

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

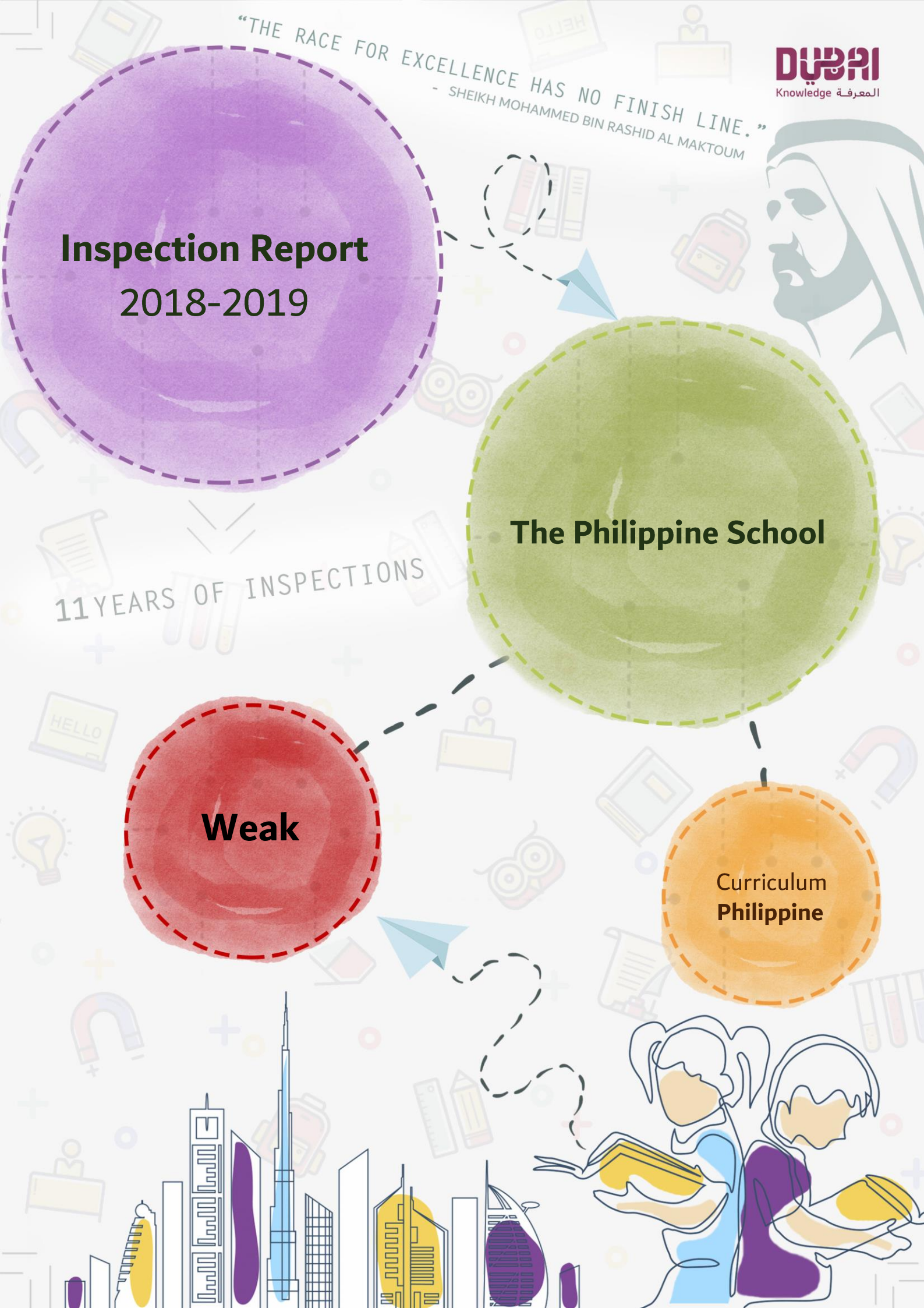
Inspection Report 2018-2019

The Philippine School

11 YEARS OF INSPECTIONS

Weak

Curriculum
Philippine



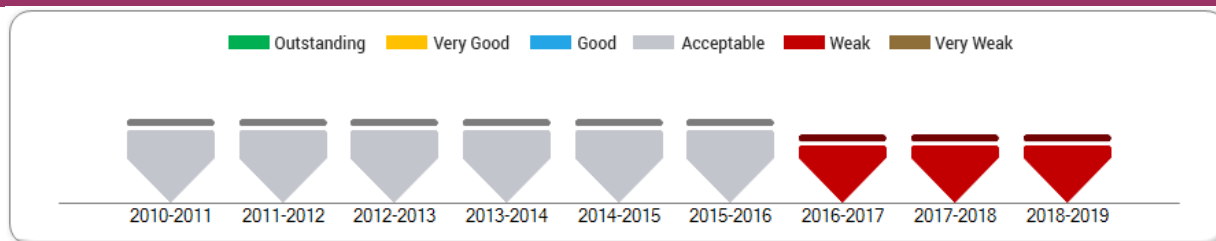
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School Information

General Information	Location	Al Muhaisna 2
	Opening year of School	2008
	Website	www.thephilippineschooldubai.com
	Telephone	042844465
	Principal	Jonathan H. Esguerra
	Principal - Date appointed	9/20/2018
	Language of Instruction	Filipino
	Inspection Dates:	10 to 13 December 2018
Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2362
	Number of Emirati students	0
	Number of students of determination	27
	Largest nationality group of students	Filipino
Teachers	Number of teachers	108
	Largest nationality group of teachers	Philippines
	Number of teaching assistants	9
	Teacher-student ratio	1:22
	Number of guidance counsellors	4
	Teacher turnover	25%
Curriculum	Educational Permit/ License	Philippines
	Main Curriculum	Philippine
	External Tests and Examinations	PASS, RASH
	Accreditation	N/A
	National Agenda Benchmark Tests	CAT4

School Journey for The Philippine School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment and progress are weak in Islamic education and Arabic, and in mathematics in the elementary phase. In other subjects, attainment and progress are acceptable in all phases, with the exception of the language of instruction, Filipino, where it is good in the senior sections of the school. Progress in English in the senior phase is also good. Students' learning skills are now acceptable across all phases.
- Students personal and social development are good in KG and the elementary phase and very good in the upper phases. Across the school students' understanding of Islamic values and Emirati culture are good. Participation in a variety of charity and environmental initiatives, support the enhancement of the students' social development. However, innovation and entrepreneurial skills are less well developed.

Provision for learners

- Teaching for effective learning remains weak in the elementary phase and acceptable in other sections of the school. Far too many lessons in the elementary phase are characterised by low expectations of what students can achieve and work that lacks challenge. In the other phases there is evidence of more effective approaches to the quality of teaching. The analysis and use of assessment information remains weak across all phases.
- The design of the curriculum in KG is weak because it does not provide a suitable balance between the acquisition of knowledge and the development of skills. Curriculum design in the other phases provides students with an acceptably balanced set of learning experiences. Curriculum adaptations across all phases are only just adequate to meet the needs of most students.
- Provision for health and safety and child protection is acceptable in all phases. Positive relationships between students and staff underpin a caring and safe learning environment. Older students benefit from helpful advice and guidance on future career choices. Inconsistent support in lessons, limits the progress of students of determination.

Leadership and management

- The recently appointed principal has a clear desire to improve the school. However, leadership remains weak because of the variable quality of leadership at all levels. Inaccurate self-evaluation provides an unrealistic view of the school and its present performance. The partnerships with parents remain strong. Governance is acceptable, because the governing board are to holding leaders more to account for the school's performance. The facilities and resources for learning are adequate.

What the School does Best:

- Students' good attainment and progress in Filipino in the junior and senior phases, and their good progress in English in the senior phase.
- Students' good or better personal and social development.
- The good partnerships with parents and the community.

Key Recommendations:

- Raise attainment and progress in all subjects and phases, especially in Islamic education and Arabic, by ensuring that:
 - teachers' have higher expectations of what students can achieve and they make full use of assessment information to plan work that is suitably challenging for all ability levels
 - there is a continuing emphasis, particularly in the elementary phase, on the development of critical thinking, problem-solving and independent learning skills
 - the quality of teaching always meets the needs of different groups of students, including students of determination.
- Improve school self-evaluation by ensuring that:
 - internal assessments of students' attainment and progress are accurate and validated by external assessments
 - all judgements of the school's performance are accurate and so form a reliable base for improvement planning.
- Improve the effectiveness of leadership, at all levels, by:
 - clearly defining the roles, responsibilities and lines of accountability, so that they are understood by all the school community
 - providing the necessary training for all leaders to understand fully what constitutes high quality teaching and learning and to use this to identify and eliminate weaknesses in the quality of teaching.

Overall School Performance

Weak

1. Students' Achievement

		KG	Elementary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	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	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

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

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	Good	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	Weak	Acceptable	Acceptable
Assessment	Weak	Weak	Weak	Weak

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Weak	Acceptable ↑	Acceptable	Acceptable
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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

The effectiveness of leadership			Weak	
School self-evaluation and improvement planning			Weak	
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 (N.A.P.)

Schools progression in International Assessments

is below expectations

- The school did not have any students eligible for the Programme in International Student Assessment (PISA) tests in 2012 and 2015. The Trends in International Mathematics and Science Study (TIMSS) results show little improvement. Progress in science in Grade 4 was the greatest with the school exceeding its 2015 target. The scores for both science and mathematics in Grade 8 were lower in 2015 than in 2011. The school's average score in the Progress in International Reading Literacy Study (PIRLS) rose from 490 in 2011 to 509 in 2016. When comparing N.A.P. results against measures of cognitive potential (CAT4), most students significantly underachieve in English, mathematics and science.

Impact of Leadership

is below expectations

- Leaders are committed to the vision of the UAE National Agenda. However, actions specified in the school's development plan have not resulted in any significant improvement in student outcomes. The curriculum has recently been more closely aligned with the requirements of the TIMSS, PISA and International Schools' Assessment (ISA) tests. Assessment information is not consistently used to influence teaching.

Impact of Learning

is below expectations

- Students' problem-solving skills are not promoted effectively in most subjects. The school has recently established N.A.P. lessons, which provide opportunities for students to develop their critical thinking and creative skills. Learning technology is used as an integral part of a few learning activities, but students do not use technology to engage in independent enquiry and research activities.

Overall, the school's progression to achieve the UAE National Agenda targets is below expectations.

For development:

- Raise attainment in English, mathematics and science so that students' attainment at least matches their cognitive potential.
- Ensure that assessment information is used consistently to guide teaching and learning.
- Ensure that problem-solving skills are promoted effectively in all subjects.

Reading Across the Curriculum

- The school is beginning to analyse assessment data and implement reading strategies in Filipino, English and Arabic, which are linked to home reading programmes.
- The digital library is beginning to be used to support students' individual reading interests. As such, students' reading ability and confidence, together with their frequency of reading, are starting to improve.
- The potential of both the school and digital libraries to encourage and support a positive reading culture in the school has yet to be fully developed.
- The school's reading programme is not being implemented consistently across all subjects.

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

For development:

- Ensure the consistent implementation of a Reading Across the Curriculum policy in all subjects.

UAE Social Studies

- The curriculum is designed to incorporate UAE social studies from Grades 1 to 12. Themes are taught in English and have cross-curricular links to UAE heritage.
- Students devise presentations on the geographical context of the UAE and explore, for example, folklore shared between generations. Critical thinking and independent research are less well developed.
- Older students' build on their knowledge by researching independently, but have few opportunities to discuss their findings. Younger students do not explore topics in sufficient depth.
- Students are interested and keen to explore topics independently. While there are occasional opportunities for independent investigations, they are insufficient to impact on learning and progress.

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

Innovation

- Limited opportunities restrict the development of students' innovation skills. They are rarely involved in problem-solving and critical thinking activities.
- A limited number of students are involved in projects that promote innovation skills. There are few adult-led initiatives to promote these skills and engage a wider range of students.
- In a minority of lessons, teaching approaches provide opportunities for the development of critical thinking, problem-solving and innovation.
- The development of skills of innovation is rarely identified in curriculum and lesson planning, however, the school is planning to include innovation as a discrete lesson within the curriculum.
- The new principal is beginning to promote innovation across the school. However, although leaders are committed to innovation, they are not consistently endorsing it in practice.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in the elementary phase, have slightly better memorisation skills for the short surah of the Holy Qur'an. In junior high, students have only a superficial knowledge of the Six Pillars of Faith.
- Across the school recitation skills are under-developed. In both phases, students have an adequate knowledge of general Islamic concepts. Their knowledge of the Sunnah is limited, as is their understanding of Seerah, Pillars of Islam and Faith.
- Since the last inspection, students' memorisation skills have improved. However, the improvements are inconsistent across phases and grades as a result of teaching approaches that do not always meet the individual needs of students.

For development:

- Improve students' knowledge and understanding of Islamic concepts across all grades.
- Ensure the curriculum and the quality of teaching meets the individual needs of all groups of students.

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

- In the elementary phase, students are not fully engaged in learning because of poor classroom management. This is slightly better in the junior high phase. Although overall students' listening skills are weak, they are a little stronger in the lower grades in the junior high phase.
- Few students are able to speak in full sentences with correct pronunciation. A majority form short sentences using common words with accuracy. Reading and listening skills are slightly better, but writing is very weak because of a lack of opportunities to practise.
- The use of technology to increase students' engagement is having a positive effect on students' interest in learning Arabic. However, because the use is inconsistent, the impact on improving students' language skills is limited.

For development:

- Accelerate progress and raise attainment by raising the level of challenge and expectations to match students' years of learning Arabic.

Language of instruction

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

- Students' language skills are better in the junior and senior high phases compared to other areas of the school. Progress is less rapid in the lower phases, because of limited opportunities in the use of the language and low expectations of what students can achieve in lessons.
- Across all phases, reading and listening are stronger than other language skills. Speaking with confidence is weakest in KG, but progress is rapid in the upper phases, where students communicate with more confidence and fluency. Writing, with grammatical accuracy improves as students move through the phases.
- The provision of weekly reinforcement lessons in Filipino, focus on weaknesses identified by external assessments. However, this initiative is at too early a stage for the impact on students' linguistic competence to be evaluated.

For development:

- Use the analyses of assessment data to ensure that teaching focuses on tackling the gaps in the development of students' language skills.
- Raise teachers' expectations and provide students with more experience of using Filipino, particularly in KG and elementary.

English

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

- The variation between internal and external assessment data is starting to narrow. In the senior high phase, the more effective use of assessment data supports more rapid progress. Reading and listening skills are stronger than writing and speaking skills across all phases.
- Students' progress in reading is supported by individual reading records. Listening and understanding are acceptable, while limited opportunities restrict the development of extended writing and speaking. Progress in both is better in the senior high school phase.
- Consistent approaches to planning and curriculum analyses to identify gaps in learning, and raise attainment is starting to develop. However, the levels of expectations and challenge in lessons are not high enough across all phases to impact on student achievement.

For development:

- Improve students' speaking and creative writing skills by providing more opportunities to practice across all phases.
- Raise expectations and ensure that learning activities are appropriately challenging for students of all ability levels.

Mathematics

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

- There is a wide variation between internal and external assessment results. Internal assessments show attainment to be much higher than indicated by external tests. Critical thinking, problem-solving and mathematical knowledge, and skills are noticeably weaker in the elementary phase than elsewhere in the school.
- In KG and the elementary phase, students gain a sound knowledge and understanding of number, but are less secure in shape and space. Older students gain a better grasp of algebra and trigonometry but are less secure in mathematical problem-solving.
- In a few lessons, the increased use of learning technology is having a positive effect across the different elements of mathematics. However, these tend to be in isolated pockets across the phases and usually linked to a teacher's subject expertise.

For development:

- Ensure that more rigorous monitoring of teaching leads to more effective learning and higher attainment for students of all ability groups.

Science

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

- Children's knowledge of the natural world develops at a steady pace in KG. However, because learning activities often lack challenge, progress continues at this pace through the elementary and high phases. Students' external assessment results are consistently lower than work seen in lessons.
- Most children in KG know how living things grow. In other phases, students consolidate and extend their knowledge and understanding of increasingly complex scientific concepts. Use of the scientific method is an irregular feature of learning in most lessons.
- Students gain experience of laboratory work from Grade 4. They undertake highly-structured practical activities which do not always promote investigative skills. Although many activities are designed to promote critical thinking, the impact is lessened because teachers' expectations are often too low.

For development:

- Raise attainment and progress in all phases by providing more challenging activities which accelerate the acquisition of knowledge and the skills of scientific investigation.

Learning Skills

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

- Across the school students follow instructions well and are fully engaged in most lessons. While there are examples of students taking responsibility for their own learning in English, science and mathematics, this is less evident in other subjects.
- Although most students can communicate their learning clearly, their ability to learn in collaboration with others is inconsistent across the phases. Not all students participate fully in groupwork. Critical thinking and problem-solving skills are under-developed.
- Students do not often make connections between what they are learning to their everyday lives. In a few English and science lessons, students demonstrate adequate investigative and research skills.

For development:

- Provide consistent opportunities for the students to improve their critical thinking and problem-solving skills across all phases of the school.
- Enable students to be independent learners and relate their learning to everyday life

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 display positive attitudes and behaviour and appreciate receiving feedback from their teachers and peers. In the upper phases, students are increasingly more self-reliant and have very respectful relationships with their peers and adults.
- Most students have a strong work-ethic and are keen to achieve their targets. They are consistently self-disciplined and reflect on their behaviour confidently. Across all phases, but especially in the high phases, their mature behaviour contributes significantly to the happy atmosphere in the school.
- Students are keen to help each other. They participate in a reasonable range of sports and take part in the morning assembly exercises with enthusiasm. Although the attendance rate is good, a few students are consistently late at the start of the school day.

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

- Most students, across all phases, have a good knowledge and understanding of how Islamic values' impact on life in the UAE. Students' knowledge of Emirati culture and heritage is relatively better in the high phases than the other phases.
- Students show respect for UAE culture and enjoy taking part in events such as national and flag days. They take a pride in sharing information about their own cultures and traditions and appreciate the harmony of the multi-cultural nature of Dubai.
- New initiatives to promote better knowledge and understanding of worldwide cultures, and traditions are in the early stages of development in the school.

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

- Students are generally aware of their responsibilities in the school and within the community. Those in the junior high phase are more involved in voluntary activities than in the other phases. Most students are aware of environmental and sustainability issues, particularly in the senior sections of the school.
- The majority of students are eager to learn, anxious to succeed and work hard to achieve their goals. They participate willingly in projects and initiatives within the community. However, they have limited opportunities to lead innovative and enterprising activities themselves.
- Entrepreneurial skills are displayed when students raise funds for charity through a variety of sales activities. Students show care for the school environment and take part in environmentally friendly projects. However, there are too few opportunities for active participation in these projects across all phases of the school.

For development:

- Increase opportunities for students to initiative and lead entrepreneurial and environmentally friendly projects.
- Extend students' knowledge and understanding of world-wide cultures.

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Weak	Acceptable	Acceptable

- Not all teachers have secure subject knowledge or an understanding of how students learn. This is particularly evident in the elementary phase, where they do not provide sufficient challenge. Clear guidance on the standard of students' written work and how it can be improved are often absent from lessons.
- There are examples of effective practice in the use of technology to support and extend learning in all phases. However, there is a lack of a whole-school approach to support the systematic development of students' skills in this area.
- Only in a minority of lessons, are opportunities provided for the development of critical thinking, problem-solving, innovation and independent learning. The improvement of these skills is not integrated systematically into teaching and learning across the school.

	KG	Elementary	Junior High	Senior High
Assessment	Weak	Weak	Weak	Weak

- Assessment processes are linked directly to the curriculum. Although internal assessments provide some useful information for leaders and teachers of students' attainment, they do not provide information on students' progress in individual subjects or across phases.
- External assessment data is insufficiently analysed to identify the strengths and weaknesses of most groups of students. It is inaccurately interpreted to be an effective benchmark for the school's own assessments of students' attainment.
- Assessment information is inadequately used by teachers to plan lessons. The use of rubrics in English in the senior high phase is beginning to improve outcomes for students. However, teachers are not routinely assessing students' progress during lessons and modifying teaching to address weaknesses.

For development:

- Make use of ongoing assessment to modify teaching to meet the needs of different groups of students and raise teachers' expectations of what students are capable of learning.
- Improve the analysis and consistency of the school's assessment processes in all subjects and phases so that teachers have a clear focus on improving the progress of all students.

4. Curriculum

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

- The curriculum follows the Philippine curriculum guidelines. Its implementation is focused mainly on the acquisition of knowledge in the elementary phase, with more emphasis on skills in the higher phases. The curriculum in KG, lacks variety and opportunities for child-initiated learning.
- Although the curriculum promotes adequate progression and continuity in learning in most subjects, there are weaknesses in transition between phases in relation to lesson planning and curriculum modification.
- Curriculum reviews are carried out at the beginning and end of the school year by teachers and subject leaders. This has led to additional choices for older students and improved cross-curricular links in the elementary phase. A reasonable range of extra-curricular enrichment clubs and activities is provided to cater for students' diverse interests.
- The moral education programme is delivered as standalone sessions from Grades 1 to 12 in English. A variety of assessment procedures are used to monitor students' understanding of key issues and complex topics.

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

- Adaptations to meet the personal and academic needs of most students are generally adequate. Modifications to meet the needs of students of determination and those identified as gifted and talented are inconsistent. The curriculum in KG is mainly whole-class based and not planned to meet the children's individual learning needs.
- Activities to promote enterprise, innovation, creativity and social contributions are not systematically embedded in the curriculum. They mostly involve only a few students in single projects. Extra-curricular activities contribute to students' personal, social, creative and physical development.
- The curriculum includes programmes and events that enable students to increase their understanding of the values, culture and heritage of the UAE. These are increasingly integrated across subjects.
- Arabic is offered in short integrated sessions in KG2.

For development:

- Ensure that the curriculum in KG provides more variety and opportunities for child-initiated learning.
- Ensure that teachers adapt the curriculum to provide tasks that match individual student's learning needs.

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

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

- Leaders have prioritised the consolidation of the safeguarding procedures and student support services. Although, the school site is safe and secure, the recording of visitor access is variable, as is adults' and students' understanding of the child protection policy and procedures.
- The school promotes several healthy lifestyle initiatives, including physical exercises during morning assemblies. A well-staffed medical service is available and medical records are stored securely. Records are maintained of the actions taken to rectify any deficiencies identified in the regular checks of the premises.
- School buildings and external facilities are maintained to a good standard. Most areas of the school site are accessible for all students. The school canteen serves healthy food options, while the school medical staff contribute to curriculum topics related to health.

	KG	Elementary	Junior High	Senior High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Across all phases, staff have positive relationships with most students. Systems for ensuring positive behaviour are known and followed by most of the school community. As a result, the school is calm and orderly. Appropriate systems promote regular attendance. A few students are not punctual at the start of the day.
- The identification of students of determination and those with gifts and talents is generally accurate. However, the quality of academic support provided for these students lacks consistency.
- Since the previous inspection the overall quality of care and support has been maintained. The school counsellors and the medical staff effectively support students' personal and physical well-being. Older students receive a range of useful advice on their future academic and career pathways.

For development:

- Ensure that all staff and students have a clear understanding of the child protection policy and procedures.
- Improve the punctuality of a few students at the beginning of the school day.
- Provide more consistent academic support for students of determination and those with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Weak

- Governors and leaders demonstrate a commitment to providing access, resources and support for students of determination. The provision is now led by the new inclusion coordinator, who is receiving support from the inclusion governor.
- Systems to identify students have improved and now include a wider range of assessments including outside specialists. These are identifying students' individual barriers to learning more accurately. The school has now begun to identify students who are gifted and talented.
- Parents report that they have positive relationships with the inclusion department. They receive regular reports on progress and formal meetings are held to review future learning priorities. Although parents are pleased with the personal advice they receive from the school, they are less well advised about issues related to specific learning difficulties.
- Improved individual education plans (IEPs) have a sharper focus on student's specific prime need. While some stages are identified towards learning targets, they do not clearly indicate the next steps to success. In lessons, teachers do not regularly refer to a student's IEP in their planning and teaching.

Although some students are supported well by teachers and the inclusion team, many make inadequate progress towards their personal goals. The progress of students of determination is slowed when teaching does not take into account the individual student's learning needs.

For development:

- Ensure that all teachers consistently take account of students' IEPs in lesson planning and teaching.
- Ensure IEPs identify clear, manageable and measurable steps towards students' learning targets.

6. Leadership and management

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

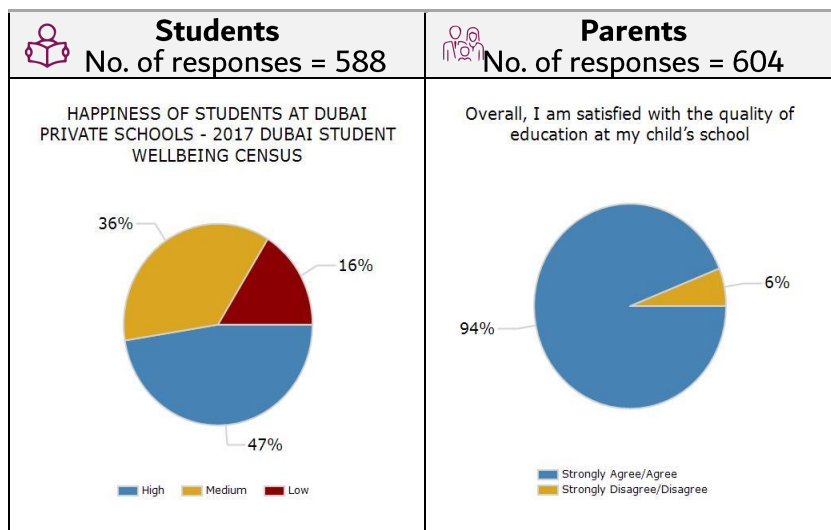
- The new principal has clear plans to improve the school. However, it too early for any impact to be seen on provision and student outcomes. Senior leaders have caring and supportive relationships across the school, but their capacity to prioritise targets and drive improvement is more limited. Consequently, they are not holding middle leaders and subject coordinators sufficiently to account for the quality of teaching, learning and students' progress.
- School self-evaluation is inaccurate and does not provide a secure base for improvement planning. Differences between the results of internal and external assessments are not resolved and limited use is made of external assessment data to provide an objective view of the school's performance. The improvement plan does not have measurable targets and lacks a clear focus on students' attainment and progress.
- The school is successful in involving parents in their children's education. Account is taken of parents' views on school improvement priorities. While parents are informed of their children's internally assessed attainment and progress, they have limited information about external assessment results. Parents actively support links with the wider community both locally and internationally.
- Governors have successfully appointed a new principal for this school year. The governing board includes representation of almost all stakeholders. Collectively, they take account of the viewpoints of all stakeholders and are now actively involved in the life of the school. They are increasingly holding leaders to account for the school's performance. They are committed to the UAE national priorities and ensure that the school meets all statutory requirements.
- Most aspects of the day-to-day management of the school are well-organised. The school is adequately staffed and all procedures and routines are carried out efficiently. Recent staffing improvements have resulted in the creation of a student welfare and support section and a communications department. Designated members of staff are now responsible for students' well-being, safety and the school library.

For development:

- Ensure clear lines of leadership responsibility and accountability for students' attainment and progress.
- Resolve the difference between internal and external assessment data so that there is a more realistic understanding of students' attainment and progress, and more accurate self-evaluation.
- Provide all leaders with the necessary training to improve their leadership and management skills.

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	- Most students who responded to the survey, report medium or high levels of happiness, optimism, life-satisfaction, perseverance and emotion regulation. - They indicate slightly higher levels of worry compared to the Dubai average. However, inspection findings revealed a more positive view with no particular concerns expressed by students.
 Parents	Many parents commented positively about the school. A minority raised some concerns about communication between home and school and bullying. Inspectors found that bullying is not an ongoing issue and that any incidents are dealt with appropriately. Communication between school and home is also sufficient to keep parents well-informed.

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