



INSPECTION REPORT

CITIZENS SCHOOL

UK CURRICULUM

GOOD

CONTENTS








CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2024-2025	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	11

SCHOOL INFORMATION





GENERAL INFORMATION

	Location	Al Satwa
	Opening year of School	2022
	Website	www.citizens.me
	Telephone	971 502377273
	Principal	David Lees
	Principal - Date appointed	15/04/2024
	Language of Instruction	English
	Inspection Dates	21 April to 24 April 2025

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	FS1 to Year 8
	Number of students on roll	629
	Number of Emirati students	24
	Number of students of determination	67
	Largest nationality group of students	Russian

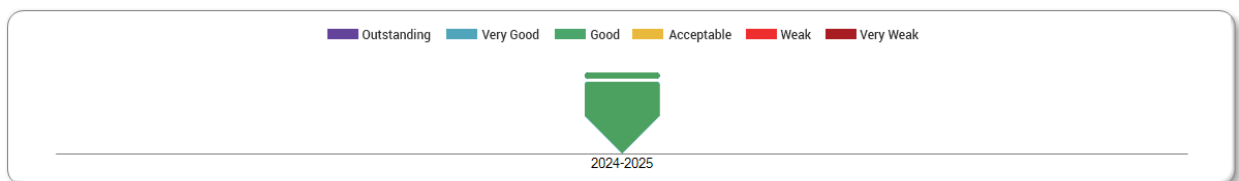
TEACHERS

	Number of teachers	56
	Largest nationality group of teachers	British
	Number of teaching assistants	61
	Number of guidance counsellors	1

CURRICULUM

	Main Curriculum	UK
	External Curriculum Examinations	Not Applicable
	Accreditation	None

School Journey for CITIZENS SCHOOL



Summary of Inspection Findings 2024-2025

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

- Attainment is acceptable across all phases and subjects. It is impacted negatively by students' levels of literacy. In Primary students are making good levels of progress in Islamic Education, Arabic as an additional language, mathematics and science. Project-based learning skills (PBL) are a contributing factor to students' progress. In the Foundation Stage (FS) children are make good levels of progress in English, science and mathematics.
- Students in all phases demonstrate maturity, respect and responsibility. They also demonstrate a secure awareness and understanding of the values of Islam, and a strong appreciation and respect for the UAE's heritage and culture. Students improve their entrepreneurship skills through the school's emphasis on the development of enterprise skills, creativity, and strategic thinking. Through PBL, students focus effectively on sustainability and explore ecological challenges.

PROVISION FOR LEARNERS

- Teachers in all phases have secure subject knowledge and most understand how students learn best. Learning objectives and success criteria are also shared with students. The school implements an accurate digital assessment and tracking system that provides detailed information for teachers. Teachers do not always make full use of this information in lesson planning. The use of a digital platform enhances focused interventions for students needing additional support.
- The curriculum is innovative and focuses on preparing students for the world of business and enterprise. Opportunities to gain experience about the wider world are provided through links between subjects and, as part of PBL lessons. The school modifies the curriculum to meet the different learning needs of most students, for example, through the provision of additional classes to support literacy acquisition.
- The school's facilities offer inspiring spaces that enhance learning. Clear procedures, effective systems and well-embedded practices ensure safeguarding is secure. The school is inclusive, with comprehensive systems and procedures for the identification of students of determination. Teachers know their students well. Relationships between staff and students demonstrate mutual trust and respect. Students are self-disciplined and there are clear and consistent expectations of students' behaviour.

LEADERSHIP AND MANAGEMENT

- Leaders, including the owner and governors, embrace and welcome diversity and inclusion. Self-evaluation is undertaken robustly by all stakeholders and focuses on the outcomes of all student groups. Planning is transparent, collaborative and fully involves staff and parents. Development planning is realistic, data driven and fully inclusive. The school's vision is ambitious underpinned by an innovative curriculum that is excellently resourced to support the Vision.

Highlights of the school:

- The caring, nurturing and welcoming learning environment.
- The innovative curriculum which aims to meet the future needs of ongoing learners.
- The excellent behaviour and safeguarding of students.
- The commitment of parents and their strong support for the school.
- The respect, support, guidance and inclusion of all by governors, leaders and staff.







Key Recommendations:

- Raise students' standards of literacy in all subjects and phases.
- Ensure that teachers have access to all relevant data, to inform their lesson planning, and target interventions to improve student outcomes.
- Implement integrated technology and differentiation strategies to address the learning needs of all learners.
- Improve the capacity of middle leaders to drive improvement in their areas of responsibility.
- Ensure that reports to parents include all aspects of their children's academic and personal development.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Good	Good	Good

6. Leadership and management

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

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 :

A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Acceptable
<ul style="list-style-type: none"> The results from external benchmark assessments (GL PTM, PTE, and PTS) show evidence of progress across two assessment cycles in mathematics and science, but not in English. Overall, progress in English remains weak and is only acceptable for Emirati students. In mathematics, overall progression is good, though it is less strong among Emirati students. In science, progression is good for both the whole cohort and Emirati students. 		
C. Leadership: International and Emirati Achievement	Acceptable	
<ul style="list-style-type: none"> Senior leaders and the subject leaders of English, mathematics, and science, demonstrate a strong understanding of the implications of external reports. They analyse the GL assessment data effectively. Students' strengths and any gaps in students' skills and knowledge are identified and addressed in the school's action plan. 		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable
<ul style="list-style-type: none"> Students have completed two sessions of the New Group Reading Test (NGRT) tests in 2024 -2025. The results show improving outcomes. Reading skills are developed through additional English language sessions. In all subjects, teachers are beginning to organise more problem-solving activities to support the development of students' enquiry, research and literacy skills. 		

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that NGRT outcomes for all students continue to improve.
- Make sure that the benchmark test results remain a key priority for improvement.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- Senior leaders place an appropriate emphasis on wellbeing, ensuring it is actively promoted across the school. They have a clear vision and direction for the school and are aware of its areas of focus. The importance of the wellbeing of students, staff, parents and visitors is reflected in the school's policies and plans. The wellbeing vision is communicated effectively through newsletters, assemblies, and displays. Data from surveys and other feedback help assess wellbeing needs and guide future interventions.
- The school is developing a collaborative and inclusive approach to wellbeing, involving students, staff, and parents in decision-making. Emerging partnerships with external organisations enhance the school's provision, ensuring a community approach to wellbeing. The school conducts regular reviews that include the monitoring of provision and analyses of information from all stakeholders to develop and implement wellbeing initiatives. Positive relationships between adults and students enhance students' social and communication skills and most are developing their independence and confidence in learning.
- The positive classroom culture and learning environment ensures most students are confident, happy and engaged in their learning. The curriculum instils essential life skills such as, teamwork, resilience, communication and problem-solving. In turn, these empower students to be active in shaping their own wellbeing experiences. The school provides counselling, peer mentoring, and tailored interventions, to address students' social, emotional and mental health needs.

For Development:

- Consider appointing a governor for wellbeing to ensure that this remains a high priority for the school.
- Encourage students to voice their concerns especially those who are new to the school or those with English, as an additional language.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education in English based on the Moral, Social and Cultural Studies (MSCS) framework. Both subjects are taught from Years 2 to 8. There are two 40-minute lessons allocated for MSCS each week, integrated into the Global Citizenship and Humanities curricula which fulfils the allocated requirements. MSCS themes are also integrated into other curriculum areas.
- Provision for the delivery of MSCS is supported by digital and audio-visual resources. In Primary, students' work is assessed by projects, tests and evaluations by teachers. MSCS outcomes are reported to parents. In Secondary, projects and assessments are completed annually and reported to parents. Students enjoy their MSCS lessons and many join projects which focus on exploring environmental and global issues.

Arabic in Early Years

- Arabic in FS is delivered by two teachers for three 45-minute sessions per week. Children's progress is measured through a mixture of formative and summative assessments. Classes comprise of a mix of children who are native Arabic speakers and non-Arabic speakers who are taught through a wide range of teaching and learning strategies.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- In Primary, students make stronger progress from their starting points and particularly the non-Arabic speakers. In Secondary, while students' knowledge is secure, their responses lack depth. Overall, attainment across both phases aligns with curriculum expectations. This is reflected in internal and external benchmarking data.
- Students show strengths in Holy Qur'anic memorisation and in applying basic Tajweed rules. They demonstrate a good understanding of Seerah, Islamic morals, and the relevant Hadeeths. However, students' understanding of Aqeedah and their knowledge of the rules of Tajweed are underdeveloped.
- The use of project-based learning, technology and research has positively impacted on students' progress in Seerah and Fiqh. These strategies are improving students' engagement and understanding, particularly in upper primary. However, across both phases, students do not sufficiently apply their learning to everyday situations.

For Development:

- Provide opportunities for students to apply their learning to everyday situations.
- Challenge students to support their views with evidence from the Holy Qur'an and Hadeeth.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In both phases, limited language proficiency is hindering students' overall progress. Lower primary students demonstrate stronger progress compared to other groups, which indicates that teaching and interventions are having a more positive impact on learning.
- Across the school reading with understanding of texts is notably underdeveloped and knowledge of correct grammar is limited. A small group of students demonstrate improved fluency during discussions, however, too many lack confidence in using the language effectively. This impacts on their written work.

- The curriculum has not yet been adequately adapted to address the diverse starting points of all students entering the school.

For Development:

- Implement interventions in both phases to address the language proficiency of all students.
- Strengthen students’ reading, comprehension, and grammatical skills across both phases.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Primary students demonstrate better progress in learning than Secondary students. They show more confidence in using language in various contexts both within and outside of the classroom.
- Speaking and listening skills are stronger in Primary than in Secondary. Students, in Secondary, including those with several years of Arabic study, do not often meet the expected curriculum outcomes. Writing skills are also variable across both phases.
- The recent raising of expectations for students in Primary is contributing to their higher rates of progress. However, in Secondary, the limited implementation of suitably differentiated tasks, to address students’ diverse learning needs, is impacting on their progress in all language skills.

For Development:

- Improve differentiation strategies in Secondary and raise expectations of what students can achieve.
- Provide targeted support to improve students’ writing skills across both phases.
- Enhance opportunities for Secondary students to use Arabic in wider, meaningful contexts.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Inspection activities and test results indicate that students' achievement in English is at the expected levels. Students are engaged in their learning and progress was observed in all lessons, particularly in FS, where most children are making good progress from their low starting points.
- Most students are making steady progress in developing their writing and listening skills. Speaking and writing skills are taking more time to embed as students progress throughout the school. The regular use of the school library and routines in lessons are having a positive effect on learning.
- Collaborative learning opportunities for students are a feature in most lessons although some lessons tend to include too many activities and limited time for reflection. Differentiated levels of challenge for learners are not offered consistently across the school which impacts students' progress.

For Development:

- Ensure that sufficient time is available at the end of lessons for students to reflect on their learning.
- Increase the level of challenge in English for all students and across all phases.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable

- In FS, mathematical learning is embedded throughout the curriculum and daily routines for the children involve numeracy skills.
- There are measurable improvements in progress in Primary because of a carefully planned intervention programme which is helping to close gaps in students' knowledge and skills, while supporting the integration of new students. In Secondary, the impact of similar interventions is not yet evident.
- In Primary, a focus on mathematical vocabulary is improving students' mathematical literacy, as is the focus on geometrical skills. Students' mental arithmetic skills are more limited. Secondary students are gaining confidence in manipulating data. Cross-curricular links are underdeveloped.

For Development:

- Strengthen students' mental arithmetic and problem-solving skills.
- Increase cross-curricular links to help students apply mathematical understanding in broader contexts.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good

- Internal assessment data indicates that students' attainment is at the expected level in all phases. External GL assessment outcomes reflect this attainment in Primary but there is no external assessment data yet for Secondary. In lessons, students make stronger progress across all phases.
- Students' writing skills in Primary and in the early years of Secondary are less well-developed than their knowledge and understanding. Low levels of English language acquisition impede their use of scientific terminology.
- In Primary, teachers are promoting investigative work to enable students to develop their understanding of the scientific method. This is not developed sufficiently in Secondary where students do not always apply their critical thinking and problem-solving skills.

For Development:

- Improve students' scientific literacy skills across the school.
- Improve Secondary students' ability to make reasoned predictions, plan and carry out independent investigations and to test their predictions and evaluate their outcomes.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Acceptable

- Effective learning routines are embedded in most lessons and students respond well to positive learning settings. Students are generally confident when expressing their ideas and views to one another. In Secondary lessons, students are not always given time to reflect on their learning.
- Most students interact well when learning in groups. In science, for example, students work very well together when undertaking practical investigations. In FS, children collaborate well with one another, sharing ideas, taking turns, and solving problems together.
- Students are generally confident and productive when using digital technologies such as research or collaboration tools. However, they do not always have enough opportunities to develop their critical thinking and problem-solving skills in lessons.

For Development:

- Ensure that students have more opportunities to develop their critical thinking and problem-solving skills.
- Ensure that students have time in lessons to reflect on and assess their own learning.

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

	Foundation Stage	Primary	Secondary
Personal development	Very good	Very good	Very good

- Students in all phases demonstrate mature and responsible attitudes. In FS, children show growing independence and confidence through purposeful engagement and respectful relationships with their teachers.
- Across all phases, students are courteous towards one another and adults. Most, but not all, display excellent behaviour and self-discipline. The 'Big Brother and Big Sister' initiative is helping to nurture a positive learning environment, in which older students' mentor younger ones.
- Students actively embrace healthy habits. They consistently make nutritious food choices and participate enthusiastically in physical activities. They demonstrate a clear awareness of the impact of their choices on their health. Punctuality is improving.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students across the school demonstrate a secure awareness and understanding of the values of Islam. They show consideration and tolerance to one another and enjoy participating in Islamic festivities such as, Ramadan Iftar and Eid. However, they do not always make links between these activities and Islamic values.
- Students exhibit a strong appreciation and respect for the UAE's heritage and culture. They are actively engaged in events and activities that celebrate UAE traditions such as, National Day and Flag Day, and understand the importance of cultural appreciation and national identity.
- Students take pride in the own cultures and demonstrate an excellent awareness and appreciation of the diversity of cultures within and around the school. They actively participate in events such as, Heritage Day which promotes the understanding of wider world cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good

- Students willingly take on leadership roles such as, membership of the Learner Council and as Eco and Wellbeing Champions, actively helping to shape the school's decision-making. Through fundraising, volunteering and project leadership, students organise events to support others, thus demonstrating a strong work ethic and commitment to society.

- Students develop their entrepreneurship skills through the curriculum that builds enterprise skills, creativity, and strategic thinking. They engage in business development, from idea generation to investor pitching, fostering innovation, problem-solving and confidently addressing complex everyday challenges.
- Through project-based learning and a focus on sustainability, students explore critically ecological challenges, propose solutions, and lead practical initiatives such as, greenhouse vegetable growing, recycling, and waste reduction. These initiatives are promoting environmental actions, and sustainable thinking across the whole school community.

For Development:

- Provide more opportunities for students to make connections between school activities and celebrations to Islamic values.
 - Improve the tracking of students' engagement in social contribution projects to further promote their leadership skills, self-reflection and personal growth.
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3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Acceptable

- Teachers in all phases have secure subject knowledge and understand how students learn. Digital presentation technologies are used appropriately, although opportunities to integrate digital learning technologies are not consistently provided, particularly in Secondary lessons.
- Although planning templates include reference to student data, teachers do not always make full use of this information in lesson planning. Learning objectives and success criteria are shared with students.
- Most teachers effectively use a range of questioning strategies, that help to develop students' critical thinking and independent learning skills. However, appropriate levels of challenge for higher-attaining students are not always provided.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Acceptable

- The school implements a robust digital assessment and tracking system that provides detailed data on all student groups and supports targeted intervention planning. In Secondary, the process of adapting assessment practices to meet the requirements of the curriculum is still developing.
- Teachers have a strong understanding of individual students, but the use of assessment to guide learning is inconsistent. While some subjects use effective questioning and observations to assess learning and provide students with feedback, this is less evident in others.
- Assessment information is not consistently used to match learning activities to students' needs. In some subjects, lessons do not sufficiently challenge the more able students, and peer-and-self-assessment activities are often unstructured or missing.

For Development:

- Ensure that teachers make more use of ongoing checks of students' progress in lessons, to assess and guide their learning.
- Ensure that full use is made of assessment data to match learning activities to student's needs.
- Provide more opportunities for students to engage in peer-and-self-assessment.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- The requirements of all curricula are met. Its implementation is mostly secure although it does not always help to develop children's skills sufficiently in FS and lower Primary. Nevertheless, the school's innovative programmes are helping to prepare students for the world of business and entrepreneurship.
- Opportunities for students to learn about the wider world are provided through effective links between subjects and through project-based learning lessons. Although cross-curricular links are planned in other lessons, they are not developed consistently in all subjects.
- The school reviews the curriculum regularly, ensuring omissions are filled and students' interests are identified and mostly met. Plans are well advanced to provide a range of IGCSE subject options for students in the future.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- The school modifies the curriculum to meet the different learning needs of groups of students for example, the support provided for those students learning English, as an additional language, and support classes for lower attaining students. Modifications within lessons, however, are inconsistent.
- A wide range of after school activities enable students to demonstrate their innovation and enterprise skills and enrich their personal and social development. The innovative entrepreneurial curriculum develops students' business and problem-solving skills effectively.
- Links with Emirati culture and UAE society are strong. Appropriate learning experiences are integrated through most aspects of the curriculum to enable students to develop a clear understanding of Emirati culture.

For Development:

- Ensure a more consistent approach across all phases and subjects to the modification of the curriculum.
- Make sure that in all subjects there is a consistent approach to the development of students' language skills to ensure they have full access to the curriculum.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- Student safety and protection are high priorities across the school. Clear procedures, effective systems and well-embedded practices ensure consistent safeguarding. Ongoing, high-quality training enables staff to fulfil their responsibilities confidently, creating a secure and supportive environment for all students.
- The school’s facilities offer inspiring spaces that enhance learning. Premises are secure, hygienic, and well maintained. Detailed records and rigorous safety checks are maintained and reviewed regularly to drive improvement. Emergency procedures, including fire drills and lockdown practices are effective.
- Student supervision is vigilant and safe both on-site and during transportation. Healthy lifestyles are actively promoted through the curriculum and extra-curricular programmes. The medical team leads health monitoring and awareness initiatives, promoting positive health education throughout the school community.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Teachers know their students well. Relationships between staff and students demonstrate mutual trust and respect. Students are self-disciplined and there are clear and consistent positive behaviour management expectations. The school’s approach to promoting attendance and punctuality is successful.
- The school is inclusive and has comprehensive systems and procedures for the identification of all students of determination. Strategies for differentiation, support and curriculum modification enable most students of determination to make good progress. The support and challenge for gifted and talented students is less consistently applied.
- The wellbeing and personal development of students is closely monitored. Students have access to experienced individual advice and support and develop self-esteem and confidence.

For Development:

- Further integrate wellbeing initiatives to ensure that all students have access to appropriate support.
- Further enhance the careers programme for Secondary students

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The principal, school leaders and the governing board promote an inclusive ethos effectively. A well-qualified and informed senior leader is supported and held accountable for inclusive education. The inclusion team and the mainstream staff work collaboratively to develop and promote inclusive practices across the school
- Personalised entry assessment procedures ensure that indicators of barriers to learning are identified. The inclusion team use a wide range of formative and summative assessment to support this process. This enables them to ensure interventions are in place for students.
- The school adopts an ‘open door policy’ where parents’ concerns and suggestions are considered. Parents are encouraged to participate in all stages of their children’s learning journey. The Parent Advisory Group (PAG) acts as a source of support for the community. External therapists offer training events to parents on key barriers and areas of need.
- The needs of learners are supported through a variety of methods which include modification, differentiation, intervention, and additional adult support. Teachers follow set criteria to plan lessons that match the needs and learning styles of most groups of students.
- Teachers use a personalised approach to the provision of support. Most students show good progress in relation to their starting points. Robust assessment systems and monitoring gauge accurately student achievement. Teachers provide feedback to students on their progress and discuss areas of strengths and developments.

For Development:

- Develop and implement tailored learning pathways for students with significant barriers to learning, ensuring appropriate challenge, relevance, and progression throughout their school journey.

6. Leadership and management

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

- Leadership is strongly aligned with the school’s vision and values, effectively promoting inclusivity, innovation, and wellbeing. The senior and middle leadership teams are effectively involved in shaping the school’s educational direction. Leadership drives continuous improvement, supported by structured performance reviews, developing transparency and trust and improving the skills of all leaders. While the school has made notable progress, the long-term impact on student outcomes is still developing.
- Improvement planning is developed collaboratively with senior and middle leaders and ensuring that all stakeholders are actively involved in setting and achieving the school's strategic priorities. This collaborative approach ensures that staff, at all levels, are aligned in working toward the school’s goals. The improvement plan has measurable and specific, goals which are reviewed on a regular basis. The development of a coaching culture, with tailored mentoring programmes for middle leaders and staff, is helping to support and improve their practice.
- Parental involvement is a cornerstone of the success of the school with parents actively participating in many aspects of school life. The PAG plays a crucial role in school improvement, offering insights into teaching, learning, and policies through their active work. Parents are kept informed about their children’s progress through regular surveys and the developing reporting system. Citizens School has established strong partnerships with external organisations, enhancing the educational experiences of learners and supporting Dubai's vision of future-ready education.
- The board of governors plays a pivotal role in shaping the school’s strategic direction and supporting its ongoing improvement. Dedicated committees ensure the broad and meaningful oversight across all key areas. This structured approach allows the board to respond proactively to support the school's development and drive accountability. They also ensure that appropriate staffing and resources are in place to meet the evolving needs of the school while upholding statutory requirements. The board has identified strengthening the governance of wellbeing and Arabic as improvement priorities.

- The school excels in its efficient and well-organised day-to-day operations ensuring that all stakeholders are kept well informed of school matters and any concerns are addressed promptly. Leadership is highly visible, approachable, and respected. The school's qualified and dedicated teams of mentors work with leaders to support the school's mission and values. Regular professional development opportunities are provided to members of staff, ensuring they are equipped to meet the needs of most groups of students.

For Development:

- Build the capacity of middle leaders to drive improvement in their areas of responsibility.
- Strengthens the governance of wellbeing and Arabic to ensure better outcomes in both areas.
- Enhance the reporting of student's achievement to parents.

What happens next?

All schools are required to develop an action plan. The plan 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