

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

**German International
School Dubai**

11 YEARS OF INSPECTIONS

Good

**Curriculum
German**



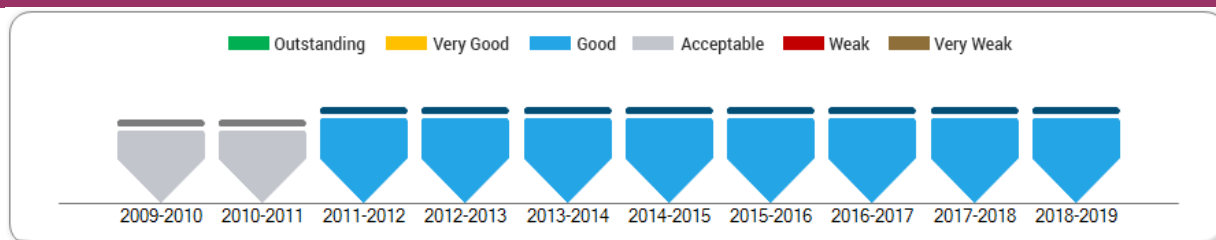
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School Information

General Information	 Location	Academic City
	 Opening year of School	2008
	 Website	www.germanschool.ae
	 Telephone	044562718
	 Principal	Helmut Jolk
	 Principal - Date appointed	1/09/2017
	 Language of Instruction	German
Students	 Inspection Dates:	10 to 13 December 2018
	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	791
	 Number of Emirati students	0
	 Number of students of determination	43
Teachers	 Largest nationality group of students	German
	 Number of teachers	75
	 Largest nationality group of teachers	German
	 Number of teaching assistants	19
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	1
Curriculum	 Teacher turnover	10%
	 Educational Permit/ License	German
	 Main Curriculum	German
	 External Tests and Examinations	Thuringia
	 Accreditation	Deutsche Internationale Abiturprüfung
	 National Agenda Benchmark Tests	ISA

School Journey for German International School Dubai



Summary of Inspection Findings 2018-2019

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

- In Kindergarten (KG) children make very good progress in all subjects. In the primary and secondary phases, students make good progress in German and very good progress in English. Progress in Arabic is good or better throughout the school. In Islamic education, attainment in lower secondary is good and progress acceptable. Progress and attainment in the other phases are good. Attainment and progress in science are very good in primary and upper secondary, and good in lower secondary.
- Standards of behaviour are high. Students are polite and fully engaged in lessons. They are self-motivated and work well with their peers, when given the opportunity. Students' well-being has been enhanced by the training of some students in peer-conflict resolution. All students have a strong sense of environmental responsibility. There are limited opportunities for students to develop their entrepreneurial skills.

Provision for learners

- There are examples of very good and outstanding teaching across the school. However, the overall quality varies from lesson-to-lesson. A significant minority of lessons are too teacher-dominated. Critical thinking is developed most effectively in secondary 2. The school uses standard assessments that provide sufficient information. Systems to analyse the data, so that teaching can target identified needs more effectively, are being introduced.
- The curriculum is based on the state of Thuringia in Germany and adapted to meet the international context of the school. This provides clear progression and balance in students' learning, but does not develop their innovation skills. The range of pathways in the secondary phases cater well for the differing needs of students. The broad range of extra-curricular activities include activities intended to develop students' particular gifts and talents.
- The school provides a healthy and safe environment. Since the last inspection, staff have had thorough training in child protection. There are regular, detailed safety checks. Inclusion staff identify students' needs accurately and provide appropriate levels of support for students of determination. Those for whom German is an additional language, receive effective support.

Leadership and management

- The interim principal sets a positive direction for the school and works effectively with staff and with the school community. School self-evaluation is not entirely accurate and does not provide a secure base for improvement planning. Middle leaders have substantial teaching commitments, which reduce the time available for monitoring the quality of teaching. Governors have a thorough understanding of the school and are providing additional resources to support its development.

What the School does Best:

- Students' attainment and progress, which are good or better in virtually all subjects and phases
- The very good provision and outcomes for students of determination
- Students' ability to communicate and learn in both German and English
- The outstanding arrangements for health and safety and the very good care and support provided for students
- Students' very good personal and social development, and the fostering of peer mediation skills.

Key Recommendations:

- Develop leadership across the school by ensuring that:
 - self-evaluation is accurate and provides reliable information on which to base development planning, and so accelerate the rate of school improvement
 - middle leaders have the necessary time to carry out regular checks of the quality of teaching and learning in their areas of responsibility, and identify and share examples of best practice.
- Improve assessment by:
 - developing a system that enables the progress of students to be checked regularly, so allowing the early identification of underperformance
 - using assessment data more consistently to set students' individual learning targets and to modify work in lessons to meet their needs more effectively.
- Improve the quality of teaching by providing students with:
 - more experience of the use of technology to support learning, particularly in relation to research and investigations
 - more opportunities to think critically, to solve problems and be innovative.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Secondary 1	Secondary 2
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↓	Acceptable ↓	Good
 Arabic as a First Language	Attainment	Not applicable	Very good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Very good	Good	Not applicable
	Progress	Not applicable	Outstanding	Good	Not applicable
 Language of instruction	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 English	Attainment	Not applicable	Very good	Very good	Outstanding
	Progress	Not applicable	Very good	Very good	Outstanding
 Mathematics	Attainment	Good	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good
 Science	Attainment	Good	Very good ↑	Good	Very good ↑
	Progress	Very good	Very good ↑	Good	Very good ↑

	KG	Primary	Secondary 1	Secondary 2
Learning skills	Very good	Very good	Very good ↑	Very good

2. Students' personal and social development, and their innovation skills

	KG	Primary	Secondary 1	Secondary 2
Personal development	Outstanding	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Secondary 1	Secondary 2
Teaching for effective learning	Very good	Good	Good	Very good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Secondary 1	Secondary 2
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Very good	Good	Good	Very good

5. The protection, care, guidance and support of students

	KG	Primary	Secondary 1	Secondary 2
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Very good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements:

- Not applicable

For development:

- Not applicable

Reading Across the Curriculum

- Action to improve students' progress and attainment in reading, such as the specific teaching of science vocabulary, is having a positive effect on students' reading.
- Students develop confidence in using reading strategies in both German and English, so that by secondary 1, they read confidently for information in both languages.
- In primary, book boxes are moved between classes to provide students with a variety of texts. In Arabic an online library is used from Grades 1 to 7. The secondary library has few books in languages other than German.
- Students' reading skills develop successfully in German and English lessons. There is a lack of a systematic whole-school approach to the development of reading in other subjects.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Develop and implement a whole-school policy for the development of reading skills and make full use of the school's libraries to support this.

UAE Social Studies

- The UAE social studies curriculum has not been mapped and integrated across subjects and phases to support students' learning. UAE social studies textbooks are not used.
- The curriculum is partially integrated into few lessons and subjects. In these lessons, students can evaluate sources of literature and use evidence to support their opinions.
- Students are not assessed in relation to the curriculum, and they do not attain levels that are in line with the expected curriculum standards.
- Incomplete subject coverage means that students do not make the expected progress in relation to the curriculum standards.

The school's implementation of the UAE social studies programme is below expectations.

Innovation

- Students' experience of the use of technological devices to support independent learning is inconsistent. An over-emphasis on the transmission of knowledge limits the development of critical thinking and problem-solving.
- Students demonstrate their social responsibility through their attitudes and behaviour. They have few opportunities to initiate their own projects. Innovative projects are more evident in the primary phase.
- Students' recycling projects contribute to a very clean school environment. Their 'Clean up the World' campaigns help to keep some areas of Dubai clean.
- Innovation and creative problem-solving are underdeveloped in the large majority of lessons. Where teaching is most effective, students have more opportunities to use these skills.
- The curriculum is occasionally adapted to provide students with opportunities to use innovation skills, for example, on science days where the focus is on students' projects.
- Leadership promotes a stable learning environment, but rarely promotes students' innovation skills. This produces reliable progress and attainment results but only occasional examples of innovation.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good ↓	Acceptable ↓	Good

- The majority of students are attaining above curriculum expectations. In lessons and their recent work, students in the primary phase and secondary 2 are making better than expected progress. In secondary 1, most students are making adequate progress.
- Students know the basic tenets of Islam and have a strong understanding of Islamic values and the life of the prophet Mohammad (PBUH). However, their knowledge of Islamic rulings and ability to cite Holy Qur'an verses and Hadith are underdeveloped.
- Progress in the primary phase and secondary 1 phase has slowed because the curriculum is not being covered at a sufficiently fast pace. As a result, some areas of the curriculum, such as Islamic rulings, are not given appropriate coverage.

For development:

- Ensure that all areas of the Islamic education curriculum are suitably covered, including Islamic rulings.
- Improve students' ability to recite the Holy Qur'an and Hadith verses.

Arabic as a First Language

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Very good	Good	Good
Progress	Not applicable	Good	Good	Good

- The attainment of the majority of students in the secondary phases and the large majority in the primary phase, is above curriculum expectations. In all phases, the majority of students make better than expected progress. Small class sizes in the secondary phases allow for more personalised support.
- Students have strong knowledge of Arabic grammar and metaphor. In the primary phase, students memorise lines of classical poetry. In secondary 2, students apply literary analysis techniques to compare texts. Although students have a good range of vocabulary, some mix dialect words when speaking.
- Students in some grades write for different purposes and revise their writing based on the teacher's guidance. However, this is inconsistent across the phases.

For development:

- Adopt a consistent approach to the guidance given to students on their writing and integrate more standard Arabic into students' speech.

Arabic as an Additional Language

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Very good	Good	Not applicable
Progress	Not applicable	Outstanding	Good	Not applicable

- The majority of students in secondary 1 make better than expected progress in the development of language skills and attainment is above curriculum standards. Work in lessons and books shows that students in the primary phase make rapid progress and attainment is well above expectations.
- Students make presentations, using standard Arabic and familiar phrases and vocabulary, on a range of topics with confidence. They are able to use well-constructed sentences in response to teachers' questions. However, students' ability to write on different topics is less well-developed.
- The addition of culturally related and more engaging texts has increased students' interest in reading and learning Arabic. More opportunities for conversations are improving their speaking skills.

For development:

- Provide students with more opportunities to write about different topics and for a range of purposes.

Language of instruction

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Good	Good	Good
Progress	Very good	Good	Good	Good

- Internal assessments show that the majority of students are at or above curriculum standards in all phases. These assessments are confirmed by the external competence tests in the primary and secondary 1 phases and the Abitur examinations in secondary 2.
- Children in KG make strong progress in the development of early language skills. Students build on this very good start and reach standards in the other phases that are at or better than those in similar schools in Germany.
- While students' speaking and listening skills are very strong in all phases, reading and writing are less well-developed. Nevertheless, these grammatical and writing accuracy skills are gradually improving because of the action taken since the last inspection.

For development:

- Increase the use of technology in the primary and secondary 1 phases, to enhance students' experiences in learning German and developing their language skills.

English

	KG	Primary	Secondary 1	Secondary 2
Attainment	Not applicable	Very good	Very good	Outstanding
Progress	Not applicable	Very good	Very good	Outstanding

- The large majority of students begin school with limited experience of the English language. Progress accelerates over time so that attainment is high in secondary 2. English is not being offered in KG this semester because of a shortage of staff.
- Results of the school's first external reading examination confirm students' high level of literacy proficiency in secondary 2. Frequent opportunities for discussions and informal conversations underpin students' progress in the use of English.
- The revision of the curriculum, with a focus on the development of writing, is helping to improve this skill. Across the phases, reading for pleasure and the use of the library is helping to develop students' literacy skills.

For development:

- As staffing allows, re-introduce English to the curriculum in KG.

Mathematics

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Good	Very good	Very good
Progress	Very good	Good	Very good	Very good

- A strong emphasis on foundation skills and their application to real world contexts ensure that the majority of students are at or above curriculum standards in the primary phase. Increased challenge and pace in learning in the secondary phases underpin the development of strong mathematical skills. This attainment and progress is confirmed by external examination results.
- Children in KG explore geometric shapes and learn number sequences. In the secondary phases, students' strengths include mental calculations and secure understanding of mathematical concepts. Most are able to explain their reasoning when solving complex problems.
- Throughout all phases, an emphasis on the development of mathematical vocabulary enables students to clearly articulate and explain their learning. Critical thinking, research skills and innovation are underdeveloped areas in all phases.

For development:

- Improve progress and attainment in the primary phase by increasing the level of challenge and pace of learning.

Science

	KG	Primary	Secondary 1	Secondary 2
Attainment	Good	Very good ↑	Good	Very good ↑
Progress	Very good	Very good ↑	Good	Very good ↑

- The investigative and experiential approach, which is particularly strong in the primary and secondary 2 phases, supports improved progress and learning. Students achieve very well in Abitur examinations because teachers promote critical thinking and independent learning, and students are highly committed to success.
- Internal assessments show attainment in secondary 1 to be inconsistent across grade levels. This reflects in the variable quality of teaching and the more limited focus on scientific investigation. Attainment over time remains the same in KG and secondary 1.
- Science weeks have been introduced this year. These weeks are successfully raising the profile of science and students' enjoyment. This was reflected in the sense of awe and wonder seen in a primary assembly when students presented the results of their inquiry-based projects.

For development:

- Develop the skills of scientific investigation, enquiry and research in secondary 1.

Learning Skills

	KG	Primary	Secondary 1	Secondary 2
Learning skills	Very good	Very good	Very good ↑	Very good

- The large majority of students are highly engaged in their learning. In the most effective lessons, students take responsibility for their learning and work at their own pace on a range of tasks. When given the opportunity, students work well independently or when working in small groups.
- Students are keen and enthusiastic learners. In most subjects, they apply their learning skills to problems that reflect real-life situations. Most students communicate their ideas clearly and with great confidence. They act on the advice and guidance of their teachers.
- Across subjects, students' use of technological devices to support learning and research is underdeveloped. Critical thinking and research are most effectively promoted in science. Students often make connections across subjects and with their own experiences.

For development:

- Ensure that students are able to develop and apply their critical thinking and enquiry skills, and have opportunities to use technological devices to support learning in all subjects.

2. Students' personal and social development, and their innovation skills

	KG	Primary	Secondary 1	Secondary 2
Personal development	Outstanding	Very good	Very good	Very good

- In KG, children show a high level of self-control and readily help each other. Students' attitudes across all phases are positive and reflect their sense of social responsibility. They are self-reliant and respond well to feedback from adults.
- Students work harmoniously together and exhibit very positive behaviour. Relationships among students and staff are based on mutual respect. Students feel safe at school and bullying is rare. This is reflected in the high rate of students' attendance.
- The 'Peer Mediators Programme' helps students to resolve their differences in mature ways. Their understanding of a healthy lifestyle is a strong feature of students' all-round development. Most follow the advice they receive on healthy eating and physical activity.

	KG	Primary	Secondary 1	Secondary 2
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Good	Good	Good

- Students fully appreciate and respect Islamic values. They understand the significance of Ramadan and prayer. However, they lack depth in understanding of how Islamic values affect life in the UAE.
- Students demonstrate good understanding and appreciation of Emirati heritage and culture. They can explain how life has changed in the UAE and the impact of rapid development on cultural diversity in Dubai.
- Through celebrations such as International Day, students are proud to showcase their own cultures and their acknowledgement of cultural diversity within the school. Many can give details of the similarities and differences between a variety of world cultures.

	KG	Primary	Secondary 1	Secondary 2
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students' sense of social responsibility is very well-developed. They demonstrate care and consideration for others. Many participate in voluntary work such as cleanliness campaigns. Students in secondary 2 show a deeper understanding of leadership and entrepreneurial skills than in the other phases.
- Students demonstrate a positive work ethic. They understand that it takes effort, resilience and balance to be successful in life. They are aware of global environmental issues, suggest solutions to overcome these and engage in recycling projects.
- Students speak positively about how the Grade 9 'internship programme' allows them to recognise their own strengths and weaknesses. They understand the qualities and skills needed to initiate projects. However, opportunities for students to be innovative and entrepreneurial are limited.

For development:

- Provide more opportunities for students to develop and apply innovative and entrepreneurial skills through the initiation and management of projects.

3. Teaching and assessment

	KG	Primary	Secondary 1	Secondary 2
Teaching for effective learning	Very good	Good	Good	Very good

- There are strengths in teaching across all phases, but these are inconsistent. The most effective teaching is in KG where practical activities support independent learning and in secondary 2, where there is more emphasis on critical thinking, collaborative learning and inquiry.
- Positive relationships between teachers and students contribute significantly to the supportive learning atmosphere. Most teachers have a good understanding of how students learn. However, only in the most effective lessons are the needs of all students fully met.
- Although teachers are beginning to share good practice, this is inconsistent and the most effective teaching is not always recognised. A minority of lessons are too teacher-directed, with students only passively engaged.

	KG	Primary	Secondary 1	Secondary 2
Assessment	Good	Good	Good	Good

- The implementation of the State of Thuringia's assessment and examination procedures, ensures that assessment is consistent and closely aligned with the curriculum. This provides a wealth of reliable performance data. Assessments in Arabic and Islamic education are less reliable because there are no external comparisons.
- Regular internal assessments in most subjects accurately measure students' attainment. Use of external data from German State examinations enables the school's performance to be compared with similar schools. Although assessment is closely aligned to the curriculum, the use of the information to guide teaching and learning is in the early stages of development.
- The quality of written and verbal teacher feedback to students on the quality of their work is variable. On-going assessment is not used consistently to adjust teaching approaches and curriculum modifications to meet the needs of different groups of students.

For development:

- Improve the use of questioning to probe students' understanding and develop higher-order thinking skills.
- Make full use of assessment data to adapt teaching and learning and to meet the needs of all groups of students more effectively.

4. Curriculum

	KG	Primary	Secondary 1	Secondary 2
Curriculum design and implementation	Very good	Good	Good	Good

- The curriculum is effective in promoting the knowledge and skills needed to prepare students for the next phase in their education and future careers. The thematic, integrated curriculum in KG provides a secure base for students' academic and personal development.
- The curriculum in the primary and secondary phases is based on the curriculum of the State of Thuringia and amended to meet the specific needs of the school. A broad range of extra-curricular activities is offered, which take account of students' interests, talents and aspirations.
- Improvements since the last inspection include the introduction of some aspects of the UAE social studies curriculum and a new information technology programme in Grades 8 to 10. German social studies has also been introduced in Grades 9 and 10.
- Arabic is not taught in the KG.

	KG	Primary	Secondary 1	Secondary 2
Curriculum adaptation	Very good	Good	Good	Very good

- In KG, curriculum adaptations ensure that all children are well-prepared for the primary phase. In the secondary phases, the curriculum is modified according to the German system of Hauptschule, Realschule and Gymnasium pathways. The curriculum in secondary 2 meets the needs of students preparing for the Abitur examinations.
- The curriculum offers a variety of interesting and motivating topics related to the real world. In addition, many extra-curricular activities, such as choirs, field and study trips, excursions, sports events and competitions, enhance the students' academic and personal development.
- Tolerance and other moral values are actively promoted throughout the school. An understanding of the UAE's values and culture is particularly well-integrated into the KG curriculum, but it is less evident in other phases.

For development:

- Map the learning outcomes of UAE social studies across subjects, so that the subject content is systematically covered and consistently taught.

5. The protection, care, guidance and support of students

	KG	Primary	Secondary 1	Secondary 2
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- A culture of protection and safety permeates the school. Very effective and improved procedures are now in place to protect students. All staff are fully aware of their safeguarding and child protection responsibilities and have undertaken rigorous training. Students know where to seek support.
- The promotion of health and well-being is evident throughout the curriculum. In the school canteen freshly prepared, healthy food options are available. Students show their commitment to a healthy lifestyle through a variety of physical activities and healthy food choices.
- The school building provides a safe, hygienic, comfortable and secure learning environment. Health records are maintained securely. Where necessary, teachers are confidentially informed of any health considerations. The building is adapted to ensure access for all students.

	KG	Primary	Secondary 1	Secondary 2
Care and support	Very good	Very good	Very good	Very good

- The school shows care and concern for students' academic and personal development, and their well-being. There is an effective pastoral support system and all students integrate well in lessons and around the school.
- The school provides opportunities for students with gifts and talents to pursue their interests and develop skills by participating in after-school clubs and competitions. Some students gain Cambridge certificates to show their high proficiency in foreign language skills.
- Through the German language learners' programme and learning support, students are able to access the curriculum more fully. The school has effective procedures for identifying students of determination. Teachers are developing their skills and confidence in providing focused support for these students.

For development:

- Provide the training necessary to extend the skills of teachers so that there is consistency in the individual support provided to students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Leaders are fully committed to inclusion. Inclusion team members have specialist qualifications and advise and support teachers in their planning and classroom practice. Investment in resources and professional training for teachers is having a positive impact on the progress in lessons made by students of determination.
- The school's assessment procedures, which are regulated by the German authorities, identify the needs of individual students. Information is also sought from parents and, when necessary, from external professionals. This information is used to develop provision to meet students' needs.
- The inclusion team works closely with parents and ensures that they are fully informed about their children's academic and personal development. Parents contribute to their children's individual learning targets. Students benefit from this mutually supportive approach.
- Curriculum modifications are organised according to students' academic and personal needs. They use learning technology effectively to improve their knowledge of letters and sounds, practise mathematical skills or tackle homework independently. However, some teachers are less effective in promoting students' active engagement in lessons.
- The progress of the large majority of students of determination is consistent with that of their peers. They acquire a range of personal skills and independence that prepare them well for the next stage of their education or the world of work.

For development:

- Ensure that all teachers make consistent use of approaches that meet the needs of students of determination.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Very good
Management, staffing, facilities and resources	Good

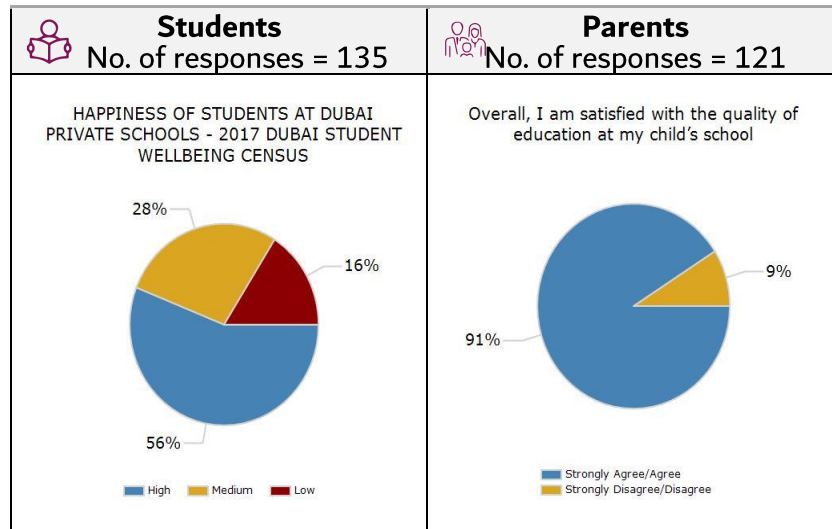
- The school is currently in the process of recruiting a permanent principal. The acting principal has a strong understanding of German education in an international context and sets a clear direction for the school. Relationships are positive and communication is open. Continuity in senior leadership and the capacity to drive improvement has been strengthened by the appointment of a vice-principal. The heavy teaching loads of middle leaders restricts their capacity to exercise leadership in their areas of responsibility.
- As part of the review process the school held a '360-degree' survey to obtain the views of each group of stakeholders. These views were taken into account in developing a school mission statement and whole-school improvement plan. However, checks on the quality of teaching are not consistent, partly because of the teaching loads of middle leaders and the fact that the school's evaluations of its performance are inaccurate. Consequently, the school's self-evaluation does not provide a secure base for improvement planning.
- Parents are supportive of the school and welcome opportunities to be involved in activities such as helping in primary classes. Leaders seek and listen to parents' views. Parent class representatives of children in KG meet regularly with the KG leader. Parents appreciate online reporting and improved communication, together with teachers' willingness to meet them when necessary. The school is involved in UAE and German cultural celebrations and benefits from links with businesses and other organisations.
- Governance includes parental representation. The principal is accountable to the governors and the German authorities. Governors are aware of the importance and necessary characteristics for a long-term principal, but only have the right of veto in the appointment, with candidates sourced centrally in Germany. Governors have a thorough understanding of the school and are providing additional resources to support its development.
- All day-to-day procedures and routines are efficiently managed. Staff are appropriately qualified, hold teaching qualifications and benefit from professional training. The campus is accessible to all and the facilities are well-maintained to support learning. Although staff have had some training in the use of technology to support learning, the current technology resources are insufficient to support 21st century learning.

For development:

- Ensure that self-evaluation judgements are accurate and informed by the systematic monitoring of teaching and learning.
- Provide middle leaders with the administrative time necessary to ensure consistency in the quality of teaching and learning in their areas of responsibility.
- Ensure that learning technology resources are sufficient to support teaching and learning in all phases.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Students who replied to the well-being survey indicate that they feel safe and secure in school. Teachers are interested in their well-being and provide extra help with academic work when needed. Students say that in this school, people care about each other and that students help each other.
 Parents	Parents who responded to the survey are mostly positive about the school. They say their children are happy and enjoy school. They are concerned about the lack of an English teacher in KG. Some parents would prefer the bus transport to collect and return students nearer to their homes. Parents say that communications are not always understood as not all speak German fluently. They would like more support to understand school-based documents and communications.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 inspection@khda.gov.ae