



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report

International Community School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The Performance of the School	4
Evaluation of the school's overall performance	5
Progress made since last inspection and capacity to improve.....	6
Key areas of strength and area for improvement.....	7
Provision for Reading	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills	12
Performance Standard 3: Teaching and Assessment.....	13
Performance Standard 4: Curriculum.....	14
Performance Standard 5: The protection, care, guidance and support of students	16
Performance Standard 6: Leadership and management	17



School Information

General Information	Inspection date:	from	24 Safar 1439	to	27 Safar 1439
		from	13-Nov-17	to	16-Nov-17
	School name			International Community School	
	School ID			10	
	School address			Street 19, Al Mushrif, Abu Dhabi	
	School telephone			+971 (0)2 633 0444	
	School official email			intcommunity.pvt@adec.ac.ae	
	School website			www.icschool-uae.com	
	School curriculum			American	
	School phases			KG - High	
	Fee range and category			AED21,750 – 50,831 (middle - very high)	
	Number of lessons observed			122	
	Number of joint lessons observed			8	
	Staff Information	Total number of teachers			100
Turnover rate			20%		
Number of teaching assistants			13		
Teacher- student ratio			1:15		
Student Information	Total number of students			1476	
	% of Emirati Students			24%	
	% of Largest nationality groups			1. Jordanian 19%	
				2. Egyptian 13%	
				3. Syrian 13%	
	% of SEN students			1%	
	% of students per phase			KG: 16%	Middle: 27%
				Primary: 36%	High: 20%
Gender			Boys and girls		



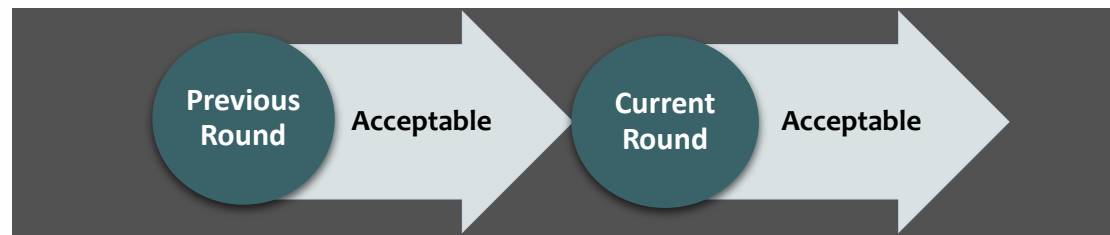
The Performance of the School

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 

Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school is in the transition phase of adopting a new curriculum. Currently, the British and the American, Virginia Standards of Learning (SOL) curricula are being phased out, and replaced by the American, California Common Core State Standards (CCCSS) curriculum and New Generation Science Standards (NGSS).
- Students' overall achievement is acceptable. Achievement in mathematics science, and art is good overall. Students make good progress in Islamic education. Attainment is acceptable in Arabic as a first language, Islamic education, social studies, English, and in other subjects. It is weak in Arabic as an additional language.
- Students' personal development, social responsibility and innovation skills are good. Students show positive attitudes, and the majority enjoy coming to school. This is reflected in their very good attendance.
- The quality of teaching and use of assessment are acceptable. Teachers' knowledge of their subjects and of how students learn is secure. Teachers plan interesting learning activities. However, their expectations of boys are not always sufficiently high.
- The overall quality of the curriculum is acceptable. In most subjects, the school's implementation of the American CCCSS curriculum facilitates continuity and progression in students' learning. Teachers' adaptation of the curriculum to meet the needs of students at different stages of learning is inconsistent.
- The protection, care, guidance and support of students is good. The school provides a healthy, safe and welcoming environment. Whilst support is provided to students with special educational needs, this is inconsistent in lessons.
- The overall quality of school leadership is good. The daily management of the school is effective. Self-evaluation processes, in which all teachers participate, are systematic.

Progress made since last inspection and capacity to improve



- Senior leaders have addressed most of the recommendations of the last inspection.
- Leaders have been successful in raising standards in mathematics, science and Islamic education. Standards have not yet been raised sufficiently in Arabic and English. Students' personal development, care, guidance and support are now good.
- The school now analyses assessment data well and shares it with all staff. However, the use of assessment data to influence planning for differentiation is not consistent. Consequently, activities are not matched to the learning needs of all students.
- Students' critical thinking, problem-solving, innovation and independent learning skills have improved. However, teachers do not yet develop these skills systematically in lessons.
- Students with special educational needs (SEN), and those who are gifted and talented (G&T) are now identified. The school produces an individual education plan (IEP) for all students with SEN. However, limited progress has been made in provision for higher-achieving students or for boys; the activities planned do not always challenge them sufficiently.
- Overall, leaders' capacity to improve the school is good.



Key areas of strength and area for improvement

Key areas of strength

1. Students' overall progress in Islamic education, mathematics, science and art.
2. The positive attitudes and academic progress of students in the high phase.
3. Students' personal and social development, and their understanding of Islamic values and Emirati culture.
4. The school's caring and welcoming environment.

Key areas for improvement

1. Enhance achievement in subjects, particularly Arabic as an additional language and social studies by:
 - i. providing clear expectations for students' learning in lessons
 - ii. developing students' independent research skills
 - iii. increasing opportunities for students to develop problem solving, higher order thinking, and innovation skills more consistently in lessons.
2. Meet the learning needs of higher-achieving students and those with special educational needs (SEN) more consistently by:
 - i. teachers knowing and understanding the learning needs of all students
 - ii. providing differentiated learning activities
 - iii. ensuring all students are fully engaged and benefit from learning for the full lesson
 - iv. providing more consistent support for students with SEN in all lessons.
3. Develop the accountability of middle leaders and subject coordinators by them:
 - i. assuming responsibility for both subject and students' academic targets
 - ii. leading planning and teaching strategies to meet the needs of all students
 - iii. monitoring students' academic progress in lessons in all subjects.
4. Leaders to promote high standards and more effective learning across the school by:
 - i. using prior assessment data more effectively to raise overall achievement, particularly of boys
 - ii. raising teachers' expectations of boys.



Provision for Reading

- The school promotes reading effectively across the school. The two school libraries are well stocked with both Arabic and English books. Students are encouraged to borrow books to read for pleasure in school and at home.
- Guided-reading lessons in Arabic and English are well-established. The focus in these lessons is on reading-for-comprehension. Lessons are underpinned by the content of the curriculum textbooks.
- The school's annual reading plan identifies all teachers as teachers of reading. To support teachers, training in the teaching of reading within subjects is scheduled for Term 2.
- Most students' reading ability is in line with age-related curriculum standards in both Arabic and English, and a minority reach levels above age-related expectations. Students' reading development is tracked regularly in their 'reading logs'.
- To further promote the development of their skills, students participate regularly in reading challenges



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Weak	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as additional Language)	Attainment		Weak	Acceptable	Acceptable
	Progress		Weak	Acceptable	Good
Social Studies	Attainment		Weak	Acceptable	
	Progress		Weak	Acceptable	
English	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Mathematics	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Science	Attainment	Acceptable	Acceptable	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. Students' achievement overall in mathematics and science is good. Attainment is acceptable overall in Islamic education, Arabic, social studies, English and other subjects. In lessons, students make overall good progress in Islamic education, and acceptable progress in Arabic as a first language, social studies, English and other subjects. Students' learning skills in subjects are acceptable overall.
- The school's continuous assessments indicate outstanding achievement overall in core subjects.
- In the 2016-17 External Measure of Student Achievement (EMSA), Arabic reading was acceptable. In Arabic writing, attainment was weak overall. The results of the MOE Grade 12 exams in Islamic education and Arabic were outstanding. The IGCSE results for Arabic first language were very good, and in Arabic as an additional language they were outstanding. The IGCSE, AS and A2 results were very good overall. Students' attainment in the Measures of Academic Progress (MAP) tests was weak in English, mathematics and science.
- The high standards reflected in the school's continuous assessments and examination results, are not fully borne out in the lessons observed during the inspection. Students' achievement in lessons overall is acceptable. Students with special educational needs (SEN) and those who are gifted and talented (G&T) make acceptable progress when measured against their individual starting points.

Subjects

- Students' attainment in **Islamic Education** overall is in line with age-related expectations. The majority of students make good progress overall. They show clear understanding of the basic concepts, values and principles of Islam. They analyse the words of the Prophet and recite verses from the Holy Qur'an fluently.
- Students' achievement in **Arabic as a first language** is acceptable overall. Students' reading and speaking skills are in line with grade-related expectations. Achievement is good in the high phase. The quality of students writing, particularly their extended writing skills, is less well developed. Most students demonstrate positive attitudes to learning. Students attainment in **Arabic as an additional language** is acceptable overall. Whilst attainment is weak in the primary, it is acceptable in the middle and high phases. Similarly, students' progress improves as they progress from primary to middle phase. Most students acquire reading and speaking skills of average level. However, their



writing skills are less well developed.

- Students' achievement overall in **social studies** is acceptable. Most students attain levels that are in line with grade-related expectations and make acceptable progress overall. However, primary-phase students' progress is weak. Most students show understanding of the basic concepts of social studies and map reading.
- Students' achievement overall in **English** is acceptable. The achievement of students in the middle phase is now good. Most students develop reading, writing, speaking and listening skills that are in line with age-related curriculum expectations. A minority attain above-average levels of reading. Their extended writing skills overall are developing appropriately.
- In **mathematics**, students' achievement overall is good. Achievement in the high phase is acceptable. The majority make good progress across KG, primary and middle phases where they also develop and apply a range of problem solving skills.
- Students' achievement overall in **science** is good. Achievement improves from acceptable in the KG to very good in the high phase. Whilst attainment is acceptable in the primary phase, students make good progress. The majority of students develop scientific thinking, enquiry and investigative skills above grade-related expectations.
- Students' achievement overall in **other subjects** is acceptable. Most students attain standards in line with grade-related curriculum expectations. In art, students achieve well and produce a range of creative cultural pieces. Students participate enthusiastically in physical education activities and in music. Information communications technology (ICT) is integrated effectively into lessons.

Learning skills

- Students' learning skills overall are acceptable in all phases. When students are given the opportunity, they engage effectively in critical thinking and problem-solving. In the better lessons, students work collaboratively in groups and show independence. These skills are not seen consistently in all lessons.



Areas of Relative Strength:

- Students' achievement in mathematics, science and art.
- Students' overall progress in Islamic education.
- Students' achievement in all subjects in IGCSE Examinations.

Areas for Improvement:

- Achievement in all subjects where it is not yet good, particularly in Arabic as an additional language, and social studies in the primary phase where it is weak.

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

- Students' personal and social development, and their innovation skills are good. They have positive attitudes, are self-reliant and enjoy learning.
- Students' good relationships are having a positive impact on their learning. They enjoy coming to school, which is reflected in their very good attendance of 97%. A few students arrive late for school.
- Students feel safe and secure in school. Bullying is rare. The behaviour of a few boys, particularly in the middle phase, is less good than their peers.
- Students have a general understanding of healthy living, and make appropriate food choices. They participate well in the organised sporting activities in school.
- Students, in all phases, have a clear understanding of Islamic values and their influence on UAE culture and heritage. They recite from the Holy Qur'an in assemblies, and salute the National Anthem.
- Students participate in the schools' Eco Club, and some represent the school in



the World Future Energy Summit. They volunteer to help with local projects, for example the Red Crescent.

- Students' innovation and enterprise skills, which are good overall, are evident in extra-curricular innovation projects. In most lessons, students engage in problem solving and critical thinking. Students use ICT for research in the library, and the ICT labs to support their work in subjects.

Areas of Relative Strength:

- Students' very good attendance.
- Students' respect for Islamic values, and their appreciation of UAE culture and heritage.
- Students engagement in voluntary activities within the community.

Areas for Improvement:

- Students' punctuality to school.
- Behaviour of a few boys, particularly in the middle phase.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure knowledge of their subjects and how students learn.
- Teachers' plan interesting activities that are well resourced. However, the planned activities are not always sufficiently challenging for higher achieving students. In lessons where teachers' expectations are not high enough for boys, achievement is lower.
- In the best lessons, teachers develop students' independent learning and collaborative skills. However, such effective teaching strategies are not yet implemented effectively across subjects. ICT is well integrated into lessons



particularly in Grade 5.

- Internal assessment processes are effective. Data is analysed by the school to monitor students' progress. However, teachers' planning does not meet the learning needs of students in all subjects.
- Teachers' marking remains inconsistent; they do not always provide effective formative feedback to enable students to improve their work.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Analysis of data to monitor students' progress.

Areas for Improvement:

- Ensuring high expectations across all subjects to raise overall achievement and expectations of boys.
- Promotion of students' problem solving, higher-order thinking and independence more consistently in lessons.
- Marking, assessment and formative feedback for students to know how to improve.

Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. The curriculum is currently in transition. Both the British and the American Virginia Standards of Learning curricula are being phased out and replaced by the American, California Common Core State Standards and New Generation Science Standards. The Advanced Placement (AP) is currently being introduced over two years. The new curriculum, though not fully implemented in high phase, is moving towards being broad and balanced. Cross-curricular links are well established. For example, through the Student Competency Framework (SCF) and through the promotion of UAE values, heritage and culture.



- The curriculum in all subjects is reviewed regularly and teachers adapt the curriculum appropriately to meet the needs of all students. However, this is not always consistently applied across all lessons particularly for high achieving students.
- Opportunities for students to develop skills in enterprise, innovation and creativity are good. The school has established an Innovation Club to promote innovation and problem solving. This includes a focus on developing Science, Technology, Engineering and Maths (STEM). However, provision for innovation and enterprise is not embedded in all lessons.
- In Moral Education students are encouraged to discuss moral values such as sensitivity and empathy which is supported by the SCF and 'My Identity' programme. Moral values are promoted during morning assemblies for all phases and discussed in the lessons. Welcoming and stimulating artwork and displays promote the adoption of positive values, which encourage students to apply the values they learn, to their own lives.

Areas of Relative Strength:

- Regular reviews of, and modifications to, the curriculum.
- Cross-curricular links across subjects to enhance students' learning.

Areas for Improvement:

- Greater provision for innovation and enterprise in subjects.
- Ensuring curriculum provision for differentiation is implemented in 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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

- The overall quality of protection, care, guidance and support for students is good. Staff, students and parents are made aware of the effective procedures for students' health, safety and protection.
- Maintenance of buildings and record keeping, including those of fire evacuation procedures, are rigorous. However, the school should ensure that fire doors, whilst effective, do not impede routine access to the upper floors. Buildings and premises are adapted suitably for access by all students. The clinic is well equipped, medicines stored securely, and clinical waste safely disposed.
- The school promotes healthy lifestyles. Opportunities are provided for students to participate in physical activities, including swimming and football. They are enabled to attend talks on breast cancer, anti-smoking and drugs awareness.
- Relationships between students and teachers are good. Teachers promote positive behaviour by rewarding students for their positive efforts consistently. Prefects are keen to assume leadership roles. Although the school promotes student attendance very effectively, systems to monitor punctuality are not sufficiently effective.
- The school identifies students with SEN and monitors their progress regularly. The activities planned for gifted and talented students are not always sufficiently challenging.
- The well-being and personal development of all students is monitored efficiently. Academic and careers guidance for students in the high school phase includes regular talks, and visits to national and international universities.



Areas of Relative Strength:

- Positive relationships between staff and students.
- Guidance and support for all students.

Areas for Improvement:

- Systems to promote students' punctuality.
- More consistent provision for students with SEN and those who are gifted and talented.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance	Good
Management, staffing, facilities and resources	Good
• The overall quality of leadership and management is good. The leaders' vision is shared with the whole school community. The principal provides effective strategic direction, which is closely aligned to the national priorities of the UAE. Whilst leadership roles are delegated, middle leaders do not focus sufficiently on improving the overall achievement of students. • Self-evaluation processes enable staff to contribute to the school improvement plan. Leaders have identified the school's strengths and areas for improvement. They monitor school improvement targets regularly through lesson observations and learning walks. • The schools' partnership with parents is acceptable. Parents are represented on the governing body; there is currently no parent, teacher committee. Parents report that they do not feel their views are considered sufficiently in the decisions taken by the school. They value the regular academic feedback on their children's performance. The schools' partnership with the national and international community is good. Effective engagement with the Red Crescent and the World Future Energy Summit enhances students' development.	



- Governors are actively involved in the leadership and have a clear vision for the school. They meet regularly with leaders. Governors hold leaders to account by monitoring the progress of the school development plan.
- The daily management of the school is good. The celebration of students' work adds to the positive and welcoming environment of the school. Facilities and resources are good overall though outdoor recreational spaces are limited.

Areas of Relative Strength:

- Day-to-day management of the school.
- School self-evaluation and school improvement planning.
- The support of governors.

Areas for Improvement:

- Accountability of middle leaders.
- Senior leaders' rigorous monitoring of students learning and achievement including teachers' expectations of the boys.
- Parental involvement, including consultation in relevant decision making.