



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of German International School

Overall Effectiveness: Very Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	28 Shaban, 1439h	to	2 Ramadan, 1439h
		from	14-May-18	to	17-May-18
	School name			German International School	
	School ID			9048	
	School address			Karamah Street, Al Zaab, Abu Dhabi	
	School telephone			+971 0(2) 666 8668	
	School official email			German.pvt@adec.ac.ae	
	School website			www.gisad.ae	
	School curriculum			German	
	School phases			KG to High	
	Fee range and category			AED27,630 to AED41,6000 Medium to high category	
	Number of lessons observed			87	
	Number of joint lessons observed			6	
Staff Information	Total number of teachers			49	
	Turnover rate			25%	
	Number of teaching assistants			6	
	Teacher- student ratio			1:8	
Student Information	Total number of students			410	
	% of Emirati Students			16 %	
	% of Largest nationality groups			1. German 61%	
				2. Egypt 8%	
				3. Austria 5%	
	% of SEN students			0%	
	% of students per phase			KG: 28%	Middle: 29%
				Primary: 31%	High: 12%
Gender			Boys and Girls		



The Performance of the School

Performance Standard 1

Students' Achievement

Very Good

Performance Standard 2

Students' personal and social development, and their innovation skills

Outstanding

Performance Standard 3

Teaching and Assessment

Very Good

Performance Standard 4

Curriculum

Very Good

Performance Standard 5

The protection, care, guidance and support of students

Outstanding

Performance Standard 6

Leadership and management

Very Good

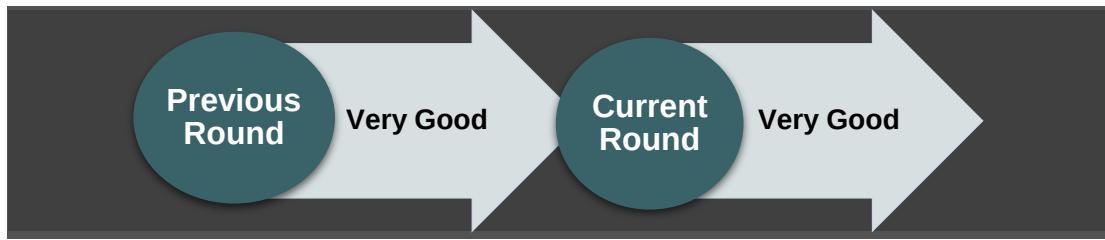


Evaluation of the school's overall performance

- The overall performance of the school is very good. There are approximately 90 fewer students at the school now than there were at the last inspection.
- During the inspection, it was not possible for inspectors to see lessons and therefore make judgements on Arabic second language in the high school. This is because lessons for this subject did not take place during the inspection visit.
- The overall quality of students' achievement is very good and only drops below this high standard in lessons for Islamic Education in the middle school. The large majority of students make better than expected progress in KG, primary school and high school. In the middle school, the majority make better than expected progress overall. The large majority of students develop very effective critical thinking and self-organisation skills.
- The overall achievement of Emirati students is very good and is in line with all others at the school.
- The overall quality of students' personal and social development skills is outstanding. Their innovation skills are very good. Students have conspicuously positive attitudes and behave particularly well in school. They are very knowledgeable about Emirati and other world cultures.
- The overall quality of teaching and assessment is very good. Teachers plan lessons that consistently enthuse and challenge students at their own levels. Teachers have a thorough understanding of students' strengths and areas for improvement. They assess work regularly and provide precise advice about the next steps.
- The overall implementation of the curriculum is very good. School leaders and teachers adapt the curriculum carefully to match the learning needs of all groups and individuals. Better use could now be made of new technologies to further enhance learning and raise academic achievement. There are rich opportunities for learning about the UAE and other nations.
- The overall quality of the care, protection, guidance and support of students is outstanding. The school very successfully promotes healthy lifestyles and high levels of attendance. Highly personalised guidance and support is made available throughout students' time at school.
- The overall quality of school leadership and management is very good. The monitoring of quality and standards by school leaders provides them with accurate information to improve the school, though less account is taken of the views of students on these matters.



Progress made since last inspection and capacity to improve



- School leaders have made good progress in addressing the recommendations from the previous inspection.
- Leaders have ensured that students now make better than expected progress in Islamic education except in the middle phase, Arabic taught as a first and second language and in UAE social studies. Leaders have organised highly focussed professional development programmes for teachers which have led to these improvements.
- School leaders now systematically monitor the quality of teaching and students' achievement. They regularly visit lessons and provide teachers with feedback on their observations. School leaders thoroughly check students' progress and plan personalised programmes to help students who need additional challenge or support.
- School leaders have maintained very high levels of achievement and highly effective teaching since the last inspection. They have also made significant improvements in Arabic medium subjects. Overall, school leaders' capacity to improve the school further is very good.



Key areas of strength and areas for improvement

Key areas of strength

- The very effective actions taken by school leaders and teachers which have led to high levels of student achievement in all subjects.
- Students' excellent attitudes, behaviour and work ethic.
- The impact of the exceptional staff-student relationships on students' personal and academic achievement.

Key areas for improvement

- Students' achievement in lessons in Islamic education in the middle school, by:
 - improving lesson planning so that students have more opportunities for critically thinking about their work
 - encouraging students to discuss their own ideas in class
 - improving questioning so that teachers build on students' answers to shape the next part of the learning
 - regular monitoring of the quality of teaching by school leaders with feedback on areas for improvement.
- Systematic implementation of new technologies to further improve achievement, including maximising use of modern media facilities by:
 - improving curriculum planning to establish a shared view of the role of new technologies and multi-media teaching and learning experiences
 - school leaders' review of teachers' lesson planning to evaluate the use of new technologies and a range of media in lessons
 - improving school development planning so that success criteria for broadening multi-media teaching and learning are established.
- Expansion of teaching quality assurance systems to incorporate students' views on how teaching improves their achievement, by:
 - introducing information gathering systems to take account of students' views of the quality of teaching
 - working with the school council and other students to establish parameters within which students should provide feedback
 - planning time for student feedback into lessons.



Provision for Reading

- The very well organised school library provides a welcoming environment where students can enjoy books and improve their reading skills. There is a suitable range of books in Arabic, German and English, good computer facilities and a covered, outdoor area for reading and discussion.
- The library has a useful section for parents who want to help their children improve reading. Parents are invited to attend special events in the library during theme weeks.
- The school's plan for promoting reading is fully implemented. Students read fiction and non-fiction texts in lessons. Students choose to visit the library during break-times. In KG, children listen to stories in Arabic, German and English and recognise key words by building up letter sounds.
- Reading is also promoted very effectively in theme weeks and on World Book Day. In lessons, students demonstrate secure understanding of character and plot and they discuss alternative scenarios.
- Suitable professional development has helped teachers improve their teaching of reading.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is very good. The large majority makes better than expected progress in Islamic education, Arabic taught as a first language, social studies, English, mathematics, science, German (the language of instruction) and other subjects. In Arabic taught as a second language achievement is good. Children in KG make very good progress from their starting points in most subjects. Science achievement is outstanding in primary and high.
- Externally validated data from 2017 and 2018 German curriculum assessments shows that students make very good progress in English, science, German and other subjects. The same assessments show that students make good progress overall in mathematics. In Grade 12 Baccalaureate examinations held in 2017 and 2018, students' attainment was seen to be very good overall.
- All groups of students achieve at similar levels. There are no differences between the rates at which boys and girls make progress. Emirati students achieve the same high standards as all other students.

Subjects

- Students' achievement in **Islamic education** is very good. The large majority of students make better than expected progress. In primary school, students develop a very good understanding of Islamic values through reading the Holy Qur'an. In the middle school, students' achievement slows because they spend too much time listening rather than guiding their own learning. Students apply their learning very well to their everyday lives. Students are willing, responsive learners and they demonstrate impressive levels of self-reliance.
- Students' achievement in **Arabic taught as a first language** is very good overall. In KG, children's early Arabic language skills are very well developed. In primary and high the majority attain above curriculum standards, and in middle the large majority do so. Older students make very good progress in speaking and listening, reading and writing. They can read fluently, observing correct tashkeel skills. Their extended writing is grammatically correct but handwriting skills are less well developed.
- Students' achievement in **Arabic taught as a second language** is good. The majority achieve at levels above curriculum expectations. Students make good progress from their low starting points in speaking, listening, reading and writing. Students improve their Arabic vocabulary and pronunciation in conversations with teachers and with their Emirati friends.
- Students' achievement in **UAE social studies** is very good. The large majority achieve above curriculum expectations. Students in primary develop a detailed understanding of UAE culture and heritage including modern and traditional dress. Students show a very good knowledge of UAE geography, climate and



landscape. In middle school students have well developed knowledge of the UAE's history and the influence key leaders from the past have had on the development of the nation.

- Students' achievement in **English** is very good overall. The achievement of the large majority is above curriculum expectations. Students make very good progress in speaking, listening, reading and writing. Children in KG attain good standards from their various starting points. They comment on the events in class stories. In Grade 6, students make very good links between subjects to promote healthy drinks. In Grade 11, students' very good use of new technologies helps them prepare fluent, articulate presentations.
- The overall quality of students' achievement in **mathematics** is very good. The large majority of students make better than expected progress in handling numbers, computation and algebra. Their achievement in primary is good, where only the majority make better than expected progress. Children in KG make very good progress because they learn through experimentation and sharing ideas. Older students learn to solve real life problems, such as measuring angles and lengths in buildings. By high school, students can independently select efficient methods, including using scientific calculators, to conduct mathematical investigations and use graphs to solve problems.
- Students' achievement in **science** is very good overall. The large majority make progress which is above curriculum standards. Students' work seen in lessons is outstanding in the primary and high schools, very good in KG and good in the middle school. In KG children know the seasons of the year and can name and describe the behaviour of different animals. Students share their ideas and make suitable links between subjects, for example, German and biology, when they summarise research on benefits and dangers of fungi.
- Students' achievement in **German** is very good overall. The large majority make progress which is above curriculum standards. Students make very good progress in reading, writing, speaking and listening. Students share ideas in class discussions and make suitable links between subjects, for example, to improve written work about the Aquila earthquake of in 2009. By high school, students' German language skills are very well developed. However, skills to speak to an audience are relatively less well developed.
- Students achievement in **other subjects** is broadly very good. It is very good in art, physical education (PE) and music where the large majority exceed curriculum expectations. Achievement is good in French, design, technology and information (DT&I). In music and PE students demonstrate impressive levels of self-organisation, combined with a sharp understanding of the need to work together.



Learning skills

- Students' learning skills are very good. They are highly motivated, eager learners. Students think critically about problems and confidently communicate their learning in three languages. Students apply learning to their understanding of the world in all subjects. They successfully use new technologies to improve understanding and to exhibit detailed presentations to others. Students do not always have enough high-quality opportunities for using multi-media, audio-visual resources, to improve their skills.

Areas of Relative Strength:

- Students' overall achievement in Arabic taught as a first language, social studies, English, mathematics and science.
- Students' communication skills, critical thinking and research skills.

Areas for Improvement:

- Students' achievement in Islamic education in the middle school.
- Use of multi-media resources for research and to add breadth and depth to students' presentations.



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	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
- The overall effectiveness of students' personal development and their awareness of Emirati and world cultures is outstanding. Their social responsibility and innovation skills are very good. - Students' behaviour is excellent. Their exceptional attitudes and work ethic help them to learn very well. Students choose healthy, nutritious snacks and meals and show great competitive spirit and keen adherence to rules in sports. - At 98%, students' attendance is outstanding, and almost all arrive on time. They have a very secure understanding of Islamic values and their influence on UAE life. Students organise a wide range of cultural and sporting activities with students from many other schools and nationalities. - Students make a very worthwhile contribution to the local community through their voluntary work at local hospitals. They raise funds and display awareness of the need to support good causes. - Students' very good innovation skills support their passionate advocacy for environmental conservation, through technologically proficient presentations and class-based displays in a majority of subjects. Areas of Relative Strength: - Students' excellent behaviour, attitudes and relationships. - Students' attendance and punctuality. Areas for Improvement: - More frequent use of new technologies to improve achievement in all subjects.				



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is very good. Almost all teachers demonstrate broad subject knowledge and use highly effective strategies to help students make very good progress. Teachers' planning ensures that the learning needs of individual students are met very effectively.
- Teachers involve students in planning lessons and encourage them to discuss and assess their own work. They do not yet systematically seek their views on the quality of their learning. Focused questions encourage students to think hard about answers and teachers consistently offer constructive and helpful verbal feedback.
- In KG, teachers encourage children to learn through exploration, play and sharing. This well-planned, early introduction to learning by doing prepares students very well for the many challenging opportunities to think creatively which teachers set in subsequent phases.
- In a very few lessons in the middle school, teachers' explanations take too long and they rely too much on worksheets or text books. In these lessons progress slows and students do not have sufficient opportunities to use new technologies or to work imaginatively.
- Teachers use data received from assessments very effectively to plan the next steps for learning. They know their students' strengths and areas for development very well. Teachers accurately compare students' achievement with other students in the UAE and internationally.

Areas of Relative Strength:

- Teachers' subject knowledge and planning.
- Teachers' assessment and understanding of students' strengths and development needs.

Areas for Improvement:

- Better opportunities for encouraging the use of new technologies for research and enquiry in all subjects and lessons, especially in the middle school.



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- Pace of learning and engagement of students in some lessons in the middle school.



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 quality of curriculum design, implementation and adaptation is very good. School leaders regularly review and modify the curriculum to ensure that everyone's needs are met. Curriculum themes skilfully weave together learning about Germany with appreciation of UAE society and culture. - School leaders regularly review and modify the curriculum so that it meets the needs of all. The curriculum emphasises progressive building of skills as well as the gaining of knowledge over time. Students are very well prepared for further education and the world of work. - The curriculum provides very good opportunities for choices of science subjects. Effective planning enables students to use skills developed in one subject to improve understanding in another. Well-planned extra-curricular activities enable students to pursue individual talents and aspirations. - Consistently strong planning for enterprise, innovation and creativity is in place but there are missed opportunities for students to embed new technologies and multi-media experiences in a minority of lessons. Curriculum planning fully addresses the need for KG children to learn creatively through play. - The curriculum for Moral Education successfully extends students' understanding of living harmoniously in multi-cultural environment. Areas of Relative Strength: - The strong emphasis seen on developing effective learning skills such as innovation and research. - Very good, planned links between subjects. Areas for Improvement: - Planning to develop learning through the use of new technologies in multi-media environments in a greater proportion of lessons.				



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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very Good	Very Good	Very Good	Very Good
- The overall quality of the protection, care, guidance and support of students is outstanding. Provision for students who are gifted and talented, and guidance for all students, is very good. Exceptionally effective but low-key supervision keeps everyone safe and secure. - Staff, students and their parents are fully aware of safeguarding procedures. Students play a central role in arbitration and reconciliation on the rare occasions when disputes occur. Students' very high attendance illustrates their enthusiasm for learning. - The premises provide a remarkably suitable learning environment with excellent study and recreation facilities. Record keeping is thorough. The promotion of healthy lifestyles permeates all areas. - The school's accurate assessment procedures have not identified any students who have special educational needs (SEN). Teachers usually provide effective additional support for low attainers, though this is not always strongly developed. Gifted and talented students are very effectively challenged through additional work in class and in academic extra-curricular activities, such as language workshops. - Careers fairs and university visits provide students with very good guidance about their futures. Areas of Relative Strength: - Exceptionally effective systems for promoting positive relationships. - The suitable premises which promotes high levels of academic and social development. Areas for Improvement: - Provision of supportive work for low attainers in every lesson.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Very Good
- The principal and other school leaders set an exceptionally clear strategic direction. They demonstrate strong commitment to UAE values and priorities through the promotion of an inclusive school community. Students of different national backgrounds share learning and enjoy close friendships. - School leaders have a thorough understanding of educational best practice. Their accurate self-evaluation form (SEF) correctly identifies strengths and highlights improvement areas such as the creation of multi-media learning environments. The school development plan (SDP) provides clear information about accountabilities. Students are not yet fully involved in evaluating school performance. - Systems for communicating with parents ensure that they are very well-informed about their children's achievements and whole school development. Parents are not always consulted about strategic school development. - The Board of Trustees includes parent and community representation. Trustees hold senior leaders to account for school performance. They ensure that resources are available to meet all statutory requirements. - School procedures run very efficiently. Well-qualified teachers benefit from personalised, effective professional development programmes. - Resources are very well deployed to encourage effective learning. Productive use of specialist rooms and facilities promotes very good personal and academic achievement. - School leaders ensure that students participate in international assessments. They monitor progress and compare students' performance with others.	
Areas of Relative Strength:	
- School leaders' effective systems for self-evaluation and improvement planning. - Communication within the school and reporting to parents.	



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Areas for Improvement:

- The inclusion of students in school evaluation programmes.
- Focused monitoring to improve students' achievement in Islamic education in all phases.