



United International
Private School

Curriculum: Philippine

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	1992
Website	www.uips.ae
Telephone	00971-4-2543888
Address	Muhaisnah 4 P.O. Box 60817, UAE
Principal	Eunice P. Orzame
Language of instruction	Filipino, English, Arabic
Inspection dates	5 to 8 December 2016
Teachers / Support staff	
Number of teachers	81
Largest nationality group of teachers	Filipino
Number of teaching assistants	0
Teacher-student ratio	1:26
Number of guidance counsellors	4
Teacher turnover	9%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 11
Number of students on roll	2139
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	95
Largest nationality group of students	Filipino
Curriculum	
Educational permit / Licence	Philippines
Main curriculum	Philippine
External tests and examinations	IBT
Accreditation	none
National Agenda benchmark tests	IBT



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children’s attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school’s curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

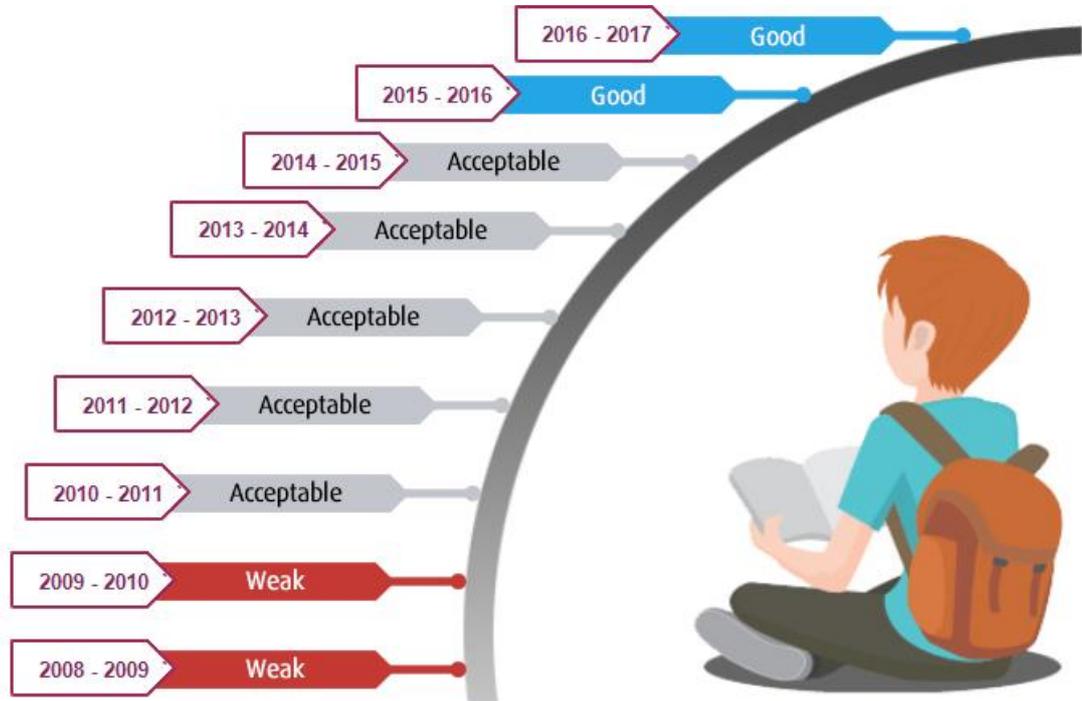
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for United International Private School



- The school opened in 1992, with the current principal - taking up post in 2011. The school provides education for students from age four to 17. Numbers of students have risen over recent years from 1792 in 2013 to over 2000 in the current school year. In previous years teacher turnover has been approximately 18 per cent but has fallen to nine per cent during the last school year.
- The school remained acceptable in its overall effectiveness for a number of years and improved to good at the last inspection. Of particular note were the improvements in what was then the elementary phase of the school. These included the quality of teaching and the design of the curriculum. Students' personal development and the school's partnership with parents have been consistent strengths of the school.
- Recommendations of inspections have repeatedly focused on improving student attainment and progress in Arabic and how well the school carries out assessment of students' attainment and progress. At the last inspection recommendations continued to focus on these recurring areas of weakness as well as the overall quality of curriculum provision for children in the Kindergarten (KG).



Summary of inspection findings 2016-2017



United International Private School was inspected by DSIB from 5 to 8 December 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mainly good. In the junior and senior high phases attainment and progress are very good in Filipino, and English and progress is very good in mathematics. In science and Arabic as an additional language, attainment and progress are not as consistently good. In all phases students enjoy learning; they are keen to find out things for themselves and to solve problems.
- Children in the KG and students in all other phases have very positive and responsible attitudes to learning. Behaviour is exemplary. In most phases students have an excellent understanding of how Islamic values influence life in the UAE. They take responsibility for their environment and contribute to sustainability. These features of personal development are not as evident in the KG.
- Teaching is consistently good in most subjects. Teachers plan lessons that capture students' interest. The exception to this is in science in some classes and in Arabic where teachers do not have sufficiently high expectations of what students can achieve. The systems of assessment, including how well assessment information is used to meet the needs of all students, are variable across the school.
- The curriculum is broad and provides students with a good range of subjects and extra activities. In the KG the curriculum does not provide sufficient activities to enable children to explore and be creative. Throughout the school modification of the curriculum has begun to address the gaps between the school's licensed curriculum and the skills needed to be successful in international settings.
- Systems to ensure the health, safety and well-being of students are very good. The personal needs of students, including those with special educational needs and disabilities (SEND) are attended to well within this inclusive school. However, support for the academic needs of students with SEND is not consistently effective.
- Leaders and the governing board have set a clear vision and direction for the school, which includes the school's commitment to the UAE priorities. The school is very successful in engaging parents in supporting their children's learning. Facilities and resources are good but do not fully support the development of a good curriculum in the KG.

What the school does best

- Attainment and progress in English and Filipino in the junior and senior high are very good.
- Students' personal development is outstanding in most phases. Behaviour is exemplary and students have very positive and responsible attitudes to learning.
- Procedures and monitoring for health and safety are very good, especially the robust and integrated approach to ensuring students' emotional well-being.
- The school very effectively engages parents in their children's learning.

Recommendations

- Improve the quality of teaching in science and Arabic as an additional language by:
 - raising expectations of what students can achieve
 - ensuring lessons are well-planned and delivered and engage students in active learning which allows for the development of skills as well as the acquisition of knowledge.
- Improve the effectiveness of assessment processes by:
 - developing a consistent method of measuring attainment in all subjects linked clearly to students' subject knowledge, understanding and skills
 - using the information gained from internal and external assessments to track how well individuals and groups of students are attaining and progressing
 - ensuring teachers consistently use tracking information to deliver lessons that meet the needs of all groups of students, including those with SEND and the most able.
- Improve the quality of the curriculum in the KG by:
 - increasing the opportunities for play where children can choose freely and extend their creativity, exploration and physical development
 - improving the facilities to allow for purposeful opportunities to learn outdoors.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Students' attainment based on the National Agenda Parameter benchmark test is below expectations in mathematics, science and English.
- The school meets the registration requirements for the National Agenda Parameter.
- Detailed analysis of National Agenda Parameter test reports are carried out within faculties by the heads of department. There is no correlation between the skill-based National Agenda Parameter data and the internal assessment data, which focuses on knowledge. The National Agenda action plan addresses the key issues to help improve scores. Training is provided to help all teachers and administrators interpret the National Agenda Parameter data and use it effectively.
- The curriculum in mathematics and English is adequately aligned to PISA and TIMSS for the target levels in relation to content and skills. The science curriculum is developing at a slower rate. The National Agenda subject skills and knowledge are being gradually introduced into the curriculum. The National Agenda Parameter data is being used when considering curriculum development.
- Outcomes of the National Agenda Parameter testing are having some impact on the teaching strategies employed in lessons. Critical thinking through skilful teacher questioning is developing well although it is not consistent in all lessons. Open-ended problem-solving and enquiry-based learning are helping to develop a more investigative approach. Real life contexts are helping to make the learning more relevant.
- Some students have an understanding of their individual National Agenda Parameter reports. The findings have an impact upon their learning. Students frequently use technology and other resources to research and investigate, thus developing the skills required for National Agenda.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 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	Very good	Very good	Very good
English 	Attainment	Good	Good	Very good ↑	Very good
	Progress	Good	Good	Very good ↑	Very good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Very good ↑	Very good
Science 	Attainment	Acceptable ↓	Acceptable ↓	Good	Good
	Progress	Good	Acceptable ↓	Good	Good
		KG	Primary	Junior High	Senior High
Learning skills		Good	Good ↑	Good	Good

2. 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	Good	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	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	Acceptable	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	Very good ↑	Very good ↑	Very good ↑	Very good
Care and support	Good	Good	Good	Very good

6. Leadership and management

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

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Acceptable ↓	Good

- In Filipino (the language of instruction), the majority of children are attaining above expected curriculum standards as a result of good progress. In lessons, they make good progress in learning vocabulary to use in everyday situations. They listen carefully to teachers' questions and show understanding in their answers but are not sufficiently confident to sustain conversations with each other.
- The majority of children attain above the curriculum standards for English. They are above expectations in listening, speaking and early reading skills but not in writing. Writing skills are not developed well enough to enable children to use them to support learning across the curriculum. By KG2, children speak confidently with a wider vocabulary and use their knowledge of phonics to read words and simple sentences. From their starting points in learning English as an additional language, their progress in listening and speaking is particularly strong.
- In mathematics, the majority of children attain above expected curriculum standards. They have good skills in numeracy across the KG, and manipulate numbers with increasing confidence. By KG2, they add numbers to ten and use symbols accurately when writing calculations. They are less confident in estimating and checking. From their start in the KG, the majority of children make better than expected progress. More-able students do not make sufficient progress. In lessons, almost all achieve their different learning goals.
- In science, most children attain the expected curriculum levels in knowledge content. Children achieve less well in their development of scientific skills. Most can readily identify animals that live on land and those found in water. They enjoy sorting them into categories using pictures, and a few label parts of their diagrams. They are less skilled in exploring and solving problems independently. Overall, children make good progress in lessons and from their starting points in gaining knowledge and understanding of the world around them.

Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not Applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Good	Very good
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic education, the majority of students attain levels that are above Ministry of Education (MoE) curriculum standards. Most students have a good knowledge of the key principles of faith and worship in Islam and can explain well the different types of prayers. The majority of students make better than expected progress as measured against the lesson objectives. They have a good knowledge of Seerah. Students' memorisation and recitation skills are under developed.
- In Arabic as an additional language, most students attain levels that are in line with curriculum standards. In lessons and in their recent work, they demonstrate levels of skills that are in line with MoE standards. Their listening skills, and their ability to hold short conversations are stronger than their writing skills. Most students make the expected progress in lessons and over time except in writing. Students with SEND do not make the progress expected from their starting points.
- Internal assessment information for Filipino shows that a majority of students attain above curriculum expectations. A large majority of students make better than expected progress in writing and can form sentences. In their reading, they can identify characters and describe a plot in a story. A few students lack confidence when explaining their answers.
- A majority of students attain levels above curriculum standards in English. This is not reflected in international benchmark tests. In lessons and in their recent work, however, most students speak confidently when working in groups. The majority of students make better than expected progress in speaking, listening and understanding and apply these in presentations. They have a good understanding of grammar but progress in developing independent writing skills is limited.
- The attainment of the majority of students is above curriculum standards in mathematics. Over the last three years attainment has been consistent with a slight upward trend. This is not reflected in international benchmark tests. However, in lessons a large majority attain well in knowledge and understanding. Students with SEND make good progress whilst higher attainers make acceptable progress.
- Internal test data for science shows that attainment for the majority of students is above curriculum standards and has been for several years. This is in strong contrast to results from international benchmark assessments. In upper elementary classes, most students have a stronger understanding of scientific enquiry. In lessons and in their work, most students' progress is significantly below that expected in the lower elementary phase, but improves in upper elementary classes, by which stage most students understand scientific methods.

 Junior High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not Applicable	Not Applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Very good	Very good
English	Very good	Very good
Mathematics	Good	Very good
Science	Good	Good

- In Islamic education, the majority of students demonstrate levels of knowledge, skills and understanding that are above MoE curriculum standards. Most students know the key principles of faith and worship in Islam and are aware of the different values to be learnt, for example, from fasting. The majority of students demonstrate solid knowledge of Seerah. Students' progress in lessons, in their recent work and over time, is good. They can recite verses from the Holy Qur'an well. Their ability to link knowledge to real life applications is limited.
- In Arabic as an additional language, most students attain levels that are in line with curriculum standards. Internal data indicates that the majority of students attain above curriculum standards but this is not reflected in lessons and in their books where they demonstrate levels of skills that are in line with curriculum standards. Students in Grade 8 and 9 can use a wide range of vocabulary in a planned dialogue with rare pronunciation mistakes. However, the progress in contextual language and creative writing is slower for most students. Girls make better progress than boys.
- Internal assessment data for Filipino indicates that a large majority of students attain levels above curriculum standards. In lessons the oral and written communication skills of a large majority of students in this phase enables them to be confident speakers of the language. They make very good progress from their starting points. As a result, they can creatively express themselves in a variety of ways to discuss literary works, current events and the experiences of their families, society and the world.
- In English a large majority of students make better than expected progress over time in relation to their starting points. Consequently, they attain levels above curriculum standards. Students with SEND generally make slower progress. Speaking and communication skills are strong; students are able to apply their oral communication skills in a wide range of different and sometimes unfamiliar contexts. Although above average for the majority, grammar and writing skills are relatively weaker. Attainment in international benchmark tests is weak in comparison to that seen in lessons.
- In mathematics the majority of students' work is above age-related curriculum standards and has been over several years. In lessons, the large majority make better than expected progress against learning objectives. However, international skill based comparison testing is weaker than knowledge-based internal assessments. Students have well-developed skills in numeracy and can apply these to real-life contexts thus enhancing progress. All student groups make similar progress with appropriate support and challenge.
- The school's internal science tests correlate with the international benchmark assessments and indicate that the attainment of the majority of students is in line with curriculum standards. However, in lessons and in their work, the majority of students demonstrate a secure

understanding of most concepts and develop proficiency in research and scientific enquiry to levels above curriculum standards. The majority of students make better than expected progress in lessons and over time, especially in applying their abstract knowledge to real world situations.

 Senior High		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not Applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Very good	Very good
English	Very good	Very good
Mathematics	Good	Very good
Science	Good	Good

- In Islamic education, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum expectations. They have a secure understanding of Islamic beliefs and a good knowledge of the life of the prophet (PBUH). In lessons and in their most recent learning, the majority of students make better than expected progress in most aspects of their work. The exception to this is their recitation skills and applying Tajweed rules, which are not as well developed.
- In Filipino, internal assessment data for the first quarter of this year indicate that the large majority of students attain above curriculum standards. This is consistent with students' learning in lessons. They demonstrate very good speaking and listening skills during insightful discussions on current issues in the UAE and their home country. The language skills of a minority of students are not as well developed. The progress of students builds very well on the very good progress seen in the junior high classes.
- In English, a large majority of students make better than expected progress and attain levels that are above curriculum standards. This is reflected in lessons and in their work, but not in international benchmark tests. In lessons, students can, for example, discuss their findings from research with their peers and work together to solve problems. They demonstrate very effective communication skills discussing unfamiliar topics and in presentations.
- In mathematics, a large majority of students in their first year of senior high, make better than expected progress from their starting points. In lessons and in their work, a majority of students attain levels that are above curriculum standards. They have well-developed analytical thinking skills and can describe their mathematical understanding confidently using accurate terminology and can solve open-ended problems.
- In the absence of internal and external data, lesson observations and analysis of students' work indicate that the majority of students attain above curriculum standards. They continue to make good progress building on prior learning and can apply their scientific knowledge and understanding to achieve success against learning objectives. Their skills in scientific enquiry are less well developed.

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

- Students are highly engaged in lessons and demonstrate their ability to work independently and increasingly take responsibility for their own learning when given the opportunity. This is less evident in lower elementary and Filipino language lessons and not always consistently demonstrated in KG.
- Students are comfortable and enjoy working with others, collaborating and sharing ideas. They are articulate and communicate their learning in a wide range of situations across all grade levels.
- Students understand the connections between areas of learning and make clear links between different subjects. They understand how their learning relates to the real world. In KG students are developing positive links across learning areas due to the thematic approach to planning. In Arabic, students' understanding between areas of learning is often hindered as a result of slow language development.
- Across all grades, students can carry out basic research using a range of technologies. This is particularly strong in the senior high. In the better lessons, students apply critical thinking and problem-solving skills to their learning. KG children are steadily developing their thinking skills when given the opportunity.

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

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

- Throughout the school, students have a commendable sense of personal responsibility, evident in their eagerness to engage in classwork and other activities. Students are confident and secure. They see mistakes as opportunities for growth. As a result, they are able to give and receive constructive feedback.
- Students display excellent behaviour across the school. They are self-disciplined, self-aware and well-resourced with skills to manage conflict. Consequently, instances of bullying are extremely rare. Older students act as models of good behaviour for younger students. For example, they lead morning assembly, host events and assist KG children to leave school safely at the end of the school day.
- Students enjoy very positive relationships with staff and fellow students. They are emotionally mature and display compassionate and inclusive attitudes towards the differences of others. For example, students in the senior grades provide ongoing learning support to younger students with SEND.
- Students have an excellent understanding of how to live safely and healthily and know why that is important. They show responsibility by consistently making informed choices about their health and safety. Throughout the school, students take part actively in initiatives that promote well-being and health.
- Attendance is good and students are punctual to school and class. Attendance is affected by older students returning to the Philippines to sit university entrance examinations.

	KG	Primary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students across the school have an excellent appreciation of Islamic values. They understand the relevance of these and their impact on everyday life in the UAE. They understand and appreciate the values of modesty, hospitality, and respecting women and their elders. Most students talk about tolerance in the UAE society and how they feel comfortable and at home in Dubai. Students, across the school, have great respect for Emirati heritage and culture. They can speak in detail about famous buildings in the UAE. Students in the upper phases initiate and involve themselves in a number of events celebrating UAE heritage. Children in KG have limited knowledge and understanding of the cultural heritage of UAE. Students are keenly aware of cultural diversity in Dubai. They fully appreciate and celebrate their own culture and demonstrate great respect and understanding for cultural differences. In the KG children's awareness of their own culture and global cultures is not as well developed. 				
	KG	Primary	Junior High	Senior High
Social responsibility and innovation skills	Good	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students are aware of their responsibilities towards the school and take pride in their immediate surroundings. Most students, particularly older ones, demonstrate their commitment to the local and wider communities by involving themselves in charitable activities, such as supporting brain cancer patients in the Philippines. Students have an excellent work ethic. They are creative and active learners who show initiative and try to find solutions to problems. The decisions they make in lessons reflect their desire to be independent learners. Older students undertake actions, which have significant social benefit. Students willingly participate in projects to improve their school environment such as recycling, and saving energy. Through the visits of event organisers such as Be'ati Watani, younger students fully understand the value of hand-washing and proper waste disposal. KG children have limited involvement in looking after the local environment or in recycling materials. 				

3. Teaching and assessment

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

- Teachers' subject knowledge is strong in most subjects and phases. Most teachers have a good understanding of how learning develops according to the age range they are teaching. Kindergarten and lower elementary phase teachers have a limited knowledge of scientific enquiry and of how to promote activity-based learning.
- Lessons are planned well with most including a variety of activities for students of different abilities. They take account of their varying starting points. Planning does not adequately provide opportunities for scientific investigation in the KG and lower elementary classes. Time and resources are not always used well especially in science lessons.
- Throughout the school teacher-student interactions are good. In most subjects, higher-order questioning often extends learning, especially in the junior and senior high phases. Many opportunities are provided especially for older students to be involved in meaningful discussions and reflection. In contrast, in Arabic and in the lower elementary science classes there is too much repetition of basic concepts with little attempt to deepen students' understanding.
- Most teachers know their students well. Teaching strategies are varied in order to interest and engage students in their learning. However, although teachers plan to meet the needs of all groups of students, it is inconsistent in practice. Too often the most-able students finish tasks quickly and are not provided with additional challenge. Support for those with SEND is also inconsistent.
- In most subjects teachers are developing students' problem-solving and innovation skills but this is not consistent across the school. Self-reflection and critical thinking are features of the best lessons, especially in the senior high. In the KG, investigation and problem-solving rarely feature in lessons. A science curriculum review is beginning to focus on higher-order skills but this is not evident in lessons.

	KG	Primary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Assessment processes are consistent and focus primarily on measuring attainment against the curriculum standards in four tests each year. This process lacks breadth and rigour and omits areas such as testing scientific enquiry skills.
- The school compares its students' performance in Grades 3 to 10 with those of students internationally. Internal knowledge-based test results are compared with international skill-based test data, with limited correlation between the two. Assessment data of individual subjects are analysed to identify trends, patterns of attainment and areas of concern. They only provide a superficial measure of the progress of individuals or groups.

- Assessment information is shared with teachers to encourage them to evaluate their own performance and to adapt their teaching strategies. This is inconsistently used across subjects. The school has responded well to the National Agenda requirements by making some adjustments to the curriculum. Target setting for individual students is not in place.
- Most teachers know their students well and aim to meet their needs, but sometimes the level of challenge is limited or inappropriate. Supportive and helpful feedback is provided in lessons. Students' books are usually marked with constructive advice to enable students to improve their work. This is generally better in the upper school. Peer- and self-evaluation are effective when included in lessons.

4. Curriculum

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

- The curriculum complies with the Philippine and MOE requirements and is broad and age-appropriate in most phases. In the KG although children are provided with a range of learning tasks, they do not fully take into account the need for children of this age to be active learners. There is a logical spiral progression of curriculum content in key subjects as students move through the school from KG to Grade 11. The curriculum in most phases includes interesting and relevant content that meet the needs of most students and prepares them well for the next stage of their education.
- There is a wide range of curricular options in terms of academic and non-academic or interest-based clubs for students from Grade 1 to Grade 11. Choices in the KG are insufficient to allow children to develop independence and build on their interests through play-based learning.
- Cross-curricular links are planned although not always consistently delivered in a meaningful way. In the senior high school, students successfully transfer the knowledge gained from learning in previous phases to tackling new subjects such as philosophy.
- The curriculum is regularly reviewed to ensure it meets the changing needs of students. It is very effective in addressing students' personal and social development. Changes to address the requirements of the National Agenda have not yet had a fully positive impact on students' academic outcomes. In the KG, the review has not resulted in the curriculum successfully meeting the needs of young children..
- The UAE social studies curriculum is carefully planned, reviewed, implemented and integrated into the Philippine curriculum. It is taught in English as a discrete subject. Common themes and learning objectives required for each level are taught in parallel to the delivery of the Philippine social studies content. Teachers enrich the curriculum inside and outside the classroom through some cross-curricular links with other subjects, field trips, academic contests, exhibits, and participation in the wider community. Assessment strategies target understanding of concepts, and the application and demonstration of understanding through performances and projects.

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

- The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of students. In some lessons the curriculum lacks challenge for the most able and support for students with SEND. In all lessons, activities, which contain different levels of difficulty, are effectively planned but are not always consistently implemented.
- The curriculum is interesting and offers a range of opportunities to motivate most students. While opportunities for enterprise, innovation, and creativity are provided in some curricular areas, this is not a consistent feature of all lessons. Students have some opportunities to apply their learning to real-life contexts, particularly in mathematics lessons. Students benefit further from a variety of extra-curricular activities, through their involvement in competitions and events, and through their links with universities and businesses.
- Appropriate learning experiences are integrated very well throughout the curriculum enabling students to develop their understanding of the UAE's values, culture and society. Although, the UAE is very well-promoted in the KG through interesting displays of key symbols and rulers, children do not take sufficient note of them or discuss them to develop their understanding further.

5. 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 ↑	Very good	Very good	Very good

- The care and welfare of students is a high priority for the school. It has developed robust procedures for the protection and safeguarding of students, including policies on child protection, bullying and cyber safety. Students, staff and parents are fully aware of these policies and the processes involved in reporting a concern. Students confirm that issues brought to the attention of staff are dealt with sensitively and effectively.
- The school provides a safe, secure and hygienic environment for all students and staff. Policies and procedures are reviewed regularly, and staff receive ongoing training and updates. The school conducts regular safety audits of the premises to ensure that any hazards are noted and addressed. However, students are occasionally left unsupervised between classes for short periods of time.
- Buildings and equipment are very well maintained. The school keeps secure records, including records of any incidents and the subsequent actions taken to reduce the risk of re-occurrence. The school also conducts a thorough risk assessment when planning for students to engage in activities outside the school. Students on these excursions are always accompanied by staff trained in first-aid.

- The premises and facilities are safe and secure, and well suited to the learning needs of all students, including when they are participating in a range of varied and challenging activities.
- Healthy living is very effectively integrated into all aspects of school life. Counselling and medical staff are vigilant in their care of students. Routine checks are carried out and detailed records kept of students' physical and emotional well-being. School meals are nutritious and varied, and healthy eating campaigns encourage students to make healthy lunch choices.

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

- Staff have positive relationships with all students especially in the senior high school. They have clear expectations for students' behaviour and, as a result, there is almost no disruption to learning during lessons.
- Attendance and punctuality are managed effectively. The procedures are secure and staff are quick to respond to both lateness and absence.
- The procedures for identifying students with SEND begin early with teacher and parent information provided to leaders so that any diagnosis can begin without delay. The identification procedures are accurate for most, but not all, students. As a result of the few inaccuracies the provision for a minority of students is not always appropriately linked to individual need.
- Systems to support students with SEND have developed since the last inspection with the availability of more guidance to staff through training opportunities. Some of the procedures are too new to have had a positive impact on students' progress. Modifications to the curriculum are not always successful. There are additional lessons and support available for students identified as gifted and or talented.
- The school has established very effective systems to monitor the well-being and personal development of all students. The guidance and support they receive is good. Senior high school students receive very good guidance to prepare for the transition to higher education.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The quality of provision for students with SEND is improving steadily. This is because the leaders are developing the skills needed to identify, support and modify the curriculum for all students. Leaders are gaining the required skills to enable all students to have access to appropriate support. The systematic and very detailed approach to monitoring is in the early stage of development.
- Procedures for identifying students with SEND are increasingly effective and but not always accurate. Students are identified early in their school careers, occasionally before starting school, but the barriers to students' learning are not clearly understood by all teachers.
- Parents of students with SEND are very positive about the school. They have confidence in the leadership to support their children. They report open lines of communication with staff and they feel consulted at all stages, for example, with the creation of individual education plans (IEPs).
- A range of modifications is made to the curriculum in classrooms. At its best, all staff working with an individual student set clear expectations linked to targets in the IEP and matched to ability and need, and then provide appropriate support. However, not all teachers manage this consistently well and IEPs are sometimes too detailed with insufficient clarity about how to measure success.
- A minority of students make good progress in lessons where the provision is appropriate. However, too many students do not make enough progress due to their needs not being met in whole-class activities. School leaders' monitoring of students' work in lessons is not sufficiently effective to ensure consistently good progress.

6. Leadership and management

The effectiveness of leadership

Good

- The principal effectively guides all leaders in fulfilling the school's vision to inspire students to be holistic, life-long learners. Leaders have set a clear direction for school improvement based on a well-developed understanding of the National Agenda. Students of all levels of ability are welcomed into this inclusive school.
- Middle leaders have a very good knowledge of the subjects that they teach. They are valuable role models of best teaching practice. With senior leaders they use their expertise to ensure at least good teaching in the junior and senior high. Their knowledge of best teaching practice for younger students is less effective, particularly in Arabic and lower elementary science. As a result, consistent improvement in student outcomes has not been achieved.
- Relationships between staff are very good. Effective systems of communication through regular meetings, which are clearly recorded, ensure that all stakeholders understand the improvement agenda. Key responsibilities are delegated to well-qualified leaders. Detailed job descriptions

make it clear what they are responsible for and whom they are responsible to. Morale in school is high.

- Leaders at all levels contribute to school self-evaluation and resulting action plans. They know what is expected of them and are fully aware of the potential barriers posed by the school curriculum that make it difficult to reach international standards. Actions such as those taken to improve student research skills are beginning to help students sustain improvement, especially in the junior and senior high schools.
- Leaders have been mainly successful in maintaining good school performance and have begun tackling areas of relative weakness. New systems of assessment have been introduced and training, including through links with outstanding schools, has been provided for teachers of Arabic. These initiatives are too new to have resulted in improved levels of attainment and progress.

School self-evaluation and improvement planning

Good

- Analyses of internal and external data contribute to the identification of key priorities for improvement. The analyses of international test results are used effectively to modify the curriculum. This is having a positive impact on students' learning skills. In some subjects too much weight is given to the contribution made to learning from students' personal development. This leads to an inaccurate measurement of students' attainment in some subjects and phases.
- Leaders at all levels are involved in the monitoring of teaching. Clear rubrics ensure that observations of lessons measure the impact of teaching on students' learning. Subject leaders use their strong curriculum knowledge to accurately identify strengths and weaknesses. They do not always reflect the balance of these in the overall evaluations made. As a result, some subjects and phases evaluations are, at times, inaccurate.
- Improvement plans are firmly based on self-evaluation using all available evidence. They are clearly aimed at bringing about improved student outcomes. However, a lack of detail in the actions to be taken hinders further focused monitoring. Nevertheless, the actions taken have led to improved attainment and progress over time, particularly in English and mathematics in the junior high.
- The school have made steady progress in addressing the recommendations from the last inspection. Teaching in Arabic is beginning to improve. Across subjects, teachers have a better understanding of how to plan to address the needs of students of different ability. However, delivery of plans remains inconsistent. Active learning is still not a strong feature of the curriculum in KG with limited scope for learning outside of the classroom.

Partnerships with parents and the community

Outstanding

- The school has highly successful partnerships with parents and encourages them to share in their children’s learning. Parents are welcomed into the school to share their skills in classes. In the KG, for example, they read to children to encourage their enjoyment in stories, and they support senior students with technology and business management.
- The school keeps parents very well informed of important educational aspects through regular and effective communications and opportunities to attend curriculum advice meetings. Weekly updates of students’ projects and activities are shared through the school website and emails. As a result, students’ learning is well supported and enhanced. Parents of children with SEND are involved effectively in making joint decisions about the support needed.
- Parents receive regular and informative reports on their children’s achievements and progress in learning. Following quarterly reports, parents have very helpful individual meetings with advisors and teachers to share more detailed information about their children’s progress.
- The school has a broad range of partnerships with the local and wider community. Students have taken part very successfully in a number of locally and nationally organised competitions and events. They also benefit from links with universities, businesses and professionals for career advice.

Governance

Good

- The membership of the governing board is extensive and ensures all stakeholders, including teachers, students and parents have a voice in setting the strategic direction of the school.
- The governing board works closely with the leadership team to ensure that the school’s vision and UAE priorities are at the heart of improvement planning. Through visits to school they gather first- hand evidence to monitor the success of the planned actions. The board are fully aware of the need to close the gap between attainment as measured against the school’s curriculum and international standards.
- The board ensures that all statutory requirements are met. They use their knowledge of the school to good effect to help overcome potential barriers to improvement, such as the enhanced provision for internet access. They have not sufficiently addressed the lack of resources and shortcomings in facilities to promote active learning in the KG.

Management, staffing, facilities and resources

Good

- The day-to-day management of the school is well organised. The deployment of staff ensures that students' learning experiences are maximised. Timetabling is still not effective enough to ensure that students are not left unsupervised during transitions between classes.
- All staff hold teaching qualifications and efforts have been made to deploy teachers to areas in which they have most expertise. All staff have participated in training for inclusion and some subject teachers have participated in KHDA's 'What Works' seminars. This important initiative is in its early stages and will require a coherent approach to ensure that it yields maximum benefits in terms of students' learning and outcomes.
- The premises and facilities are well-designed in most respects. Most learning areas are of high quality and are used regularly to promote students' learning. These include computer rooms, science laboratories and the redesigned library. Wi-Fi is installed in the classrooms and resource areas.
- The school is equipped with good quality, modern resources. The library is well-stocked with books and resources. The lack of an outdoor learning area for KG and adequate resources for scientific investigation and physical education, limit opportunities for students to access the curriculum in these areas.



The views of parents, teachers and senior students



The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	1228
	2015-2016	1028
 <p>Teachers</p>	71	
 <p>Students</p>	86	

*The number of responses from parents is based on the number of families.

- Almost all parent and students who responded to the survey are satisfied with the quality of education provided.
- Almost all parents and teachers think students enjoy school and are well behaved and respectful.
- Parents feel their children are developing their understanding of the UAE culture and the importance of Islamic values in Dubai.
- Almost all agree that the school is well led but a small minority do not feel senior leaders always listen to and act upon their views.
- Almost all parents consider their children are safe in school, but a few are unsure of aspects of safety on the school buses.
- Almost all students who answered the survey are very positive about their school experience.

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