

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The City
School International
Private

Celebrating
10 years of
inspections

THE CITY SCHOOL INTERNATIONAL PRIVATE

UK CURRICULUM

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School information

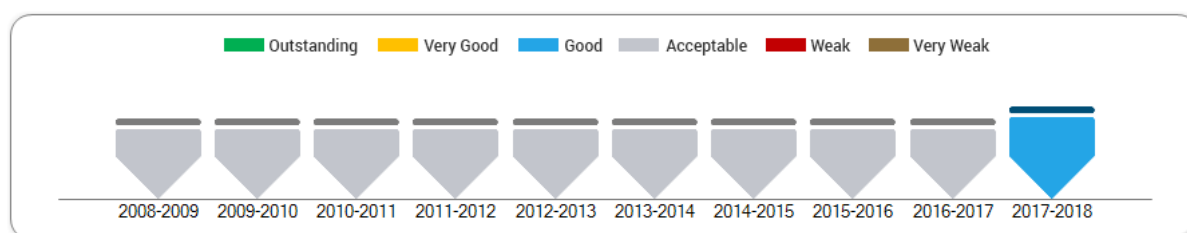
General information	
Location	Nad Al Hamar
Type of school	Private
Opening year of school	2006
Website	http://thecityschool.sch.ae/
Telephone	042899722
Address	DUBAI-NAD AL HAMAR-P.O.BOX:5760
Principal	Craig Shipton
Principal - Date appointed	8/1/2017
Language of instruction	English
Inspection dates	30 October to 01 November 2017

Teachers / Support staff	
Number of teachers	64
Largest nationality group of teachers	Pakistan
Number of teaching assistants	15
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	23%

Students	
Gender of students	Boys and girls
Age range	4-16
Grades or year groups	FS2 - Year 11
Number of students on roll	644
Number of children in pre-kindergarten	0
Number of Emirati students	11
Number of students with SEND	6
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	IGCSE
Accreditation	none
National Agenda benchmark tests	GL, IBT

School Journey for The City School International Private



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

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 (This is the minimum level for every school 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

Summary of inspection findings 2017-2018

The City School International Private was inspected by DSIB from 30th October to 01 November 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders are effective in creating a positive learning environment and in ensuring good standards of attainment and progress. The school has a good understanding of its strengths and areas for development supported by an increasing use of data when planning for individual needs. Partnership with parents is positive but it does not include representation on the governing board.

Students' achievement

Progress in Arabic as an additional language has improved in primary. English is now very good in secondary. Progress in mathematics is less strong in primary and secondary. In Islamic education, it is less strong in secondary. Students in secondary are maintaining the very good standards and progress in science. Children in EYFS after a very short time in school, are making good progress in developing English language skills.

Students' personal and social development, and their innovation skills

Students' positive behaviour is seen throughout the school and this contributes to a harmonious learning community, especially strong in secondary. Students in primary and secondary are very respectful of the culture and life in the UAE and have a deep understanding and awareness of their own and other world cultures. All students understand their responsibilities in school. They have a positive work ethic.

Teaching and assessment

The quality of teaching is variable across the different subjects. Lesson planning takes data into account to meet different needs. This is less strong in Arabic and Islamic education. The analysis of assessment data is used to identify the needs of individuals and groups of students. The use of assessment data to inform students of the next steps in learning, needs further development.

Curriculum

The curriculum is successful in supporting the learning skills and personal development of students. There is a range of curricular choices which provide older students with options that develop their talents and interests. The curriculum has been successfully modified to link with improvements in assessment and tracking of individual students' progress. It is not adapted to address the specific learning needs of secondary students learning Arabic.

The protection, care, guidance and support of students

Teachers and support staff ensure that students feel secure and are protected from bullying in school or through the social media. School facilities are safe, hygienic and secure. The relationship between staff and students in the school is very positive and respectful across all phases. Good systems are in place to identify children with SEND and those who are gifted and talented.

What the school does best

- The very good progress of English, and science in secondary.
- The leadership and commitment of staff in establishing an inclusive school.
- The improvements in FS including the development of the outdoor learning environment.
- Students' attitudes to their learning, especially in secondary.

Key recommendations

- Improve attainment and progress in Arabic as a first and additional language in secondary by:
 - Developing speaking and writing skills.
 - Meeting individual needs in lessons.
- Improve the consistency of teaching across all subjects and phases.
- Inform students of their strengths and weaknesses and next steps in learning through the use of assessment data.

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	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable
 English	Attainment	Acceptable	Acceptable ↓	Good ↑
	Progress	Good ↑	Good	Very good ↑
 Mathematics	Attainment	Acceptable	Good	Very good
	Progress	Acceptable	Good ↓	Good ↓
 Science	Attainment	Acceptable	Good	Very good
	Progress	Acceptable	Good	Very 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	Outstanding
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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- The leadership team demonstrates a secure knowledge of the N.A.P. data and provides an acceptable level of training on data analysis to most teachers and administrators.
- The N.A.P. data analysis influences some curriculum planning. Triangulation between CAT4, internal assessment and N.A.P. benchmark test results identifies some strengths and weaknesses.
- Using the analysis of N.A.P. heads of departments audit the curriculum in order to identify and focus on specific areas.
- The findings of N.A.P. are being used to extend the range of teaching strategies. Problem solving and critical thinking are developing features of students' learning.
- The impact of N.A.P. data on students' research skills and their use of digital and paper-based resources to enhance more effective outcomes, needs further development.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The principal and inclusion champion are aware of the achievements of the Emirati students. The principal and middle leaders are aware of the targets set for Emirati students. The school has appointed a specialist bilingual teacher to support Emirati students. It provides feedback to Emirati parents through the standard reports and protocols. However, guidance and support for Emirati students and parents needs further development.
- In lessons, Emirati students are not always enthusiastic and only sometimes take responsibility for their own learning. They are often passive and show lower levels of determination and resilience than their peers. The school analyses CAT4 data well and establishes individual benchmarks of potential for Emirati students. Analyses shared with classroom teachers have yet to show an impact in lessons.
- Based on assessment and data analysis, the school implements some curricular adaptation for the Emirati cohort. There is a limited understanding of how to measure effectively the impact of these adaptations. Although leaders and teachers understand CAT4 profiles, it does not result in sufficient differentiation in lessons for Emirati students. The school has yet to implement a programme to improve levels of verbal reasoning.

Moral Education

- The school has made substantial progress in integrating the UAE Moral Education Programme (MEP) into the overall curriculum provision and is also engaging parents.
- Moral education is taught as a discrete lesson twice per week and opportunities are taken to integrate it with social studies and innovation and enterprise.
- Most students participate actively in lessons and are willing to contribute their ideas. They can link the MEP principles to areas of their personal lives.
- Regular formative assessment is undertaken, and the school is planning to involve parents in a video assessment project.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The United Arab Emirates social studies curriculum has been developed, and follows the designated learning outcomes incorporating links to other areas of the curriculum.
- Teachers plan lessons that meet the learning outcomes for the curriculum but there is inconsistent opportunity for students to use their preferred learning style.
- Most students show an interest in learning about the UAE and contribute positively to discussion, making some valid connections between areas of learning.
- Formative assessment is regularly undertaken to check learning, in order to inform future planning so that teachers can provide appropriate support and challenge for students.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- STEAM week investigations involving students in both primary and secondary are very effective in developing research skills, critical thinking and problem solving. These are less well developed across other subjects.
- Students are participating in innovative school projects including environmental awareness, across all phases, especially in secondary.
- Innovation skills are rarely seen in lesson plans. There are insufficient opportunities in primary for students to plan their own scientific investigations.
- The curriculum has been adapted to promote independent research and enquiry. The extra-curricular activities and the weekly 'happiness hour' programme develops students' creativity, leadership and independent learning skills.
- There is collaboration with the business community through innovative partnerships that enhances curriculum concepts. This is providing opportunities for students to develop their own ideas.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good ↓

- The majority of students in primary and secondary phases have attained knowledge and understanding that is above the curriculum standards. Their progress in relation to their starting point is strong across the majority of the Islamic concepts.
- Students demonstrate good knowledge and understanding of Islamic pillars, values and morals. Their understanding of Seerah and Islamic principles is strong. Their progress is good in developing Islamic concepts and etiquettes but slower in recitation and understanding the Holy Qur'anic verses across both phases.
- Due to the inconsistent quality of teaching in secondary phase, the students' progress has declined. The progress of different groups of students is variable. The recitation skills and the understanding of the Islamic law are less well developed across the school.

For development

- Improve students' knowledge and understanding of Islamic law and recitation skills in order by raising the level of challenge and expectation in lessons.

Arabic as a first language 				
		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable

- Students in lower primary are more articulate and express themselves more confidently than students from the upper primary. Students in secondary are relying on teachers' support in order to engage in extended speech.
- Primary students make good progress in speaking and reading, as measured from their starting points. Writing is improving in the primary, but this isn't the case in secondary phase due to the limited range of opportunities and a lack of constructive feedback from teachers.
- Listening is strong across the phases. Students understand familiar Arabic classic speech and instruction. Students read familiar and extended texts but they need support and guidance in order to understand the content.

For development

- Provide more opportunities to improve speaking skills.
- Improve writing particularly in relation to the MOE expectations.

Arabic as an additional language 				
		Foundation Stage	Primary	Secondary
	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable

- Progress is improving in the primary phase when compared to last year. Students show better skills in speaking and reading than in other phases. They are able to respond appropriately to familiar questions. Students in secondary need visual or other clues to engage in simple conversations.
- Students' writing skills are emerging slowly, mainly due to the lack of planned opportunities and clear feedback from teachers.
- Listening is secure across the phases and students are gaining confidence in their understanding of classic Arabic speech and presentation. Progress is slower in secondary because there are limited opportunities for students to practice these skills.

For development

- Provide more opportunities for students to practice speaking and writing skills in meaningful contexts, particularly in secondary.

English 		Foundation Stage	Primary	Secondary
	Attainment	Acceptable	Acceptable ↓	Good ↑
	Progress	Good ↑	Good	Very good ↑

- Students attain outstanding results in IGCSE English. Progress in the secondary phase is very good because students develop increasingly sophisticated understanding and appreciation of language over time. Assessment results indicate that primary students' verbal reasoning and writing are not as strong as in the secondary school.
- Most students are articulate, they discuss their work enthusiastically, communicate confidently and can justify opinions with well-researched evidence particularly in the secondary school. Students generally make good progress as they move through the school. Consequently by Year 6 students can retrieve, interpret and use information for a range of different purposes.
- Most students are independent learners who take responsibility for their own learning. They increasingly use tablet computers to research and link their learning to real world events and current affairs. Year 11 students demonstrate intelligent insight into a wide range of world issues when debating and making presentations.

For development

- Ensure that all students, particularly in the primary phase, have a clear understanding of what they need to do to improve and take time to review and correct their work regularly.

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

- Students enjoy their mathematics lessons across all phases and achieve well, because teachers have secure knowledge of their subject. In early years, the achievement of children is less secure because of the very short time they have had in school.
- Students' problem-solving skills and knowledge of facts and concepts are strongest in the secondary phase. Critical thinking, reasoning and application of mathematical skills are developing at a slower pace in all phases.
- Students' rate of progress has slowed in primary and secondary because not all teachers are consistently using data to set appropriate targets for all groups of students.

For development

- Further enhance the use of data analysis in order to provide individualized support and consistency for all groups of students, including the most able.

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

- Students make very strong progress throughout the secondary phase and achieve high levels in external examinations, curriculum and international expectations and as measured against their individual targets. They do this through superb engagement, acquisition of knowledge, scientific investigation and application of their learning.
- Students make better than expected progress in internal and external assessments in primary. This progress is sometimes less evident in lessons, when students have fewer opportunities make their own choices to investigate scientifically.
- In early years, children have little opportunity to investigate, to wonder why or to hypothesise. Free flow activities for investigation needed further development to give greater access to natural materials and opportunities to problem solve, observe, predict, think, make decisions and record findings.

For development

- Enhance the development of scientific investigation skills through an enquiry-based approach in primary and early years, ensuring application to real life scenarios.
- Incorporate STEAM activities into lessons throughout the year rather than in just one week.

	Foundation Stage	Primary	Secondary
Learning Skills	Good ↑	Good	Good

- Students' engagement and interest in their own learning contributes strongly to their enjoyment and willingness to contribute in most subjects. Across all phases most students are developing into independent and collaborative learners who are able to communicate their learning confidently.
- In early years, children are happy and willing to contribute but still need guidance in understanding how they can improve. Learning technologies are used creatively to consolidate and support the development of learning skills. Critical thinking and problem-solving are in the early stages of development.
- When given the opportunity, students are able to solve problems competently, think critically, giving reasoned responses and use learning technologies for research and to share their learning. These skills are more highly developed in upper secondary and in science and English.

For development

- Provide more opportunities for choices in learning, particularly in primary to encourage greater responsibility.
- Integrate critical thinking into all lessons and subjects.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Students across the school are well behaved and demonstrate positive attitudes. They are sensitive to others' needs, help one another and contribute to a healthy and supportive learning environment. They respond well to critical feedback from their teachers.
- Students' responsible attitudes, strong student-teacher relationships, and their eagerness to come to school and to be on time for class, all contribute to good student personal development. Attendance and punctuality are at least good in all phases.
- Students make wise choices about diet and exercise as a result of the school's policy in promoting healthy choices. Students are committed to all aspects of well-being and take decisive action to live healthy lives.

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

- The students' understanding of Islamic values and Emirati culture, their own, and other cultures around the world is variable across the school phases. It is good in early years and better in primary while it is much stronger in secondary phase.
- Students are demonstrating a very strong awareness across all phases of their own cultures, the Islamic values and their impact on life in the UAE. However, their awareness of the main features of UAE culture, traditions and worldwide cultures is less well developed, especially in early years.
- As a result of cultural awareness campaigns, the senior students are maintaining an outstanding knowledge of cultures within the region. However, more focus on developing the deeper understanding of Emirati culture, traditions and worldwide cultures is needed in early years and primary.

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

- The development of social responsibility and innovation is strong in early years and primary and much stronger in secondary phase. The students contribute to the life of the school and the wider community effectively. They are caring and thoughtful of others.
- Students across all phases have a very strong work ethic. They are active learners, confident and supportive of each other. In a range of innovative projects, especially in secondary, students are focused and able to develop ideas in collaboration with others.
- Students are very proud of their school and they take care of its environment. They participate in a number of activities appropriate to their age, which contribute positively to their awareness of sustainability.

For development

- Improve the depth of students' knowledge and understanding of the Emirati heritage, traditions and the worldwide cultures.
- Develop students' innovation, enterprise and entrepreneurship skills by providing more opportunities for them to develop their own ideas.

3. Teaching and assessment

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

- Teachers in early years now have a better understanding of how children at this age learn, and consequently plan appropriate activities to meet the diverse needs of different learners. Most teachers manage their time and resources appropriately in order to create a stimulating learning environment.
- Lesson planning, taking student data into consideration to meet different learning styles and abilities is strong across all subjects; differentiation is less well implemented in Arabic and Islamic studies. Planning for double lessons in primary does not always make the best use of learning time.
- Almost all teachers have strong subject knowledge and the majority use this to ask skilful questions. In addition, teachers in upper secondary make good use of graded success criteria to support and accelerate progress. These skills are not embedded across all subjects and year groups.

	Foundation Stage	Primary	Secondary
Assessment	Good ↑	Good ↑	Good ↑

- Internal assessment processes in all stages are linked to the curriculum standards. They provide a measure of students' knowledge and of their progress. The use of assessment data to inform adaptations to curriculum, teaching and learning requires further development.
- The school conducts external assessments linked to the curriculum expectations and participates in a range of tests to benchmark students' performance to international standards. The analysis of the assessment data is carried out to identify the needs of individual and groups of students.
- The majority of teachers are aware of individual students' strengths and weaknesses. Providing individualized challenge and suggestions for improvement is an emerging feature across the school. Peer assessment is a routine procedure in primary and secondary lessons.

For development

- Ensure consistency in the quality of teaching across all subjects and phases, particularly in relation to; the use of probing questions and provision of activities to encourage problem solving and critical thinking.
- Use assessment data to identify the learning needs of students and match work to their abilities in all lessons.

4. Curriculum

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

- The EYFS curriculum is successful in supporting the development of students' learning skills and personal development. The curriculum now includes a daily phonics programme which has been highly effective. It ensures continuity and progression in phonics teaching between foundation and lower primary phases.
- There is a range of curricular choices which provide older students with options that develop their talents and interests. In Year 9, all students take three separate sciences and Year 10 students are offered specialist subjects in either the commerce or science streams.
- The curriculum is regularly reviewed and modified by leaders and subject teachers. There are strong cross curricular links between Islamic education, Art, social studies and moral education. The curriculum meets the needs of most students including those with special educational needs and disabilities (SEND).

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good ↑
- The school has made significant changes to update the curriculum in line with changes in the English National Curriculum in both primary and secondary phases. This has included extending Key Stage 3 to the end of Year 9, which promotes better consolidation across all subjects. - In most core subjects, the curriculum has been successfully modified to link with improvements in assessment and tracking of individual students' progress. Lesson plans are now linked to external benchmark test criteria. The introduction of social studies and moral education has been well developed. - The curriculum has been adapted to promote independent research and enquiry. Extra-curricular activities foster creativity and the weekly 'happiness hour' programme develops students' leadership and independent learning skills. The whole-school STEAM week encourages students to think innovatively and to participate in investigative, research-based projects.			
For development			
Adapt the curriculum to address the specific learning needs of secondary students engaged in the learning of Arabic as a first and additional language.			

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
- Health and safety are good across the school. Teachers and support staff ensure that students feel secure and are protected from bullying in school or through social media. Staff deal effectively with students' needs and concerns. - The school deals decisively with the few incidents which have occurred on the buses and they ensure high standards of student safety. The supervision of students and medical services are all good. School facilities are safe, hygienic and secure and there are effective procedures in place for emergency evacuation. - Obesity rates have been reduced from 5.4% to 3.4% as a result of the school's range of initiatives, which have promoted healthier lifestyles. Students can access safe and clean play areas, although some areas still need to be shaded to better facilitate a more comfortable play and learning environment.			

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Relationships between staff and students in the school are positive and respectful across all phases. The school promotes students' self-esteem and as a result almost all students conform to the school's code of conduct. Professional support is provided by the SEND Coordinator for students with social and emotional difficulties.
- The school promotes attendance and punctuality effectively. Good communication ensures that parents are aware of their child's punctuality and attendance. The school promotes a culture of inclusion. Effective systems are in place to identify children with SEND and those who are gifted and talented.
- The SEND department employs effective assessment procedures to identify students with SEND. Most teachers modify the curriculum to enable students to make social, personal and academic progress in line with their potential. The SEND department also provides guidance on areas such as academic progress, health and future career options.

For development

Areas for development;

- Expand the shaded area in the school in order to provide better outdoor provision.
- Provide access for the students with physical disabilities to all buildings and laboratories.
- Review the current criteria for identifying gifted students in order to provide an appropriately challenging range of individual learning experiences to a wider group of students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good 

- Governors and senior leaders and the Inclusion Champion promote an inclusive ethos reflected in the everyday life of the school. There is appropriate investment in SEND resourcing, including recruitment. The principal is the Inclusion Governor responsible and accountable for the outcomes of students with SEND.
- The school makes use of a range of indicators, including standardised formative and summative assessment to identify the specific SEND of referred students. The school has classified students' disabilities appropriately and intervention programmes are put in place to support students throughout the school, particularly those with literacy difficulties.
- The school keeps parents informed of their child's progress through formal and informal reporting methods. These include reporting about academic and social progress and updates on individual targets, with specific reference to the student's SEND profile.
- Curriculum planning is appropriately modified. This ensures that students with SEND are engaged with meaningful learning experiences at a level which is in line with their personal profile of need. The expectations of learning and progress are not always consistent or sufficiently high for all students.
- Most students have a positive approach to their work and are becoming independent in their learning. The school information shows that, while possibly being below the level of their peers, students are moving closer to age-related expectations.

For development

- Develop an intensive language development programme, particularly for those with SEND.

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

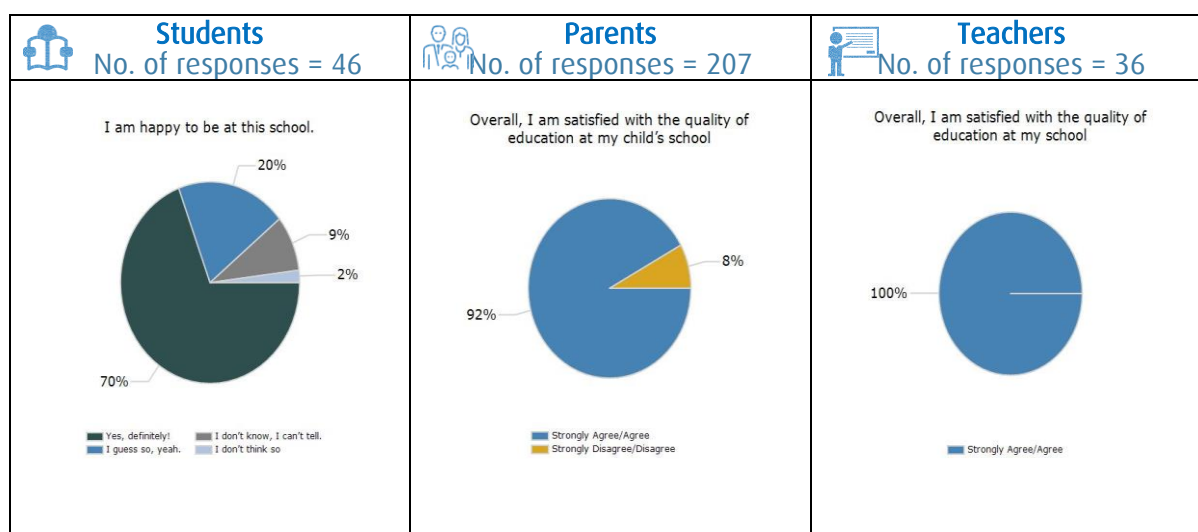
- The newly appointed principal with the support of all leaders is setting a direction for the school that is clearly understood and supported by the whole school community. Leaders are effective in achieving good standards of academic and personal development overall but this is not consistent across all phases or subjects. They understand what actions are needed to move the school forward and have made improvements in a number of areas.
- The school has a good understanding of its strengths and areas for improvement. It ensures that teaching and learning are rigorously monitored and therefore the use of external and internal data is increasingly being integrated into lessons. School improvement plans are well thought out and include detailed actions and well-focussed goals. This is making a positive impact on students' achievements.
- The parents' group meets regularly with other parents and school staff to discuss school priorities. Parents are well informed about what their children are learning including those who have children with SEND. Individual reports show what children have achieved in their academic and personal development and what they need to do next to improve. The school has links with the local community and national and international partnerships.
- The governing body, which includes the owner, consults parents on many issues but does not at the moment include parents on the governing body. There are regular meetings where governors question and will challenge the school if needed. They have been very decisive to ensure better provision for children in EYFS. Governors make sure that staffing is appropriate and resources adequate.
- The school runs smoothly and maintenance staff are well organised to ensure that everything is kept clean and tidy. School procedures and routines are effective. The school is appropriately staffed and most are suitably qualified. Their professional development is well matched to the school priorities. The premises are small and many classrooms are cramped despite the best use of space.

For development

- Monitor academic performance to ensure consistently good achievements for all groups of students in all areas and across all phases.
- Include parents as members of the governing board.

The views of parents, teachers and senior 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	Almost all of the students said that they are happy at school and that teachers treat them fairly. Most students said that the school is well led and it provides effective careers advice. Almost all students believe that they read English very well but a minority of students said that they don't read Arabic well.
 Parents	Almost all parents are overall satisfied with the quality of education and they believe that their child learns well because of effective teaching. They feel that their children are kept safe at school and on school transport. A few parents of children with SEND don't feel that they are involved in their education or that their children are regularly well supported.
 Teachers	All teachers agree that students are developing the skills to learn independently and that they know their own strengths and weaknesses. They agree that students have a good awareness of the UAE and other cultures and they have gained a good understanding of the importance of Islamic values in Dubai.

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