

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

Inspection Report 2018-2019

**The City School
International Private**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



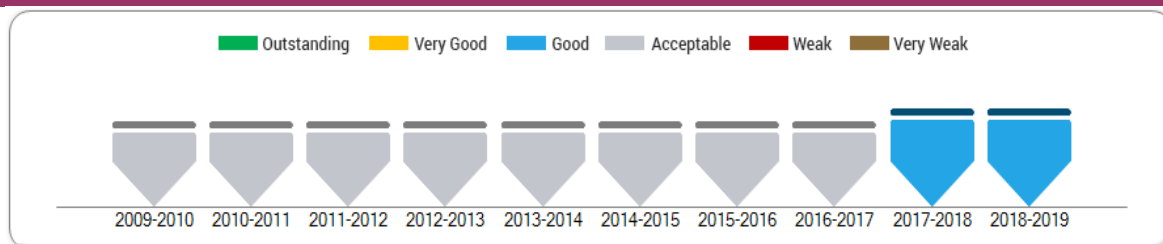
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School Information

General Information	Location	Nad Al Hamar
	Opening year of School	2006
	Website	http://thecityschool.sch.ae/
	Telephone	042899722
	Principal	Craig Shipton
	Principal - Date appointed	8/1/2017
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys and girls
	Age range	4-16
	Grades or year groups	FS2-Year 11
	Number of students on roll	667
	Number of Emirati students	15
	Number of students of determination	7
	Largest nationality group of students	Pakistani
Teachers	Number of teachers	49
	Largest nationality group of teachers	Pakistani
	Number of teaching assistants	14
	Teacher-student ratio	1:24
	Number of guidance counsellors	1
	Teacher turnover	24%
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



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Outcomes in the Foundation Stage and the primary phase have improved, especially in mathematics and science. In the secondary phase, attainment and progress have been maintained or improved in Islamic education, English, mathematics and science. However, attainment in Arabic remains acceptable. Outcomes of key subjects are strengthened by outstanding test results, but students' acquisition of learning skills remains limited.
- Students display responsible attitudes and have positive relationships with their peers and staff. Older students show some initiative and leadership. They demonstrate a secure understanding of the influence of Islam, and have some understanding of their own and of Emirati culture. Most have an emerging knowledge of environmental concerns, but older students show limited depth of understanding of world issues.

Provision for learners

- Recent staff turnover has affected the overall quality of teaching. Lessons in the Foundation Stage are lively, and encourage exploration and independence. There is improved questioning in Arabic in the primary phase. Many lessons are still teacher led, especially in the primary phase, restricting independence and the development of critical thinking. Not all lessons provide appropriate support or challenge for students.
- The Foundation Stage integrated curriculum encourages investigation. The primary curriculum also makes links between subjects, and continuity between phases is improving. Data analysis leads to some modification of the curriculum. Students of determination, and those underachieving in key subjects, receive effective intervention. Options available to older students allow some choice. Extra-curricular activities address interests, but do not provide enough opportunity for enterprise or creativity.
- Students are well protected from abuse or bullying. Buildings and equipment are basic but well maintained. Students are encouraged to adopt a healthy lifestyle and to participate in extra-curricular activities. A caring ethos permeates the school. Almost all students enjoying coming to school and arrive promptly. Students of determination are identified well, and support is improving, but identification of those with gifts and talents is less evident.

Leadership and management

- The principal has a vision of inclusive education and has sustained students' outcomes during a difficult period. Leaders know their school well. Action plans have an appropriate focus. Parents engage fully with school events and enjoy open communication with senior staff. Governors have not increased parental influence on the board. The development of facilities for online research and investigative skills has stagnated.

What the School does Best:

- An inclusive community, in which the principal's vision embraces all types of students and supports both established and recently appointed staff
- Very good results in internal and external assessments in English, mathematics and science
- A highly innovative home and school link, encouraging parents to work at home with their children

Key Recommendations:

- Enhance the skills of teachers to enable them to:
 - use assessment data effectively in planning to meet the needs of all groups of students
 - develop students' skills in critical thinking, problem-solving, enquiry and research
 - implement an effective programme of practical investigative science.
- Improve attainment and increase progress in secondary phase Arabic by:
 - extending teachers' knowledge of MoE curriculum standards and raising their expectations of students
 - providing more regular opportunities to develop listening, speaking, reading and writing skills.
- Increase the impact of governance by:
 - reviewing the structure of the board to ensure representation of a broader range of skills and influences, including that of parents
 - ensuring that school facilities are adequately developed to enable safe and productive science investigation, and to provide more opportunities for online research across the curriculum.

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	Acceptable
 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
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	Acceptable ↓
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 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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments

is above expectations

- International assessment data in TIMSS, PISA, PBTS demonstrates outstanding progression as the school exceeds targets in mathematics, science and reading. The GL scores between the two assessment cycles show outstanding progression in English, mathematics and science. English data for GL shows the strongest progress rise from acceptable to outstanding. PIRLS is at the high international benchmark level reflecting significant improvements in reading and comprehension. Comparisons between N.A.P outcomes and CAT 4 measured potential demonstrate that the large majority of students exceed predictions of their potential.

Impact Of Leadership

is above expectations

- School leadership strongly supports the vision and goals of the National Agenda. Action planning is comprehensive with processes for monitoring and measuring student outcomes. Targeted modifications have aligned curricula to external testing. However, teaching is not yet strongly influenced by the effective use of assessment and cognitive data.

Impact Of Learning

is approaching expectations

- Different interpretations of critical thinking exist across the school. Some aspects of critical thinking are developing better than others. Reasoning and problem solving are regular features of students' learning. Research skills are not formally taught. The scientific method is not yet sufficiently embedded to enhance students' critical thinking and research skills.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Track individual students' progress in internal and external testing against their measured potential, to identify key areas of strength and weakness.
- Monitor rigorously the effectiveness of differentiation during lessons to ensure greater consistency in meeting the learning needs of all students.
- Ensure that the scientific method becomes an integral part of an enquiry-based practical programme, and that research skills are developed to support critical thinking in all phases.

Reading Across the Curriculum

- Students' achievement in reading has improved throughout the school. New teaching approaches, particularly in secondary science, are helping students to acquire and use an extensive subject vocabulary.
- Enhanced opportunities are improving students' attitudes to reading. Younger children make good progress in phonic skills. Older students grow in confidence, applying comprehension skills and reading strategies to unfamiliar texts.
- The librarian promotes students' enjoyment of reading and holds individual reading conferences to assess fluency and comprehension.
- Leaders are committed to the programme to promote and support reading across the curriculum. The implementation of new reading schemes has a positive impact on students' achievement.

For Development:

- Ensure that the new online programme and assessment scheme support the raising of standards in reading.
- Help younger children to make connections between the acquisition of basic reading strategies and reading for enjoyment.

UAE Social Studies

- The UAE social studies curriculum is well established in the school, providing relevant resources and catering for the needs of all learners, especially Emirati students.
- During lessons, students confidently build on prior knowledge. Older students display well-developed skills of collaboration, research and critical thinking while exploring key concepts of the social studies curriculum.
- The majority of students attain levels that are above the standards of the UAE social studies curriculum, as evidenced both during lessons and in recent written work.
- The school's assessment records indicate that the majority of students make better than expected progress in knowledge and understanding of the concepts within the UAE social studies programme.

The school's implementation of the UAE social studies programme is meeting expectations.

Innovation

- During the better lessons, students think innovatively, enquire, analyse critically and undertake research using technology. The school's recent focus has been more on passing examinations than on developing these skills.
- As a result, students' entrepreneurial skills are not well-developed. Some are involved in community projects but only a few have initiated action.
- In English, students have opportunities to review others' arguments and to analyse evidence, but this is not common to all subjects. There is little evidence of lesson modification to develop these skills.
- A range of extra-curricular clubs enhances opportunities for innovation. They lead to participation for some in exciting special events. Innovation is not embedded within the taught curriculum.
- The principal and an assigned leader are committed to the development of innovation. Despite changes to staffing, teachers are being actively encouraged to help students to develop their learning skills.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In each phase of the school, the majority of students demonstrate levels of understanding that are above curriculum standards. However, assessment data indicate stronger achievements.
- Most students in both phases have a clear knowledge about the key principles of Islam. In the primary phase, students have secure knowledge of the Pillars of Islam and Faith. Secondary students have a good understanding of Hadeeth and Islamic values.
- Students' knowledge and understanding of Seerah are well-developed, as is their understanding of Islamic laws and acts of worship. However, memorisation, recitation skills, and understanding of how to apply their knowledge to real life, are less secure.

For Development:

- Increase students' ability to link what they learn to real-life situations.
- Improve the quality of students' memorisation 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

- In the primary phase, lesson observations and students' written work confirm that attainment and progress are above expectations. Secondary students attain levels that are just in line with curriculum standards, although internal assessment data indicate better attainment.
- Students' listening and reading skills are stronger in each year group of the primary phase. Secondary phase students lack the confidence to speak at any length, as they have insufficient opportunities to practise.
- Students in the primary phase are also developing stronger reading comprehension and writing skills. In the secondary phase, students make slower progress with creative writing or extended speaking due to insufficient pace of learning and too little challenge.

For Development:

- Raise teachers' expectations, and ensure that students speak confidently and are able to develop their extended and creative writing skills.

Arabic as an Additional Language

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

- Attainment has improved in the primary phase since last year. Continuous progress in speaking, reading and writing has led to better overall attainment. Secondary students are working from significantly different, and often lower, starting points in terms of language acquisition.
- Reading and writing skills are stronger than listening and speaking skills in both phases. Although students' writing is of an acceptable standard in the secondary phase, it often lacks depth. Progress is slower when tasks given do not meet students' identified needs.
- Some appropriate curriculum modifications have been made, specifically to reading paragraphs, structured writing and listening exercises. Increased opportunities for independent reading have led to steady improvement in students' language. However, listening and speaking remain the least well- developed skills.

For Development:

- Raise the level of challenge during lessons to encourage listening and speaking in both phases.

English

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

- Children enter Foundation Stage and the primary phase with weaker English skills, but by the end of the primary phase they make substantial improvements. Curriculum modification allows a greater focus on spelling and grammar. This has had an impact on attainment in both primary and secondary phases.
- The development of oral language is encouraged through school assemblies, talent shows and classroom debates. Reading is a focus of many lessons. The librarian works closely with the English department to provide appropriate books for students.
- Students' writing is celebrated in older year groups through the production of a student magazine. During lessons for lower primary classes, there are fewer opportunities for the development of writing for a range of different purposes and contexts.

For Development:

- Ensure that students in lower primary year groups have more opportunities for creative and independent writing in different contexts.

Mathematics

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

- Children in Foundation Stage often achieve above curriculum expectations. Primary and secondary phase students achieve outstanding results in internal and external tests. Good teaching in the primary phase leads to greater progress. Rigorous assessment and feedback support more rapid progress in the secondary phase.
- Calculation skills are strong amongst primary phase students, but mental strategy and problem-solving skills are less developed. Secondary phase students are confident with geometry, statistics and calculation, but find algebra challenging. Too often they lack opportunities to explore misconceptions through discussion with others.
- Improvements have been made in achievements in all phases since the last inspection. There has been a drive to improve fluency, reasoning, problem-solving and critical thinking skills, but room for improvement still remains.

For Development:

- Provide more opportunities for problem-solving and for the development of mental strategies for students in the primary phase.
- Increase the knowledge and understanding of algebraic language and concepts in the secondary phase.

Science

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

- In older year groups, internal and external data illustrate outstanding achievements. However, overall judgements are limited by poorer outcomes during lessons or in written work. In the Foundation Stage, the improved progress reflects more practical, experiential learning.
- Children in Foundation Stage are starting to observe their world through science. Primary phase students are beginning to develop practical and enquiry skills. Secondary phase students are challenged by new concepts in physics, chemistry and biology, whilst engaging in critical thinking and problem-solving.
- Research and practical enquiry skills are underdeveloped. Students experience too few opportunities to discuss and present their scientific understanding to peers, limiting the reinforcement and embedding of scientific vocabulary.

For Development:

- Implement a regular investigative, enquiry based practical programme underpinned by the scientific method.
- Create opportunities for research from varied sources to promote the development of critical thinking and an extended scientific vocabulary.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Students' learning skills are strongest in Foundation Stage. In the other two phases, students engage with and take some responsibility for their own learning. Secondary students know their own strengths and weaknesses in most subject areas.
- Many students show strengths in communication, interaction and collaboration. Their application of learning to the world, and the connections which they make between subject areas, are developing well. They analyse and respond to other students' views of the world.
- Research, investigation, enquiry and critical thinking skills are only emerging. Some students accept too readily what they read or are told, without question or critical analysis. Skills in Arabic are underdeveloped, especially in the secondary phase.

For Development:

- Develop students' research, investigation, enquiry and critical thinking skills.
- Extend students' speaking, reading and writing skills in Arabic, especially in the secondary phase.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Students have positive and responsible attitudes. They are self-reliant and respond well to critical feedback. They have friendly and respectful relationships with one another and with teachers. This creates a positive ethos and has an impact on their capacity to learn.
- Students understand the needs and differences of others and readily help one other. They exercise self-control and follow school rules. Disputes, discord and bullying are rare. Older students take positions of responsibility very seriously and support younger students in their learning.
- Students are aware of the importance of healthy lifestyles. They select healthy food and many are enthusiastic participants in physical education and sports. Attendance is very good. Almost all students are punctual in arriving at school and in time for lessons.

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

- Students have a secure understanding of Islamic values and their influence on UAE society. They know how to behave in public. They focus on values such as tolerance, which is illustrated by students in the primary phase during assemblies.
- Students demonstrate a good understanding and appreciation of Emirati culture. They discuss confidently its history, arts, celebrations and sports. They can compare Emiratis' lives in the past with the present, but have little understanding of differences between urban and rural lifestyles.
- Students have a clear understanding of their own culture. They identify similarities and differences between a variety of other cultures. Some students share dances from their own culture in a school club and perform during assemblies, relating dance to religious values.

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

- Students in the Foundation Stage and primary phase display positive attitudes to school work and endeavour to complete their tasks. Many older students hold positions of responsibility and take part in initiatives such as the production of the school magazine.
- In all phases, students have an emerging understanding of environmental issues in the UAE and beyond. They have a limited knowledge of the ways in which they might promote conservation and ecological awareness.
- The school council is very active and contributes to school improvement. Most students have a strong sense of caring for one another, especially any minority groups within their school community.

For Development:

- Increase awareness of environmental issues in the UAE and how students might have a positive impact on conservation of the planet.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Lessons in the Foundation Stage are lively and carefully planned. They encourage children to explore and to develop new skills. Across the school teachers maintain very positive relationships with students. Almost all teachers have good subject knowledge, but in a few lessons they do not engage or motivate students.
- Teachers are beginning to encourage higher order thinking. In Arabic some good questioning provokes thoughtful responses from students and in secondary phase mathematics, teachers consistently encourage effective problem-solving skills. A few lessons, especially in the primary phase, continue to be too teacher-led
- Most teachers engage well with students' interests, maintain a good pace, and meet the learning needs of students. However, there is variation between phases and not all tasks provide appropriate support or challenge.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- Internal and external benchmark and summative assessment data correlate well. Assessment processes and practices are mostly consistent, producing reliable and valid data. In Islamic education and Arabic, internal data varies in validity and reliability.
- Tracking of individuals and cohorts is extensive. Target setting, based on external benchmarking and cognitive data, is effective and encourages students to take greater responsibility for their own learning. Teachers use data well to identify students' strengths and weaknesses and to modify the curriculum.
- The training of teachers to understand and use assessment and cognitive data in their planning is ongoing. It has not yet produced a consistent approach to lesson modification to meet the learning needs of all student groups.

For Development:

- Develop the use of available data to improve differentiation in all subjects and in each phase.
- Track and monitor students' achievement against their measured potential as illustrated by cognitive testing.

4. Curriculum

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

- The integrated Foundation Stage curriculum provides a thematic approach to learning. The development of the outdoor learning environment offers children more opportunities for investigation. In the primary phase, teachers co-ordinate between subjects to ensure that effective cross-curricular links are made.
- Continuity between the Foundation Stage and primary phase is being improved through closer monitoring. Consequently, students moving into primary are responding positively to the smoother transition, and build on their prior learning more effectively.
- Data analysis has been used well to modify the curriculum in some subjects, leading to improved outcomes for students. Curriculum options are available to older students, providing almost all with an element of choice in their studies.
- Moral education is taught in primary and secondary phases, in accordance with statutory requirements.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- There is some adaptation of the curriculum in each phase. Students of determination and those who are underachieving in a key subject receive effective intervention in the achievement centre or during the weekly happiness hour.
- Extra-curricular activities enhance opportunities and support innovation, including design of a robotic pollination bee. Philanthropic awards are given for charity work, such as support for children to stay in education following natural disasters elsewhere in the world.
- Some activities are organised by older students, but they do not have enough opportunity to engage in enterprise or creative projects themselves.
- Children receive 35 minutes of Arabic each week in the Foundation Stage, during which they learn simple greetings and letter formation.

For Development:

- Provide students with more opportunities to engage in creative and social enterprise projects.

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 has clear procedures to ensure students' safety both in school and during transportation. Child protection is secure, with a clear policy. All staff are aware of the child protection procedures. There are effective measures to protect students from any abuse, including bullying or cyber-bullying.
- Although facilities are limited, the buildings and equipment are maintained to a high standard. Incidents are recorded and responded to swiftly. Students of determination are well supported, but obstacles for access to the building remain for anyone with impaired mobility.
- Through the curriculum, students are made aware of the importance of a healthy lifestyle, which is strongly promoted by the school. Staff monitor the food options provided in the canteen. Students are encouraged to participate fully in extra-curricular activities and sport.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- There are positive and respectful relationships at all levels. Students have confidence that they will always be supported by understanding staff. Attendance and punctuality are monitored closely. Almost all students indicate that they enjoy being at school.
- Students of determination are identified early by specialist staff who monitor and assess their needs carefully. Specialist external support is sometimes used for diagnosis. The identification of students with gifts and talents is still developing.
- Support for students of determination is increasingly well organised. Monitoring of in-class support is developing, but the impact of recent training has not yet been assessed. Members of the inclusion team also provide other guidance, such as future education pathways.

For Development:

- Improve the identification and level of challenge for students with gifts and talents.
- Meet the recommendations of the previous inspection report to provide additional shaded areas in each playground, and to improve access to buildings for anyone with impaired mobility.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The new head of inclusion and the small number of learning support assistants form an effective and committed team. Systems and policies are under review. The monitoring of classes to identify improvements which need to be made is in the early stages of development.
- Students' learning needs are identified quickly and accurately. Well-structured learning support is put in place. The identification of students with gifts and talents is less developed.
- Parents have confidence in the support provided for their children. They value the regular information which they receive about their children's progress, as well as the specific guidance they are given on how best to offer help at home.
- The quality of support provided, and the extent to which the curriculum is modified, are improving but remain inconsistent, especially in the primary phase. Modification and support are better in Foundation Stage where teachers match work more carefully to children's individual needs.
- Most students of determination make good progress, especially during lessons where specialist staff are supporting them. Progress is monitored through observation and tracking of test results by teachers and specialist staff, to set appropriate targets for the future.

For Development:

- Monitor lessons more closely to ensure that students of determination are well supported, and that work is appropriately modified to meet their learning needs.
- Improve systems for the identification of students with gifts and talents, as well as support for them in class.

6. Leadership and management

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

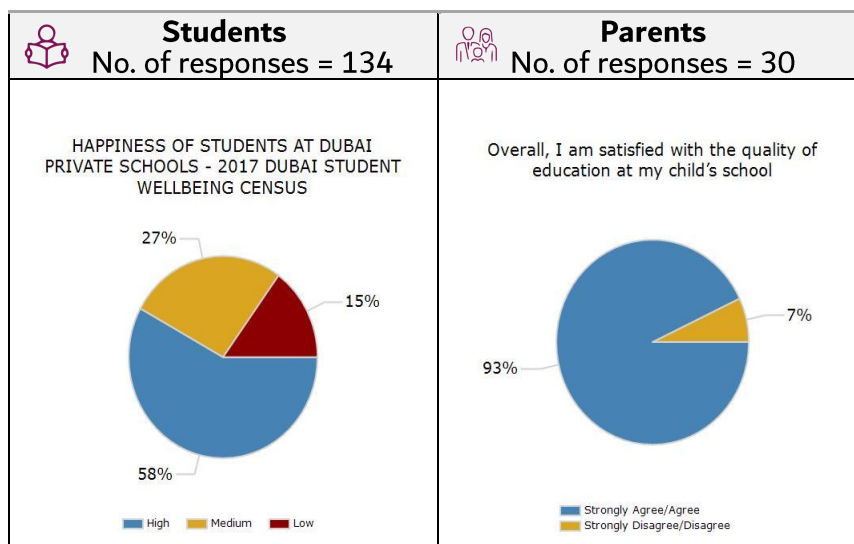
- The principal promotes a vision of inclusive education which is shared by other leaders in the school. He has developed excellent relationships with staff, parents and students and maintained the school's position and students' outcomes during a difficult period of time. Middle leaders have the capacity to improve the school, within the current structural constraints and limitations of resources.
- Leaders at all levels have engaged in self-evaluation, although some have only recently joined the school. Action plans focus on appropriate priorities. Since the previous inspection, monitoring systems have become more firmly embedded. Teacher evaluation is closely aligned to the KHDA framework. Assessment data is well used in Foundation Stage. Elsewhere, data inform curriculum development but are not always used skilfully to adapt teaching to the individual needs or different learning styles of students.
- Parents feel well informed about their children's academic and personal development. They engage fully with school events, and notably with an innovative video assessment on moral education, undertaken jointly at home with their children. Although they have open communication with senior staff on day-to-day matters, they have little direct impact on developmental priorities. Some international links are made through innovation projects, but there is limited interaction with other members of the local business community or entrepreneurs.
- Governors have not yet responded to the previous recommendation to increase parental influence on the board. Although an educational psychologist is a board member, the board has not developed the opportunity to engage with other local professionals to contribute to governance. They hold senior leaders to account for the school's outcomes and have ensured that provision for indoor and outdoor learning has improved in the Foundation Stage. However, the development of facilities has been delayed in other areas.
- School leaders manage the school well, optimising the educational impact of limited resources. However, as online research and investigative skills are central to the UAE National Agenda, the school is being left behind. The limited laboratory facilities are now an obstacle to learning and to the maintenance of a safe learning environment. Governors have neglected to address the recommendation of the last inspection report to improve access to buildings and curriculum for anyone with impaired mobility.

For Development:

- Ensure that existing laboratory facilities can be used safely and productively by as many students as possible.
- Increase the opportunities for all students to engage in online research and investigative learning.
- Increase representation of parents and professionals on the board of governors, to support school development.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Three quarters of senior students responded to the survey. Most feel that there is an atmosphere of mutual respect and support in the school. They feel well supported, but a significant number feel that they could do better in their work. Although examination results are outstanding, students recognise the limited development of their learning skills, noted during the inspection.
 Parents	Very few parents responded to the survey, so there is little statistical validity. However, 40% feel very positive and 90% are generally happy with the school. One or two commented on the quality of education, which they feel has deteriorated this year.

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