

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

INTERNATIONAL SCHOOL OF CREATIVE SCIENCE NAD ALSHIBA L.L.C

UK



GOOD

INTERNATIONAL SCHOOL OF CREATIVE SCIENCE NAD ALSHIBA L.L.C

UK

Inspection Dates
20 - 24 February 2023

Principal
Ataullah Parkar

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

1499
Students



692
Emirati Students



103
Students of
Determination



134
Teachers



51
Teaching
Assistants



4
Guidance
counsellors



OVERALL SCHOOL PERFORMANCE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

GOOD

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- Students good progress in Islamic education, Arabic as additional language, English, mathematics and science
- The students personal and social development and their knowledge of Islamic values =
- The wide range of curriculum choices, and the variety of courses offered at Key Stages 4 and 5 (KS4/KS5)
- The strong care and support for students and a high level of parents' satisfaction, including parents of students of determination.

POINTS TO IMPROVE

- Raise the attainment and progress of students to at least good in all subjects by improving the quality of teaching for effective learning and the use of accurate assessment information to deliver lessons that meet the needs of all groups of students
- Raise the standards of literacy across the school, and particularly for the Emirati students to enhance curriculum access
- Develop the capacity of middle leaders to effectively monitor the quality of teaching and learning

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A HIGH LEVEL

Wellbeing has a very high priority in this inclusive school. Regular surveys of students, staffs and parent concerns are acted upon. The wellbeing team collaborate very effectively to ensure individual student pastoral and academic needs are carefully monitored and attended to when necessary. There are many opportunities for students to adopt leadership roles. A wide range of extra curricular activities support mental, emotional, and physical health as well as cultural wellbeing. The school is a very harmonious and happy community.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

Foundation Stage	OUTSTANDING
Primary	OUTSTANDING
Secondary	OUTSTANDING
Post-16	OUTSTANDING

SUPPORT AND GUIDANCE

Foundation Stage	VERY GOOD
Primary	VERY GOOD
Secondary	VERY GOOD
Post-16	VERY GOOD

PROGRESS IN KEY SUBJECTS AND INCLUSION

Children in the foundation stage make good progress in English, mathematics, and science. Progress in Islamic education, Arabic, English, mathematics, and science is good for students in primary and secondary phases. Post-16 students make good progress in all subjects except for Arabic as a first language, which is acceptable. Overall, students make good progress, with an appropriate balance between in-class support and the support provided by the Achievement Centres. The progress of students working individually with the specialist inclusion staff is consistently high.

ENGLISH		MATHS		SCIENCE	
Foundation Stage	GOOD	Foundation Stage	GOOD	Foundation Stage	GOOD
Primary	GOOD	Primary	GOOD	Primary	GOOD
Secondary	GOOD	Secondary	GOOD	Secondary	GOOD
Post-16	NOT APPLICABLE	Post-16	GOOD	Post-16	GOOD
ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
Foundation Stage	NOT APPLICABLE	Foundation Stage	NOT APPLICABLE	Foundation Stage	NOT APPLICABLE
Primary	GOOD	Primary	GOOD	Primary	GOOD
Secondary	GOOD	Secondary	GOOD	Secondary	GOOD
Post-16	ACCEPTABLE	Post-16	NOT APPLICABLE	Post-16	GOOD

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The principal and vice-principal are strong leaders. They ensure that the school is managed effectively on a daily basis. The senior leadership team sets a clear strategic plan with a strong focus on literacy, inclusion, and wellbeing. While most leaders have shown the ability to innovate and improve, those new to their roles need further coaching and support. The governors have access to school performance data, but they need to use it more accurately to evaluate the school's self-assessment and improvement planning.

Most teachers possess strong subject knowledge and an understanding of students' learning styles. While lesson plans are detailed, differentiation is inconsistently implemented. Positive interaction between teachers and students is observed, and discussions are typically well-paced. Students of all ages are beginning to take greater responsibility for their own learning and enjoy opportunities for collaboration. Foundation Stage children in particular are developing greater independence as they gain confidence.

EFFECTIVENESS OF LEADERSHIP



GOOD



TEACHING FOR EFFECTIVE LEARNING

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

LEARNING SKILLS

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

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