



# INSPECTION SUMMARY REPORT PARENT EDITION

2024-  
2025

## CITIZENS SCHOOL UK

**GOOD**

<p>629 <b>Students</b></p>	<p>24 <b>Emirati Students</b></p>	<p>67 <b>Students of Determination</b></p>	<p>56 <b>Teachers</b></p>	<p>61 <b>Teaching Assistants</b></p>	<p>1 <b>Guidance Counsellors</b></p>
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### OVERALL SCHOOL PERFORMANCE



**GOOD**

<b>OUTSTANDING</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>VERY GOOD</b>	Quality of performance exceeds the expectation of the UAE
<b>GOOD</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>ACCEPTABLE</b>	Quality of performance meets the minimum level of quality required in the UAE
<b>WEAK</b>	Quality of performance is below the expectation of the UAE
<b>VERY WEAK</b>	Quality of performance is significantly below the expectation of the UAE

### WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

#### SCHOOLS HIGHLIGHTS

- A caring nurturing learning environment, with extensive resources and well qualified teaching personnel
- An innovative curriculum designed for future learners and citizens, and highly regarded by parents.
- A culture of respect and inclusion that is prioritised by governors, leaders and staff

#### POINTS TO IMPROVE

- Strengthen literacy provision across all phases, with particular attention to supporting new students with limited English language skills
- Prioritise the development of Arabic by enhancing provision and embedding it more clearly within the school's vision and mission statements
- Ensure that reports to parents include information on students' academic progress, social and emotional development, and participation in well-being initiatives.

### WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**



Student and staff well-being is a clear priority, reflected in strong policies and a positive, inclusive learning environment. Most students are confident, happy, and engaged in their learning. Counselling, peer mentoring, and targeted interventions support students' social-emotional and mental health needs. However, student voice, particularly for students who are new to the school and those with English as an Additional Language requires greater attention to ensure all learners feel genuinely heard and included.

### STUDENT'S ACHIEVEMENTS

Attainment across all phases and subjects is acceptable, with students' literacy challenges playing a key role. In the primary phase, students make good progress in Islamic education, Arabic as an Additional Language, science, and mathematics—a positive outcome for this large phase of the school. Project-based learning (PBL) contributes to this progress. Children in the Foundation Stage also make good progress in science and mathematics.

ENGLISH		MATHS		SCIENCE	
	ATTAINMENT	PROGRESS		ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	GOOD	FOUNDATION STAGE	ACCEPTABLE	GOOD
PRIMARY	ACCEPTABLE	ACCEPTABLE	PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	ACCEPTABLE	SECONDARY	ACCEPTABLE	ACCEPTABLE

ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
	ATTAINMENT	PROGRESS		ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE	FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE	PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	ACCEPTABLE	SECONDARY	ACCEPTABLE	ACCEPTABLE

LEARNING SKILLS	
	PROGRESS
FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	ACCEPTABLE



### STUDENT'S PERSONAL AND SOCIAL DEVELOPMENT

Across the school, students consistently demonstrate maturity, respect, and a strong sense of responsibility. They have a strong understanding of the values of Islam and a true appreciation and respect for the UAE's heritage and culture. Students are developing their entrepreneurship supported by the school's progressive curriculum that purposefully and progressively nurtures their skills in enterprise, creativity, and strategic thinking. Through project-based learning, students are enabled to focus on sustainability and explore ecological and environmental issues.



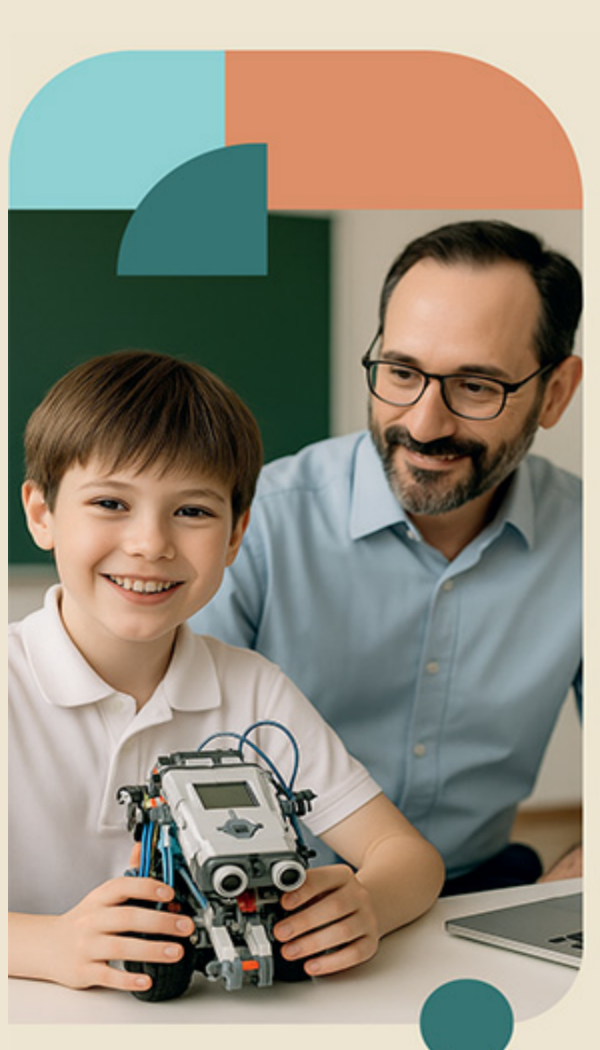
PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: <b>VERY GOOD</b>	FOUNDATION STAGE: <b>GOOD</b>	FOUNDATION STAGE: <b>VERY GOOD</b>
PRIMARY: <b>VERY GOOD</b>	PRIMARY: <b>GOOD</b>	PRIMARY: <b>VERY GOOD</b>
SECONDARY: <b>VERY GOOD</b>	SECONDARY: <b>GOOD</b>	SECONDARY: <b>VERY GOOD</b>

### PROVISION FOR LEARNERS

Teachers demonstrate strong subject knowledge and a clear understanding of how students learn. Lessons are carefully planned using assessment data, with learning objectives and success criteria routinely shared. A reliable digital tracking system generates detailed information, enabling timely interventions—especially for students needing literacy support.

The curriculum is innovative and future-focused, preparing students for a rapidly changing world. Cross-curricular links and real-world contexts enhance learning and global awareness. The school adapts the curriculum to meet diverse needs, including additional literacy support. High-quality facilities provide inspiring spaces that promote engagement.

The school upholds strong safeguarding through clear systems and procedures. It is inclusive, with effective identification processes for students of determination and those who are gifted and talented. Teachers know their students well, and staff-student relationships are built on trust and respect. Students are self-disciplined, caring, and respectful to others.



TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: <b>GOOD</b>	FOUNDATION STAGE: <b>GOOD</b>	FOUNDATION STAGE: <b>GOOD</b>
PRIMARY: <b>GOOD</b>	PRIMARY: <b>GOOD</b>	PRIMARY: <b>GOOD</b>
SECONDARY: <b>ACCEPTABLE</b>	SECONDARY: <b>ACCEPTABLE</b>	SECONDARY: <b>GOOD</b>

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: <b>GOOD</b>	FOUNDATION STAGE: <b>VERY GOOD</b>	FOUNDATION STAGE: <b>GOOD</b>
PRIMARY: <b>GOOD</b>	PRIMARY: <b>VERY GOOD</b>	PRIMARY: <b>GOOD</b>
SECONDARY: <b>GOOD</b>	SECONDARY: <b>VERY GOOD</b>	SECONDARY: <b>GOOD</b>

### INCLUSION

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

The principal and governing board actively promote an inclusive ethos, supported by a qualified inclusion lead held accountable for high-quality provision. The inclusion team collaborates closely with mainstream staff to embed inclusive practices across the school. Personalised entry assessments identify barriers to learning early, ensuring timely support. An open-door policy encourages parent engagement, while initiatives such as inclusion coffee mornings provide opportunities for families to share experiences and access valuable support throughout their child's educational journey.



### LEADERSHIP AND MANAGEMENT

The owner, governors, leaders, and staff embrace diversity and promote inclusion. Self-evaluation is rigorous and inclusive, with a strong focus on outcomes for all student groups. Planning is transparent, data-driven, and engages parents effectively. Future plans remain inclusive and responsive to student needs. The school's bold vision, supported by a forward-thinking curriculum and excellent resources, is reflected in mission statements that reassure families in a rapidly changing world.

THE EFFECTIVENESS OF LEADERSHIP	<b>GOOD</b>
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	<b>GOOD</b>
PARENTS AND THE COMMUNITY	<b>VERY GOOD</b>
GOVERNANCE	<b>GOOD</b>
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	<b>VERY GOOD</b>



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