

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

# Inspection Report 2018-2019

**United International  
Private School**

11 YEARS OF INSPECTIONS

**Good**

Curriculum  
**Philippine**



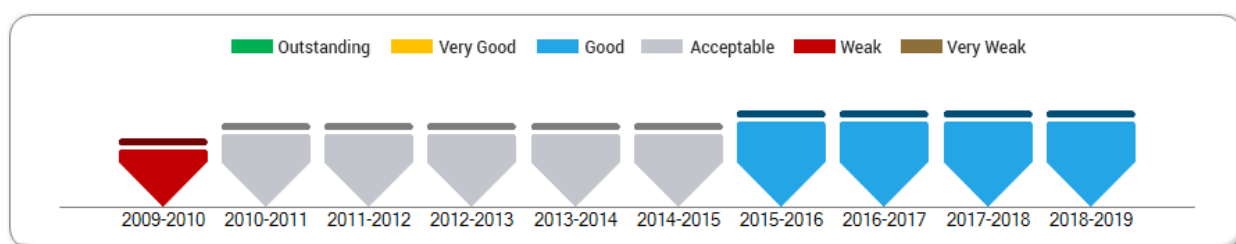
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## School Information

|                     |                                       |                        |
|---------------------|---------------------------------------|------------------------|
| General Information | Location                              | Al Muhaisnah           |
|                     | Opening year of School                | 1992                   |
|                     | Website                               | www.uips.ae            |
|                     | Telephone                             | 04-254-3888            |
|                     | Principal                             | Dr. Mercy S. Bo        |
|                     | Principal - Date appointed            | 8/1/2018               |
|                     | Language of Instruction               | English, Filipino      |
|                     | Inspection Dates:                     | 10 to 13 December 2018 |
| Students            | Gender of students                    | Boys and girls         |
|                     | Age range                             | 4 to 17                |
|                     | Grades or year groups                 | KG 1 to Grade 12       |
|                     | Number of students on roll            | 2219                   |
|                     | Number of Emirati students            | 0                      |
|                     | Number of students of determination   | 47                     |
|                     | Largest nationality group of students | Filipino               |
| Teachers            | Number of teachers                    | 87                     |
|                     | Largest nationality group of teachers | Filipino               |
|                     | Number of teaching assistants         | 14                     |
|                     | Teacher-student ratio                 | 1:26                   |
|                     | Number of guidance counsellors        | 4                      |
|                     | Teacher turnover                      | 21%                    |
| Curriculum          | Educational Permit/ License           | Philippines            |
|                     | Main Curriculum                       | Philippine             |
|                     | External Tests and Examinations       | PASS/CAT4/NGRT         |
|                     | Accreditation                         | None                   |
|                     | National Agenda Benchmark Tests       | CAT4                   |

## School Journey for United International Private School





## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- The students' attainment across the school in most subjects is above expectations. In the Kindergarten and elementary phases, science attainment is as expected, as is Arabic as an additional language in the elementary and junior high phases. Achievement in the Filipino language improves from good to outstanding as students move up through the school. Progress follows a similar pattern, but attainment in English is better in the top two phases and science attainment is as expected in the junior high phase.
- Students usually show exemplary behaviour, although occasionally primary phase students become distracted and boisterous when the teaching does not engage them. Students demonstrate deep understanding of Islamic values and the culture and heritage of both the Philippines and the UAE. Older students have roles and responsibilities around the school and all students have a strong sense of social responsibility.

### Provision for learners

- The quality of teaching is good. Some lesson plans are ambitious and some lack appropriate levels of challenge for students with different learning needs. Teachers' questioning skills, and the opportunities they provide for students to work together, vary in quality. The assessments of learning are improving but do not provide clear and valid measurements of students' progress across all subjects.
- The curriculum successfully supports the progression of students' knowledge, skills and personal development. Students' abilities to apply what they learn can be seen during the excellent morning assemblies. Leaders and teachers regularly review the curriculum and older students can select from an appropriate range of subjects. The curriculum meets the needs of most students, including students of determination, although this is inconsistent across the school.
- Health and safety procedures are monitored and the record keeping is thorough. The mix of traffic and pedestrians outside the school, and the limitations of the small science laboratories, require close supervision. Safe and healthy lifestyles are well promoted, and relationships across school are very positive. Improved staffing has facilitated the identification and assessment of students of determination and this is leading to better provision and outcomes.

### Leadership and management

- The recently appointed principal and governing board have made some improvements to the school's assessment system and the provision for students of determination. Leaders are not entirely clear about the school's strengths and weaknesses. Progress towards addressing the recommendations from the last inspection is too slow. Links with parents are positive, and the day-to-day management of the school is efficient.

### What the School does Best:

- Provides practical educational experiences for children in Kindergarten, giving them a good start to their education.
- Consistently develops student's achievements in the Filipino language as they progress up through the school.
- Enables students to develop high standards of personal and social development, including active engagement in their learning and understanding of Islamic values.
- Successfully develops the social studies programme to include the integration of UAE and Filipino culture and heritage.

### Key Recommendations:

- Improve students' attainment and progress, especially in Arabic and science, by:
  - setting more challenging learning objectives
  - enhancing teachers' understanding of how to plan work that meets different learning needs
  - providing more opportunities across the curriculum for students to write at length and in different contexts.
- Improve teaching by:
  - developing teachers' ability to teach their subjects, especially in science and English
  - enhancing teachers' questioning skills to help develop higher order and critical thinking
  - ensuring that teachers use assessments and other information to consistently provide a wide range of appropriately challenging learning activities.
- The governing body should support the school by:
  - assisting the principal in developing the skills of leaders and holding all leaders accountable for the results of their work
  - developing a more accurate view of the school's strengths and areas for improvement, and assessing the effects of any actions taken to improve outcomes
  - assuring the accuracy of lesson evaluations to help identify the strengths and address the developmental needs of teachers
  - vigorously implementing all aspects of the UAE National Agenda.

## Overall School Performance

**Good**

### 1. Students' Achievement

|                                                                                                                       |            | KG             | Primary        | Junior High    | Senior High    |
|-----------------------------------------------------------------------------------------------------------------------|------------|----------------|----------------|----------------|----------------|
| <br>Islamic Education                | Attainment | Not applicable | Good           | Good           | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Good           | Good ↓         | Not applicable |
| <br>Arabic as a First Language       | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Not applicable | Not applicable | Not applicable |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Acceptable     | Acceptable     | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Acceptable     | Acceptable     | Not applicable |
| <br>Language of instruction        | Attainment | Good           | Very good      | Very good      | Outstanding ↑  |
|                                                                                                                       | Progress   | Good           | Very good      | Very good      | Outstanding ↑  |
| <br>English                        | Attainment | Good           | Good           | Good ↓         | Good ↓         |
|                                                                                                                       | Progress   | Good           | Good           | Very good      | Very good      |
| <br>Mathematics                    | Attainment | Good           | Good           | Good           | Good           |
|                                                                                                                       | Progress   | Good           | Good           | Good           | Good           |
| <br>Science                        | Attainment | Acceptable     | Acceptable     | Good           | Good           |
|                                                                                                                       | Progress   | Acceptable     | Acceptable     | Acceptable ↓   | Good           |

|                        | KG   | Primary | Junior High | Senior High |
|------------------------|------|---------|-------------|-------------|
| <b>Learning skills</b> | Good | Good    | Good        | Good        |

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

|                                                                             | KG          | Primary     | Junior High | Senior High |
|-----------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| Personal development                                                        | Outstanding | Very good ↓ | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good ↑ | Outstanding | Outstanding | Outstanding |
| Social responsibility and innovation skills                                 | Very good ↑ | Outstanding | Outstanding | Outstanding |

## 3. Teaching and assessment

|                                 | KG         | Primary    | Junior High | Senior High |
|---------------------------------|------------|------------|-------------|-------------|
| Teaching for effective learning | Good       | Good       | Good        | Good        |
| Assessment                      | Acceptable | Acceptable | Acceptable  | Acceptable  |

## 4. Curriculum

|                                      | KG     | Primary | Junior High | Senior High |
|--------------------------------------|--------|---------|-------------|-------------|
| Curriculum design and implementation | Good ↑ | Good    | Good        | Good        |
| Curriculum adaptation                | Good   | Good    | Good        | Good        |

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

|                                                                              | KG     | Primary | Junior High | Senior High |
|------------------------------------------------------------------------------|--------|---------|-------------|-------------|
| Health and safety, including arrangements for child protection/ safeguarding | Good ↓ | Good ↓  | Good ↓      | Good ↓      |
| Care and support                                                             | Good   | Good    | Good        | Very good   |

## 6. Leadership and management

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

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 does not meet the registration requirements for the National Agenda Parameter.

#### School's Progress in International Assessments

**is below expectations.**

- The school's PISA scores increased between 2012 and 2015 in mathematics, science and reading, and improvement was acceptable for all three subjects. The CAT4 tests of cognitive ability were taken by students in Grades 4, 6 and 8 in 2017-18, and the IBT tests were taken by those in Grades 3 to 9.

#### Impact of Leadership

**is below expectations.**

- Senior leaders have not been fully effective in implementing the UAE National Agenda. They have drawn up a broadly appropriate action plan which sets out steps to prepare students for the TIMSS tests in 2019. Leaders are starting to modify the curriculum by placing more emphasis on topics relevant to the National Agenda and adding others.

#### Impact on Learning

**is below expectations.**

- Teachers are working to develop students' learning skills more effectively. They have had limited success in this, but the development of skills in critical thinking, independent learning, and research has been slow. Some teachers are starting to take account of the CAT4 data in their lesson plans.

**Overall, the school's progress toward achieving the UAE National Agenda targets is below expectations.**

### For development:

- Ensure that all relevant students are prepared for the TIMSS tests in 2019.
- Use the results from the GL tests to measure students' progress in National Agenda Parameter tests against the CAT4 measures of ability.
- Improve the analysis of external test data to highlight aspects of the curriculum, teaching, learning and internal assessments which are most in need of improvement.



## Reading Across the Curriculum

- Internal assessment data indicate a consistent improvement in students' reading skills over time.
- Older students read fluently and have acquired age-appropriate vocabulary in most subjects. They understand how to use reading strategies to work out the meanings of unfamiliar texts.
- A librarian collaborates with the English and Filipino departments and has conducted a pilot reading assessment programme. The library is insufficiently accessible to all students.
- Leaders realise the importance of developing reading strategies across the curriculum. The reading policy is focused on English. The assessment of students' reading levels is in the earliest stages.

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

### For development:

- Ensure that leaders at all levels are fully committed to the development of a whole school strategy for teaching reading as a lifelong skill.

## UAE Social Studies

- The UAE social studies curriculum is adapted to include a Philippine focus. It provides a sequence of skills progression from Kindergarten to Grade 12.
- Students across school work effectively in groups, using research and presentation skills. Records of their progress are not consistently maintained in their work books.
- In lessons and their recent work, at least a large majority of students attain levels that are above the curriculum standards.
- A large majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

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

## Innovation

- Older students demonstrate creativity when preparing project work and presenting information. Opportunities for students to learn independently and develop higher order and critical thinking skills are inconsistent.
- Students organise and plan charitable fund-raising events that provide some opportunities for them to be creative and innovative.
- Setting innovative lesson objectives and questioning students to promote innovation, higher order and critical thinking is in the early stages of development.
- Most opportunities for innovation take place during the extra-curricular activities. Students participating in the robotics club work collaboratively to design, build and operate the machines they create.
- Leaders are developing a culture of innovation by promoting independent learning and supporting students in the application of their knowledge, skills and understanding across the curriculum.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

|            | KG             | Primary | Junior High | Senior High    |
|------------|----------------|---------|-------------|----------------|
| Attainment | Not applicable | Good    | Good        | Not applicable |
| Progress   | Not applicable | Good    | Good ↓      | Not applicable |

- The majority of students demonstrate attainment levels that are above the curriculum expectations. Primary phase students demonstrate good levels of knowledge of Seerah and Islamic concepts. Junior high students effectively apply their knowledge to real life scenarios.
- Across all phases, students make slow progress in the development of their recitation skills and understanding of Holy Qur'an verses, because these features are not linked to all aspects of learning in the subject.
- Students' abilities to discuss Islamic concepts and values and relate them to real life have improved and are a strength across the school. However, their skills of recitation and memorization from the Holy Qur'an are less well developed.

#### For development:

- Improve students' understanding of the Holy Qur'an and Hadith by making sure that they are linked to all aspects of learning within the subject.

#### Arabic as an Additional Language

|            | KG             | Primary    | Junior High | Senior High    |
|------------|----------------|------------|-------------|----------------|
| Attainment | Not applicable | Acceptable | Acceptable  | Not applicable |
| Progress   | Not applicable | Acceptable | Acceptable  | Not applicable |

- Test data indicate that most students demonstrate the expected levels in reading, listening and speaking, with use of full sentences and appropriate grammar. However, their writing skills are under-developed. Work in students' books and in lessons confirms that the majority are working at the expected levels.
- Most junior high school students are positively engaged in their learning. This is not so evident in Grade 8, where students' response is limited due to underdeveloped speaking skills. Across both phases, recent work confirms that students' writing skills are limited to short sentences and copying from texts.
- Students' progress is variable. It is better in lessons when modifications to the curriculum match their learning needs, and teachers provide opportunities for more independent learning activities.

#### For development:

- Improve students' extended writing skills by providing more opportunities for them to write at length and from personal experience.

## Filipino

|            | KG   | Primary   | Junior High | Senior High |
|------------|------|-----------|-------------|-------------|
| Attainment | Good | Very good | Very good   | Outstanding |
| Progress   | Good | Very good | Very good   | Outstanding |

- The Filipino language skills are very well developed by almost all senior high school students. Skills in applying the language are secured and built upon at the junior high and elementary phases. However, in the Kindergarten only the majority of children's listening, speaking, and writing skills are above the expected levels, because the children do not practise their Filipino language skills as consistently.
- A whole school reading programme has been introduced and the results of reading assessments indicate improved skills. However, the reading skills of Kindergarten children are not as well developed as their other communication skills.
- Students across all phases demonstrate strong interactive and collaborative skills, which support their progress during Filipino lessons. However, only a majority of the students link their learning to real life, especially in the lower grades.

### For development:

- Provide more opportunities for children in the Kindergarten to practise their Filipino speaking skills to underpin improvements in their listening, reading and writing.

## English

|            | KG   | Primary | Junior High | Senior High |
|------------|------|---------|-------------|-------------|
| Attainment | Good | Good    | Good ↓      | Good ↓      |
| Progress   | Good | Good    | Very good   | Very good   |

- Students achieve good results on internal English examinations. In the primary and junior high phases most students attain standards above expectations, when measured against the PASS external benchmark tests. Older students make very good progress over time in reading with understanding.
- Most students demonstrate understanding of a wide variety of fiction and non-fiction texts. They read with expression and demonstrate their understanding through story boards, debates and role-plays, which they confidently present to their peers. Students routinely use learning technologies to independently research and record their findings.
- Students are confident, articulate speakers who express critical opinions on their learning. They evaluate information and use advanced vocabulary in short descriptions. However, students do not write in detail or demonstrate their understanding of concepts through extended written work.

### For development:

- Develop students' extended writing skills throughout the school with regular assignments which require them to explain their understanding of literature and language in detail.

## Mathematics

|            | KG   | Primary | Junior High | Senior High |
|------------|------|---------|-------------|-------------|
| Attainment | Good | Good    | Good        | Good        |
| Progress   | Good | Good    | Good        | Good        |

- Kindergarten children make a good start in learning about numbers and shapes. Students' progress in these aspects continues through the primary phase. Their algebra and trigonometry skills develop well in the two higher phases. Overall, most students acquire understanding which is in line with or ahead of the curriculum standards. A majority show mathematical understanding above the expected standards.
- Students can perform calculations accurately, particularly in the higher phases. In all phases, students' ability to tackle problems and tasks that involve higher-order mathematical thinking, such as making inferences from data, calculations or algebraic manipulations in non-standard form, is limited.
- Teachers are working to improve the ways in which they assess and develop students' problem-solving skills, and are having some success in this, although more remains to be done.

### For development:

- Develop students' ability to tackle non-routine problems, apply higher-order thinking and carry out calculations and algebraic manipulations in non-standard forms.

## Science

|            | KG         | Primary    | Junior High  | Senior High |
|------------|------------|------------|--------------|-------------|
| Attainment | Acceptable | Acceptable | Good         | Good        |
| Progress   | Acceptable | Acceptable | Acceptable ↓ | Good        |

- In the Kindergarten and primary phase, most students make the expected progress and attain in line with the expectations of the Philippine science curriculum. Improved teachers' subject knowledge in the upper grades helps the majority of students to attain above the curriculum expectations.
- Students' scientific investigation skills are underdeveloped in the Kindergarten and lower primary grades. These improve as students get older. However, even in the upper phases, students are not consistently involved in planning investigations in order to extend their conceptual understanding.
- Recent professional training on the promotion of higher-order and critical thinking skills has not had significant effects on students' learning. In a few lessons, teachers ask students questions that challenge them to think hard and thus deepen their learning.

### For development:

- Set lesson objectives and ask challenging questions to promote students' higher-order and critical thinking skills.
- Improve students' scientific investigation skills by ensuring that they make meaningful predictions and evaluate the results of their investigations.



## Learning Skills

|                 | KG   | Primary | Junior High | Senior High |
|-----------------|------|---------|-------------|-------------|
| Learning skills | Good | Good    | Good        | Good        |

- Most children in the Kindergarten, and students across the school, engage with enthusiasm in the learning tasks set by their teachers. They take responsibility for their learning when they are given the opportunity, but some lessons, especially in the lower grades, are often overly directed by the teacher directed.
- Students collaborate purposefully and effectively, and communicate confidently what they have learnt to different audiences. They are able to make links to real-life contexts when these are genuinely planned and relevant to what they are learning.
- Opportunities for students to learn independently and use higher-order and critical thinking skills are infrequent and inconsistent, particularly in the Kindergarten and the primary phase. The use of technology by students is improving, but still a developing feature.

### For development:

- Provide students with more opportunities to learn independently, and to develop their higher-order and critical thinking skills.

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

|                      | KG          | Primary     | Junior High | Senior High |
|----------------------|-------------|-------------|-------------|-------------|
| Personal development | Outstanding | Very good ↓ | Outstanding | Outstanding |

- Students demonstrate high levels of personal responsibility and independent thinking. Junior and senior high students enjoy carrying out their responsibilities, including supporting younger students and overseeing movement around the school. Some younger primary students become distracted in lessons when the teaching does not fully engage them.
- Students' positive attitudes contribute toward maintaining excellent relationships with their teachers and each other. Across all phases, students are proud to participate in school activities, including the excellent morning assemblies.
- Students are highly committed to following safe and healthy lifestyles. They can eloquently explain the reasons for making healthy eating choices and taking regular exercise. Consistently high attendance levels confirm how much students enjoy coming to school.

|                                                                             | KG          | Primary     | Junior High | Senior High |
|-----------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good ↑ | Outstanding | Outstanding | Outstanding |

- Students across the school demonstrate appreciation of Islamic values. They clearly understand how these values influence many aspects of life in the UAE. They are able to provide examples of how they appreciate the friendship, fairness, and tolerance promoted by Islam.
- Students have great respect for Emirati heritage and culture. They speak in detail about famous buildings in the UAE and confidently share their understanding of cultural activities and celebrations such as National Day. Students have good knowledge of Emirati traditions, food and popular activities.
- Students have clear understanding and appreciation of the multicultural nature of Dubai. They are proud of their own culture and demonstrate an awareness of other cultures, although their knowledge and understanding are shallow, particularly regarding some Arab cultures.

|                                             | KG          | Primary     | Junior High | Senior High |
|---------------------------------------------|-------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Very good ↑ | Outstanding | Outstanding | Outstanding |

- Students are excellent ambassadors for the school. They are very responsible and actively engage in a range of voluntary activities to raise funds to support students in the Philippines. Students are UNESCO club members and participate in the 'Clean Up Drive' of the school premises and around the local community areas, including Al Muhaisnah.
- Students have confidence and take pride in the displays which reveal an excellent work ethic. Older students in particular effectively lead well-planned activities and projects that result in significant social and economic impact on the school and the wider community.
- Students have excellent environmental awareness and they engage in conservation and recycling projects. They are fully aware of the resources needed to promote sustainability.

#### For development:

- Extend students' knowledge and understanding of cultures other than their own.

### 3. Teaching and assessment

|                                 | KG   | Primary | Junior High | Senior High |
|---------------------------------|------|---------|-------------|-------------|
| Teaching for effective learning | Good | Good    | Good        | Good        |

- Teachers' knowledge of their subjects and how students learn them is varied, particularly in lower primary science and English lessons. Lessons are planned well for pace and content. Teachers' interactions with students promote engagement, dialogue and cooperation, particularly in the higher phases.
- Teachers' use of questioning to engage students in higher-order and critical thinking is inconsistent. In some English and mathematics lessons, teachers use challenging questions that help students develop a deeper understanding of the content being taught.
- Teachers plan activities to support the learning of students of different abilities. However, tasks are not always based on students' attainment levels. As a result, some groups of students, particularly higher attainers, are not challenged as much as they could be.

|            | KG         | Primary    | Junior High | Senior High |
|------------|------------|------------|-------------|-------------|
| Assessment | Acceptable | Acceptable | Acceptable  | Acceptable  |

- The school's internal processes for gathering information and evaluating the progress of individual students are broadly in line with the curriculum standards at all phases. The analysis and use of assessment data are adequate enough to allow some matching of learning tasks to students' needs.
- Using the reports from external PASS tests to complement internal results, the identification of higher and lower performing students is done well. The benchmarking of internal assessments with external tests is not fully developed. In the Kindergarten, data analysis does not give a full picture of the children's attainment.
- The school has introduced a range of online applications which are helping teachers to make ongoing assessments of how well their students are understanding concepts. Feedback and support are effective in the senior high phase, but less so in the other phases.

#### For development:

- Use valid and reliable assessment information, including that from international benchmark tests, to plan learning objectives and activities that fully challenge students of different abilities, including those who are more able.
- Develop the use of teachers' questioning skills to promote higher-order and critical thinking by students.
- Broaden the range of knowledge and skills assessed in the Kindergarten.

#### 4. Curriculum

|                                      | KG     | Primary | Junior High | Senior High |
|--------------------------------------|--------|---------|-------------|-------------|
| Curriculum design and implementation | Good ↑ | Good    | Good        | Good        |

- The school's curriculum is appropriately aligned to the Philippine standards. It supports the development of competencies in numeracy and literacy across all subject areas. Curriculum topics effectively promote students' interests and enjoyment.
- The STEM strand for higher phase students is newly integrated with the curriculum. The range of elective subjects available meets the aspirations and interests of most older students. Technology is used in most lessons, but students' research skills are not always well developed.
- Quarterly reviews of the curriculum ensure that the content enriches students' learning experiences and prepares them for the next stages of their education. The curriculum meets the needs of most students, including students of determination, although this is not fully consistent across the school.
- Some aspects of moral education are integrated with other subjects and some are taught discretely.

|                       | KG   | Primary | Junior High | Senior High |
|-----------------------|------|---------|-------------|-------------|
| Curriculum adaptation | Good | Good    | Good        | Good        |

- Curriculum adaptations address most students' needs across all phases. Modifications for students of determination and those who are gifted and talented are not always sufficiently targeted or consistently implemented. Initiatives to promote higher order thinking skills have not been effective.
- Extra-curricular and enrichment activities are provided for students in a wide variety of areas, including information and communication technology, robotics and mathematics. Students participate in activities which promote enterprise, innovation, creativity and social contributions. Some students engage in innovation and design projects.
- The development of students' knowledge, understanding and appreciation of Emirati traditions and culture is a valuable and meaningful feature of the school's curriculum programme. These elements are illustrated through assemblies, presentations and curriculum links.
- Arabic is not taught in the Kindergarten.

#### For development:

- Adapt and modify the curriculum to address more fully the needs of students of determination and those with gifts and talents.



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

|                                                                               | KG     | Primary | Junior High | Senior High |
|-------------------------------------------------------------------------------|--------|---------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Good ↓ | Good ↓  | Good ↓      | Good ↓      |

- The Kindergarten environment is secure, and daily supervision of the children is highly effective. There are effective procedures in place to ensure that all students feel safe and have confidence to report any concerns to adults. The school provides a clean, attractive and hygienic environment.
- Students are well cared for and the clinic provides highly effective medical support. All students' health and safety records are carefully maintained. The promotion and awareness of healthy lifestyles is evident throughout the school.
- School buses are carefully monitored. There are issues about the safe movement of traffic for students transported by car. The school is not accessible to students with physical disabilities, and risk awareness during science experiments is not sufficiently rigorous.

|                  | KG   | Primary | Junior High | Senior High |
|------------------|------|---------|-------------|-------------|
| Care and support | Good | Good    | Good        | Very good   |

- Relationships between students and their teachers are highly positive and based upon mutual courtesy and respect. Conscious of their students' needs, procedures to promote good attendance, punctuality and behaviour, including measures to follow up on absences, are effective.
- While the identification of students of determination and those with gifts and talents is improving, measures to support students with different needs are not systematically implemented. In some classrooms, provision is not sufficiently modified to cater for the wide range of students' needs.
- Effective systems are in place to provide guidance and support for all students. Students are aware of how to access this support. In the senior high phase, there are well established systems of counselling and career advice for students.

### For development:

- Ensure that the existing health and safety risk assessments are implemented more rigorously.
- Strengthen teachers' capacity to modify provision in supporting students with complex educational needs and those with gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- The inclusion team engages in regular training and is committed to improving provision and outcomes for students of determination. This is actively supported by the recently appointed inclusion governor and inclusion champion. The improvement plan and policies to support inclusive practices are not fully implemented across the school.
- Students of determination are generally identified through information from their parents, assessments, teachers' observations and diagnostic information when available. The school does not use a range of assessment tools in the lower grades to identify students with learning difficulties at an early stage.
- The school has improved communication with the parents. They are well informed through formal and informal reporting methods, including updates about their children's targets, achievements and general progress. Parents report that the school is open and responsive to their concerns.
- Modifications of the curriculum, differentiated teaching and strategies to address the specific learning needs of students of determination, are not consistently implemented in lessons. The school's policy on individual education planning, recognising the role of all teachers in supporting inclusion, is not fully implemented.
- The progress of students receiving additional support is regularly monitored through the review of individual education plans and classroom observations. Assessments are completed and improvements and concerns are discussed with the relevant teachers and parents.

### For development:

- Ensure that the school's policy on individual education planning for students of determination is fully implemented.
- Increase the capacity of teachers to differentiate their teaching approaches to address the learning needs of students with complex learning needs in their classrooms.

## 6. Leadership and management

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

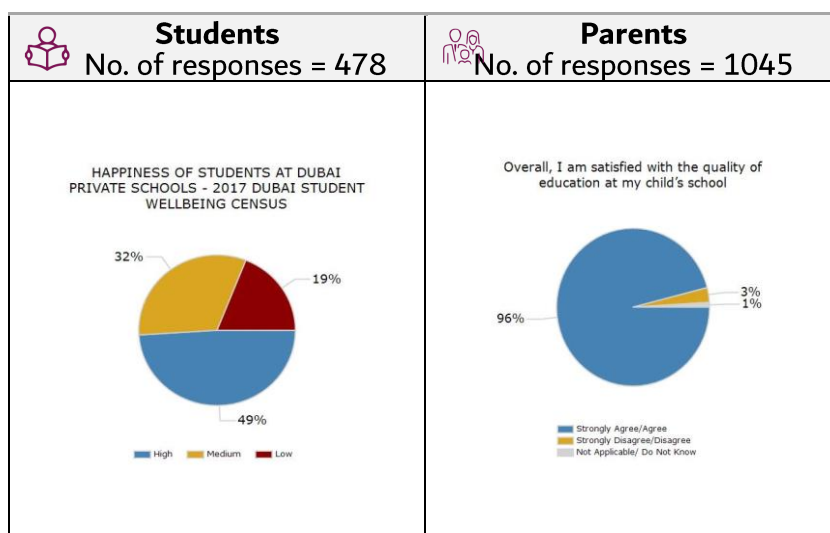
- Leaders are committed to the UAE's national priorities and have successfully integrated moral education and UAE social studies into the curriculum. However, there is not enough emphasis on achieving the National Agenda targets. Roles are sometimes delegated to leaders who may not be adequately prepared to lead their areas of responsibility. The school is inclusive. Leaders have maintained the levels of students' performance during times of change and ensured compliance with regulatory requirements.
- Leaders are not making appropriate use of internal and external assessment data. As a result they have an overly generous view of students' attainment and progress. Systems to monitor teachers' performance are not linked to students' outcomes. Action planning is based on external evaluation and includes the school's and the UAE's priorities. However, changes in school leadership have restricted action from being taken and planning is having only limited effects on the school's performance.
- Parents are involved in learning activities such as reading in English and Arabic languages. They receive regular reports regarding their children's progress and attainment. Communication between the home and school has been enhanced by regular meetings following the termly assessments. There are strong links with local communities, other schools, universities and government agencies. These links contribute significantly to students' learning and personal development.
- The very recently formed governing board has quickly established systems for evaluating the school's performance, including monitoring teaching and regular meetings with the principal. Governors have not yet established systematic input from parents, although they do survey those who attend the workshops and governor presentations. The governing board is highly ambitious for the school, but has not been able to effectively meet the recommendations from the previous inspection report.
- The school operates efficiently on a day-to-day basis and is appropriately staffed with suitably qualified teachers. Some middle leaders have very heavy workloads. Training is starting to have positive effects on teachers' assessments of students' learning. The Kindergarten play facilities and reading area offer attractive environments that are conducive to learning. Good resources support effective teaching and students' learning in almost all areas.

### For development:

- Ensure that all senior and middle leaders are fully accountable for students' achievements in their areas of responsibility.
- Make sure that leaders consistently check the effects of teaching upon students' learning.
- Develop a more accurate view of the school's strengths and areas for improvement.
- Ensure that middle leaders have enough administrative time to fulfil their leadership and management roles.

## The views of parents and students.

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



|                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><b>Students</b> | <ul style="list-style-type: none"> <li>Most students enjoy respectful relationships with adults and each other. They also feel safe and are happy at school. A majority of students participate in extra-curricular activities such as team sports, but are sometimes prevented from joining in because of their academic workloads. The majority also get a good night's sleep and eat a range of healthy fruit and vegetables.</li> </ul> |
| <br><b>Parents</b>  | <ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education provided and are confident that their children are safe in school. Most parents indicate that the school takes account of their views, which is an improvement over last year's response. Some parents believe that their children have too much school work to complete at home.</li> </ul>                                          |



## 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](mailto:inspection@khda.gov.ae)