

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

QUEEN INTERNATIONAL SCHOOL

UK



ACCEPTABLE

QUEEN INTERNATIONAL SCHOOL

UK

Inspection Dates
13 - 16 February 2023

Principal
Peter Kenneth Gutteridge

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

736

Students

66

Emirati Students

25

Students of Determination

52

Teachers

6

Teaching Assistants

0

Guidance counsellors

OVERALL SCHOOL PERFORMANCE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

ACCEPTABLE

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- Very good attainment and progress in English, mathematics and science in the secondary phase
- Students' personal and social development, and their understanding of Islamic values and of Emirati and world cultures
- The determination and commitment of the recently appointed principal and his senior leaders, encouraged by the newly constituted governing board.

POINTS TO IMPROVE

- Raise teachers' awareness of safeguarding, and of the individual needs of all students
- Improve the quality of teaching and learning, especially in the Foundation Stage (FS) and the primary phase
- Ensure that the curriculum, particularly in the secondary phase, offers breadth, balance and aspiration in line with the requirements of the English National Curriculum
- Develop school improvement planning and ensure that it is based on accurate self-evaluation involving all stakeholder
- Ensure that the recently constituted governing board systematically monitors the school's actions, holds senior leaders accountable, ensures that the school is suitably staffed and sufficiently resourced, and develops a clearly articulated vision for wellbeing.

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL

Leaders and governors are committed to wellbeing, although provision for wellbeing remains in an early stage of development. There is a limited range of additional activities that promote wellbeing. Positive relationships are developed between students, their peers and staff. Students are taught to be kind, positive and respectful. There is no school counsellor and no careers advisor.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

Foundation Stage	ACCEPTABLE
Primary	ACCEPTABLE
Secondary	ACCEPTABLE
Post-16	ACCEPTABLE

SUPPORT AND GUIDANCE

Foundation Stage	ACCEPTABLE
Primary	ACCEPTABLE
Secondary	ACCEPTABLE
Post-16	ACCEPTABLE

PROGRESS IN KEY SUBJECTS AND INCLUSION

Progress is very good in English, mathematics and science in the secondary phase. It is mostly acceptable in Islamic Education and good in Arabic. Progress is acceptable in the Foundation Stage, but better in mathematics. Inclusion is underdeveloped across the school. Staffing is insufficient to support the number of students. Support in classrooms is variable.

ENGLISH	MATHS	SCIENCE
Foundation Stage: ACCEPTABLE	Foundation Stage: GOOD	Foundation Stage: ACCEPTABLE
Primary: GOOD	Primary: ACCEPTABLE	Primary: GOOD
Secondary: VERY GOOD	Secondary: VERY GOOD	Secondary: VERY GOOD
Post-16: NOT APPLICABLE	Post-16: GOOD	Post-16: GOOD
ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
Foundation Stage: NOT APPLICABLE	Foundation Stage: NOT APPLICABLE	Foundation Stage: NOT APPLICABLE
Primary: GOOD	Primary: GOOD	Primary: ACCEPTABLE
Secondary: GOOD	Secondary: GOOD	Secondary: GOOD
Post-16: GOOD	Post-16: NOT APPLICABLE	Post-16: ACCEPTABLE

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

Senior leaders are committed. They have a clear understanding of what needs to be done and the determination to make sure it happens. Processes for school self-evaluation are developing under the new leadership. Parents are supportive of the school. Governors now have a good understanding of their responsibilities. However, previous boards of governors have failed to ensure that suitable staffing and resources are available.

Teachers' secure subject knowledge and positive relationships are strengths. The best lessons include opportunities for problem-solving, innovation and independent learning. Leaders' drive to develop students' critical thinking skills is having limited success. The school does not provide sufficient opportunities for research or for independent learning.

EFFECTIVENESS OF LEADERSHIP



ACCEPTABLE



TEACHING FOR EFFECTIVE LEARNING

Foundation Stage	ACCEPTABLE
Primary	ACCEPTABLE
Secondary	GOOD
Post-16	ACCEPTABLE

LEARNING SKILLS

Foundation Stage	ACCEPTABLE
Primary	ACCEPTABLE
Secondary	GOOD
Post-16	GOOD

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