

# Inspection Report



## The City School International 2014-2015



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## School information



### General information

Location	Nad Al Hamar
Type of school	Private
Opening year of school	2006
Website	www.tcs-uae.com
Telephone	04-2899722
Address	DUBAI-NAD AL HAMAR- P.O.BOX:5760
Principal	Kaneez-e-Ali
Language of instruction	English
Inspection dates	27 <sup>th</sup> – 29 <sup>th</sup> October 2014



### Students

Gender of students	Boys and Girls
Age range	3 - 16
Grades or year groups	Foundation Stage 1 - Year11
Number of students on roll	716
Number of children in FS1	55
Number of Emirati students	17
Number of students with SEN	12
Largest nationality group of students	Pakistani



### Teachers / Support staff

Number of teachers	64
Largest nationality group of teachers	Pakistani
Number of teacher assistants	13
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	23%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE/ACER
Accreditation	NA





# Parents'

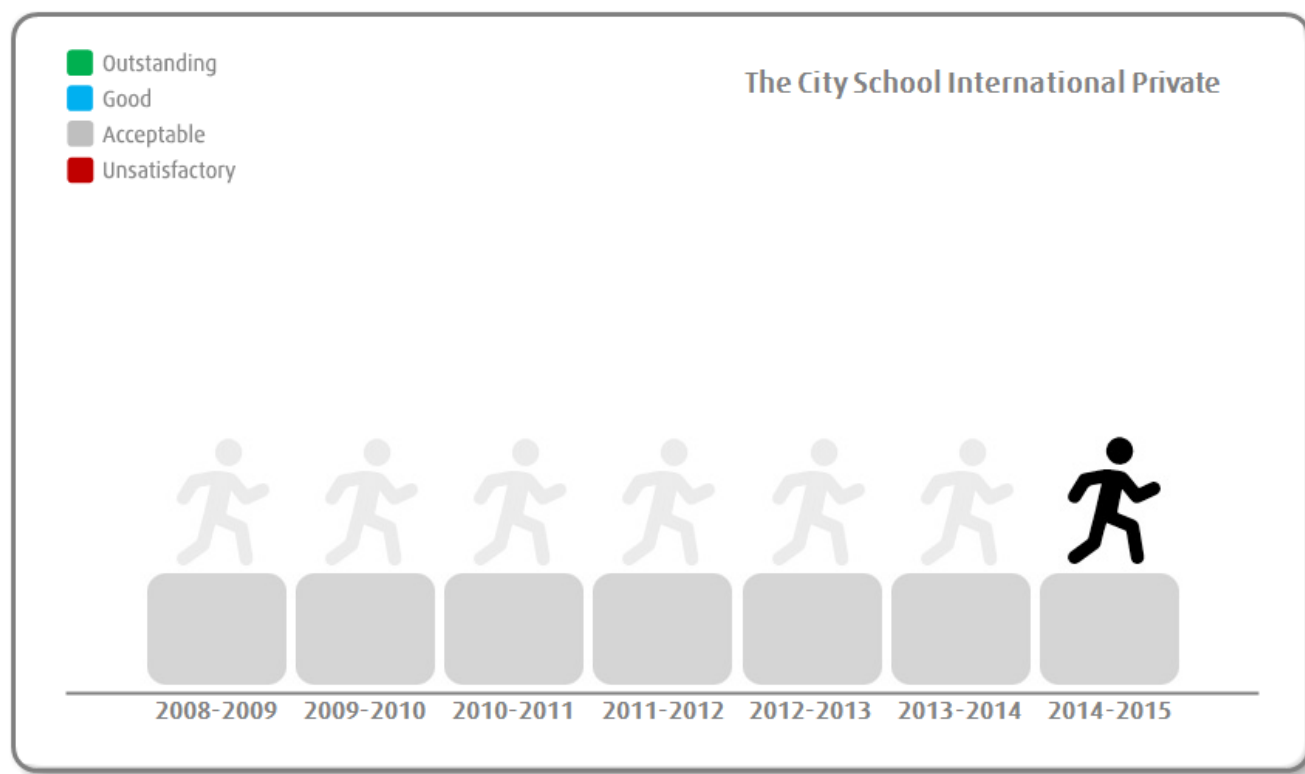
## Report



Dear Parents,

The City School International Private was inspected by DSIB from 27<sup>th</sup> - 29<sup>th</sup> October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Children's progress and attainment were good in the Foundation Stage.
- Students' attainment and progress were good in English and science in all phases of the school.
- Students enjoyed learning and their behaviour was good.
- The curriculum was well planned, and included a good range of enrichment activities.
- A high priority was given to students' health, care and wellbeing.

### Areas for improvement

- Improve students' accuracy in speaking and writing in Arabic.
- Develop students' critical thinking skills, particularly in mathematics.
- Improve leaders' and teachers' assessment and analysis of students' progress, including those with special educational needs.
- Provide a suitable prayer room for Muslim students to pray in.
- Upgrade and enhance the learning environment in the Foundation Stage.
- Improve resources for art, music and physical education.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at The City School International Private



### How well does the school perform overall?

Overall, the City School International Private provided an **'Acceptable'** level of education for its students.

- Students' attainment and progress were variable across subjects and phases. In the Foundation Stage, children made good progress and reached a good level of development in reading, writing, mathematics and science. Students in the primary and secondary phases achieved well in English and science but there were some gaps in their learning in mathematics, Islamic Education and Arabic. When given the opportunity, students worked independently, developing an increasing range of research skills. However, their critical thinking skills were not well developed and their use of information and communication technology (ICT) to support learning was limited.
- Students were keen to learn and they behaved well. Their attendance and punctuality were good. Students had a good understanding of Islamic values and of the economy and environment of the United Arab Emirates. They took their responsibilities as members of the school community seriously, and were actively involved in the life of the school.
- The quality of teaching was inconsistent across phases and subjects, with the most successful teaching in the Foundation Stage, in English, and in science. Teachers and leaders were not using assessment information to better meet the needs of students.
- Effective planning ensured that the National Curriculum for England was implemented well, and that there was progression in students' learning in most subjects and across phases. However, progression of skills in English was inconsistent across some grades, and curriculum links between the Foundation Stage and the primary phase were limited. Subject choices at the secondary phase were limited. There were some modifications of the curriculum to meet the needs of different groups of students. Additional activities, including clubs and visits enriched students' learning experiences.
- The school made safeguarding students' health and safety a high priority. Detailed records were kept, including the outcomes of regular health checks. A new personal, social and health education (PSHE) programme was providing a systematic approach to the promotion of healthy living and lifestyles.
- The Principal provided strong leadership and was supported well by senior leaders and governors.



### How well does the school provide for students with special educational needs?

- As students' personalised learning targets had only recently been set, it was too early to assess how well they had made progress in addressing these targets.
- The school now had a member of staff who was suitably qualified to identify students' special educational needs and had planned individual targets for these students. Teachers planned changes to lessons in order to meet students' special educational needs but did not follow these plans consistently in all lessons. The curriculum was not consistently or appropriately modified to meet the needs of students with special educational needs.
- The school had regular contact with parents of students with educational needs and shared with them their children's individual learning targets.



## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Unsatisfactory
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory
	Progress	Not Applicable	Acceptable	Acceptable
 English	Attainment	Good ↑	Good	Good
	Progress	Good ↑	Good	Good
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable
 Science	Attainment	Good ↑	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
		Foundation Stage	Primary	Secondary
Learning skills		Good	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection




## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary
Personal responsibility	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Community and environmental responsibility	Good	Good	Good


## 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
Health and safety	Good	Good	Good
Quality of support	Good 	Acceptable	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable 



# School **Inspection** Report

## Overall school judgement

**Acceptable**

## Key strengths


- Children in the Foundation Stage were developing good learning skills and they achieved an overall good level of development by the end of the phase.
- Students' attainment and progress in English and science were good.
- Students demonstrated positive attitudes and good behavior. They had a well-developed sense of responsibility and awareness of Islamic values.
- The school had developed strong partnerships working with parents.


## Changes since the last inspection

- There had been improvements in the provision and outcomes in the Foundation Stage. Children were making good progress in their learning.
- Students' progress and attainment in science had improved from acceptable to good.
- The identification of students with special educational needs had improved.
- Teachers were starting to promote good learning skills more regularly, however this was not yet consistently embedded across each phase and each subject.
- A lack of response to increase in student numbers had led to some shortages in resources to support teaching and learning.

## Recommendations







- Accelerate students' progress in Arabic by improving students' accuracy in speaking and writing, particularly in the secondary phase.
- Improve students' critical thinking and investigative skills, particularly in mathematics.
- Improve the accuracy of student assessment, and ensure that teachers and leaders use assessment information to:
  - track students' progress as they move through the school
  - identify any trends in the performance of different groups of students that require action
  - evaluate the school's performance against international standards.
- Improve planning for students with special educational needs, to better monitor, track and report on their personal, social and academic progress towards specific learning targets.
- Improve accommodation, facilities and resources to provide:
  - more flexible opportunities for learning in the Foundation Stage
  - an appropriate prayer room for Muslim students to pray in
  - specialist resources for art, music and physical education.

 Improved from last inspection

 Declined from last inspection



## 1. How good are the students' attainment, progress and learning skills?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good 	Good 
Mathematics	Good 	Good 
Science	Good 	Good 

- When children joined the school in the Foundation Stage, their language and number skills were very varied. However, they made good progress towards English, mathematics and science early learning goals. Their overall levels of attainment were generally above expectations by the time they moved on to Year 1. Children became increasingly confident in speaking and, after learning the sounds individual letters make, most could read well for their age and could write simple words by blending sounds together.
- Children made good progress in counting and using numbers, moving on quickly to simple addition and subtraction.
- Children gained early scientific skills through practical activities, such as observation and prediction. The development of these skills helped them develop an increasing understanding of scientific ideas, such as floating and sinking.



### Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Good 	Good 

- In Islamic Education, students' recitation and understanding skills were in line with expectations for their age. Most had strong knowledge of the key Islamic Pillars and developed appropriate knowledge of the prophets. Students made steady progress in understanding "Hadeeth", "Fiqh" and acts of worship. Progress was stronger in the understanding of Islamic etiquette, morals and values.
- Students studying Arabic as a first language made acceptable progress. They developed good listening skills, but their speaking skills were less well developed. Most students had good skills in writing letters and in connecting them together but lacked confidence in writing independently. Their handwriting was clear and spelling was mostly accurate.
- Students studying Arabic as an additional language reached acceptable standards and they made steady progress. Attainment and progress were best in listening and understanding, but most were not confident in speaking Arabic and their writing was at a very basic level.



- The majority of students spoke confidently in English in collaborative group settings and when responding to questions or expressing their own opinions. Students wrote for a variety of purposes with developing vocabulary, although punctuation and grammar skills were underdeveloped for a minority of students.
- In mathematics, most students built on a good foundation of number skills and understanding of basic shape. They made good connections to real life examples, but their critical thinking skills were insufficiently developed. The students in the primary phase made better progress than those in the secondary phase.
- The majority of students developed a good understanding of scientific concepts. They made good progress in the development of their knowledge but their investigative and experimental skills were less well developed.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Unsatisfactory	Acceptable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Good 	Good 

- In Islamic Education, most students demonstrated adequate knowledge of the life of the Prophet Ayuob and of Islamic morals and values. They had a basic level of understanding of Islamic concepts linked to all aspects of their own lives. Most students made progress in their knowledge and understanding of the Holy Qur'an miracle, although progress was slow in linking the understanding of Islamic concepts to real life and using the Hadeeth or Holy Qur'an as a reference.
- Students studying Arabic as a first language made acceptable progress. Their listening skills were good but speaking skills were less well developed. Most students' had good handwriting and spelling skills but lacked confidence in writing independently.
- Students studying Arabic as an additional language could listen and understand at the expected level, but most were not confident enough in speaking. Most students made satisfactory progress however their progress in writing across the secondary phase was slower.
- In English, most students listened attentively and critically to peers and adults. They spoke confidently and articulately for a range of purposes, including collaborative enquiry, and stating and defending opinions in discussion and debate. Most students made good progress in reading and writing. They wrote accurately at length for a variety of purposes, including creative and factual writing. A minority lacked fluency in speaking and could not consistently maintain style and accuracy in writing.
- Most students' algebraic skills were well-developed and appropriately used when applying formulae and in basic problem-solving tasks. Their investigative skills and approaches to enquiry were insufficiently used or developed. Girls performed better than boys, and upper secondary students make better progress than those in the lower year groups.
- Students developed a good understanding of scientific principles from year-to-year and could apply these when planning and carrying out experiments. Students' good achievement in science was reflected in their above-average examination results in biology, chemistry and physics.

	Foundation Stage	Primary	Secondary
<b>Learning skills</b>	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Students showed very positive attitudes, enjoyed learning and occasionally took responsibility for their own learning.</li> <li>The majority of students were able to work well collaboratively and with purpose. They could discuss their learning with others.</li> <li>Students could relate their learning to everyday experiences, especially in mathematics, but this was inconsistent across the school. This was more evident in the Foundation stage.</li> <li>Students' critical thinking skills were not well developed. Their use of ICT to support learning across the key subjects was limited, although this was better developed in the older year groups. When given the opportunity, students worked independently, developing an increasing range of research skills.</li> </ul>			

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary
<b>Personal responsibility</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Students had positive attitudes to school and were enthusiastic learners. Students behaved well in lessons and acted responsibly when not under immediate adult supervision. They cooperated with others in lessons and played alongside each other well.</li> <li>Relationships between staff and students were mutually respectful. Students from 35 countries worked and played in harmony. They enthusiastically led and took part in assemblies which celebrated cultural similarities and differences.</li> <li>Students were aware of the need for, and benefits of, a healthy life-style. This was evident in their food choices and in their enthusiasm for physical activities.</li> <li>Attendance levels were good and students were punctual at the start of the day and were on time for lessons.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>Students' appreciation of the impact of Islamic values on modern life in Dubai was good across all phases.</li> <li>The children in the Foundation Stage were able to speak confidently about life in Dubai. In the primary phase, students could reflect upon the impact of the heritage and culture of the UAE upon modern life in Dubai. They could describe the differences between Emirati and non-Emirati dress in Dubai.</li> <li>Secondary students had a strong understanding of their own culture and some aspects of UAE culture. However, their understanding of other cultures around the world was less well developed.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Community and environmental responsibility</b>	Good	Good	Good
<ul style="list-style-type: none"> <li>• Students took their responsibilities as members of the school community seriously and were actively involved in the life of the school.</li> <li>• Most students had a positive work ethic. However, their ability to take the initiative and develop self-managed projects was limited.</li> <li>• Students cared for their school environment and had a good awareness of environmental issues. They lacked opportunities to take responsibility for organising conservation and sustainability-related activities.</li> </ul>			

### 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
<b>Teaching for effective learning</b>	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• Teachers demonstrated good subject knowledge but their understanding of how students learn was inconsistent. This meant that there were missed opportunities for students to pursue their own inquiries and work cooperatively together.</li> <li>• All teachers prepared lesson plans, indicating the structure of each lesson and how resources were to be used. Some were more successful than others in implementing their plans. Occasionally, this meant that important elements were missed out and teachers spent too much time talking, leaving little time for students to work independently.</li> <li>• Some teachers were skilled in using questions to elicit ideas and to extend students' thinking and understanding. However, in too many lessons, teachers asked questions requiring one-word answers and moved on without checking students' deeper understanding.</li> <li>• For the most part, teachers made efforts to provide work at the right level for different groups of students, but this was not embedded across the school. This meant some students were not sufficiently challenged while others found the work too demanding. In English and science, there was a strong focus on encouraging students to think critically and to extend their enquiry skills. This approach was less evident in mathematics and extremely rare in Islamic education and Arabic.</li> </ul>			

	Foundation Stage	Primary	Secondary
<b>Assessment</b>	Good	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>• The school's assessment practices were linked to curriculum objectives, particularly in science and the Foundation Stage. They generally provided valid and clear information and measures of students' academic progress.</li> <li>• The high level of student participation in international tests enabled benchmarking that was almost fully representative of the age groups of the students involved. The interpretation of the results, however, was not always accurate and the use of assessment information did not always improve teaching and learning.</li> <li>• School leaders tracked individual students' attainment well, identified their rates of progress and set improvement targets. However, they had only begun to analyse and track the progress of some specific student groups. This analysis was developed or used sufficiently well, resulting in some invalid conclusions.</li> </ul>			


- The use of assessment data to successfully plan to meet the needs of student groups was under-developed. The school modified the planning of some lessons and aspects of the curriculum design, but this was only having a limited impact. In the Foundation Stage, the frequent on-going observations of children were used effectively to plan to meet their needs.
- Most teachers knew their students well and often provided them with good oral feedback that enabled them to make progress in their learning. Effective written advice on how to improve, however, was infrequent. Students also assessed their own work and that of their peers in English, mathematics and science but this was not a feature of classroom practice in Islamic education and Arabic.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary
Curriculum quality	Good	Good	Good


- The curriculum had a clear rationale based on an enriched national curriculum for England, focusing on the progressive development of skills and acquisition of knowledge. The curriculum was reasonably broad and balanced but students did not have sufficient opportunities to extend their talents in the creative arts.
- Effective planning ensured progression in most subjects and across most phases. However, the progression of skills in English across some grades was inconsistent. Curriculum links between Foundation Stage and the primary phase were limited.
- A number of field trips and an extensive club program enriched the curriculum.
- Planned cross-curricular links enhanced a majority of lessons, especially in English and science. Opportunities for investigation and critical thinking were seen in some lessons but were inconsistent. They were stronger in English and science than in other subjects. The development of research skills was a strong feature in English lessons at the secondary phase but was less developed in other subjects. There was a lack of accessibility to computers and this constrained students' development of research skills.
- The curriculum was reviewed informally each week. It was reviewed formally at the end of each school year when agreed modifications took place.
- The curriculum for Arabic as a first language followed the Ministry of Education (MoE) guidance. It was suitably broad and balanced. The school was compliant with the MoE requirements in terms of the time that should be allocated for teaching and learning Arabic. However, each week the students in Year 3 had 40 minutes less than required.



	Foundation Stage	Primary	Secondary
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school had taken some steps to modify the curriculum to meet the needs of students. However, planned modifications were not consistently applied in lessons. As a consequence, particularly at the primary and secondary phases, much remained to be done to consistently address the needs of the least and most able students.</li> <li>Whilst the curriculum was generally broad, subject choices were somewhat restricted for senior students, including opportunities for them to extend their talents in the creative arts.</li> <li>A range of extra-curricular activities enhanced the formal curriculum.</li> <li>The school offered two 30-minute sessions each week for the 20 Arab children in the Foundation Stage. Classes for Arabs and non-Arabs were combined, and the school's programme targeted the development of Arabic as first language level, including forming letters and basic vocabulary.</li> </ul>			

### 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
Health and safety	Good	Good	Good
<ul style="list-style-type: none"> <li>The school gave a high priority to students' health and safety. Arrangements for child protection were very well established, with a designated child protection officer. All staff were aware of whom to contact if necessary.</li> <li>The building was kept secure and included checks on those entering or leaving. Bus transportation was very well organised with many checks made before departure to ensure student safety. All buses had an assistant to supervise students throughout journeys.</li> <li>Comprehensive records were kept of individual students' medical history and accidents. Fire practices were held each term and outcomes were carefully recorded. The premises and facilities were generally suitable for all students, although some rooms were rather small, especially in the Foundation Stage.</li> <li>A recently introduced programme for PSHE was providing a systematic approach to the promotion of healthy living. It included units on e-safety and the dangers of alcohol and drug abuse.</li> </ul>			

	Foundation Stage	Primary	Secondary
Quality of support	Good 	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Relationships between staff and students across the school were mutually respectful and created a positive climate for learning which was especially evident in senior students' classes.</li> <li>The school's systems to monitor and promote good attendance and punctuality was effective.</li> <li>The school was inclusive and accepted students with a wide range of differing needs and aptitudes. As a result of newly introduced approaches, school leaders were better at recognising and identifying students with special educational needs.</li> <li>The school provided a good measure of support to students with special educational needs. However, it needed to improve the ways in which it tracked and monitored these students' progress in meeting their individual learning targets.</li> <li>The school offered students relevant and supportive programmes of advice and guidance on personal development, careers and further and higher education.</li> </ul>			

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>The school had appointed a suitably qualified coordinator and additional staff to support students with special educational needs.</li> <li>The school had identified more accurately a small number of students with special educational needs and had drawn up individual education plans with suitable learning targets through which they could monitor progress.</li> <li>Teachers did not consistently apply the curricular modifications planned in lessons to support students with special educational needs.</li> <li>The school had worked together with parents and taken account of their views, sharing with them the contents of students' individual education plans.</li> <li>It was too early in the school session to assess progress against recently-set targets within individual education plans.</li> </ul>	


## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The Principal provided strong leadership and guidance. The senior management team successfully shared the school's central values, which meant that staff, students and parents had a clear understanding of the school's vision and ambitions.</li> <li>Leadership roles, for the most part were distributed effectively. The management structure had been recently strengthened to include a vice-principal, a coordinator for special educational needs and leaders responsible for behaviour and additional activities. The impact of this new structure was emerging, particularly in improving the provision for students with special educational needs.</li> <li>Relationships across the school were very good and communication was smooth and efficient.</li> <li>Leaders were successful in devising some strategies to bring about improvements. For example, the quality of teaching was improving as a result of close monitoring of lessons, although there remained some inconsistencies in classroom practice.</li> <li>There had been some improvements since the last inspection. Provision and outcomes in the Foundation Stage had improved, and students were making better progress and reaching better levels of attainment in science. The school was well placed to move further forward.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Acceptable
<ul style="list-style-type: none"> <li>• School leaders were starting to meet to regularly review the school's performance. These discussions had yet to impact fully on outcomes for students.</li> <li>• Steps taken to evaluate the school's performance against international standards were not yet fully effective. Leaders were monitoring teaching more frequently. However, their evaluations of the quality of teaching were not aligned to the findings of the inspection.</li> <li>• Development planning was generally well-focused and included clear and measurable goals. However, some action plans were not sufficiently focused on the anticipated impact on students' attainment and progress.</li> <li>• School leaders had taken the recommendations of the last inspection report seriously. There were a few notable improvements. Provision and outcomes in Foundation Stage had improved and students were making better progress and reaching better levels of attainment in science.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• The school's partnership with parents and the community was good. Parents held the school in high regard and appreciated the open-door policy.</li> <li>• Communication between the school and home was effective, with parents and teachers exchanging information through informal and more formal means, including email and newsletters.</li> <li>• Parents were kept well informed about how their children were performing. They found formal progress reports and meetings with teachers helpful. Parents saw themselves as partners in their children's education. They valued advice about how to support their children's learning at home.</li> <li>• Community links were strong. For example, students benefitted from talks by external speakers as part of careers education. The local community was used effectively as a learning resource, with students visiting historical and environmental sites to further their studies.</li> </ul>	




	Overall
<b>Governance</b>	Good
<ul style="list-style-type: none"> <li>• There were no parent representatives on the Governing Body, but an advisory group of parents enabled governors to seek parents' views. Parents were consulted through questionnaires and their views were taken seriously.</li> <li>• Governors maintained regular contact with the school, despite the location of the head office in Pakistan. They took appropriate steps to hold the school to account regarding its performance. Governors visited the school at least once a month and kept in touch frequently with senior leaders through electronic communication.</li> <li>• Governors provided insightful guidance and support to the school's leaders. They ensured resources were generally adequate, although the lack of resources for some subjects, including physical education and music, limited students' progress.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable 
<ul style="list-style-type: none"> <li>• Procedures and routines were well established so that the day-to-day life of the school ran very smoothly. Timetabling was generally effective. Students and staff were well aware of expectations and contributed to the smooth running of the school.</li> <li>• Not all teachers had a teaching qualification. Staff were deployed effectively. For example, teachers in the Foundation Stage had suitable qualifications in 'early years' education. There was a good student-teacher ratio, although classes in the Foundation Stage were above the recommended size. Staff benefitted from a good range of training by school leaders and outside consultants. Induction for new staff was well organised.</li> <li>• The premises were adequate, but specialist facilities were limited. There were no dedicated spaces for art or music, and facilities for gymnastics were inadequate. There was a well-equipped computer suite, but access to computers during day-to-day lessons was limited to one laptop in each classroom. Classrooms in Foundation Stage were too small and restricted the range of learning activities. The prayer room for Muslim students was located in a stair well and was not fit for purpose.</li> <li>• Resources were adequate for most subjects but the library had a limited number and range of books for the number of students. The lack of percussion instruments in music and limited space for physical education limited the effectiveness of teaching and restricted students' learning in these subjects.</li> </ul>	



## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	109	21%
	<b>Last year</b>	128	24%
 <b>Teachers</b>	48		87%
 <b>Students</b>	133		99%

- A minority of parents, most teachers and almost all students responded to the questionnaires.
- With few exceptions, parents were pleased with the quality of education provided by the school. They were confident in the leadership of the school.
- Parents were happy with their children's progress in English, mathematics and science.
- Around a fifth of parents were concerned about their children's progress in Arabic and Islamic Studies.
- Most parents said their children enjoyed school and were developing a sense of self-awareness.
- Parents were confident in the care provided, including arrangements for ensuring their safety when using the school buses.
- Students were also generally positive about the quality of education.
- Students felt they were making good progress in all the key subjects, apart from Arabic.
- Students were pleased with the way teachers helped them to develop good learning skills. They were positive about their understanding of Islam and confident how they were cared for and looked after in the school.
- A minority of students had negative views about the behavior of some other students and bullying.
- Around a fifth of students felt that there was a limited range of subject choices and of additional activities.
- Staff were entirely positive about all aspects of the school.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)