



المعرفة
Knowledge



UNITED INTERNATIONAL PRIVATE SCHOOL L.L.C

PHILIPPINE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



ACCEPTABLE

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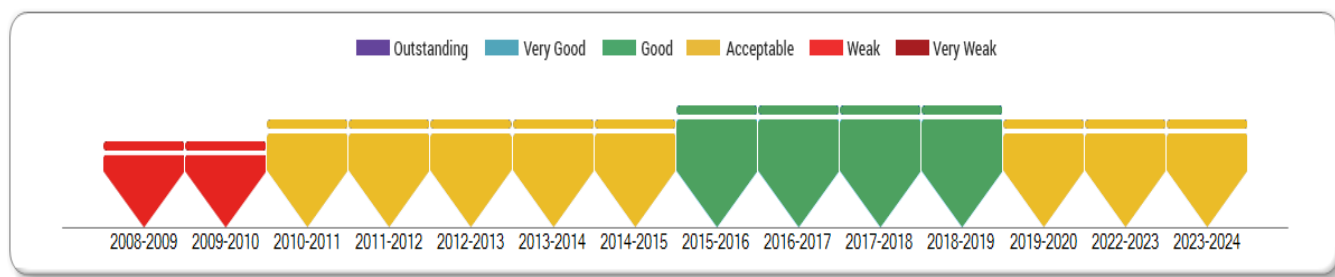
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Muhaisnah
	 Opening year of school	1992
	 Website	www.uips.ae
	 Telephone	97142543888
	 Principal	Eunice Pascua Orzame
	 Principal - date appointed	10/24/2022
	 Language of instruction	English, Filipino
 STUDENTS	 Inspection dates	04 to 08 December 2023
	 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	1823
	 Number of Emirati students	0
	 Number of students of determination	52
 TEACHERS	 Largest nationality group of students	Filipino
	 Number of teachers	77
	 Largest nationality group of teachers	Filipino
	 Number of teaching assistants	12
 CURRICULUM	 Number of guidance counsellors	2
	 Curriculum	Philippine
	 External Curriculum Examinations	None
	 Accreditation	None

School Journey for UNITED INTERNATIONAL PRIVATE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' attainment and progress have remained as they were since the last inspection across most subjects and almost all phases. However, in the Kindergarten (KG), the children's progress has declined in English and science and are now acceptable. Throughout the school, students' learning skills have remained adequate in KG, good in Primary and Junior High, and very good in Senior High.
- School leaders have maintained the students' excellent personal and social development across all phases. Students show very positive attitudes and behaviour in all sections of the school. They adopt healthy lifestyles and care about one another. Students' attendance rates are exceptionally high. They have a very strong knowledge and understanding of the UAE's culture in addition to their own. The work ethic of students and their awareness of the environment are very strong.

Provision For learners

- Teachers' subject knowledge is secure, particularly in the upper phases. Teaching in KG and Primary is still too often teacher dominated, which prevents more active and independent learning. There are adequate systems to collect assessment information and produce reports which leaders are beginning to analyse to identify gaps in students' learning. However, the quality of marking of students work varies widely. Assessment information is not always used to plan activities in lessons which meet all students' learning needs.
- The curriculum is broad, balanced, and aligned with the UAE and Philippine requirements. It offers extra-curricular experiences, particularly in the high schools. The planning and delivery of the curriculum in KG have limited impact on preparing children for the next phase of their education. The curriculum has strong links with UAE life and culture. However, modifications of the curriculum to meet the learning needs of different groups of students is variable.
- The school has effective procedures for the safeguarding of students including child protection. Premises and facilities provide a safe and secure environment that meets the needs of all. Teachers have established very supportive relationships with students which create a positive learning environment for all. Procedures for the identification of students of determination are effective. However, curriculum adaptation and support for these students remains insufficient.

Leadership and management

- The principal, and senior leaders are committed to the school's improvement. They have successfully maintained the strengths in students' personal development. Parents are very active in supporting the school and their children's learning. The governing board consider stakeholders' views and hold leaders to account. The school operates well and is adequately staffed with qualified teachers. Premises are well-maintained but the library is under-resourced.

Highlights of the school:

- Students' outstanding personal and social development
- Students' excellent awareness of their own cultures, traditions, and heritage
- Parents' very strong support and contributions they make to the school and its community
- Leaders' success in creating a positive ethos and happy school

Key recommendations:

- Raise students' achievement, particularly in KG and Primary.
- Improve the quality of teaching and learning and ensure that learning activities match the differing needs of students.
- Ensure that school self-evaluation and all improvement planning are based on accurate assessment information
- Enhance the capacity of all school leaders to drive improvement in their areas of responsibility.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Primary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 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	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
 English	Attainment	Good	Good	Good	Good
	Progress	Acceptable ↓	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good	Good
 Science	Attainment	Good	Acceptable	Good	Good
	Progress	↓ Acceptable	Acceptable	Good	Good
		KG	Primary	Junior High	Senior High
Learning skills		Acceptable	Good	Good	Very good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

	KG	Primary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable	Good	Very good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Not applicable

- The school missed the set target of 566 in the 2021 Progress in International Reading Literacy Study (PIRLS) .by 31 points. The school's Trends in Mathematics and Science Study (TIMSS) scores were only met in Grade 8 in science. Over two years most students performed in line with expectations in English but less well in mathematics and science in the General Learning (GL) tests.

C. Leadership: International and Emirati Achievement	Acceptable	
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- Leaders are at the early stages of analysing data from all internal and external assessments, to identify gaps in learning and adapt the curriculum accordingly. The school's action plan however, is limited in its ability to drive forward improvements to meet the National Agenda targets.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- Students achieved in line with expectations in the NGRT (New Group Reading Tests). Leaders have introduced a variety of initiatives designed to improve reading results and foster a culture of reading. Initiatives involve collaboration among the school staff and parents. For example, 'The Drop Everything and Listen' programme involves parents in storytelling sessions, and the 'Tick Tock Talk' initiative encourages learners to retell stories.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure leaders fully understand the implications of benchmark assessments and take appropriate action to close any gaps in students' learning.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- The school enthusiastically advocates a vision centred on wellbeing, evident in its unwavering commitment to fostering the wellbeing of all. This dedication is not only reflected in the comprehensive policies and plans but is also reinforced and monitored by senior leaders and governors. The school's approach to collecting and analysing diverse wellbeing data, to provide a measure of wellbeing progress, is not systematic enough. Consequently, the information has limited impact on the ongoing cycle of evaluation, review, and improvement of wellbeing.
- Teachers establish highly positive relationships with their students, adeptly identifying and addressing individual needs by offering advice, guidance, and supportive strategies. Specialised teams provide targeted interventions for those requiring additional support. The school places a significant emphasis on staff wellbeing, recognising it as a pivotal element in sustaining engagement and enthusiasm. Robust partnerships with parents and the wider community help the school's commitment to enhancing students' achievement and learning further.
- The curriculum is enriched with an array of wellbeing initiatives which are seamlessly integrated across phases and subjects. The extent of task differentiation in all classes is insufficient to promote students' wellbeing further. Students demonstrate healthy lifestyle choices and feel secure and connected to their teachers. They exhibit self-reliance, motivation, and positive attitudes, expressing genuine enjoyment in their learning experiences. Older students emerge well-prepared for their futures.

For Development:

- Implement a more robust system for the monitoring and evaluation of wellbeing initiatives.
- Ensure teachers address the diverse wellbeing needs of students proactively and in a timely manner.

UAE Social Studies and Moral Education

- Moral, social and cultural studies (MSCS) are taught from Grade 1 to 12 as a single subject. It complies with Ministry of Education (MoE) regulations.
- Lessons provide wide ranging opportunities for students to engage in meaningful discussion and debate, thus supporting their critical thinking, problem-solving and reasoning skills. There is a current focus on recycling and sustainability. Students achieved first place in the 'Simply Bottles' recycling competition. In the upper grades students independently explore current social issues, such as addiction.

Arabic in Early Years

- Arabic is not taught in KG.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Junior High	Senior High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In lessons and in their recent work, the majority of students, across all phases, demonstrate knowledge, skills and understanding of Islamic concepts, and beliefs that are above curriculum expectations.
- Most students in Primary have good levels of understanding of Islamic concepts and principles of worship. Their ability to discuss, refer to the Holy Qur'an, Hadith, and make links to their own lives, are strong in Junior and Senior High.
- Students have improved their skills in applying their knowledge of Islam to the wider world. Students' skills in recitation and memorisation, particularly in the lower grades, have improved. However, this is inconsistent across the other phases.

For Development:

- Improve students' Holy Qur'anic memorisation and recitation skills by providing more consistent opportunities for them to practice these skills.

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

- Lesson observations and students' recent work confirm that their attainment is in line with curriculum expectations. Most students are making adequate progress in relation to their starting points. This does not match the school's internal data which suggests that students' achievement is higher.
- Most students' listening and responding skills are in line with expectations, while their speaking skills are limited due to the lack of opportunities to practice. Most are able to read familiar phrases aloud but their reading comprehension and writing skills are less well developed.
- In Primary, students' listening and speaking skills, are improving albeit slowly due to low expectations and a lack of challenge.

For Development:

- Ensure that all students are provided with more opportunities to practice their reading and speaking skills in lessons.
- Provide students with appropriately challenging learning activities in lessons.

LANGUAGE OF INSTRUCTION

	KG	Primary	Junior High	Senior High
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- A majority of students in KG and Primary and the large majority of students elsewhere in the school, are attaining above curriculum standards and making better than expected progress in their learning.
- Across the school, speaking, listening and reading comprehension are relative strengths while writing and the acquisition of vocabularies are weaker, especially in KG and Primary. In Junior and Senior High, students demonstrate their strong oral and written skills in understanding literary works.
- The use of internal, and recently external assessment data, to determine the least and most mastered competencies and skills have resulted in some modification in teaching, but its impact on students' learning has yet to be determined.

For Development:

- Extended students' writing skills and use of vocabulary in KG, Primary and the lower grades of Junior High.
- Improve students' reading comprehension skills.

ENGLISH

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

- Children enter KG with strong speaking, listening, and reading skills which they build on as they move through the school. By Grade 12, students become articulate and eloquent speakers. Students employ a wide range of sentence structures, often using varied and ambitious vocabulary.
- Children in KG form their letters correctly, but this practice is less developed in lower Primary. In lessons, students have too few opportunities to practice their skills in the application of English conventions of grammar to their independent writing, particularly in the lower primary classes.
- Recent initiatives to improve students' comprehension skills are yet to show impact. Students read fluently, but their skills in extracting information from a text are underdeveloped, particularly in Primary. Older students still lack the skills to identify the literacy devices used by an author.

For Development:

- Ensure that students have regular opportunities to develop, and apply, the conventions of English grammar, to their writing.
- Improve students' ability to extract meaning from text.

MATHEMATICS

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

- There are no differences in attainment in the first three phases, but in Senior High, students' achievement is stronger because teaching is more consistent. The extremely good relationships between students and their teachers in mathematics contributes to active learning and students' progress.
- Effective questioning in lessons building on students' previous learning is enabling them to tackle more difficult word problems and apply them to their learning. However, students' understanding of mathematical vocabulary is underdeveloped especially for younger students, limiting their achievement in number and algebra.
- This year the school has aimed to improve students' attainment by applying assessment information and using examination questions to improve the level of challenge. However, these are not being used consistently in lessons. It has also provided children in KG with opportunities to learn through using materials with a focus on problem-solving.

For Development:

- Improve students' understanding and use of mathematical vocabulary.
- Improve the use and application of assessment information to inform planning for all groups of students.

SCIENCE

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

- In the upper two phases, students convey their scientific learning through presentations to their peers. Students relish opportunities to work together and conduct investigations in science. Consequently, a majority of students in Junior and Senior high are achieving above the curriculum standards.
- In KG and lower Primary, there are limited opportunities for students to undertake investigations. With fewer high-quality resources, students have to rely on observations and visual aids. This practice is limiting the development of students' scientific enquiry and their practical skills.
- The development of scientific vocabulary is not prioritised across all grades. Older students' work does demonstrate understanding and application of scientific terminology. The introduction of Science, Technology, Engineering and Mathematics (STEM) lessons in the upper phases is encouraging active learning and problem-solving.

For Development:

- Ensure that there is a focus on the systematic development of the skills of scientific research and inquiry across all phases.

LEARNING SKILLS

	KG	Primary	Junior High	Senior High
Learning skills	Acceptable	Good	Good	Very good

- Students are enthusiastic learners. They work effectively and collaboratively in pairs and in groups. Students take responsibility for their learning, but this is less evident in KG and lower Primary. Students make links in their learning between different subjects, everyday life, and UAE culture.
- Students, particularly in the upper grades, communicate their learning effectively. The quality of dialogue and discussion is variable, but it is stronger in Filipino, English and mathematics. Students know what they are learning but not how to improve their work because feedback is not always sufficiently precise.
- Students' application of higher order thinking skills is stronger in Senior High. The impact of recent initiatives is less evident in other phases. In KG and lower Primary, these skills are not common features of lessons.

For Development:

- Ensure that students know their strengths, weaknesses and how to improve their work.
- Provide students with opportunities to develop and apply independent learning, problem-solving, enterprise and innovation skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Junior High	Senior High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are self-disciplined and they respect their classmates. They enjoy providing and receiving constructive feedback. Their exemplary conduct serves as a positive influence across the entire school community. Students demonstrate compassion, thoughtfulness and empathy to the needs of others.
- Students show a high level of respect for each other and their teachers, fostering a cohesive atmosphere throughout the school. Students' positive attitudes to school link to their excellent behaviour. Students report that they feel safe, valued and well supported.
- Students express a keen interest in adopting lifestyles that prioritise their wellbeing. They make sensible dietary choices and engage in regular physical activity. Attendance records are outstanding, with all students adhering to punctuality both in arriving at school and attending lessons.

	KG	Primary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate an excellent understanding of Islamic values and how these impact on modern society in the UAE. They understand and appreciate values such as, modesty, honesty, and respect. In the upper grades, students reflect on how Islamic values influence their own lives.
- Across the school students show respect, appreciation and knowledge of the Emirati culture. Many are knowledgeable about the different aspects of Emirati history and the role of its leaders in the unification of the UAE.
- Students are very proud of their own cultures and demonstrate a deep awareness and appreciation of the cultures of others in the school. They are well aware of common elements in different cultures. In the lower grades this awareness is not as well developed.

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

- Students are proactive and responsible members of the school community. They purposefully initiate and lead activities. 'Market Day' is a popular project with students, particularly the team of students who oversee the project. Students make contributions to the wider community, by donating their unwanted technology and clothes.
- Students willingly accept various responsibilities and duties, such as, leading assemblies. Older students support the younger children when they enter school, showing genuine care and responsibility for them.
- Students are very aware of environmental issues. They take their responsibility for sustainability and conservation in the local community and wider world seriously. They take part in projects beyond the school that promote environmental awareness.

For Development:

- Provide more opportunities for innovation, enterprise and environmental activities in KG and lower Primary

03 TEACHING AND ASSESSMENT

	KG	Primary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable	Good	Very good

- Teachers' subject knowledge is strong, particularly in Junior and Senior High. Teaching approaches in KG and lower Primary often prevent more active, independent student learning. Questioning is used well in the upper grades, especially in English, mathematics and Filipino, to challenge students' thinking.
- The pace of lessons is variable. As a result students do not always have sufficient time to complete their work. Assessment information is not used effectively to plan activities which meet the learning needs of all groups of students.
- Critical thinking, problem-solving, and independent research are strong in Senior High. In the lower phases of the school, they are emerging features of lessons, as are the skills of innovation, enterprise and independent research.

	KG	Primary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school participates in a range of tests to benchmark students' performance against external and curriculum expectations. There are adequate systems to collect assessment information and produce reports which leaders are beginning to analyse to identify gaps in students' learning. Assessment practice is strongest in Islamic Education and Filipino.
- The majority of teachers have secure knowledge of individual students' achievement. This is particularly secure in the upper phases where teachers use assessment information to support, and challenge students. Assessment procedures for students of determination provide a variable picture of their progress.
- In the upper two phases, a majority of teachers involve students in assessing their own learning. However, the quality of teachers' marking varies. In some phases, teachers' marking gives students' clear indications of how they can improve and with encouragement, but this is not widespread.

For Development:

- Build on the existing examples of effective assessment practice to ensure greater consistency across all phases and subjects.
- Ensure the marking of students' work provides clear support on how they can improve.

04 CURRICULUM

	KG	Primary	Junior High	Senior High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is compliant to the UAE and Philippine requirements and is broad, balanced and age-appropriate across all phases. There are more curricular choices and extra-curricular experiences for students in the Junior and Senior High schools. The curriculum is reviewed regularly.
- The planning and delivery of the curriculum in KG are ineffective in preparing the children for Primary. The curriculum is well structured and effectively prepares senior high school students for their continuing education and career aspirations.
- There has been limited progress developing curriculum provision in KG, Arabic, mathematics and science in Primary and Junior High. Curriculum provision for students of determination is not always appropriate.

	KG	Primary	Junior High	Senior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum adaptations are planned to meet the learning needs of all groups of students. However, these adaptations are less successful in meeting the needs of students of determination and those who are gifted and talented. The curriculum for older students has been enhanced by and increased number of clubs and activities offered to them.
- The strongest feature of the curriculum is the development of students' knowledge of heritage of the UAE understanding of the country's culture, and values. This is reflected in the Philippine curriculum and in supporting the students' home culture, heritage and traditions.
- Recent improvements include the provision of more opportunities for older students to be enterprising and innovative. The promotion of enterprise and sustainability is reinforced by entry into national competitions.

For Development:

- Modify the KG curriculum so that it builds more closely on children's starting points in all areas of learning
- Fully embed curriculum adaptations for students of determination including and those who are gifted and talented.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Primary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Very good	Good	Good	Good

- The school has effective procedures for the safeguarding of students including child protection. Staff are aware of the procedures they should take if they have a concern about a student. Older students know their roles, and what they can do, to contribute to the safety of the school community.
- The premises and facilities provide a safe and secure environment that meets the needs of all. The arrangements for children arriving to school, including on the school buses are thorough. Students are supervised very effectively at all times. Safety checks are regular, thorough and well documented.
- Students' health is a priority for the school. The importance of leading an active and healthy lifestyle is promoted effectively. The school ensures that the cafeteria offers have healthy food options. All information regarding students' health and safety are systematically and safely recorded.

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

- The positive learning environment and a genuine concern for student wellbeing is evident in the supportive relationships fostered by teachers. These constructive relationships are evident in both classroom settings and community areas of the school, and contribute significantly to students' academic and personal development..
- The identification of students of determination are mostly effective but not for those who have gifts and talents. There has been improvement in the individual education plans (IEPs) of students of determination since the previous inspection. However, their impact on support in lessons is variable.
- The school's career guidance for students is well-developed, offering them meaningful advice on their futures beyond school. Effective use is made of external speakers to inspiring students and broadening their perspectives on potential future careers.

For Development:

- Use IEPs more skilfully in lessons to support students of determination in overcoming their learning barriers.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- The school has an ethos of inclusive education across all subjects and phases. Leaders are committed but do not always ensure that all students of determination receive appropriate support. However, they are becoming more adept in meeting the diverse needs of most students, with ongoing efforts in monitoring and reviewing this provision.
- Transparent identification criteria, aligned with KHDA specifications, are applied to recognise students' needs. In the better lessons, teachers' understanding of barriers to learning informs their planning and interventions, particularly for students facing significant challenges.
- The prioritising of effective home-school communication, ensures active and consistent parental engagement in their children's education. Parents receive regular updates on their children's progress through regular reports which foster collaborative partnerships and active involvement.
- Classroom cultures are supportive for students of determination. While differentiated lesson planning and delivery varies, leading to uneven levels of engagement, challenge, and support, provision for students with more complex needs is generally effective. Individual learning support is available but access to all areas of the curriculum is variable.
- The setting and planning of learning targets is irregular. Although progress against individual targets is sometimes tracked, reviews of progress are not always evident. However, the majority of students of determination demonstrate adequate progress in relation to their learning targets.

For Development:

- Implement a more robust system for the monitoring and tracking of students' progress in relation to their learning targets.
- Ensure that teachers make full use of the content of students' IEPs in planning learning activities.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are committed to school improvement. They share the school's vision and ensure it is understood by all stakeholders. Strong channels of communication are evident throughout the school. School leaders successfully maintain the quality of students' personal and social responsibility. However, leaders' capacity, including middle leaders, is variable which has an adverse impact on school improvement..
- The principal and her deputy monitor the quality of teaching and learning and have made sound progress in addressing the majority of the previous inspection's recommendations. However, their evaluations of the quality of teaching, students' learning and achievement are not entirely accurate. Their understanding of how to track students' progress across time, drawing on different sources of evidence, is limited. Leaders' ability to interpretation of various forms of assessment data is not well-developed.
- Parents are very supportive and actively involved in the life of the school. The parents' council plays a key role in enhancing students' experiences and school initiatives. They feel that they are always welcomed and have an effective range of communication channels with leaders and teachers. Reporting on students' progress is thorough but with limited information on students' next steps in learning. Links with the local and international communities to enhance students' learning opportunities are not well-developed.
- The governing board includes representation from almost all stakeholders including teachers, and parents. Board members meet regularly to consider the views of the school's stakeholders before taking decisions. Governors are committed to improving the school and hold the principal and leaders to account for students' performance. They provide the school with a reasonable range of resources and facilities.
- The school runs well on a daily basis. It is adequately staffed with qualified teachers, and the premises are well maintained, providing a clean and safe learning environment. Professional training for teachers is not yet sufficient to enhance the quality of teaching, the use of assessment in lessons and the development of leadership skills. The library is not fully conducive to the promotion of reading literacy and the fostering of a love of reading.

For Development:

- Improve the skills of all leaders so that they are able to monitor teaching and learning more effectively.
- Improve teachers' and leaders' understanding of assessment data and the use of this information for the tracking of students' progress.
- Improve the school's library facility to provide students, with a more stimulating reading environment.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae