



**المدينة**  
Knowledge المعرفة



# THE CITY SCHOOL INTERNATIONAL PRIVATE

## UK CURRICULUM

**GOOD**

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**ACCEPTABLE**

NATIONAL AGENDA  
PARAMETER












**VERY GOOD**









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



## SCHOOL INFORMATION

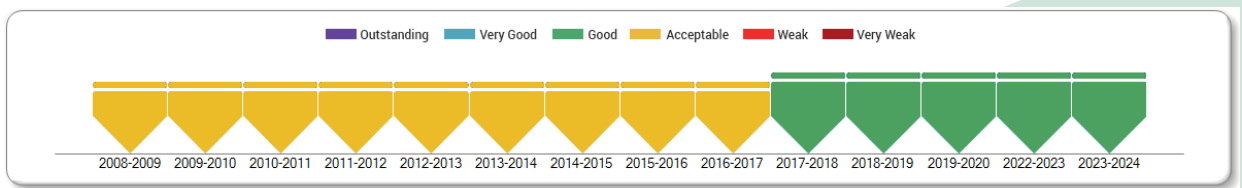
 <p>GENERAL INFORMATION</p>	 Location	Nad Al Hamar
	 Opening year of school	2006
	 Website	www.thecityschool.sch.ae
	 Telephone	97142899722
	 Principal	Frank Roman Fernandes
	 Principal - date appointed	11/25/2018
	 Language of instruction	English
	 Inspection dates	06 to 10 November 2023

 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	981
	 Number of Emirati students	18
	 Number of students of determination	83
	 Largest nationality group of students	Pakistani

 <p>TEACHERS</p>	 Number of teachers	70
	 Largest nationality group of teachers	Pakistani
	 Number of teaching assistants	14
	 Number of guidance counsellors	2

 <p>CURRICULUM</p>	 curriculum	UK
	 External Curriculum Examinations	IGCSE,A Level
	 Accreditation	BSME

### School Journey for THE CITY SCHOOL INTERNATIONAL PRIVATE



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- The school has maintained strong outcomes in all subjects. Children in the Foundation Stage (FS) have continued their good performance. In English, students' attainment in Primary and progress in Primary and Secondary have improved to be very good. Throughout the school, students sustain their active commitment towards learning.
- Students show very positive attitudes and behaviour. They are caring and sensitive to others' needs. They have a strong knowledge and understanding of the impact of Islamic values on life in the UAE and on their own lives. They are very proud of their culture and heritage. Their work ethic and awareness of the environment are strong.

### Provision For learners

- Teachers have secure subject knowledge. They use a range of strategies, including the use of technology, to facilitate teaching and to promote learning. They use time and resources effectively to involve students in their learning activities. Assessment results in English, mathematics and science are rigorously analysed. However, teachers do not routinely use this information in their lesson planning.
- The curriculum is broad and balanced. It develops knowledge, skills and understanding in all subjects, and ensures progression in students' learning. Students can choose from a range of options in Secondary and Post-16. Through most of its aspects, the curriculum enables students to develop a clear understanding of the values, culture and society of the UAE.
- Students are kept safe through effective policies and procedures. They feel supported in school. The school premises are very secure and maintained to a good standard. The clinic is effectively managed by an active medical team. Members of staff and students collectively nurture meaningful relationships within the school, enabling teachers to understand their students and to offer support when required.

### Leadership and management

- The principal and the senior leadership team have established a caring environment and a purposeful learning community. Leaders mostly encourage best practice in teaching and support positive learning outcomes. Parents are keen to play a key role in their children's learning. The governing board is representative of stakeholders. Members are committed to improvement of the school.

### Highlights of the school:

- Students' personal and social development.
- Students' understanding of the impact of Islamic values on their lives and on life in the UAE.
- Attainment in English, mathematics and science.
- The commitment of the principal and senior leaders to the school and its community.

### Key recommendations:








- Improve the quality of teaching and learning across the school.
- Develop teachers' use of data and assessment in lesson planning.
- Ensure that the school's action and improvement plans are based on realistic self-evaluation.
- Enhance students' wellbeing and support for students of determination.



# OVERALL SCHOOL PERFORMANCE

Good

## 01 Students' Achievement

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

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

**02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS**

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Very 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

**03 TEACHING AND ASSESSMENT**

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

**04 CURRICULUM**

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

**05 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

**06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS**

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school, a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Very good</b>

- In the Progress in International Reading Literacy Study (PIRLS), the school exceeded its target and scored significantly higher than the PIRLS centre point. The school is performing at the high international benchmark. Boys and girls are performing at the same level. Although Emirati students missed their targets by 9 points, they are still performing above the PIRLS centre point. The change over time in three PIRLS cycles indicates that the school is continuously making progress. The overall progression in National Agenda Parameter (NAP) assessments is outstanding for the whole cohort, including the Emirati students.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- Leaders effectively use the information presented in these reports to identify gaps in learning. They take appropriate action to remedy them through curriculum adaptations and teachers' lesson planning. Attention is focused on improving learning and on raising the attainment levels of all students.

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- The development of students' reading literacy skills and vocabulary is one of several key priorities across all phases. Progress is evident in almost all lessons. In mathematics, students convey their mathematical thinking with clarity. In science, teachers are provided with reading data, but they do not routinely use the information in planning or in teaching. Reading literacy does not appear in science lesson plans. Critical thinking and problem-solving activities are stronger in some subjects. Most students can work independently to complete assigned learning activities. Few students take responsibility for initiating their own learning.

**Overall school standards in the National Agenda Parameter are very good.**



### For Development:

- Promote and develop students' critical thinking, problem-solving, enquiry and research skills across all phases and subjects.
- Ensure that the development of reading literacy is embedded in all subjects.

## 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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcome is at an acceptable level.**

- The school has a commitment to students' wellbeing. School leaders have a clear and concise vision for wellbeing that is understood by all stakeholders. However, assessment and information processes lack rigour in the collection and effective use of data to provide strategic insights. Leaders make commendable efforts to improve wellbeing provision, including the development of a wellbeing curriculum. This curriculum does not yet extend to all students. There is insufficient focus on the consistent implementation of wellbeing strategies to ensure their sustained and lasting impact.
- The school's approach to fostering the engagement and influence of all stakeholders is a reactive process, without a proactive element. The communication channels do not ensure that students' opinions are heard. The school provides support for the wellbeing of members of staff through such initiatives as the appreciation board. However, this support is not yet extensive enough to contribute to the creation of an inclusive school environment for wellbeing.
- The school provides a small number of extra-curricular activities aimed at supporting students' wellbeing. Strategies for differentiation and individualisation, particularly for identified students, are not well developed. Students lack adequate opportunities to participate in shaping wellbeing initiatives. Students' wellbeing experiences lack a focus on cyberbullying and access to trusted adults.

### **For Development:**

- Address students' lack of involvement in wellbeing initiatives, and establish comprehensive, student-centred wellbeing strategies.
- Engage students in the creation, implementation and evaluation of wellbeing policies and procedures.

## UAE social studies and Moral Education

- The school teaches social studies and moral education using an integrated approach, following the most recent Ministry of Education (MoE) Moral, Social and Cultural Studies (MSCS) framework. Lessons are taught in English by appropriately qualified teachers for all students between Years 1 and 10.
- The curriculum is effectively planned to ensure compliance with MoE requirements. Schemes of work and lesson plans are closely aligned to the MSCS curriculum standards for each year group. Teachers routinely plan their lessons and use a range of strategies and resources, including MoE textbooks, to facilitate teaching and to promote learning. Students receive one timetabled lesson each week plus engagement in projects, school assemblies and a range of local and community events. Students are assessed by a mix of on-going and final assessments.

## Arabic in Early Years

- The school provides a weekly lesson in Arabic for FS, taught by a qualified teacher. The internally produced textbook contains an introduction to letters and to short and long vowels. Children memorise some songs that enhance the skills of speaking and listening. They also learn numbers and colours. The curriculum is enriched with some Islamic culture. The teacher's evaluations are the main elements of assessment.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Good

- While the overall attainment and progress of both Arab and non-Arab students are consistent across all phases, the non-Arab students are making relatively better progress. The progress of Emirati students is slightly slower than that of other groups of students.
- Students' memorisation and recitation of the Holy Qur'an are well developed in all phases, as are their knowledge and understanding of Seerah, Hadith and worship. However, familiarity with the basic laws of Islam is underdeveloped.
- The time allocated for Islamic Education now meets the requirements of the MoE. This positive move reflects a desire to improve the provision of Islamic Education.

#### For Development:

- Improve the attainment and progress of Emirati students.
- Develop students' knowledge of Islamic laws.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Acceptable	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- The majority of students in Primary are maintaining standards of attainment. However, in Secondary, students are insufficiently challenged and so their attainment remains only at expected standards. The majority of students make better than expected progress in both phases.
- Students in both phases are consolidating their listening, speaking and reading aloud through daily practice and the application of clear standards. Writing is often limited to a few words and short paragraphs. Reading comprehension skills are inadequately developed, especially in the secondary phase.
- A programme to develop extended writing, with explanations and summaries, is leading to some improvement in the upper year groups. Expectations of what students can achieve are not always high enough.

**For Development:**

- Develop strategies to improve students' comprehension skills.
- Raise expectations of what students can achieve in a first language situation.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Good	Good	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- The majority of students across Primary and Secondary achieve better than expected in relation to the curriculum standards. They speak with confidence and expression. There are some strong performances among the various class groupings.
- Across all year groups, students can read aloud clearly with appropriate pronunciation and intonation using standard Arabic. Particularly in Secondary, students can construct complex sentences in various contexts using an enriched vocabulary.
- Most students have improved their listening skills. Opportunities to develop independent writing are insufficient. Writing is often limited to the use of familiar words in short sentences in new contexts.

**For Development:**

- Improve students' reading and writing skills by providing more opportunities for independent reading and guided writing.

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

- Students' attainment in Primary and Secondary is very high in external benchmark and school-based assessments. Progress in these phases is similarly strong. The attainment and progress of children in FS are less solid.
- Children in FS make more rapid progress in speaking than in other aspects. Students' speaking, reading and writing skills are very well developed in Primary and Secondary. Their skills in reading for understanding exceed their inferencing skills. Writing is sometimes inaccurate, with deficiencies in grammar and spelling.
- The strong focus and implementation of an appropriate range of strategies to improve students' reading since the previous inspection is evident in the high international benchmark results. However, in FS, children are insecure in their knowledge of the sounds that letters make.

#### For Development:

- Extend students' knowledge, understanding and application of English language conventions and techniques in their writing, and ensure that they routinely check their work for accuracy.
- Develop students' inferencing skills.
- Ensure continuous and progressive development of students' reading skills from FS.

## MATHEMATICS

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

- External examination scores show high attainment levels in Year 11. Data also show very good levels of attainment in AS, and to a lesser extent, in A Level examination. External benchmarking tests for primary and secondary education reveal very good overall performance.
- Mathematical knowledge in the primary and secondary phases is very secure. In Primary, students use number in everyday situations. In Secondary, students use formulae to solve straightforward problems. Post-16, students' abilities in data analysis, interpretation and mathematical and statistical problem-solving are improving.
- In FS, children enhance their numerical skills and understanding through a variety of practical activities and guided learning. In all phases, students' enquiry and problem-solving skills are progressing appropriately. Links between mathematical topics and the wider world are developing well.

**For Development:**

- Extend students' ability to solve open-ended, complex problems.

**SCIENCE**

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

- Students enjoy science. Children start exploring animals in FS1. Their understanding deepens in FS2 as they classify animals based on their key features. In Primary, students predict scientific outcomes with confidence. This prediction becomes more complex as they move through the school.
- Investigative and practical skills, including analysis of data, develop across the phases. Post-16 students can analyse increasingly complex data to complete multi-stage calculations and draw informed conclusions. In Primary and Secondary, students often follow instructions to complete practical experiments. They have limited opportunities to plan investigations independently.
- Students are naturally curious. They actively engage in scientific issues within an everyday context. Critical thinking skills are promoted in most lessons. Students in lower Primary are not always given the time to develop these skills to enhance their knowledge and understanding of scientific concepts.

**For Development:**

- Give students more opportunities to plan and carry out scientific enquiries independently.
- Ensure that in lower Primary students have time to develop their critical thinking skills.

**LEARNING SKILLS**

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

- Students in all phases are keen to engage in learning. Most can work on assigned tasks for sustained periods of time. Few students take responsibility for initiating their own learning. In Primary and Secondary, students develop the skills necessary to perform highly in examinations.
- Students interact very well with their teachers. They often engage in collaborative discussions to share their thinking, to develop their ideas and to complete learning tasks. They frequently make connections to the world beyond school and to other subjects.
- Students increasingly use technology to support their learning, to develop their reading skills, to conduct research and to present their work. Opportunities to develop their problem-solving, critical thinking and investigative and enquiry skills have improved since the previous inspection. They are not yet fully embedded.

**For Development:**

- Encourage students to take greater responsibility for initiating their own learning, for developing their own ideas and for conducting independent research.
- Extend students' higher-order thinking and investigative skills.

**02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS**

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Good	Very good ↑	Very good	Very good

- Across the school, students demonstrate positive attitudes and responsibility towards one another and to members of staff. They are caring and sensitive to others' needs. They demonstrate leadership skills, especially in the upper phases.
- Students are aware of healthy lifestyles. They show very positive attitudes to school and to learning. They are well behaved during lessons and around the school.
- The attendance rate and punctuality are high and reflect students' commitment to learning. Their respectful relationships with members of staff and fellow students create a positive environment.

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

- Students are keenly aware of the impact of Islamic values on their lives and on society in the UAE. They embrace these values in their daily dealings with their fellow students and members of staff, and they feel responsible for adhering to them.
- Students' understanding of the heritage, traditions and culture of the UAE is strong. They are proud of being part of a diverse society and consider the UAE as their home. They talk knowledgeably of their own cultures and other world cultures.
- Leaders enhance students' knowledge and understanding of the worldwide cultures and traditions through a variety of activities. However, these activities have an inconsistent impact on students' understanding across different year groups.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Good

- Across all phases, students show social responsibility and respect for routines and teachers' expectations. Children and students generally make healthy food choices, particularly so in FS.
- Leaders promote an eco-friendly ethos. Recycling initiatives and community projects, such as bottle and battery collections, demonstrate care for the environment.
- Students show a strong work ethic and a passion for studying. They lead projects such as the annual talent show. Students' leadership develops across the school in an age-appropriate way, from classroom monitors in FS to contributions to school governance in the post-16 phase.



**For Development:**

- Strengthen students’ understanding of worldwide cultures.
- Increase the number of projects initiated by students.

### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
<b>Teaching for effective learning</b>	Good	Good	Good	Good

- Across all phases, there is considerable variation in standards of teaching within and between subjects. Most teachers have secure subject knowledge. They use a range of strategies, including the use of technology, to facilitate teaching and to promote learning.
- In the best lessons, teachers interact well with students. They use questioning skilfully to engage students in dialogue, to promote thinking and to check learning. Time and resources are used effectively. The level of challenge in learning activities is not always suited to students’ needs
- Although teachers’ use of assessment data to inform lesson planning has improved since the previous inspection, inconsistencies remain. Learning activities are not yet sufficiently tailored to the needs of students with the lowest and highest abilities.

	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Good	Good	Good	Good

- In all key subjects, internal assessments are aligned to the expected curriculum standards. External data allow accurate identification of learning gaps, as well as identifying trends and patterns in students’ attainment and progress.
- Assessment results in English, mathematics and science are rigorously analysed. However, teachers do not routinely use this information to provide individual support in lessons. Marking and assessment policies are detailed but inconsistently applied. Although students review their own work, they are often unsure about how to improve.
- In FS, teachers collate a wealth of information using baseline assessments and testing throughout the year. Information is recorded in progress trackers. The use of this information to plan learning that enables children to take precise next steps is not clear.

**For Development:**

- Improve the quality and consistency of teaching in all subjects.
- Ensure that teachers make full use of assessment information in lesson planning.
- Make sure that feedback to students through the marking of their work provides clear guidance on how to improve.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Good	Good	Good	Good

- The curriculum is fully aligned to the National Curriculum for England and the Early Years Foundation Stage curriculum standards. Appropriate time is allocated for Islamic Education and Arabic. Progression develops skills, knowledge and understanding in most subjects, but is not precise in all areas of the curriculum in FS.
- Students choose from a range of options in Secondary and Post-16, including combined science in Year 8 to support those who wish to pursue a business oriented pathway. Progression routes to universities within and beyond the UAE are available.
- Cross-curricular links exist in most subjects in all phases. They help students to make links between their learning. Regular termly and annual reviews are conducted to ensure that the curriculum meets the requirements of internal and external assessments.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Good	Good	Good	Good

- The curriculum is broad and balanced. Accelerated reading provision and additional Arabic and reading lessons have been added to prepare students better for external assessments.
- Lesson plans are consistently based around four developmental stages, to try to meet the needs of all students. Appropriate learning experiences are integrated through most aspects of the curriculum to enable students to strengthen an understanding of the values, culture and society of the UAE.
- Students have opportunities to develop their own learning interests through curricular and extra-curricular clubs and competitions. Activities to support enterprise, innovation, creativity and social contribution are provided across subjects and through whole-school activities.

### For Development:

- Ensure that progression is fully considered in all areas of the curriculum in FS.
- Extend cross-curricular links.
- Ensure that all groups of students can readily access a wide range of extra-curricular activities.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Effective policies and procedures ensure the safeguarding of children and students. Members of staff receive appropriate training and know how to protect young people from harm. Students feel very well supported and safe in school. Bullying is rare. Should it occur, the school takes swift action. Advice on countering cyberbullying is not well developed.
- The premises are secure and maintained to a good hygienic standard. Regular checks are made. Risk assessments sometimes lack detail. The environment supports most students' learning. School transport is very well managed.
- The school's promotion of healthy lifestyles is valued by most students. Medical personnel participate in health promotion throughout the school. Students generally understand why it is important to make healthy choices in life.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Good	Good	Good	Good

- Members of staff and students nurture meaningful relationships within the school. Teachers understand their students and offer necessary support when required.
- The school fosters students' awareness and supports their planning for the future. Teachers use assessment data to group students in their classes. However, the subsequent learning activities do not consistently align with students' individual needs, leading to a lack of appropriate challenge for some.
- Leaders promote high attendance and punctuality. Most students arrive on time each morning, and at lessons throughout the day.

### For Development:

- Undertake rigorous risk assessments, particularly for educational visits.
- Improve the individualised identification of and support for students in lessons.

**INCLUSION OF STUDENTS OF DETERMINATION**

**Provision and outcomes for students of determination**

Good

- The school's efforts in developing stronger inclusion policies have had a positive impact on the quality of provision. However, there are inconsistencies in the monitoring of differentiated teaching in different subjects and phases, which results in variations in outcomes for students of determination.
- Improvements in conducting assessments have strengthened provision and have ensured that the needs of students of determination are identified. Individual education plans (IEPs) are developed, but they are of varying quality and lead to variations in provision.
- There is now a more collaborative approach and parents are involved in the development of their children's IEPs. However, limitations in communication remain and not enough account is taken of parents' views, particularly for students with the highest level of need.
- The commitment of teachers to differentiation and the introduction of different learning pathways have the potential to improve provision. However, inconsistent attention to students' IEPs leads to variation in support, especially in relation to the modified curriculum pathways. These pathways are inadequately tracked and monitored.
- The school has made progress in various aspects of provision for students of determination. There are variations in the quality of provision and outcomes, particularly across different subjects and phases.

**For Development:**

- Establish a more structured and precise process for identifying and addressing specific needs.
- Effectively monitor the quality of IEPs to ensure their consistent and successful implementation.

## 06 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	Good ↑

- The principal and senior leaders are committed to the school’s improvement. They guide and support the whole school community. They have established strong channels of communication throughout the school and with various stakeholders. Leaders have maintained outcomes in core subjects and learning skills. They have ensured the strengthening of students’ personal development and social responsibility. However, the effectiveness of middle leaders is variable, and there is unevenness in the effectiveness of different departments.
- Leaders approach self-evaluation and improvement planning systematically. They understand their responsibility in monitoring students’ progress. They conduct regular observations to assess the quality of learning and teaching. They have addressed recommendations from the previous inspection report. The implementation of school action and improvement plans is inconsistent across departments and phases.
- Parents are supportive and keen to be involved in the life and work of the school. They are committed to their children’s success. They appreciate the communications with the school leaders and members of staff. Reporting on students’ achievements is regular. However, it is insufficiently detailed and does not indicate the next steps in students’ learning. Links with the local community enhance students’ learning opportunities. Wider links are insufficiently developed.
- The governing board includes representation from almost all stakeholders including teachers, parents and students. Board members regularly visit the school and support the principal and senior leaders. They are committed to developing links with other schools in the group. They are aware of the importance of the physical environment and its impact on students’ wellbeing and learning.
- The day-to-day management of the school is generally efficient. Well-established routines have a positive influence on students’ achievement. Teachers are appropriately qualified. They have access to digital technologies that support effective teaching and learning. They also benefit from professional training. The school has invested in the site, the facilities and learning resources.

### For Development:

- Improve the effectiveness of middle leaders and of all departments and phases.
- Ensure that the school improvement plan is fully implemented.



## 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](mailto:QA.Schools@khda.gov.ae)