

ACCEPTABLE



2019-2020

INSPECTION REPORT

PHILIPPINE CURRICULUM

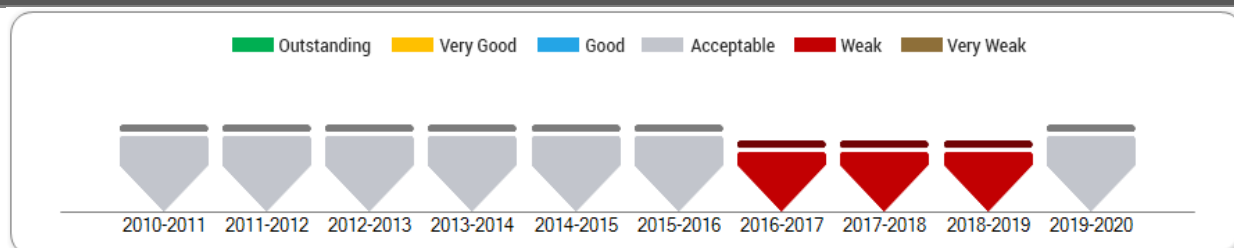
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School Information

General Information	Location	Al Muhaisnah 2
	Opening year of School	2008
	Website	www.thephilippineschooldubai.com
	Telephone	042844465
	Principal	Jonathan H. Esguerra
	Principal - Date appointed	9/30/2018
	Language of Instruction	English, Filipino
	Inspection Dates	09 to 12 December 2019
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG1 to Grade 12
	Number of students on roll	2,331
	Number of Emirati students	0
	Number of students of determination	29
	Largest nationality group of students	Filipino
Teachers	Number of teachers	122
	Largest nationality group of teachers	Filipino
	Number of teaching assistants	15
	Teacher-student ratio	1:19
	Number of guidance counsellors	5
	Teacher turnover	26%
Curriculum	Educational Permit/ License	Philippine
	Main Curriculum	Philippine
	External Tests and Examinations	International Schools' Assessment (ISA)
	Accreditation	Philippine Schools Overseas
	National Agenda Benchmark Tests	Students' Cognitive Ability Test (CAT4), and ISA

School Journey for THE PHILIPPINE SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- In the Kindergarten (KG), progress in English is good, but attainment is acceptable. In all other subjects in the KG, attainment and progress are acceptable. In the other phases, attainment and progress are generally acceptable in English, mathematics and science. Attainment and progress are good in Filipino and in the senior high phase English and mathematics. Attainment and progress are weak in Arabic as an additional language.
- Students' personal development and their understanding of Islamic values and cultures are good in the KG and in the elementary phase and very good elsewhere. Students demonstrate positive attitudes and behaviour at school. Their social responsibility and environmental awareness are good in all phases. Their attendance and punctuality are very good, and their innovation is emerging.

Provision for learners

- Teaching is good in the senior high phase but variable across the rest of the school. Relationships are supportive, planning is consistent and teachers are beginning to experiment with different classroom strategies. Differentiation remains an area for improvement. Although assessment is acceptable across all phases, it is not always used appropriately to plan lessons to enable all students to make good progress.
- The school follows the Philippine curriculum. Due regard is given to Islamic education and Arabic. Statutory requirements are met. The curriculum is enhanced through a range of enrichment activities, but cross-curricular work is less evident. Modifications to the curriculum for students of determination and for those with gifts and talents are not always followed through in lessons.
- The protection of students is good throughout. The school provides a safe and supportive environment. Safeguarding and child protection procedures are effective. Students have access to an appropriate range of academic, social and emotional support. Older students receive well-judged guidance on career pathways and transition arrangements. Significant numbers of students proceed to universities of their choice.

Leadership and management

- Leaders and governors set a clear direction and vision for the school. Relationships are professional and constructive. Teachers and other staff are aware of their roles and responsibilities. Development planning is succinct and well considered. Parents are involved actively in the life of the school. Governors hold school leaders accountable for their performance. Staffing is sufficient, and the premises and facilities are adequate.

The best features of the school:

- Students' personal development, their positive attitudes and their understanding of Islamic and Emirati cultures
- Teaching in the senior high phase and learning in the junior high and senior high phases
- The quality of the curriculum in the elementary and high phases, health, safety, care and support across all phases
- The partnership with parents and the community
- The leadership of the principal and his senior team, relationships among staff and staff morale.









Key recommendations:

- Raise attainment and progress in Arabic as an additional language.
- Improve teaching and learning and ensure that the best practice that exists in the school is shared throughout.
- Ensure that students' needs are identified accurately and that all teachers provide different tasks to meet the educational needs of all students, especially those of students of determination and students with gifts and talents.

Overall School Performance



Acceptable ↑

1. Students' achievement







		KG	Elementary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 Language of instruction	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable ↑	Acceptable	Good ↑
	Progress	Acceptable	Acceptable ↑	Acceptable	Good ↑
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	Acceptable			

		KG	Elementary	Junior High	Senior High
Learning skills		Acceptable	Acceptable	Good ↑	Good ↑





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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good 	Very good 
Social responsibility and innovation skills	Good	Good	Good	Good









3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable 	Acceptable	Good 
Assessment	Acceptable 	Acceptable 	Acceptable 	Acceptable 



4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable 	Good 	Good 	Good 
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

5. The protection, care, guidance and support of students

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Good 	Good 	Good 	Good 
Care and support	Good 	Good 	Good 	Good 

6. Leadership and management

The effectiveness of leadership	Acceptable 
School self-evaluation and improvement planning	Acceptable 
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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments is above expectations.

- In the 2015 Trends in Mathematics and Science Study (TIMSS), results in Grade 4 improved from 2011 and exceeded targets, although results in Grade 8 declined. In the 2016 Progress in International Reading Literacy Study (PIRLS), performance improved and the school met its targets. Performance in the International Schools' Assessment (ISA) improved to outstanding levels in mathematics, science and reading, with most students achieving above their potential. The school did not participate in the Programme for International Student Assessment (PISA) tests due to a lack of eligible students.

The impact of leadership meets expectations.

- Leaders are taking effective action to improve performance in the National Agenda tests. Teachers routinely use questions based on TIMSS and ISA models as lesson starters and as tests of understanding. Information from assessments is used to modify the curriculum, thus ensuring closer alignment of content to assessment requirements. The use of assessment information to plan lessons that meet individual needs is variable.

The impact on learning is approaching expectations.

- NAP lessons and lesson starters are improving students' ability to respond to questions requiring higher-order thinking. However, the school does not yet have a systematic approach to the teaching of critical thinking and problem-solving. Opportunities for independent research, although more common in the senior high phase, are infrequent. In many lessons, the time allocated for activities is too short, and the tasks set are too broad.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For development:

- Ensure that assessment information is used by all teachers to plan lessons that meet the individual needs of all students.
- Ensure that students are systematically supported in developing their critical thinking and problem-solving skills.

Moral education

- The moral education programme is fully integrated within the school's curriculum framework. It aligns fully with the requirements.
- The programme guides teachers to plan personalised lessons. It allows engaging learning environments, where the majority of students can apply their understanding to personal, local and global contexts.
- Good practice in the teaching of moral education is not shared across the school.

The school's implementation of moral education is above expectations.

For development

- Identify and share good practice in order to accelerate students' social responsibility.

Reading across the curriculum

- Literacy levels and reading in English are improving in all phases, especially in the senior high phase.
- In most subjects, teaching methods emphasise the importance of reading comprehension skills in all phases.
- Initiatives to improve reading in English and Filipino are beginning to have a positive impact. Opportunities for students to read Arabic texts are more limited.
- Assessment of students' reading skills and comparisons with international benchmarks are developing. Leaders are determined to improve literacy across the school.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For development:

- Assess students' reading skills regularly in order to identify and support those who are underperforming.
- Provide more Arabic texts to improve students' reading comprehension skills in the language.

Innovation

- Students' creative, reflective and independent learning skills are inconsistently developed across the school, with the exception of the senior high phase. The use of technology to support innovative learning is also inconsistent. The development of critical thinking and problem-solving skills is variable, but it is stronger in the higher phases.
- Students participate in a number of innovative activities, such as through the critical thinking clubs and innovation contests. They apply their ideas to projects, such as using wastewater for the school's greenhouse.
- A few teachers ask probing questions to develop students' critical thinking. Most lessons have not been adapted to promote a culture of innovation. During lessons, teachers do not offer enough opportunities for creative thinking or for the development of entrepreneurial and innovative skills.
- Entrepreneurial projects are limited but offer some value. Leaders support innovation, but their planning does not do enough to promote a culture of innovation.

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

For development:

- Develop students' critical thinking, problem-solving, entrepreneurial and innovative skills.
- Ensure that the use of technology to support innovation is consistent across all subjects.

Main Inspection Report

1. Students' achievement

Islamic Education

	KG	Elementary	Junior High	Senior High
Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable
Progress	Not applicable	Acceptable ↑	Acceptable ↑	Not applicable

- Most students' attainment is in line with curriculum expectations. Students in the elementary phase have slightly better memorisation skills and sounder understanding of Hadeeth.
- Most students have an appropriate understanding of the key principles of Islam. In the lower elementary phase, they can recognise differences between the pillars of Islam and Iman. In the junior high phase, students' knowledge of worship and understanding of quotations are underdeveloped.
- Overall, students' knowledge and understanding of Islamic manners and real-life implementations are developing appropriately. Their recitation skills and understanding of quotations are less strong.

For development:

- Ensure that all teachers support students' recitation skills and their understanding of the meaning of the prescribed quotations.

Arabic as an Additional Language

	KG	Elementary	Junior High	Senior High
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Weak	Weak	Not applicable

- The majority of students in the elementary and junior high phases can understand a limited range of common phrases. The minority can speak, read and write confidently. The variation between external and internal assessment information is too wide.
- Most students in the elementary phase copy letters, words and phrases accurately. The minority can write simple sentences using familiar vocabulary. The minority in the junior high phase can read and understand the meaning of familiar texts. Students' speaking and independent creative writing skills are underdeveloped.
- The inviting learning environment and use of collaborative group activities increase students' willingness to learn. However, teachers' low expectations limit the development of students' language skills.

For development:

- Raise teachers' expectations so that students are challenged to develop their language skills appropriately.
- Use accurate assessment information to plan activities that meet the needs of the different ability groups, especially those of students of determination and students with gifts and talents.
- Provide more opportunities for students to read Arabic texts in order to improve their reading and comprehension skills.

Language of instruction

	KG	Elementary	Junior High	Senior High
Attainment	Acceptable	Good	Good	Good
Progress	Acceptable	Good	Good	Good

- In the elementary and high school, the majority of students demonstrate literacy skills that are above the curriculum expectations. In the KG, children make expected progress over time, based on information from assessments.
- In the elementary and high phases, students' listening, speaking and reading skills are stronger than their extended writing skills. In the KG, teachers are beginning to develop reading through the use of phonics.
- The school is beginning to use diagnostic reading tests and information from external assessments to identify and support underperforming students. This has resulted in curriculum modification and significant improvements in the elementary phase.

For development:

- Raise attainment and progress in the KG so that they match those in the rest of the school.
- Raise teachers' expectations of what students can produce in extended writing in all phases.

English

	KG	Elementary	Junior High	Senior High
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Good ↑	Acceptable	Acceptable	Good

- Students' literacy skills in the senior high phase are above the expected curriculum standards. In the other phases, outcomes from international external benchmarking tests are variable. Students' listening, speaking and reading skills remain stronger than their writing skills in all phases.
- By the end of the KG, most children are confident when expressing themselves in English. Older students improve their speaking skills progressively because of the strong emphasis on class discussions, debates and personal presentations. Extended writing is not sufficiently developed across the school.
- The whole-school emphasis on developing strategies for reading, including the use of technology, is rapidly improving attainment. Students' skills in reading comprehension and in grammar are hindered when tasks do not match their abilities, particularly in the elementary phase.

For development:

- Provide more opportunities for students to write at a greater length and in different styles.
- Ensure that teachers take full account of students' prior knowledge in planning lessons that clearly identify the intended learning outcomes for groups of differing abilities.

Mathematics

	KG	Elementary	Junior High	Senior High
Attainment	Acceptable	Acceptable ↑	Acceptable	Good ↑
Progress	Acceptable	Acceptable ↑	Acceptable	Good ↑

- The school's focus on mathematics has begun to have a positive impact on attainment and progress, particularly in the elementary phase. Recent external assessment results and the quality of students' work in lessons reflect this improvement.
- In the KG, most children develop appropriate skills and understanding of number, shape and algebra. Their skills in measurement are less established. Critical thinking and problem-solving skills remain underdeveloped in all phases, apart from the senior high phase.
- The introduction of interactive learning programmes and the careful monitoring by teachers have enabled students to learn at their own pace. As a result, they develop skills in a good range of areas of the curriculum.

For development:

- Ensure that students in the lower phases have greater access to concrete structured materials and opportunities for tactile learning experiences.
- Identify students' level of understanding in lessons and provide all students with regular feedback on their work.

Science

	KG	Elementary	Junior High	Senior High
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- From the KG onwards, most students show a level of knowledge that is in line with curriculum expectations. Most students in the elementary and junior high phases demonstrate higher than expected understanding on the ISA benchmark tests.
- Most children in the KG can identify parts of the body and domestic animals. In the elementary phase, students understand the properties of matter, forces, energy, basic human biology and weather patterns. In the higher phases, they deepen their understanding of these topics.
- Investigative work is underdeveloped. In the KG, children lack freedom to observe and find patterns. In the elementary phase, students conduct simple experiments. In the high school phases, they undertake more complex practical work but rarely have opportunities to plan and conduct full investigations.

For development:

- Ensure that all students are challenged to improve their scientific understanding and to relate their knowledge to issues in the world outside the school.
- Systematically develop students' understanding of scientific methodology and allow all to plan, undertake and analyse scientific investigations.

UAE social studies

All phases

Attainment

Acceptable

- In all phases, students have few opportunities for personalised learning that meets their individual needs. Schemes of work are not sufficiently detailed.
- By Grade 6, students understand the National Agenda and the history of the UAE. By Grade 10, they have an appreciation of the development of the UAE. By Grade 12, they can identify and talk about Arabic explorers. Students' attainment is variable.
- In the junior and senior high phases, students research topics and present their findings to others. Their research, presentation and communication skills are well developed. Opportunities for critical thinking, problem-solving and innovation are less evident.

For development:

- Ensure that work in the elementary phase is sufficiently demanding and challenging.
- Develop students' critical thinking, problem-solving and innovation skills throughout the school.

Learning Skills

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Acceptable	Good ↑	Good ↑

- Students enjoy learning and take increasing responsibility to be independent learners in the higher phases. Children in KG do not collaborate well in their learning, but elsewhere students' collaborative learning is strong. Students are eager to learn but not consistently so in Arabic lessons.
- In English, mathematics and science, teachers provide opportunities for students to enquire and research. The use of learning technologies is generally more effectively developed in the senior high phase.
- Students make a few connections between their learning and their daily life and understanding of the world. In most lessons, the limited use of innovation, critical thinking and problem-solving reduces opportunities for students to develop resilience and confidence.

For development:

- Promote students' use of technology to accelerate their learning.
- Ensure that students develop the skills of critical thinking, problem-solving, entrepreneurship and innovation.

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good	Very good

- Students demonstrate positive attitudes and behaviour in lessons and throughout the school. In the junior and senior high phases, they show high levels of self-reliance and respectful relationships with their fellow students and adults.
- Students are consistently self-disciplined. They behave very well and adhere to the school rules. The school is a friendly, harmonious community. Relationships are positive at all levels.
- Students are committed to healthy eating and active lifestyles. However, in the KG, awareness of healthy living is just emerging. Attendance is very good overall. Almost all students are punctual in arriving at school and for lessons.

	KG	Elementary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good ↑

- Students in the higher phases have a secure understanding of Islamic values. They appreciate the traditions and heritage of the UAE. They understand how the Emirati community represents Islamic values, tolerance, coexistence, peace and respect.
- In assemblies, students give informative and lively presentations, which include reference to the Holy Qur'an and the UAE national anthem, folklore, art and dance. The whole-school community shares these activities enthusiastically. Displays around the school illustrate the history and values of the UAE.
- Students can name some world monuments and talk about various traditions. They are proud of their own ethos and culture. However, they do not draw connections with other cultures through art and literature.

	KG	Elementary	Junior High	Senior High
Social responsibility and innovation skills	Good	Good	Good	Good

- Students understand their responsibilities as members of the school community. Some take on key roles such as health officers and peace officers. Others volunteer to participate in the wider community, such as in the church charity appeal and in visits to the Rashid Centre.
- Students are eager to develop into responsible adults. They raise funds for charity during the school market event, when they sell their own products. However, they are too directed in their entrepreneurial and innovation activities.
- Students care for the school environment. They volunteer to be members of the eco-warriors club that monitors the appropriate disposal of plastic bottles. They participate in schemes such as the 'blinds-up hour' to use only natural light in the classrooms.

For development:

- Develop students' ability to make connections with other cultures through art and literature.
- Provide students with opportunities to initiate entrepreneurial and innovative projects.

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable	Good ↑

- Most teachers plan purposeful lessons and create interesting and informative classroom environments. They use time and resources effectively and enable most students to meet learning expectations. Teachers engage well with students and encourage them to be active and willing learners.
- Teachers are increasingly aware of the needs of the different groups and individual students in their classes. In the more successful lessons, in the senior high phase, they use a range of individualised methods and resources to provide appropriate support and challenge.
- Teachers do not use a sufficient range of strategies to promote problem-solving, critical thinking and independent learning, particularly in the lower phases.

	KG	Elementary	Junior High	Senior High
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Assessment processes are closely linked to the requirements of the Philippine curriculum and of international benchmark tests. Assessment in Arabic is not effective in measuring attainment against the expectations of the UAE Ministry of Education (MoE).
- The school monitors students' progress effectively against their potential using information from internal and external assessments. The tracking of children's progress is less developed in the KG. Teachers do not always provide students with information on how to improve their work.
- Leaders use information from assessments well to plan the curriculum. Teachers' use of such information in lesson planning is less consistent. Only the minority of teachers enable students to grasp the central concepts of lessons and provide adequate challenge to the more able.

For development:

- Improve the teaching of skills and strategies of critical thinking, problem-solving and independent learning, especially in the lower grades.
- Plan lessons that have appropriate tasks to enable all students to make good progress from their individual starting points.

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable ↑	Good ↑	Good ↑	Good ↑

- The curriculum is generally broad and balanced in terms of the development of skills and understanding. However, in the KG, the curriculum is too focused on skills and not enough on the development of the whole child.
- The curriculum is planned so that it builds well on students' previous achievement. In the KG, there are gaps in continuity that hinder the easy transition to the next phase.
- There are ample choices in the curriculum for older students to develop their talents and aspirations. Cross-curricular links are reflected in lesson plans but do not fully enable the transfer of learning between subjects. School leaders conduct several curricular reviews throughout the academic year.

	KG	Elementary	Junior High	Senior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- In the lower phases, adaptation of the curriculum to address the needs of students of determination and of those with gifts and talents is not implemented effectively. Teachers in the higher phases generally ensure that the curriculum meets the range of learning needs.
- Students have access to a wide range of extra-curricular activities to enhance their social and personal development. Opportunities for enterprise, innovation and creativity are limited in all phases.
- Teachers provide relevant and positive learning experiences, including whole-school events, to develop students' understanding of the UAE's culture, traditions and heritage.
- Children in the KG learn Arabic for 45 minutes each week.

For development:

- Improve progression and continuity from the KG to the elementary phase.
- Ensure that curriculum modification in lessons addresses the needs of all groups of students.
- Develop cross-curricular links to support learning.

5. The protection, care, guidance and support of students

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑

- The school provides a safe and secure environment. There are effective procedures for the safeguarding of students, including child protection. Safety officers conduct regular checks. Staff keep accurate records, including those relating to incidents and evacuation procedures.
- The supervision of students is well organised, including arrival and departure by school transport. The well-maintained school buildings meet the needs of all, including students of determination.
- The school promotes safe and healthy living through a variety of initiatives, which include healthy food options in the canteen. The school's medical staff and the counsellors provide support for students' welfare and well-being. All students have opportunities to participate in a range of physical activities.

	KG	Elementary	Junior High	Senior High
Care and support	Good ↑	Good ↑	Good ↑	Good ↑

- The school provides a caring and supportive environment. Relationships between students and staff are positive in all phases. Behaviour is managed effectively. A positive ethos permeates the school, and attendance is managed well.
- The school has systems in place to identify students of determination. However, the information is not used consistently to inform lesson planning or to provide effective differentiation. Specialist staff members are deployed but with varying degrees of effectiveness.
- The range of enrichment and extension options for students with gifts and talents is not fully personalised to meet the developmental needs of all.

For development:

- Ensure that information from assessments is used more effectively to identify students' needs and to provide differentiated tasks.
- Provide teachers with high quality training and support to differentiate tasks and to implement individual education plans.

Inclusion of students of determination

Provision and outcomes for students of determination



Weak

- Governors have appointed a head of inclusion and several specialist support teachers. However, improvement plans are not yet fully implemented. Initiatives have had only a limited impact on improving the quality of education provided to students of determination.
- A range of external and internal assessments is used to identify students of determination. The very low percentage of students identified indicates that these processes are not fully effective.
- Parents appreciate the caring ethos that is evident in the school. They recognise and value the school's efforts to improve the quality of provision for their children. They receive regular updates on their children's progress and appreciate the support their children receive.
- Most teachers are not sufficiently skilled to differentiate their teaching to meet the needs of students of determination. The specialist support teachers are not fully effective in their role. Consequently, students of determination are often passive participants in class activities.
- The positive ethos within the school ensures that all students, including students of determination, form strong and beneficial relationships with their teachers and peers. Systems to monitor students' performance are not well developed, which limits the school's ability to enhance their learning.

For development:

- Implement a specific inclusive education improvement plan to ensure that teachers differentiate their teaching to meet the educational needs of all students.

6. Leadership and management

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

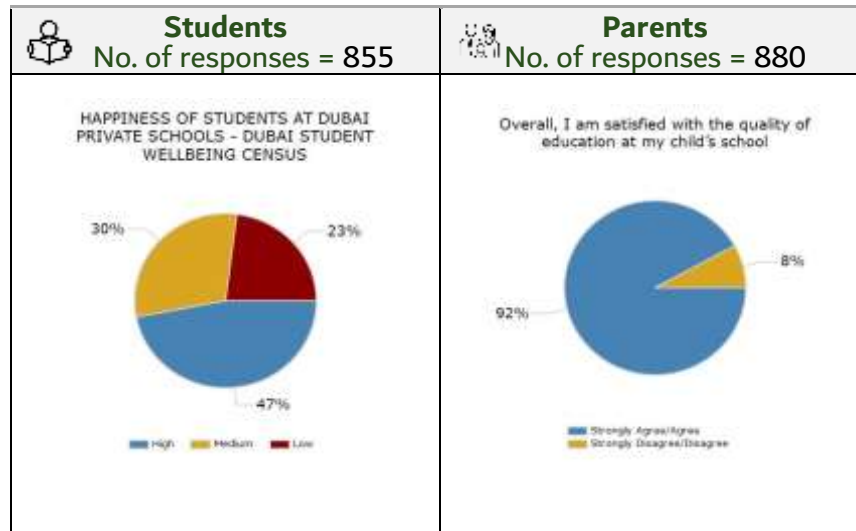
- The principal, supported by his senior leaders and middle leaders, has an ambitious vision for the school. He has addressed the issues raised in the previous inspection report, while encouraging, motivating and developing middle leaders and teaching staff. Leaders now have a better understanding of their roles and responsibilities. Staff morale is high. Leaders are committed to the priorities of the UAE.
- The school makes good use of a range of sources to evaluate what it does and to inform the planning process. Self-evaluation is mostly evaluative and accurate. Senior staff have a clear understanding of what needs to be done. Action planning is streamlined. The monitoring of teaching and learning includes an increasing focus on the effect on students' attainment and progress but does not give enough information to support the self-evaluation process.
- Leaders are successful in engaging parents as partners in the life of the school. Parents are informed of their children's achievements through regular reporting. The welcoming school environment is promoting more effective communication with parents. Community outreach projects are becoming a regular feature of school provision.
- The governing board includes representation from a wide range of stakeholders, including parents. Members bring with them a wealth of experience and expertise, which are well matched to the additional roles that they assume, including safeguarding, inclusion and training. Governors support and challenge school leaders. They ensure that the school is fully compliant with statutory requirements.
- The school is well organised and operates efficiently. Routines, procedures and timetabling make effective use of time. Teachers are suitably qualified and benefit from opportunities for training. The premises are appropriate. Resources have improved, but there are gaps in the provision for information technology in the library and the KG.



For development:

- Review lesson observation procedures to provide useful information to support self-evaluation and action planning.
- Improve the provision of resources, especially information technology, in the library and the KG.

Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Students are generally positive. Most say that they feel safe, happy and optimistic. They persevere with their studies and enjoy positive relationships with their teachers and with their fellow students. Although bullying is not identified as a major issue, students say that verbal bullying is more likely than other forms of bullying. Students' participation in music and art is much higher than that of other students in Dubai. Their participation in sports is much lower.
 Parents	<ul style="list-style-type: none"> Almost all parents responding to the survey are satisfied with the quality of education provided by the school. Almost all agree that their children are safe at school. Most indicate that school leaders and staff listen to them and act on their views. A few written responses suggest that it is difficult for parents to contact teachers. Almost all agree that they have access to all the information they need to help their children in their education. Written responses praise the dedicated teachers and are positive about recent changes. The inspection team agrees with the parents' views.

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

A handwritten signature in black ink, appearing to be 'JG', is written over a light grey grid background.