

INSPECTION REPORT

2022-2023



THE CITY SCHOOL INTERNATIONAL PRIVATE

UK CURRICULUM

GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas.....	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Nad Al Hamar
	Opening year of School	2006
	Website	www.thecityschool.sch.ae
	Telephone	97142899722
	Principal	Frank Roman Fernandes
	Principal - Date appointed	1/1/2019
	Language of Instruction	English
	Inspection Dates	21 to 25 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	932
	Number of Emirati students	20
	Number of students of determination	29
	Largest nationality group of students	Pakistani

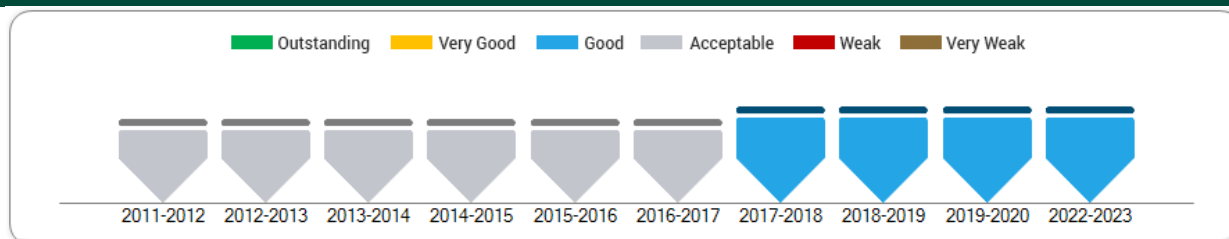
TEACHERS

	Number of teachers	68
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	14
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	6

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE; AS Level; A Level
	Accreditation	BSME

School Journey for THE CITY SCHOOL INTERNATIONAL PRIVATE



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- Students achieve above curriculum expectations in most subjects across the school. In Secondary, students achieve very good results in external examinations, particularly in mathematics and science. Attainment in Arabic as an additional language has improved, as has progress for students in Secondary who study Arabic as their first language. Students' learning skills remain good across the school.
- The behaviour of students is very good in the secondary and post-16 phases, where supportive relationships between students are strong. In the early phases, classroom learning routines have not been fully established. As a result, some students are not appropriately engaged in lessons. Attendance levels are variable, particularly in the upper phases. Students' understanding of Emirati culture and Islamic values remains a strength across the school.

PROVISION FOR LEARNERS

- Most teachers have strong subject knowledge and understand how young people learn. Lesson plans are informed by information from assessments. The information is not always used to personalise students' learning. Teachers' use of a range of questioning strategies is more frequent in the secondary and post-16 phases. Best practice in teaching, especially in science, is sometimes shared across the school.
- In all phases, the curriculum has a clear rationale. It aligns closely with the National Curriculum for England. Transition links between Foundation Stage (FS) and Lower Primary are very strong, with common strategies and approaches. Strategic planning ensures effective progression in most subjects. The newly introduced post-16 phase meets students' needs by offering a broad selection of subjects at AS, A level and BTEC.
- The school has effective procedures for safeguarding and child protection. The promotion of students' wellbeing and healthy lifestyles is evident in all areas of the school. The supervision of students on school transport and in the school is mostly effective. A growing range of assessment information is used to identify students of determination and to inform appropriate interventions.

LEADERSHIP AND MANAGEMENT

- The principal and senior leaders provide effective leadership of teaching and learning. Communication between leadership teams is effective. Most aspects of the day-to-day functioning of the school are efficiently organised. The school adapts its current infrastructure in creative ways to provide sports and outdoor facilities for students.

The Best Features of The School:

- Students' strong awareness of Emirati culture and Islamic values
- The positive and trusting relationships established between students and their teachers
- The high level of achievement in the secondary phase, particularly in mathematics and science
- The quality and analysis of internal and external assessment data available in the school

Key Recommendations:

- Ensure that the time allocated to Islamic Education and Arabic is compliant with KHDA requirements.
- Appoint an external inclusion governor for the school.
- Ensure that teachers' use of assessment data, which is included in most lesson plans, has the intended impact on learning in all subject areas.
- Develop a digital learning strategy which ensures that the use of digital technologies adds value to learning.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good ↑	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
<p>English</p>	Attainment	Good ↑	Good	Very good	Not applicable
	Progress	Good	Good	Good ↓	Not applicable
<p>Mathematics</p>	Attainment	Good	Very good	Very good	Good
	Progress	Good	Very good	Very good	Good
<p>Science</p>	Attainment	Good ↑	Very good	Very good	Very good
	Progress	Good	Good ↓	Very good	Very good
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Good	Good	Good	Good

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good ↓	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good ↓	Good
Curriculum adaptation	Good	Good	Good	Good

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	meets expectations	meets expectations

- Performance in TIMSS is strong in English, mathematics and science, achieving above the TIMSS centre point. In PISA, the school is performing at Level 3 of the PISA scale. GL assessments in 2022, when compared to 2021, show that students are sustaining strong results in English, mathematics, and science. Overall, the school's progression is good.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- The outcomes of detailed analyses of assessment information from both external and internal test results are used to identify gaps in both content and skills, to track students' progress and to guide curriculum modifications. External attainment data are used to benchmark the school's internal assessments, and the curriculum is appropriately aligned. Assessment information is not always used consistently to guide teachers in planning and delivering their lessons.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- The school has a clear and well-thought out strategy to assess reading capacities and plan accordingly. Reading programmes to improve reading comprehension and reading for pleasure are provided. Critical thinking, inquiry-led learning, research, and open-ended, problem-solving activities are not fully embedded across all subjects and phases.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Monitor teaching to check the application and effectiveness of curricular modifications.
- Improve students' abilities to analyse information critically and to ask higher-order questions to test ideas and hypotheses.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The school's vision for wellbeing has evolved over several years. Consequently, there are processes in place for the collection, analysis and use of information on wellbeing from students and teachers. This information helps leaders to make informed choices about policies, practices, and provision. Governors are aware of the importance of wellbeing and are appropriately supportive. Students' wellbeing needs are increasingly taken into consideration when planning special days and providing opportunities to support students' needs and interests.
- The school effectively supports the wellbeing of all stakeholders. Members of staff identify students with wellbeing needs. Trusted adults and a trained school counsellor provide guidance and support. Leaders are responsive to suggestions from staff and to individual needs and circumstances. They regularly show their appreciation and, as a result, wellbeing outcomes in a staff survey are high. Feedback from all stakeholders influences the provision of support for wellbeing. Students' and parents' councils share views and ideas.
- The wellbeing curriculum for the secondary phase was recently implemented and is newly introduced in the primary phase. These continue to develop over time. Students make age-appropriate decisions related to their own safety and demonstrate some healthy life-style choices. In Secondary, students are developing their understanding of mental health issues. Positive attitudes among students, and their engagement with one another and with learning, are indicators of students' wellbeing. The student wellbeing census indicates that students feel safe, valued, and engaged at school.

UAE Social studies and Moral Education

- The school teaches to the latest moral and social education (MSC) framework in English. The curriculum is planned from Year 1 to Year 12 and is taught in two 35 minute periods each week. Arab students in the early primary phase are taught the Salama series in Arabic.
- Opportunities for delivery of aspects of MSC across the curriculum are not fully mapped. Teaching is based on activities in Primary, and on research and discussion in the other phases. The school assesses and tracks progress against appropriate standards in lessons, as well as in monthly and termly summative tests.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In lessons and in their recent work, a majority of the students attains knowledge and skills that are above curriculum standards. Internal assessment data indicate very good attainment, although this is not evident in lessons.
- The majority of students across all phases demonstrates good understanding of Islamic belief and worship. Older students are improving their memorising and recitation skills, and their interpretation of verses of the Holy Qur'an. Students' knowledge of the Seerah is underdeveloped, particularly in Primary.
- Diagnostic test results are beginning to influence the planning of activities in lessons. However, the time allocated for Islamic Education is insufficient, and learning targets are not sufficiently personalised to meet individual students' needs.

For Development:

- Enhance students' knowledge about the Seerah of the Prophet (PBUH).
- As a matter of importance, ensure that the appropriate time allocation for the teaching of Islamic Education, as recommended by the Ministry of Education (MoE), is provided.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good	Good ↑	Not applicable

- The school's internal assessments indicate that students' attainment exceeds expectations in both phases. However, in lessons and in workbooks, the attainment level in the secondary phase is at curriculum expectations. A majority of students makes better than expected progress in both phases.
- Students' listening and speaking skills are well developed. They can participate in and lead long discussions and conversations. They can read texts fluently, but not always expressively or using appropriate intonation. Their comprehension of meaning and ideas is improving.
- Students can write short paragraphs using a limited range of vocabulary. However, their extended writing, composition, and handwriting skills are less developed. There are effective links with other subjects in all lessons, which result in an increased level of motivation.

For Development:

- Improve extended writing and handwriting skills by giving students more frequent opportunities, both in and outside lessons, to write for different purposes.
- Improve attainment in the secondary phase by providing proper time and activities for students to practise their Arabic language skills.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students' speaking and reading skills are better developed than their listening and writing skills. They read accurately, but often without full understanding. Their speaking skills are improving within familiar contexts and using familiar words. Beginners are making progress in learning more vocabulary.
- Across all year groups, students can fluently introduce themselves in full sentences using modern standard Arabic. When writing, they can compose basic, short sentences following a shared model using limited connecting words and adjectives. Extended writing skills are underdeveloped.
- The placement of students in groups according to their years of study of Arabic is supporting their progress over time. However, teachers provide less challenge for the more able students. They generally have relatively low levels of expectation of their students.

For Development:

- Improve students' listening and writing skills by providing more opportunities for them to practise their language in real-life situations and role-play.
- Provide more challenge for students using more personalised learning activities for all groups.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Very good	Not applicable
Progress	Good	Good	Good	Not applicable

- Levels of attainment in FS and Primary are similar. Attainment is stronger in Secondary. Progress is similar in all phases. Results in internal tests are higher than international benchmark test results. PISA results are slightly better than the Dubai average.
- Reading and writing skills are well developed in Primary and Secondary. Students in Secondary write extended pieces of work. Listening skills in Primary are not well developed. International benchmark results in reading tests indicate a need to strengthen reading skills in Primary.
- The school has targeted programmes and activities to improve reading, including a twice-weekly library programme. However, not all lessons consistently support the development of language skills. The achievement of Emirati students is similar to that of non-Emiratis in the four language skills.

For Development:

- Address the gaps identified in reading skills in Primary.
- Ensure that students in Primary develop their collaboration and listening skills when working together.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Good
Progress	Good	Very good	Very good	Good

- Internal and external assessment information indicates that students' levels of attainment are above curriculum standards. Work in students' books confirms that a large majority of students makes better than expected progress.
- In FS, teachers provide a stimulating range of activities, well matched to children's abilities. Children are actively engaged in class. The majority makes good progress in lessons.
- In the primary and lower secondary phases, reasoning and problem-solving are developing appropriately. Elsewhere, students have secure knowledge and understanding of complex mathematical concepts but show limited flexibility to challenge assumptions or to test hypotheses. The achievement of Emirati students is generally in line with that of others.

For Development:

- Provide more opportunities for students to take control of their own learning and offer alternative ways of finding solutions to mathematical problems.
- Ensure that students can apply mathematical concepts in a variety of contexts.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Very good	Very good	Very good
Progress	Good	Good	Very good	Very good

- Students across the school are enthused by science. Progress in lessons is stronger in the upper primary, secondary, and post-16 phases where students have a calmer, more cooperative approach to group practical work.
- Students develop an increasing breadth of knowledge and depth of conceptual understanding. This leads to excellent results in external benchmark tests, impressive results at IGCSE in biology, chemistry, and physics, and at AS level in biology and physics.
- A strong investigative focus ensures that children in FS enquire and find patterns. Students develop an increasing understanding of scientific methodology and can plan, carry out and evaluate their own simple investigations. Emirati students across the school are progressing and attaining in line with others.

For Development:

- Maintain motivation for younger students while ensuring improved progress and an appropriate pace in lessons.
- Provide more opportunities to carry out real-world investigations.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Learning skills are good in all phases. Older students are mature, confident learners. In most lessons, students are active and enthusiastic. They have positive attitudes to learning. They respond well to challenge when it is provided. Students demonstrate sound communication and collaboration skills.
- The majority of students is self-reliant. They learn from one another and take responsibility for their learning. However, not all are developing these skills, particularly in FS. Older students show perceptive responses in their work. A large minority of students uses technologies effectively for learning.
- In a number of subjects, students do not have strong critical thinking, problem-solving or innovation skills. They have few opportunities for the development of individual learning so that they can become confident, independent learners.

For Development:

- Develop learning to include the accommodate enquiry, problem-solving and critical thinking skills.

2. Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Very good	Very good

- Students have positive attitudes towards their learning. They respond well when given constructive feedback. Students in the secondary and post-16 phases demonstrate confidence and self-reliance. They willingly take on leadership roles. In some primary classes, students do not show enough self-discipline.
- Students' relationships with one another and with adults are friendly and respectful. Their behaviour, particularly in the upper phases, is excellent. They are always willing to help one another. They participate in a variety of physical activities and are aware of the need to make healthy eating choices.
- Students are generally punctual both to their lessons and to school. Attendance rates are lower than expected.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good

- Students have a clear appreciation and understanding of Islamic values. This is reflected in their respectful behaviour and in their kindness towards one another. They take part in various Islamic celebrations and competitions.
- Students are knowledgeable about and appreciative of UAE heritage and culture. They participate in a range of cultural activities and show respect for the traditions of the UAE. They consider Emirati leaders as role models.
- Students are proud of their own cultures, and they show respect and appreciation for other world cultures. They participate in school diversity celebrations. They recognise and appreciate differences with other cultures in terms of tradition, costumes, and food.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good ↓	Good

- Students are responsible members of their school community. They take part in local environmental campaigns which benefit the whole community, such as cleaning up the local park. Older students act as positive role models by volunteering to supervise their younger peers.
- Most students have a positive work ethic. They engage readily in lessons and contribute well. They are regularly involved in raising money for charities, thus promoting their social responsibility. They are also involved in recycling and environmental projects.
- Older students show initiative in organising fundraising events. However, opportunities to develop skills of innovation and enterprise are more limited, although some students take part in internal and external competitions and events.

For Development:

- Promote students' self-discipline, especially in the primary phase.
- Identify and improve opportunities for students to develop skills in innovation and enterprise.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good

- Most teachers, in all phases, have sound subject knowledge. A few plan interesting lessons, although plans are not always well implemented. A minority of teachers across the school does not include sufficient levels of personalisation and challenge for students.
- The best teaching ensures that students are both active and challenged in their learning. The majority of teachers engages students in meaningful discussion. A few teachers ask probing questions that encourage reflection and encourage students to think for themselves.
- Enquiry, research, problem-solving, critical thinking, and independent learning skills are not features of all lessons. Opportunities for developing innovation occur in only a few subjects and lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- In all phases, including the FS, leaders thoroughly analyse all available data and use this analysis to adjust the curriculum. Comprehensive assessment data are made available to teachers. The monitoring of their use in modifying teaching and learning is inconsistent.
- Internal assessments are tracked against curriculum standards. They are accurately marked and moderated and provide a very good basis for tracking progress. In FS, the tracking system ensures that all children make good progress from their starting points.
- In most lessons, teachers check students' understanding through ongoing assessments and oral feedback. Some encourage students to assess their own and others' work, using shared success criteria. Teachers' marking and feedback do not always provide clear guidance on how to improve.

For Development:

- Set personalised learning targets in each class to meet the needs of all students.
- Ensure that all teachers make full use of assessment information to provide students with appropriate challenge and support in all lessons.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good ↓	Good

- In all phases, the curriculum has a clear rationale aligning closely with the requirements of the National Curriculum for England. The prescribed MoE subjects are also taught to the appropriate standards. In some cases, minimum teaching time requirements are not met.
- Transition links between FS and the lower primary phase are very strong, with common elements of approach. Strategic planning ensures effective progression in most subjects.
- Students choose a limited number of IGCSE or BTEC subjects. The range of options allows most to meet their needs. The newly introduced post-16 phase offers a broad selection of subjects at AS, A Level and BTEC.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- At subject level, the curriculum is regularly modified. A minority of teachers plans specific activities to meet students' varying needs. The majority routinely plans for three levels of outcome. However, teaching is inconsistent and mainly focused on the middle ability range.
- The curriculum is extended by a range of opportunities such as subject weeks to develop students' creativity, enterprise, and social contributions. These opportunities are not yet systematically embedded in the curriculum. The range of extra-curricular activities has not yet returned to pre-pandemic levels.
- MoE subjects effectively deliver an understanding of UAE culture and values and wider cross-curricular links. In FS, cross-curricular links are embedded, but elsewhere this practice is inconsistent. Opportunities for students to link areas of learning are not well mapped.
- The school teaches Arabic to both Arab and non-Arab children in FS2 for one 35-minute period per week.

For Development:

- Ensure compliance for MoE subjects.
- Ensure that lessons are planned and effectively implemented so that less able students are supported to attain expected levels, and more able students are challenged to apply and deepen their understanding.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- The school has effective safeguarding and child protection procedures in place. Written policies are shared with members of staff and parents. All adults in the school have participated in training and are aware of their roles and responsibilities.
- The promotion of students' wellbeing and healthy lifestyles is apparent throughout the school. A range of health-related events is provided to support students in understanding how to keep themselves safe and healthy.
- The school meets the general requirements for maintaining the health and safety of students and staff. Supervision of students on school transport and on site is mostly effective. Follow-up procedures do not always check on absences in a timely manner.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- Teachers have positive and purposeful relationships with students. There are times when procedures for managing behaviour are not always effective. In a few primary classrooms, routines are not established, and behaviour management strategies not appropriately applied. Supervision of students when they move around school is not always sufficiently effective.
- Improving procedures, which include the use of assessment information, are used to help the school to identify students of determination and those who are gifted and talented. The identification of students' specific needs is being developed. In classrooms, teachers do not always match work to students' needs.
- Established systems aim to promote attendance. However, attendance rates are only acceptable. Careers guidance begins in Year 8 and increases when decisions about course selection and further education are made.

For Development:

Area for development:

- Improve the quality of support in lessons so that the learning needs of all groups of students are met.
- Raise attendance rates.
- Establish clear classroom routines and improve the range and effectiveness of behaviour management strategies, especially in Primary.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders have a clear vision and are committed to high-quality provision for students of determination. The school has an inclusion champion. A small specialist team works effectively to support students. An appropriate inclusive education improvement plan is in place. The school does not have a governor of inclusive education.
- A range of assessment information is used to identify students of determination. Learning support assistants work with a few students during class lessons, and qualified specialists support students in individual sessions. Support provided by class teachers varies in quality.
- Parents are involved in the development of individual education plans (IEPs) for their children. They are informed of their children's progress regularly. Reports to parents do not indicate clearly enough that the attainment reached by some is the result of modified assessments.
- IEPs focus on students' specific additional needs. They mostly include measurable academic goals and next steps to success, as well as targets for social and behavioural development. Learning support assistants receive regular training to ensure that they give support of an appropriate quality.
- Most students of determination are appropriately supported and make acceptable to good progress in lessons and over time. In lessons that are not sufficiently modified to meet individual learning needs, students' progress is slower.

For Development:

- Appoint an external governor of inclusion.
- Improve the quality of support within classrooms to increase the progress made by students of determination.

6. Leadership and management

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

- The principal and senior leaders provide effective leadership. They have created and maintained a positive, happy, and welcoming school for students, members of staff and the school community. Communication between leaders and all internal and external stakeholders is appropriate. However, links between senior and middle leaders do not provide a sufficiently distributed model of leadership across the school.
- The school collects a wide range of internal and external data which informs its self-evaluation process and allows senior leaders to make judgements about the school and school development. The school improvement plan is targeted at identified school priorities. Links between the school's self-evaluation process and the subsequent improvement plan are not explicit enough. There has been progress in addressing the recommendations from the previous inspection report.
- Parents are supportive of the school and the positive learning environment which it creates for their children. The communication channels which exist between parents and the school are effective. Sometimes, too many communication possibilities are confusing. Parents feel that they have a voice in the school, and they value the availability of senior leaders. The school has developed strong links with the local community.
- The governing board includes representation from all stakeholders. Members are keen to listen to the views and ideas of students and of the wider school community. Board members regularly visit the school. The governing board is eager to create links between this school and other schools in their group, such as in the professional training of teachers. The governing board supports and enhances students' wellbeing and learning.
- Most aspects of the day-to-day management of the school are efficiently organised. There is a student-friendly atmosphere for learning. The availability of digital technologies to support teaching and learning has improved. A clear digital learning strategy to consolidate impact on learning has not been developed. The library service has improved with the recent availability of online learning resources. Suitable spaces for the inclusion unit and a dedicated room for Arabic are missing.

For Development:

- Review timetabling and room scheduling across all subjects and phases, so as to maximise the use of available resources and spaces, to support learners and their learning.
- Ensure that the use of all teaching and learning resources, especially digital resources, are adding value to students' learning.
- Ensure that examples of best practice and innovation in teaching practices are shared across the school.

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

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae