviour issues but systems and procedures exist in case problems occur. The school is very well managed by all staff, which ensures that students behave very well throughout the day. The school is highly successful in promoting outstanding attendance and punctuality. No students are currently identified with special educational needs (SEN). A few students receive effective support from the school's speech therapist. The school provides very good support for all non-native speakers of German. They attend special withdrawal classes in the KG and primary phase and are then supported in				

class by specialists in German as a foreign language. No students are formally identified as having specific gifts and talents. High attaining students are fully stretched within the classroom and beyond by the high demands of the curriculum and the opportunities for independent work.

The school ensures that all students who require it, receive counselling from social workers assigned by the school. The school has reliable systems to monitor the wellbeing and personal development of all students. Students feel supported and safe in the school. The school provides very good guidance for Grade 11 and 12 students needing assistance finding suitable university places.

Performance Standard 6: Leadership and management

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

The SLT set a clear strategic direction. A working party with wide representation has created a new vision and mission, reflecting the aspirations of the whole school community. All staff members are working on applying the outcomes. Senior leaders are fully committed to the UAE and Emirate priorities. The principal and vice principal have established an inclusive school with high academic standards and very strong personal development. Leaders at all levels have very good knowledge of the German curriculum and best practices in teaching, learning and assessment.

Relationships and communication are always professional and effective. The SLT have distributed responsibilities to teams and committees, who work productively on a wide range of issues, for which they are held to account. Leaders at all levels understand how to sustain the current high standards of performance and improve them in the future.

The SLT systematically and rigorously evaluate the school, making effective use of a wide range of internal and external data. The school knows its strength and areas for improvement very well through its numerous committee and working parties, which



report regularly to the SLT and governing body. The head of KG and heads of subjects undertake most of the monitoring and evaluation teaching and learning, reporting weekly to the SLT. The lack of first-hand observation of lessons by the SLT limits the effectiveness of monitoring and its impact on student achievement.

School development planning is collaborative and involves the whole-school community, including the governing body, teachers, parents and students. The plans are coherent, based on accurate self-evaluation and promote creative solutions to meet UAE and school priorities. Recent plans have resulted in higher student achievement, better teaching and more effective leadership and management in most subjects. The school has addressed most of the recommendations of the previous report and has achieved sustained improvements in response to almost all of them.

The school successfully engages parents as partners in their children's learning. The views of parents are fully considered when determining school improvement priorities. Parents actively participate in the school's overarching steering group, which is responsible for monitoring and supporting all development initiatives. Parents make a very positive contribution to raising standards. The school ensures that parents are well informed about their children's learning and progress. The parents of non-native German speakers are empowered as partners from the moment they present their children for admission to the Kindergarten or school. Reporting on students' academic progress and personal and social development is regular and effective. The school has appropriate links with the other German schools in the UAE and with the German school in Istanbul, where teachers attend training sessions. The school is part of the international network of German schools abroad and is subject to a full inspection every four years and a 'peer review' every two years. These international partnerships contribute strongly to the maintenance of high standards.

Each of the seven members of the governing board has a clearly defined role. Collectively they possess in-depth knowledge of all aspects of the school. The board closely monitors the school's provision and the achievement and personal development of all students. Its members act as critical friends, guided by the maxim 'eyes on-hands off'. The board is the official employer and concludes all contracts of staff. It ensures that the school has appropriate staffing to meet all its priorities and that it satisfies all statutory requirements. Its influence on the school's overall performance is highly positive.

The day to day running of the school is well organised. Routines and procedures are very effective. New software programs have been introduced to simplify timetabling, break supervision and substitutions. All teachers have access to programs, which enable them to be in contact with each other, with students and parents. Nearly all staff members are suitably qualified and the school is appropriately staffed to deliver

the curriculum in full. Opportunities for teachers to develop their professional practice are frequent and very well planned. They meet the needs of most teachers and match the school's priorities. There is no subject-specific training provided for the teachers of Arabic, Islamic education and UAE social studies.

The premises are well designed with specialist facilities that provide access to all. The majority of the school's technology facilities are of high quality and they are used regularly. The school has a range of resources well matched to curriculum requirements, for example a well equipped kitchen, a good range of equipment for PE and sport, appropriate instruments for music, materials for art and a range of resources for teaching German as an additional language.

What the school should do to improve further:

1. Raise standards in Arabic, Islamic education and UAE social studies, so that the majority of students make better than expected progress in relation to their starting points and curriculum standards by:
 - i. providing subject-specific training for teachers in effective teaching strategies
 - ii. ensuring that the leaders of these subjects have the skills they need to monitor teaching and learning effectively and provide developmental feedback to teachers
 - iii. engaging external subject specialists to monitor teaching and learning and model good practice
 - iv. improving teachers' practice through focused observations of successful teaching in other subjects
 - v. setting specific objectives for teachers and closely monitoring progress towards them
 - vi. improving the quality of lesson planning in these subjects.
2. Increase the involvement of members of the SLT in first-hand monitoring and evaluation of teaching and learning.

Possible breaches of regulations and health & safety concerns

German International School

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:
1.
2.
3.

Lead Inspector	Bryan Goodman-Stephens	Date	June 2, 2016
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