GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM

THE CITY SCHOOL INTERNATIONAL PRIVATE

Contents

School Information

General Information

Location	Nad Al Hamar
Opening year of School	2006
Website	thecityschool.sch.ae/
Telephone	971042899722
Principal	Frank Roman Fernandes
Principal - Date appointed	1/1/2019
Language of Instruction	English
Inspection Dates	11 to 13 November 2019

Students

Gender of students	Boys and girls
Age range	4-16
Grades or year groups	FS2-Year 11
Number of students on roll	674
Number of Emirati students	16
Number of students of determination	38
Largest nationality group of students	Pakistani

Teachers

Number of teachers	57
Largest nationality group of teachers	Pakistani
Number of teaching assistants	18
Teacher-student ratio	1:12
Number of guidance counsellors	0
Teacher turnover	25

Curriculum

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	IGCSE
Accreditation	BSME
National Agenda Benchmark Tests	GL

School Journey for THE CITY SCHOOL INTERNATIONAL PRIVATE

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good
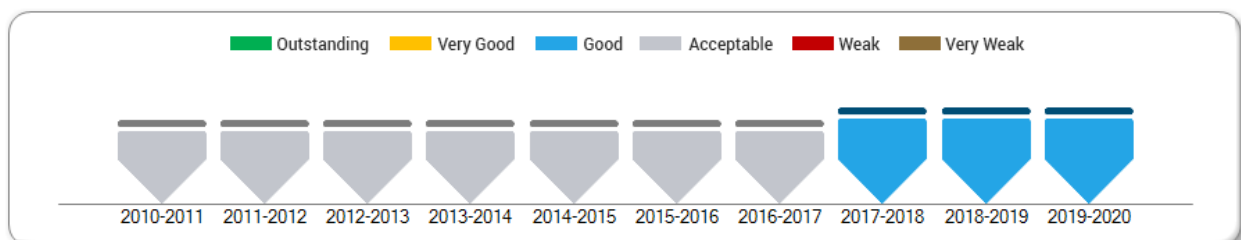
Summary of Inspection Findings 2019-2020

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 attain above course expectations in most subject areas and phases. Secondary students continue to achieve high-quality results in external tests in English, mathematics and science. The progress of secondary students studying Arabic as an additional language has improved. However, the attainment of students in Arabic for both first and additional language speakers in the secondary phase remains acceptable. Students develop good learning skills in all phases. • Most students show exemplary behaviour and, at the secondary phase, high-quality interpersonal skills. In the early phases of the school, some students are over enthusiastic and disrupt the pace of learning. Attendance is variable and although stronger during the inspection week, it has declined over the term when compared to the last inspection. Students' understanding of Islamic values, Emirati culture and social responsibility, especially in the secondary phase is a strength.

Provision for learners	• Teachers are developing strategies to support students' learning due to recent professional development. They use a range of assessments to group students to provide more targeted support. The impact of this approach has not been fully evaluated. Teachers' ability to deliver a range of high-quality teaching approaches is variable across the school, with the strongest examples observed mostly in English, mathematics and science in the secondary phase. • The school's curriculum is regularly evaluated and its transition arrangements, particularly from the Foundation Stage (FS) into Primary have improved. A new guided reading programme across the school is supported in lower phases by an evolving phonics programme. The curriculum is enriched through enhanced practical, science-based activities and the introduction of additional modern foreign languages in the secondary phase. • The school's provision for health, safety and child protection, and its care and support meet the expectations for Dubai. Policies and procedures effectively guide the school's practices. Students are well cared for and receive support, although there is no dedicated school counsellor. Teachers use baseline tests to help identify students of determination, although assessment criteria are insufficiently refined A recently-developed policy for students with gifts and talents is at an early stage of implementation.

Leadership and management	• The principal has initiated a number of school improvement measures since taking up post. Teamwork is enhanced and leadership extended across the school through staff empowerment. Many such positive initiatives are in their developmental phase and are not consolidated or fully evaluated to determine their impact.

The best features of the school:

- The attainment of secondary phase students in English, mathematics and science in external benchmark tests
- The personal and social development and the innovation skills of secondary phase students, and the quality of both primary and secondary phase students' understanding of Islamic values and awareness of Emirati culture
- The planning and delivery of the curriculum in the secondary phase

Key recommendations:

- Improve attainment in Arabic at the secondary phase.
- Teachers should ensure greater consistency in setting tasks and activities that fully meet the needs of all learners.
- Ensure a more coherent programme of counselling to support students' needs.
- Governors should ensure that school leaders have sufficient time to carry out their departmental responsibilities in order to improve outcomes for students.

Overall School Performance

Good

1. Students' Achievement

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

			Primary	
UAE Social Studies	Attainment		Good	

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Very 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	Good	Good	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	Good
Governance	Good ⬆
Management, staffing, facilities and resources	Acceptable

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

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 for the 2019-2020 academic year.

The school's progression in international assessments	is above expectations.

- The school demonstrates outstanding progress in National Agenda (N.A.) international benchmark tests. Students exceeded their targets in mathematics and science in the Trends in International Mathematics and Science Studies (TIMSS), in the Programme for International Students Assessment (PISA) 2015, and in reading in the Progress in Reading Literacy Study (PIRLS) 2016. Both genders exceeded their targets, but in mathematics and science, boys outperformed girls. External attainment benchmark test results indicate that most students exceed their potential as predicted by their CAT 4 cognitive ability test results.

The impact of leadership	is above expectations.

- The N.A. action plan focuses on achieving success in N.A. parameter tests. The use of data to support lesson planning and the development of critical thinking, problem solving and independent learning is less clearly articulated, and the success criteria are not precise enough to enable effective monitoring of progress.

The impact on learning	meets expectations.

- Students increasingly know how to use scientific methodology, problem solving in mathematics and a range of analytical skills in English. The school's Bring Your Own Device (BYOD) policy has supported the increased use of technology for research during lessons. However, students lack sufficient opportunities to develop independent learning skills and to initiate and carry out extended research.

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

For Development:
- Ensure that action planning includes a whole-school, strategic approach to the systematic development of the key N.A. skills, specific success criteria and effective monitoring.
- Improve the consistency with which teachers use data to inform their teaching.

Moral Education

- The moral education programme (MEP) meets UAE expectations. It offers students opportunities to make links to other subjects, especially with the UAE social studies programme and to aspects of real life, such as being responsible members of their local communities.

- Teachers provide well-designed, engaging lessons, based on the MEP textbook and supplement these with enrichment materials. Practical activities in lessons, and external visits support the learning needs of different groups of students.

- The assessment of concepts, the tracking of attainment data, and the monitoring of student progress occur systematically. The analysis of assessment data is used to identify areas for improvement which is shared with parents in written and verbal reports. These strategies help to ensure that all students have the opportunity to succeed.

The school's implementation of the moral education programme is above expectations.

For Development:

- Provide more opportunities for students in the primary phase to apply their independent learning skills.

Reading Across the Curriculum

- Students have increased opportunities to read. However, the development of reading to support students' learning is variable and does not address effectively underperforming readers.

- Teachers support students' reading skill development, including silent reading. However, when students read aloud, teachers do not always intervene to improve fluency, intonation and pronunciation.

- The school supports reading as a learning skill through, the linking of mathematical and scientific vocabulary. However, there are too few comprehension exercises to embed this vocabulary.

- Increased awareness and resources are enhancing students' reading skills. However, an inconsistent whole-school approach is hindering the promotion of reading as a key learning skill.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Improve whole-school effectiveness to develop students' reading skills and interest in reading for enjoyment.

- Systematically extend the Guided Reading programme for students who study Arabic as an additional language.

Innovation

- Independence and creativity, leading to innovative thinking, are emerging in FS, but are more evident in the higher phases. Critical thinking and problem-solving are developing features of learning in Arabic.

- Students in all phases participate in creative projects to improve their school environment. Their application of innovation skills brings social benefits to the wider community.

- Teachers' plans to develop and encourage students' innovative skills are developing, but remain variable. Through some lessons and extra-curricular activities, teachers' model, encourage and foster innovation.

- Initiatives in some classrooms allow students to be innovative, think critically and explore ideas in creative ways. In FS, there are indications of an increasing range of opportunities to promote innovative thinking and discovery.

- School leaders' commitment to the development of innovation results in the promotion of additional learning activities. However, the impact on students' learning is not assessed.

The school's promotion of a culture of innovation is developing.

For Development:

- Provide models of innovative practices and structure opportunities to develop and embed the skills of innovation in lessons across the curriculum.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In both Primary and Secondary, a majority of students attains levels that are above curriculum standards. This tends to be stronger in the primary phase than in the secondary phase.

- Across both phases, students are knowledgeable about the key principles of Islam. Secondary students apply research skills to topics such as studying scientific Marcelle from The Holy Qur'an. Primary students understand the importance of tolerance in society.

- Overall, students' knowledge and understanding of Islamic manners and culture and how these link to real-life situations are well developed. Students' variable levels of Arabic language hinder their recitation skills, and their understanding and recall of Islamic quotations.

For Development:

- Improve students' abilities to memorise and use Islamic quotations, and their understanding and recitation of The Holy Qur'an.

Arabic as a First Language

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

- A majority of primary phase students attain at levels that are above curriculum standards. Secondary phase students' attainment is in line with these standards. Students' listening and speaking skills are stronger than their ability to write, particularly in extended essays. Students across both phases have well-developed comprehension skills.

- By Year 6, a majority of students are skilled in answering questions based on observing videos. Secondary students progress less well particularly in writing, which, while of an acceptable standard, often lacks depth and creativity.

- Students' abilities to use language in a wider range of real-life contexts has improved. This is motivating them and improving their learning, resulting in fewer mistakes in both their written and spoken work. Students' progress is slower when lessons do not match their needs.

For Development:

- Improve students' speaking skills to enable them to articulate their thoughts using extended sentences.

- Improve students' creative and extended writing skills across both phases of the school.

Arabic as an Additional Language

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

- A majority of students in the primary phase attain above the Ministry of Education (MoE) curriculum standards. Most students in the secondary phase meet these standards. Variations in attainment are partly due to newly enrolled students entering the programme with different levels of language ability.

- Students' listening skills are stronger than their ability to speak using standard Arabic. Their reading comprehension skills are limited to familiar texts. Almost all students demonstrate a good understanding of their teachers' Arabic instructions.

- Students' abilities to speak and write longer sentences is improved. These improvements are due to the implementation of new strategies of Two Minutes Conversation and Mind Mapping and are most evident in the secondary phase.

For Development:

- Develop students writing skills and continue to accelerate their writing progress by providing evaluative rubrics to help structure their compositions.

English

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

- The majority of students makes notable gains in their knowledge, skills and understanding. Children in FS start school with limited English language skills. By the end of primary, and particularly in the secondary phase, students reach very high levels of achievement.

- The emphasis on developing language skills in FS through the phonics programme and specific reading tasks, supports rapidly developing competence. Speaking and presentation skills across the school are strong, particularly in the upper primary and secondary phases.

- Students have more opportunities to read, enhancing their skills. However, the impact of this is not consistently evident. Student's writing skills are variable in both FS and Primary , where they have few opportunities for emergent writing.

For Development:

- Improve students' writing skills in the FS and primary phases by providing more opportunities to write with support.

- Extend the opportunities for students in the lower primary phase to develop further their speaking and presentation skills.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Very good	Very good
Progress	Good	Very good	Very good

- Students' achievement is very strong in the primary and secondary phases. In the secondary phase there is greater challenge in lessons and increased expectations. In the primary phase, students' developing independent learning skills, number sense and active learning opportunities facilitate rapid progress in numeracy.

- Children in the FS make accelerated progress in understanding numbers and counting. Primary students have proficient numeracy skills, but their mental mathematics and problem-solving skills are not fully developed. In the secondary phase, the effective use of technology supports learning through modelling, problem-solving, and skill reinforcement.

- Real-world applications are frequent across all levels. In the primary phase, students' calculation skills are better than their reasoning skills. Regular feedback and targeted guidance on next steps in learning, particularly in the secondary phase, are leading to improved achievement. In all phases, students are developing fluency in using mathematical vocabulary.

For Development:
- Ensure that all teachers plan effectively so that all students are challenged and supported according to their levels of ability.

Science

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

- Beginning in the lower phases, students develop an increasing breadth of knowledge and depth of conceptual understanding as they progress up the school. This leads to excellent results in external benchmark tests and, for those who study science in the upper secondary phase, outstanding IGCSE results in biology, chemistry and physics.

- Children in the FS observe and find patterns in the world around them. As they move up the school, students develop strong practical skills and a good understanding of scientific methodology. However, only the older students are able to use this understanding to plan and carry out their own independent investigations.

- Students' critical thinking is strong due to a focus on scientific methodology. However, there is scope for greater challenge, and for students to use their scientific understanding to research, to evaluate and to arrive at conclusions in the application of science to real world issues.

For Development:
- Ensure that all students, at an age-appropriate level, make reasoned predictions, plan and carry out independent investigations to test their predictions and evaluate the outcomes.

UAE Social Studies

	Social Studies
Attainment	**Good**

- Most students in the lower primary phase attain expected outcomes when working with the MoE textbook. From the upper primary phase, students exceed these expectations. Secondary phase students are particularly skilled in researching from a range of sources and in presenting their findings through role play.

- Lower primary students develop their knowledge through studying animals, food and customs of the UAE. Significant teacher intervention often restricts their abilities to demonstrate learning. Students think critically about their learning from the upper primary phase onwards,

- Older primary students can recall and explain facts about the UAE. Secondary students show enhanced understanding of the influences that impact on the UAE's development. They competently connect, compare and contrast the past with the present day.

For Development:

- Encourage more student-led learning in the lower primary phase, including extending opportunities for discussion.

- Refine teachers' assessments of students' achievement.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Across all phases and all subjects, students enjoy learning and are eager and responsive learners. Students' awareness of their own strengths and areas for development is stronger in the secondary phase.

- Cross-curricular links are evident in the FS, where students naturally make connections to their own experiences. In mathematics and science lessons, real world applications are frequent at all levels as students are now being challenged more often to think critically and to relate their learning to their own experiences.

- The development of a more integrated approach in the FS has given children greater opportunity for independent learning. Improvements in the science programme are enabling students, particularly in the secondary phase, to develop their skills of investigation and research.

For Development:

- Provide all students with additional opportunities to develop independent research skills and to apply their skills in critical thinking and problem solving across all subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Students, particularly in the secondary phase, have very positive and responsible attitudes towards their learning. They are very respectful and respond positively to their peers and teachers, leading to a very harmonious learning community.

- Students relate very positively with their peers and adults. Students, particularly in the secondary phase, are self-motivated and take personal responsibility for their learning. Although there are a few inconsistencies in some lower primary classes, students usually demonstrate exemplary behaviour.

- Students have positive attitudes toward healthy eating and in maintaining an active lifestyle. They make healthy choices through selecting meals and snacks. Students' attendance is currently more variable than in the past.

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

- Students, especially in the upper primary and secondary phases, have a strong appreciation and understanding of how Islamic values are interwoven with UAE traditions. They provide numerous examples of how the school involves them in Islamic events and UAE celebrations.

- Older primary phase students present creative assemblies focused on the importance of tolerance and values in their lives. Secondary phase students are aware of the common values in religions and cultures. They celebrate world cultures through school events and through International day celebrations.

- Students are very proud of the diverse nature of their school and their Islamic based multi-cultural community. They are able to talk about other world cultures but are only able to make limited connections with these cultures and civilisations, especially when discussing art and architecture.

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

- Students in all phases are involved in activities that have a positive impact on the school and wider community. Students know that their opinions are appreciated by staff. Almost all students show empathy to others, including students of determination.

- Students' work ethic is strong across the school. They are motivated to learn. They generate good ideas but sometimes need help to ensure these ideas are instigated. Older students respond well when organising and leading projects when given the opportunity.

- A wider range of opportunities is now provided for students to deepen their understanding of the environment, including sustainability. They take part in projects in and beyond school that promote ecological awareness, such as collecting plastic waste for recycling.

For Development:
- Extend the participation of students in all phases, in entrepreneurial and volunteering projects that make a worthwhile social contribution.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Teachers know their students well and monitor progress regularly, but the use made of this information is underdeveloped, especially in the primary phase. In the secondary phase, higher-quality teaching actively engages students more consistently in appropriately challenging learning.

- Teachers frequently use questioning to prompt thinking, test understanding and consolidate learning, particularly at the conclusion of a lesson. In a minority of lessons, teachers focus on students' completion of tasks, rather than extending their knowledge and developing their skills.

- The school has focused on ensuring that teachers have expectations that are matched to the range of students' abilities. However, the application of this in lessons is inconsistent. Assessment information is insufficiently used to match tasks and activities to meet the learning needs of different groups of students fully.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Attainment targets using CAT4 and other assessment data are used to track students' progress effectively. Assessment data from national curriculum subjects is benchmarked against external data. The quality of data for FS and non-national curriculum subjects is more variable.

- Teachers use assessment information to identify students' strengths and weaknesses, and most plan lessons to meet different needs, but this is inconsistent. Only a minority of teachers adapts teaching in a lesson to support students' learning needs.

- The assessment policy emphasises the importance of effective feedback and involvement of students in self-assessment. Most teachers provide detailed written feedback. A majority of teachers enables students to self-assess against marking rubrics and support them to set targets for improvement.

For Development:
- Ensure that all teachers plan effectively in all subjects so that all students are challenged and supported according to their ability.

- Ensure all teachers consistently involve students in self-assessment.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Very good

- The curriculum has a clear rationale. It is broad and balanced. Secondary phase students are able to experience a variety of subjects. In the process of consolidating its curriculum quality, the school enhanced it with Robotics, French and Urdu.

- The FS curriculum is enriched through a thematic learning approach including Science, Technology, Engineering and Mathematics (STEM) activities and a guided reading programme. In the other phases, all subjects are allocated appropriate time. Structured planning across all phases ensures that students learn systematically. However, there are too few opportunities for students to develop and embed their innovation skills.

- The range of subjects and activities offered by the curriculum promotes an appropriate development of knowledge, skills and understanding. There is a variety of choices for older students, preparing them well for the next phase of their education.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Curriculum modifications to meet the learning needs of different groups of students are of varying quality with some groups being supported better than others.

- Embedded in the curriculum are a range of opportunities to foster students' creativity, enterprise, and social contributions. A broad range of extra-curricular activities provides opportunities to develop and refine students' interests.

- The curriculum is enhanced through an emphasis on literacy across all subjects. In the better lessons, course-specific vocabulary is integrated and further developed. Word problems encourage students to read, extract and interpret information.

- FS children have one period of Arabic each week, where they learn the basic sounds and letters of Arabic along with appropriate vocabulary.

For Development:

- Ensure that the curriculum is appropriately modified to meet individual students' needs and offers further opportunities to develop students' innovation skills.

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

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

- The school's health, safety and child protection procedures and policies are compliant and comprehensive. The school is improving its procedures, training and safety drills to ensure students' wellbeing.

- The school keeps secure staff records. Significant efforts are made to use the school environment to the best effect for teaching. Appropriate safeguarding protocols monitor students' and staff use of the internet.

- School safety processes, guided by key policies, have a positive impact on the quality of the school's health and safety. However, not all classrooms are easy to evacuate in the event of an emergency.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- A positive behaviour policy and its consistent implementation, based on mutual trust between students and staff, results in constructive and supportive learning environments. Clear procedures and diligent tracking ensure that attendance and punctuality to school and to lessons are good.

- Systems effectively identify students of determination and those with gifts and talents. The school provides effective support for the majority of students of determination, but targeted support for those with gifts and talents is at an early stage of development.

- Students' well-being, and the development of their personal and social skills, are closely monitored by teachers and senior leaders. Career guidance in the secondary phase supports students in selecting subject options and preparing them for further education or employment.

For Development:

- Ensure that students with gifts and talents receive appropriate support and challenge in lessons and in extra-curricular activities.

- Review and improve arrangements for effective evacuation arrangements throughout the school, especially in all classrooms.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- The inclusion support team promotes an inclusive ethos across the school. This is generally reflected in most documents and practices, except for the school's admissions policy. Improvement planning is beginning to have an impact on many aspects of provision.

- Information gathered from observations and assessments is used to identify students of determination. The school's identification process is not informed by the revised KHDA categories. This affects the quality of interventions.

- Parents appreciate the school's frequent communications that keep them well informed of their children's academic needs, and personal development progress. They also are provided with support and advice. However, their understanding of their children's needs is insecure.

- High-quality personal support and curriculum modifications ensure that students are fully included and engaged in learning and promote their independence, confidence and resilience. Such support is not consistent across all lessons.

- A majority of students makes good progress, which prepares them for their next stage of education. However, students do not contribute to the development of their individual educational plans (IEP's) or their transition plans for their post-school life.

For Development:

- Ensure that high-quality and effective support is available to students of determination in all lessons.

- Provide appropriate training and support for parents to assist them in understanding their children's needs.

6. Leadership and management

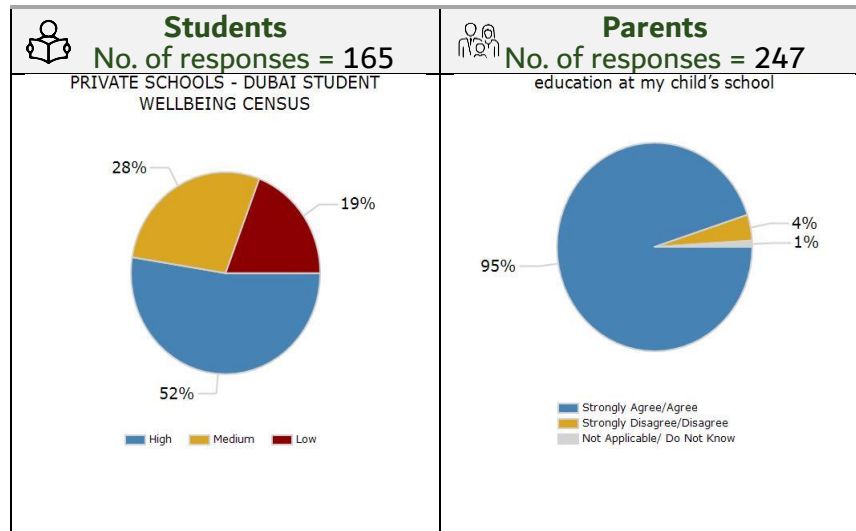|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good ⬆
Management, staffing, facilities and resources	Acceptable

- The newly-appointed principal has successfully shared his vision for school improvement with his staff, and has maintained high levels of student attainment in external examinations. A strong emphasis on collective leadership has resulted in very positive staff morale. School leaders respond positively to delegated tasks and work collaboratively. They are hindered in developing their strategic leadership skills due to their many management duties.

- The school rigorously monitors students' attainment and progress. This assists the identification of school priorities. Monitoring of teaching and learning takes place regularly and is shared with teachers. The criteria used to assess students' learning is not sufficiently developed. The school's numerous priorities are focused on school improvement, but these are not always sufficiently defined to support rigorous evaluation of their impact. Positive progress has been made in meeting the recommendations from the previous inspection.

- The principal encourages parental participation in the school. Parents respond very positively to this open-door policy. The active Parent Council has taken an increasingly positive role in helping learning. Parents receive regular and informative information on their children's attainment and progress. They are very actively involved in the school's social activities including planning an extensive National Day celebration.

- Governors work closely with the principal and understand the school's strengths and development needs. They monitor student attainment and progress regularly. Governors have addressed the recommendations of the previous inspection report. Parental representation on the board has resulted in enhancements to the curriculum. Improved science facilities ensure an increase in the number of safe and focused scientific investigations. On-line research opportunities are enhanced by additional information technology resources.

- The daily operation of the school is very efficient and effective. Facilities are improved. There are ramps for easier classroom access, extensive canopy shade in external areas, an upgraded prayer room and canteen and enhanced external play resources for FS children. Library resources are limited with insufficient books. Subject and section leaders do not have sufficient time during the school day to carry out their leadership responsibilities to full effect.

For Development:

- Ensure that leaders focus more on strategic leadership and have sufficient time to carry out their responsibilities.

- Refine the teaching and learning evaluative criteria to ensure more accurate measurement of teachers' strengths and development needs and overall effectiveness in improving student outcomes.

- Improve library resources.

Views of parents and students

Before the inspection, the views of the 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.

Students	• Most students feel fully engaged in school life and are motivated and confident learners. They feel that teachers support them well in their learning. Overall, they feel that they have the necessary resilience to overcome difficulties and feel lower levels of stress in school than the Dubai average. These views were confirmed during the inspection visit.
Parents	• Almost all parents are satisfied with the quality of their children's education and think teachers help their children learn effectively. They feel that the school is safe and caring. Most feel that staff listen to them and act on their concerns. Almost all feel that they have access to the information and support needed to help their children's education. Parents interviewed during the inspection agreed with these views.

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 inspection@khda.gov.ae