



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: The British International School Abu Dhabi

Overall Effectiveness: Very Good

Academic Year 2017 – 2018

إقرأ



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School Information

General Information	Inspection date:	from	19 Muharram 1439	to	22 Muharram 1439
		from	09-Oct-17	to	12-Oct-17
	School name				British International School Abu Dhabi
	School ID	190			
	School address	Abu Dhabi University Road Abu Dhabi			
	School telephone	+ 971 (0)2 510 0100			
	School official email	britishint.pvt@adec.ac.ae			
	School website	www.bisabudhabi.com			
	Phases of the School	KG - High			
	School curriculum	English National Curriculum (ENC) International Baccalaureate (IB)			
	Fee range and category	AED50,300 – AED66,400 (very high) very high)			
	Number of lessons observed	106			
	Number of joint lessons observed	26			
Staff Information	Total number of teachers	139			
	Turnover rate	25%			
	Number of teaching assistants	65			
	Teacher- student ratio	1:12			
Student Information	Total number of students	1,715			
	% of Emirati Students	24%			
	% of Largest nationality groups	1. British 19%			
		2. Indian 6%			
		3. Egyptian 5%			
	% of SEN students	10%			
	% of students per phase	KG: 30%		Middle 21%	
		Primary: 42%		High: 7%	
	Grades/ Year groups	Foundation Stage (FS) – Year 13			
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

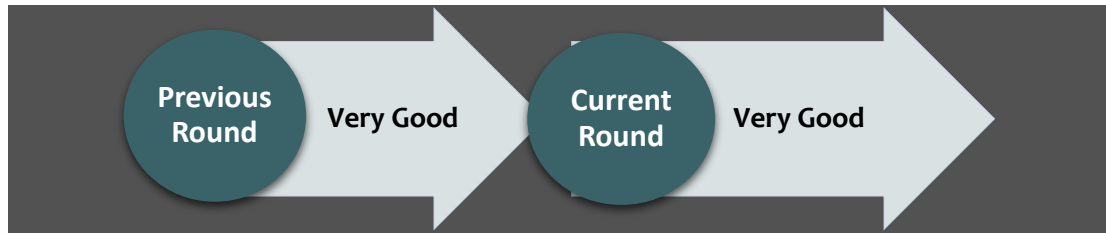


Evaluation of the school's overall performance

- The overall performance of the school is very good. Students' achievement and their learning skills are very good overall. Students' achievement in Arabic medium subjects in the primary and middle phases remains less strong but is acceptable overall.
- Students' personal and social development is outstanding. They are highly responsible and independently minded. They show very good understanding of Islamic values and high respect and appreciation for the culture and heritage of the UAE.
- The effectiveness of teaching and the use of assessment are very good. Teachers offer a high level of challenge and support in English medium subjects. Teaching is less effective in Arabic medium lessons in primary and middle.
- The overall quality of the school curriculum is very good. It is outstanding in FS and in the high phase. Cross curricular learning and curriculum choices are also outstanding. The curriculum is less well managed and reviewed in Arabic medium subjects in the primary and middle phases.
- The quality of protection, care, guidance and support for students is outstanding. The school provides a safe and secure environment for all students and encourages highly positive relationships. The school's outstanding behaviour management systems are largely self-regulating.
- The overall quality of leadership and management is very good. The day to day management of the school and the school's partnerships with parents and the community are outstanding. The leadership of Arabic medium subjects and the promotion of Arabic is less strong.



Progress made since last inspection and capacity to improve



- Since the last inspection the school has sustained a very good quality of teaching, assessment and curriculum. This has resulted in students' achievement remaining very good overall.
- Students' personal and social development and the protection, care, guidance and support of students have improved and are now outstanding.
- The school has made progress in improving the achievement of students in subjects taught in Arabic. This has yet to match that found in all other subjects.
- The school has introduced rigorous systems for identifying students who are gifted and talented (G&T).
- The school now has a highly active and effective parent advisory board.
- Overall, the leadership team demonstrates a very good capacity to continue to innovate and improve over time.



Key areas of strength and area for improvement

Key areas of strength

1. Students' personal and social development as independent and responsible learners, citizens and leaders.
2. The teaching and achievement of students in English medium subjects.
3. School leaders' day to day running of the school and its positive impact on the care and support of all students.
4. The links between areas of learning and the curriculum choices available to students, particularly in FS and in the high phase.
5. The school's partnerships with parents in promoting students' achievement and well-being.

Key areas for improvement

1. Improve the effectiveness of teaching and students' achievement in Arabic medium subjects to close the gap with English medium subjects by:
 - i. ensuring teachers demonstrate higher expectations of students through sharper questioning and more challenging writing tasks in lessons
 - ii. providing more opportunities for all students to practise their speaking and listening skills in carefully structured group work.
2. Improve the leadership of Arabic medium subjects and the promotion of the Arabic language throughout the curriculum and the school by:
 - i. appointing an Arabic speaking school leader to champion the Arabic language and to evaluate its teaching
 - ii. significantly enhancing the school's supply of appealing and challenging Arabic language books and resources
 - iii. integrating use of the Arabic language into the English medium curriculum and throughout the school day.



Provision for Reading

- The school has two libraries for the use of primary and secondary students. They are very well stocked with a wide range of English fiction and non-fiction books.
- Teachers are well-prepared to teach reading. A highly effective reading programme in English begins in FS and continues through to the middle phase to support students' progress in reading.
- Reading support for EAL and SEN students promotes their English literacy skills very well.
- Weekly library lessons, book days and visits from authors encourage a strong English reading habit.
- Students talk enthusiastically about their English reading and almost always have a reading book in their school bag.
- Reading for research in English is very well developed from an early stage and older students show high level skills in their use of the school's resources. Arabic reading is not yet as well developed in the school. There is a lack of quantity and quality of Arabic books in the primary and secondary libraries.
- The school has implemented an Arabic reading programme but the impact has yet to demonstrate strong improvement.



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Arabic (as a first language)	Attainment	N/A	Acceptable	Acceptable	Good
	Progress	N/A	Acceptable	Acceptable	Good
Arabic (as an additional language)	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Very Good	Very Good	Very Good	Outstanding
	Progress	Very Good	Very Good	Outstanding	Outstanding
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
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		Very Good	Very Good	Very Good	Very Good



Overall achievement

- Students' achievement is very good overall. It is strongest in English medium subjects and in the high phase overall. It is at least good across all subjects in high and is outstanding in English.
- Achievement is acceptable overall in Arabic medium subjects in the primary and middle phases. It is good in social studies and overall in the high phase.
- In 2017, students' overall attainment across all subjects at IGCSE and in the IB Diploma was very good.
- In the recent MoE Grade 12 examinations attainment for the very small number of students was outstanding.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students know the key Islamic values and principles. In the primary and middle phases, most students make acceptable progress. The level of their reading of the Holy Quran is in line with curriculum standards.
- Students' achievement in **Arabic as first language** is acceptable overall. Most have acceptable listening skills and fluency in their speaking. Reading and writing skills are less developed and are broadly in line with age appropriate expectations. Progress improves in the high phase resulting in good attainment for the majority.
- Students' achievement in **Arabic as an additional language** is acceptable overall. Most students' speaking and listening skills are in line with curriculum expectations in primary. Reading and writing skills improve from primary to middle. The majority make good progress through to the high phase with good attainment across both phases.
- Student's achievement in **social studies** is good. The majority of students achieve levels of knowledge and understanding above curriculum standards. Effective teaching and monitoring enable them to make good progress in primary and this is sustained in the middle phase.
- Students' achievement in **English** is very good overall. The attainment of the large majority is very good in FS, primary and middle. This is because they make very good progress in phonics in FS and in reading and creative writing in primary. They make outstanding progress in middle and high. Their excellent research and literary analysis skills lead to outstanding attainment in high.
- Students' achievement in **mathematics** is very good. In FS, the large majority



become confident using numbers. In the primary phase, they develop a sound knowledge of key concepts. In the middle and high phases, the large majority tackle sophisticated mathematical problems.

- Students' achievement in **science** is very good. The large majority make very good progress in primary and middle. They learn to apply scientific knowledge in innovative ways. Attainment remains very good in chemistry, biology and physics at IGCSE and IB.
- Students' achievement in **other subjects** is very good. It is enhanced by the exceptionally wide choice of courses and the enlightening connections made between them. In PE, students' engagement and the high quality of teaching and facilities lead to outstanding achievement.

Learning skills

- Students' learning skills are very good overall. Children in FS begin a carefully guided journey of independent learning. This ends with confident, self-supporting, high achievers in the IB diploma. Students show a high quality of leadership and a keen sense of service. Students in all phases make judicious use of technology to assist their learning and apply very strong critical thinking skills.

Areas of Relative Strength:

- Students' overall attainment across all subjects at IGCSE and in the IB Diploma.
- Achievement in all English medium subjects.
- The overall achievement of students in the high phase.

Areas for Improvement:

- Students' achievement in Arabic medium subjects, particularly in primary and middle phases.



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	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal and social development is outstanding. From FS onwards, students demonstrate the highest levels of personal responsibility and, by the high phase, a fierce independence of mind. Their behaviour and relationships are exemplary, showing engagement, resilience and mutual respect.
- Students show an exceptional commitment to safe and healthy lifestyles for themselves and others. They enjoy coming to school and their attendance is very good.
- The large majority of students have a strong understanding of the values of Islam in the UAE. This is limited for a minority by their skills in the Arabic language. Students have an outstanding appreciation and respect for the culture and heritage of the UAE, their own and other world cultures.
- Students are eager and active volunteers and leaders. They show great pride in their leadership in school from classroom monitors to house captains. Students have exceptional global environmental awareness.
- Students thrive on innovative local, national and international experiences, showing confidence and creativity. They recently developed an environmental project with the Massachusetts Institute of Technology (MIT).

Areas of Relative Strength:

- Students' appreciation and respect for the culture and heritage of the UAE.
- Students' personal development as global citizens.

Areas for Improvement:

- Further enhance students' attendance.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good
- The overall quality of teaching and assessment is very good. - The large majority of teachers apply their knowledge of their subjects and how students learn them very effectively. Overall, teachers plan engaging lessons and interact positively with students and to an outstanding level in FS and high. - In FS, teachers skillfully balance activities chosen by children with directed tasks. They take every opportunity to develop learning through play. - Overall, teachers' precise questioning promotes independent, critical thinking. Teachers use effective strategies to match work to students' individual needs. They use internal and external assessment well to plan for future learning. - Teachers in English medium subjects consistently provide appropriate levels of challenge and support to improve students' achievement. - The large majority of teachers ensure students do not see subjects in isolation and make very clear connections between them. - Overall, teachers improve students' ability to make choices. They set carefully targeted homework 'menus' so students can choose how to demonstrate their learning. - Teachers in Arabic medium subjects do not always have sufficiently high expectations. They do not ask enough searching questions to deepen learning or set sufficiently challenging tasks. Teachers do not always accurately benchmark students' attainment to provide work matched to their needs. Areas of Relative Strength: - Teachers' planning and high-quality interactions, particularly in FS and high. - The high level of challenge and support from teachers of English medium subjects. - Effective teaching to promote students' higher-level thinking skills. Areas for Improvement: - The effectiveness of teaching in Arabic medium lessons.				



Performance Standard 4: Curriculum

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

- The overall quality of the school's curriculum is very good. It is outstanding in FS and in the high phase. It offers an innovative and challenging education that supports students' learning very well.
- The school's curriculum is well-structured and ensures continuity and progression. It provides strong support to both SEN and G&T students.
- The school's implementation and adaptation of the IB diploma programme is outstanding. The IB creativity, action and service (CAS) requirements are a core part of the school's ethos.
- Carefully planned cross curricular links enhance students' learning, most particularly in FS where themes, stories and games link and enhance children' learning. Across the curriculum there are strong links with UAE and Emirati culture.
- Students benefit from an outstanding range of curricular and extracurricular choices that encourage their interests and aspirations.
- The school conducts highly effective reviews of its English medium curriculum. It has yet to develop similar levels of scrutiny in the Arabic medium curriculum in the primary and middle phases. As a result, the curriculum does not always meet the needs of all students and Arabic overall is promoted less effectively.
- The school has introduced the new Moral Education programme. Well prepared teachers integrate the four pillars of learning into discrete and very effective lessons.

Areas of Relative Strength:

- The implementation and adaptation of the curriculum in FS and the high phase.
- Cross-curricular learning and the choices available to students.

Areas for Improvement:

- The implementation and adaptation of the curriculum in Arabic medium subjects.



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	Outstanding	Outstanding	Outstanding	Outstanding
- The overall quality of protection, care, guidance and support for students is outstanding. The school is a calm, nurturing and purposeful environment where students feel safe and are cared for well. Any instances of bullying are extremely rare. - Staff are fully trained in the application of the child protection policy and it is shared with all stakeholders. The school is thoroughly secure with extensive closed-circuit cameras (CCTV) and identity checks on all visitors. - All aspects of health and safety, including record keeping and the suitability of premises, are outstanding. The curriculum, assemblies, the school canteen and school nurses all promote healthy lifestyles very effectively. - Staff have highly positive relationships with students. Behaviour management is outstanding. Active promotion of very good attendance has improved attendance rates. - The school's identification and support of SEN and G&T students is outstanding. It provides excellent monitoring and interventions to aid students. - High quality, personalised advice and guidance results in clear pathways for students aligned to their own and national aspirations.				
Areas of Relative Strength:				
- The safety and security of students. - The positive relationships and outstanding behaviour management. - The identification of and support for SEN and G&T students.				
Areas for Improvement:				
The further promotion of students' attendance.				



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	Outstanding
Governance	Very Good
Management, staffing, facilities and resources	Outstanding
- The overall quality of leadership and management is very good. School leaders, with effective support and challenge from governors, communicate an ambitious vision for the school. Very strong educational leadership has demonstrated the capacity to innovate and improve over time. - All staff contribute to the detailed self-evaluation form (SEF) and the comprehensive school development plan (SDP). Generally, school leaders at all levels help teachers to improve. There is less accountability, capacity and impact within the Arabic medium curriculum. This is in part because of a lack of Arabic language representation in the leadership team since the last inspection. - Outstanding parental involvement forms an integral part of the school's processes and planning. The school provides regular communication and detailed reporting. Community, national and international partnerships are equally strong. - School leaders' management of the excellent facilities and day to day life of the school is outstanding. The deployment of English medium teachers and resources is very good. The school has yet to achieve the same strength in Arabic medium subjects. - School leaders have ensured the school has prepared for and contributed to the promotion of the UAE in international assessment.	
Areas of Relative Strength:	
- The school's partnerships with parents and the community. - The day to day management of the school and the high quality of its facilities.	
Areas for Improvement:	
The leadership of the Arabic medium curriculum and the promotion of the Arabic	



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language throughout the school.