



**City International
School**



20 – 22 January 2025



Location
Hidd



School Type
Private



No. of Students
364



Grade Levels
1-10

Overall effectiveness
Satisfactory

Students' Academic
Achievement

Students' Personal
Development

Teaching, Learning
and Assessment

Leadership,
Management and
Governance

Review Summary

The school's leadership team has established realistic self-evaluation and strategic planning processes to support its overall satisfactory performance. Students exhibit positive behaviour and self-confidence, benefiting from a supportive and nurturing learning environment, with adequate teaching practices, more evident in Primary School. Academic achievement in core subjects, particularly mathematics, remains an area for improvement. The impact of the professional development programmes on teachers' performance in lessons varies with less effective lessons requiring better utilisation of learning time. Additionally, student participation and attendance in their academic support programmes need to improve to strengthen their basic skills.

Key Positive Features

- The school demonstrates resilience in its efforts towards improvement, with a leadership team that is aware of the improvement priorities and engaged in appropriate planning to enhance school's overall performance.
- Positive teaching practices in the Primary School contribute to the adequate learning of students.
- Students exhibit appropriate behaviour and self-confidence, reflecting a supportive and nurturing school environment.

Recommendations

- Academic growth: Raise students' academic achievement in core subjects, particularly in mathematics.
- Professional development and teaching practices: Ensure consistent impact of the school's professional development programmes on teachers' performance, particularly in the utilisation of learning time and the provision of support provided to students in lessons.
- Effective academic support: Further develop the implemented academic support programme to ensure further improvement in students' basic skills.

Students' Academic Achievement

Satisfactory

- Students have consistently achieved high pass rates in internal examinations across all grades over the past three academic years. Proficiency rates vary between the different grades.
Generally, girls outperform boys in most subjects, particularly in languages. Examinations align with curriculum expectations and are appropriately marked in English, though there are some inconsistencies exist in mathematics and science.
- Students demonstrate satisfactory progress and learning skills in Primary and Middle Schools; however, progress is inconsistent in High School. More able students generally progress adequately, while low-achieving students show less progress, affected by the quality of support provided and their basic skills levels. In languages, students exhibit satisfactory speaking abilities, as well as reading comprehension and text analysis skills. However, their extended writing skills are inconsistent. In science, students show appropriate knowledge of scientific concepts, such as identifying materials that dissolve in water in Primary School and distinguishing between acids and alkalis in Middle School. However, their experimental skills are inconsistent in High School. In mathematics, students' skills and progress in lessons and written work are inconsistent with age-appropriate expectations. They show limited progress in understanding the properties of 3D shapes in Primary School and simplifying algebraic expressions in High School. Additionally, their problem-solving skills are underdeveloped across the school.

Students' Personal Development and Wellbeing

Satisfactory

- The school provides adequate opportunities for students to pursue their interests and passions through internal extracurricular activities, such as the 'Theme of the Month', 'Healthy Lunchbox Competition', and 'Arabic and English Weeks'. These activities help develop students' self-confidence and linguistic skills. However, the identification and support for gifted and talented students need improvement, with more dedicated programmes to meet their diverse needs and interests.
- Students take on leadership roles outside the classroom, such as those of 'Class Monitors' and 'Students' Council'. However, they are provided with little opportunities for leadership roles within lessons due to the predominant teacher-centred teaching approaches. Most students, especially high achievers, display adequate self-confidence in participating in lessons and engaging in group activities. Nonetheless, some students remain passive, particularly in the less effective lessons, due to shyness or inconsistent acquisition of basic skills.
- Students consistently demonstrate positive behaviour and a sense of responsibility. They adhere to the school's rules during morning assemblies, recess, and dismissal. The school's induction programme includes welcome messages and a school tour. High School students receive adequate guidance on the requirements for the International General Certificate of Secondary Education (IGCSE). Additionally, some students show an adequate understanding of global issues and their societal impacts, such as when Grade 10 students discuss optimum population and the standards of living in their economics class.

Teaching, Learning and Assessment

Satisfactory

- In the majority of lessons, teachers implement adequate teaching and learning strategies to engage students in learning tasks, particularly in Primary and Middle Schools, such as class discussions, 'Think, Pair, Share', and scientific experimentation. Teachers use appropriate educational resources, such as experimentation kits and educational videos, with some meaningful links to real-life, like the relevance of pH in daily life in a science lesson. Lessons are generally orderly, planned in accordance with the curriculum expectations, and students are adequately motivated through verbal reinforcement, clapping, and reward charts. However, in the less effective lessons, particularly in High School, strategies tend to be more teacher-centred and are less effective in supporting students' acquisition of knowledge and learning skills. Additionally, the use of learning time is inconsistent with prolonged introductions and initial focus on simpler activities, leaving less time for written tasks. As a result, these tasks are often rushed without ensuring the achievement of learning objectives or providing effective feedback and support.
- Teachers use adequate assessment methods that generally align with curriculum expectations; however, the level of challenge is inconsistent in the majority of lessons. While feedback is provided, its effectiveness varies across the lessons and students' written work. Better practices focus on individualised feedback, while others provide generic feedback, such as displaying answers without further discussion or offering little targeted support. This inconsistency adversely affects the progress of some students, especially the low-achieving ones.
- The school uses diagnostic tests results to provide academic support through the 'Remedial' sessions. However, the effectiveness of the academic support programme is inconsistent due to irregular students' attendance, which hinders the development of their basic skills.

Leadership, Management and Governance

Satisfactory

- The school demonstrates resilience in improving its performance through conducting realistic self-evaluation and strategic planning. Despite challenges in ensuring consistency in teaching practices across the different stages, the school's leadership team remains committed to improvement. The school's (SWOT) analysis identifies key performance areas. The strategic plan addresses priorities with clear objectives focused on teaching effectiveness and staff development. The action plan is appropriately detailed and adequately followed up. The curriculum is reviewed regularly, and assessment expectations are generally aligned across most subjects.
- Teachers are normally encouraged to give suggestions, and their personal circumstances are considered, fostering a supportive environment. Several professional development programmes are provided on topics such as 'Lesson Planning', 'Teaching Strategies', and 'Effective Assessment', with additional targeted training offered when needed. Lesson observations are successfully conducted as they highlighting positives and areas for improvement, contributing to the development of teaching practices, especially in Primary School.
- The school collaborates with community organisations, such as the Ministry of Interior for workshops on anti-bullying and hospitals for health check-ups during national celebrations. Regular communication with parents is maintained through in-person meetings and WhatsApp groups. The school's governance provides continuous support to the leadership team, while holding the principal accountable.

Next Actions

The school must submit an Action Plan to implement the review recommendations four weeks after receiving the draft report.