

# Inspection Report



## Philadelphia Private School

2014-2015



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## School information



### General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.ppsdubai.org
Telephone	04-2646202
Address	P.O.BOX 185020 Muhaisnah 4
Principal	Elizabeth Chouman Sadek
Language of instruction	English
Inspection dates	24 <sup>th</sup> – 27 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	1378
Number of children in Pre-K	0
Number of Emirati students	47
Number of students with SEN	24
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	93
Largest nationality group of teachers	Lebanese
Number of teacher assistants	20
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	28%



### Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardised tests / board exams	SAT1; SAT2; PSAT; MAP.
Accreditation	AdvancED





# Parents' Report

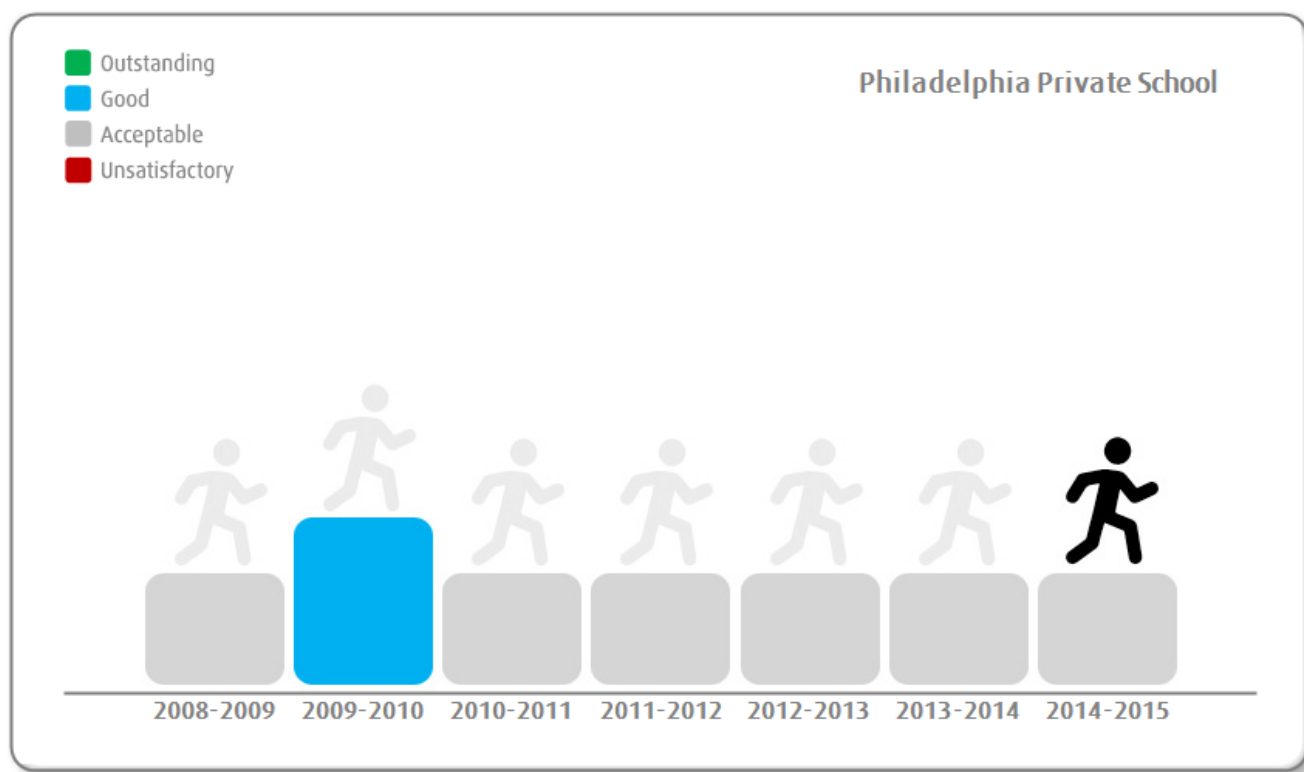




Dear Parents,

Philadelphia Private School was inspected by DSIB from 24<sup>th</sup> – 27<sup>th</sup> November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Across all phases, students exhibited a good work ethic and had positive relationships with their teachers.
- There was outstanding provision for health and safety across the school.
- There was a good quality of support for students, including those with special educational needs, across all phases.
- There was strong and committed leadership by the new Principal and her senior staff, actively supported by parents and the governing body.

### Areas for improvement

- Review the arrangements for assessing student learning and development needs.
- Ensure that the monitoring of the quality of teaching supports the development of better learning for all students, including those with special educational needs.
- Ensure subject leaders are supported to oversee the necessary improvements in student learning, and are held accountable for the impact they have in doing so.
- Improve the library resources to ensure that there is a better match between students' interests and academic needs.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Philadelphia Private School



### How well does the school perform overall?

Overall, Philadelphia Private School provided an 'Acceptable' quality of education for its students.

- Students achieved better in Arabic as a first language, than in Arabic as an additional language. Their attainment and progress in English, mathematics and science was at least acceptable and good in some areas of the school.
- Students were highly self-disciplined, mature and behaved very well. They were considerate and sensitive to the needs of others. Their attendance and punctuality was good. They had a good understanding of Islamic values and an awareness of Emirati and world cultures. However, these values were less developed in the Kindergarten (KG).
- The quality of teaching had improved as more teachers used a wider range of teaching approaches to make sure all students took part in learning. Students received information from their teachers about their grades but did not always know what they needed to do to improve. They worked well together in groups, helped each other complete assignments and could explain what they had learned.
- The curriculum of the school covered all five core subjects and additional classes that provided a wide range of learning experiences. The range of classes focused on academic and social skills. Students' educational experiences were well planned and transitions were seamless. The curriculum was modified to meet the needs of students with special educational needs but less attention was paid to the needs of talented and gifted students.
- The school provided a healthy, safe and secure, learning environment for students. The premises were suitable for most students. Healthy food choices were provided in the canteen and students were encouraged to bring healthy snacks to school. The physical education curriculum for students focused on living a healthy life style. Students with special educational needs were admitted to the school. The school provided personal support for these students so that they made steady progress in their classes.
- The newly appointed Principal had a clear vision for the school and had successfully communicated this to all members of the school community. Self-evaluation was now good. There was good support from the Governing Board. Parents were pleased with the communication, support and guidance provided by the school.





### How well does the school provide for students with special educational needs?



- Identification of students with special educational needs had improved. It now included professional assessments that addressed the specific learning needs of each student so that they made acceptable progress with their learning.
- The curriculum was modified for students, and small group instruction was provided in Arabic, English, mathematics and science.
- Most interviewed parents felt the school communicated effectively with them about their child. Effective monthly communications to give parents updates about the progress their child was making in their lessons.



## 1. How good are the students' attainment, progress and learning skills?

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Acceptable ↓	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable ↓	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable ↓	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Good ↑	Acceptable ↓	Good
	Progress	Acceptable	Good ↑	Good	Good
 Science	Attainment	Acceptable	Acceptable	Good ↑	Good
	Progress	Acceptable	Acceptable	Good ↑	Good
		KG	Elementary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection



## 2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↓	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Outstanding

## 3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good ↑
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

## 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good ↑

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

The background of the entire page is a solid blue color. It is decorated with a repeating pattern of white, hand-drawn style icons representing various educational subjects and school supplies. These icons include a globe, a lightbulb, a pencil, a ruler, a book, a backpack, a speech bubble, a musical note, a heart, a paper airplane, a globe, a lightbulb, a pencil, a ruler, a book, a backpack, a speech bubble, a musical note, a heart, a paper airplane, and many others. The icons are scattered across the page, creating a vibrant and thematic backdrop for the title.

# School **Inspection** Report

## Overall school judgement

**Acceptable**

## Key strengths


- Students' showed a good work ethic and very positive relationships with their teachers.
- There was outstanding provision for health and safety across all phases of the school.
- There was high quality of support for students', including those with special educational needs.


## Changes since the last inspection

- There had been some progress made in meeting the recommendations of the previous report.
- The school had begun to use assessment data but had not been successful in raising the expectations of all groups or in implementing differentiated learning objectives. There had been a few changes to the curriculum to meet some of the needs of identified groups of students.
- The school had begun to improve the effectiveness of the library by increasing the provision of Arabic, English and French language books. However, the stock remained inadequate. Library staff had received appropriate training.
- The workload of the senior members of the management team had been reduced. Yet, there was still scope to reduce the workload of middle manager to better equip them to undertake their duties.
- The school had increased the provision for students with special educational needs. Additional training of support staff had occurred, however more staff were required to fully meet the needs of all students, including those with a special educational need. Plans were in place to recruit additional staff to undertake the duties of College and Career Counsellors.
- The school had ensured that it was now fully compliant with Ministry of Education requirements in Islamic Education.

## Recommendations

- Further develop arrangements for assessment to meet student needs and involve them fully in assessing their own and other's learning.
- Ensure that all members of staff are effectively evaluated and trained to guarantee that lessons meet the learning needs of all students including those with special educational needs.
- Implement strategies to improve teaching and learning and evaluate the effectiveness of those strategies against improved student learning and progress.
- Review subject leader's responsibilities so that they can more effectively undertake their role in improving learning for students in the school.
- Improve the impact of the library on student knowledge by increasing resources that more closely match students' interests and academic needs.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

### 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
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- On entry most children could speak a few words of English. They could make simple marks, but their letter formation skills were poor. Whilst the majority recognized a few letters only a few could recognize familiar words. By the end of KG, children could say a few phrases usually with correct pronunciation. The majority said and read their name. The majority recognized a number of letters of the alphabet and could read familiar words. A few could read a simple sentence.
- In mathematics students' recognized numbers 1 - 10 and could place them in order. A few students could count forward from a given number. However, progress was slow due to repetition in the curriculum and lack of challenge in class.
- In science, children were beginning to think scientifically. They were finding out and explaining what they could do and see. They could use simple scientific words and they took part in investigations such as, growing plants from seeds.

### Elementary





Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable ↓	Acceptable ↓
English	Acceptable	Acceptable
Mathematics	Good ↑	Good ↑
Science	Acceptable	Acceptable

- Most students demonstrated and understood some of the Prophet's Hadith such as how a Muslim could redeem his ill deeds, and the fourth Pillar of Islam regarding fasting. Their Islamic etiquette skills were developing well.
- In Arabic as a first language, most students in the early Elementary classes were able to communicate their ideas and express their views. Students in the middle classes of this phase were confident speakers using a good range of vocabulary and sentence structures. The best students were able to talk at length and showed developing oral and writing skills.
- In Arabic as an additional language, the majority of students' showed strong reading skills when reading prescribed texts. Some could use contextual clues to understand the meaning of familiar and unfamiliar words and could interpret ideas to answer comprehension questions. In the upper Elementary classes, most students' written work was clear and generally accurate.



- Most students' attained levels in English that were in line with curriculum expectations. Younger students could ask and answer simple questions. A few students were able to explain what had happen in stories they heard. Older students could predict endings to stories. In the middle classes the majority of students could write simple connected sentences describing personal experiences and read familiar texts with high frequency words. Grammar skills were developing well in all classes. Writing skills were the least well developed in this phase.
- In mathematics, classes students' were developing useful strategies to better solve word problems, carry out activities with numbers and apply mathematical skills in varied ways. Most were gaining skills in explaining what they had learnt and how it was used in real life applications.
- In science lessons, Grade one students were able to construct a guitar out of a shoebox and understand that sound is made when objects vibrate. By Grade 5 students were able to conduct an experiment related to digestion and could identify accurately the parts of the digestive system.

### Middle

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Acceptable 
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable 	Good
Science	Good 	Good 

- In Islamic Education students were making acceptable progress in applying their learning to real life situations. Most knew and understood what happened to people who exaggerated their faults.
- Most students of Arabic as a first language, demonstrated strong listening and responding skills. They were able to communicate their ideas and express their views using formal Arabic. They had good levels of accuracy and fluency. Speaking and reading skills improved as students progressed up the school. Writing was less well developed because students made too many spelling and grammatical errors.
- In Arabic as an additional language, most students attained levels that were in line with curriculum expectations. Reading, and listening for understanding, were the least well developed skills. Most students responded to short questions, could decode short sentences with familiar words and copy short, simple sentences.
- English speaking skills were developing well. Most students were independent readers and could talk about their favourite texts. Writing was the weakest skill because students had too few opportunities to write at length.
- In mathematics, students were building a good knowledge and understanding of algebra. They made better progress when given the opportunity to learn through practical applications or working with real life models.
- In science classes, most students made good progress. Grade 6 students were able to identify the characteristics of invertebrates and explain how they were different from vertebrates. Grade 8 students were able to read and talk about eating disorders using appropriate scientific vocabulary.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good	Good

- Most students in Islamic Education knew and understood Hadith and Al Ahzab battles. They made acceptable progress in understanding the key concepts of this subject.
- In Arabic as a first language, most students demonstrated strong listening and responding skills. They were able to communicate their ideas and express their views using formal Arabic with good levels of accuracy and fluency. The majority of students read with accuracy. They could summarise what they had read and supply supporting details in support of their knowledge.
- Most students in Grade 9 who studied Arabic as an additional language, attained levels that were in line with curriculum expectations. They could respond to short questions about topics they had learned. Reading skills were below expectations. Students could write short sentences but most made too many spelling mistakes in their written work.
- Older students in English classes had well-developed speaking skills which they used well during discussions. The most able were confident, expressive readers who displayed strong levels of comprehension. However, there was a greater variance in writing skills. A minority wrote high quality passages for a range of purposes, but the majority performed only in line with expectations.
- In mathematics, students interpreted tables, applied formulae, solved problems and applied their skills with increasing confidence in each successive year group. Some students needed teacher support to make connections and to apply what they were learning to real life situations.
- In science, Grade 9 chemistry students were able to conduct experiments in groups and successfully analyse chemical reactions. In Grade 10 biology, students were able to demonstrate an understanding of the four stages of mitosis and the cell cycle and constructed models using everyday materials. Grade 11 physics students were able to interpret graphs to describe the relationship of kinetic energy to the speed of an object.

	KG	Elementary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Across all phases students' were enthusiastic learners and enjoyed stimulating interactions with their peers and their teachers. They were becoming more independent in their learning in the lower grades although some were still too dependent on their teachers. In the High School, however, most students' took responsibility for their own learning.
- Most students' acted in a mature and purposeful way and even the youngest were able to collaborate and support each other during group work.
- In English, science and to a lesser extent in mathematics, students were able to make some connections to the real world. Technology was used in innovative and creative ways by most students in the High School. In the lower grades it remained an emerging aspect of the learning experiences.
- Students across the school were developing their critical thinking and advanced learning skills. However, they were less confident about using these skills in the Elementary classes.

## 2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
<b>Personal responsibility</b>	Good	Good	Good	Good

- Across the school students were highly self-disciplined and mature. Older students in particular, were good role models for younger students.
- Almost all children and students were self-disciplined and well behaved. They responded positively to feedback and displayed respect to each other and their teachers.
- In all phases, students were considerate and sensitive to the needs of others, ready to help and support when they needed to do so.
- Most students' demonstrated a good understanding of healthy living. They made wise choices about their own health, fitness and general well-being.
- Attendance and punctuality of almost all students was good.


	KG	Elementary	Middle	High
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Acceptable ↓	Good	Good	Good

- Children in KG had only a cursory knowledge and understanding of the traditions of Islam, Dubai and the UAE. Students from Primary to High School, had a more developed understanding and fully respected and appreciated the culture and heritage of the UAE.
- Field trips, which included students from all phases, were organized to visit local prominent Islamic landmarks. Holidays were celebrated and featured in special assemblies and classroom activities across the school.
- The multicultural composition of the school population resulted in students acquiring an awareness of intercultural and international differences. They demonstrated a mature grasp of cultural diversity and breadth which included music, art and literature, from around the world.

	KG	Elementary	Middle	High
<b>Community and environmental responsibility</b>	Good	Good	Good	Outstanding

- Students understood their responsibilities as members of the school and undertook different roles and responsibilities. Student voice in the High School had a significant impact on aspects of school life.
- Most students had a positive work ethic and willingly took on recycling duties around the school.
- Students cared for their school and sought ways to improve its environment. Senior students talked knowledgeably about the need for sustainability and conservation in the local and wider world environment.

### 3. How good are teaching and assessment?

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Acceptable	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> <li>Throughout the school, teachers displayed secure subject knowledge. The most effective teachers implemented a variety of strategies well-suited to the age and academic development of their students. Some teachers did not have sufficiently high expectations of their students to ensure that they all achieved the progress they were capable of accomplishing.</li> <li>Lesson planning was developing well with improvements link to planning and learning outcomes. However, there was still further development required to ensure a more skilful approach towards effective use of use of differentiated activities in all lessons.</li> <li>Teacher-student interactions were broadly effective with students growing in confidence as they moved up the school. Although some students were still too dependent on their teachers in the lower grades.</li> <li>Teachers used resources appropriately in many lessons and this included student use of technology. Most teachers used questioning strategies successfully to promote independent thinking, reasoning and student engagement. This was a particular strength in the High School.</li> <li>Whilst critical thinking and student reflection were seen in some classes it was not a common feature in most phases, except the senior part of the school.</li> <li>In most Arabic lessons, teachers' subject knowledge, planning, and sharing of objectives was good. Teacher's interactions with students ensured they were active participants in achieving meaningful and relevant learning. As such, most Arabic teachers had a good understanding of their students' skills, knowledge, strengths and weaknesses.</li> </ul>				

	KG	Elementary	Middle	High
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>Internal assessment systems within the school were being developed to reflect a more accurate and uniform report on the progress of all students as well as to provide comparisons to international standards and benchmarks of the curriculum.</li> <li>International and external examinations took place, and were analysed in key subjects to assess attainment and student strengths or areas for development. Modifications to policy were created to better match the assessments expected in a US High School.</li> <li>Since the last inspection the school had improved its ability to track student progress in diagnostic, internal and external tests, and to analyse this information with greater accuracy.</li> <li>In classes, on-going assessment was used successfully by some teachers to help students know their next steps in learning. This skill was yet to be more consistently developed across the school.</li> <li>The most effective teachers had a good knowledge of how well students were learning and were able to adjust the pace or the content of their lessons to match student understanding. At the time of the inspection not all teachers were able to do this successfully.</li> </ul>				




#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
<b>Curriculum quality</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was broad and balanced and provided appropriate areas of study beyond the key subjects. It focused on developing knowledge as well as academic and social skills. Planning and progression within the curriculum was well managed and students were appropriately prepared for the next stage of their education.</li> <li>The curriculum had many creative aspects and was interesting for students. It was enriched by activities including field trips, guest speakers and special days of celebration.</li> <li>There were some cross-curricular links in place between science and mathematics and English with social studies but this practice was not wide spread across each phases of the school.</li> <li>Opportunities for developing research, critical thinking and enquiry skills were promoted through the curriculum, but were still at an early stage of development across the school.</li> <li>The curriculum was reviewed on a regular basis both formally at the end of each academic year and informally.</li> <li>In Arabic as a first language, the curriculum lacked enrichment and was too reliant on the textbooks from the Ministry of Education.</li> </ul>				

	KG	Elementary	Middle	High
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> <li>The school modified the curriculum for special educational needs students in core classes with the collaboration of the department heads. However, it had not yet successfully addressed the needs of other groups of students, including those who were talented or gifted. Only partial modifications had been made to the curriculum in Islamic Education and Arabic, as an Additional Language, to meet the needs of different groups of students.</li> <li>There were limited elective curricular choices for students in the Middle and High School.</li> <li>The school offered 16 different extra-curricular options for which a fee was charged. Grades 11 and 12 students undertook a wide range of Community links which supported some of their academic and personal development needs.</li> <li>The school offered 315 minutes per week for all children in the early years phase. This programme targeted the basic language components of the Arabic language.</li> </ul>				

## 5. How well does the school protect and support students?

	KG	Elementary	Middle	High
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The quality of care and support for students was outstanding. The child protection policy was well known to all staff, published in the staff handbook and teachers received training on the expected procedures.</li> <li>Arrangements to ensure health, safety and security were comprehensive and well-planned. The quality of maintenance and record keeping was comprehensive with short and long-range plans in place for the improvements needed in the school.</li> <li>The suitability of the premises and facilities for all students, including those with special educational needs, were limited. Ramps were in place at all entrances, but the school did not have resources, including a lift for those who had mobility issues or a physical disability.</li> <li>Provision for and promotion of healthy living was a strong feature of the school. Healthy food choices were provided in the canteen and the staff monitored any food brought into the school by the students.</li> <li>The physical education curriculum promoted and supported the components of healthy living and student well-being in the school.</li> </ul>				


	KG	Elementary	Middle	High
<b>Quality of support</b>	Good	Good	Good	Good 
<ul style="list-style-type: none"> <li>Staff and student relationships were positive across all phases and supported the development of personal responsibility as well as good behaviour.</li> <li>Arrangements were in place to manage attendance and punctuality with any issues of concern followed up promptly and successfully.</li> <li>The school acknowledged that additional qualified staff were required to allow them to identify with greater accuracy and support the learning requirements of students with special educational needs.</li> <li>The school provided academic and personal support for students with a special educational need through an out of class program for English, mathematics and science. Their progress was monitored effectively through teacher reports and by the updating of levels of attainment against their individual educational programmes.</li> <li>In the High School good quality careers advice and support was provided which enabled students to be well prepared and informed as they moved to the next stages of their education or career.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>• Students received acceptable support from well qualified special educational needs staff.</li> <li>• Identification of students had improved and now included an external assessment by an educational psychologist prior to students being placed on the special educational needs programme.</li> <li>• Curriculum modifications and adaptations provided support for students through small group instruction provided by qualified special educational needs teachers in core classes and Arabic.</li> <li>• Most parents felt the school communicated well with them about their child's progress. They noted monthly communications as standard practice with daily updates provided when applicable.</li> <li>• Student progress toward attainment of Individual Educational Plan objectives was monitored through weekly reports completed by the special educational needs teachers and end-of-term Individual Educational Plan updates. The reports and the Individual Educational Plan goals and objectives focused more on the curriculum objectives rather than the specific student learning needs and outputs. Students made acceptable progress in their learning and development.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>• The newly appointed Principal had a clear vision and mission that she had shared with staff. The senior leadership team were fully committed to this vision and were working hard to implement it.</li> <li>• Subject leaders had clear roles and appropriate levels of responsibility. They showed a strong commitment to the school, and the improvement of student learning outcomes. They recognized the need for additional professional development for some members of staff within their departments.</li> <li>• Relationships and communication between all leaders were professional and effective. Regular well-documented meetings enabled staff to know what was required of them. Meetings, were purposeful and productive and contributed effectively to the drive for school improvement.</li> <li>• All senior staff were fully aware that improvements were necessary in many aspects of the school's operations and they demonstrated the necessary capacity to bring about change.</li> <li>• At the time of the inspection, any impact on school and student performance had yet to materialize.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Good 
<ul style="list-style-type: none"> <li>• Self-evaluation processes were in place and successfully involved a range of staff and parents.</li> <li>• The sharp evaluative statements and key judgements were based on a systematic, robust analysis of the schools data. Correctly analyzed, valid and reliable assessment data was beginning to ensure more effective monitoring and evaluation of the school's overall performance. Teacher appraisal was more systematic with identified areas for teacher development more skilfully targeted.</li> <li>• The school's improvement plan was based on DSIB inspection recommendations. It contained outcomes written in measurable terms. Subject specific strategic plans had been produced but had not yet had time to impact on improved student learning outcomes.</li> <li>• The school had made limited progress in meeting the recommendations of the previous report.</li> </ul>	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>• Parents were very proud of the school, happy with the appointment of the new Principal and spoke warmly about the welcoming nature of the school.</li> <li>• Regular two way communications kept parents engaged with the school and fully aware of any developments concerning their child.</li> <li>• Four reports a year kept parents informed about their child's progress. Although detailed, they did not always contain sufficient information regarding next steps in learning.</li> <li>• The active Parent Teacher's Association worked cooperatively with leadership and governors and acted as an effective link with the wider parental body.</li> </ul>	




	Overall
Governance	Good
<ul style="list-style-type: none"> <li>• The Board of Governors had developed a supportive partnership with the school and its leadership team.</li> <li>• Close links between the Governing and the Advisory Board, comprising of alumni, parents and senior students, meant that the views of all stakeholders in the school were represented and taken into account.</li> <li>• The Board held the school accountable for its performance and were actively involved operationally in most aspects of school life. In particular, Board members used their expertise to guide the school in its commercial and community dealings.</li> </ul>	



	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• All aspects of the management of the school's day-to-day procedures and routines were effective.</li> <li>• Teachers were academically well qualified but the majority did not have teaching qualifications. In general, personnel were suitably deployed and they received appropriate training on a regular basis.</li> <li>• The premises were of good quality. Classrooms were of a good size which allowed for a wide range of teaching and learning opportunities. Many of the rooms benefited from displays of high quality student work and commercially produced material. Not all areas of the school were accessible to students with additional needs.</li> <li>• Computer rooms were well equipped and the school has a good supply of laptop computers for class use. In addition, the school had installed an efficient Wi-Fi system which was well used by teachers and students to supplement learning.</li> <li>• Whilst the school had increased the stocks of books in the library there was still a need to review the provision of books for additional Arabic and English research opportunities.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	311	33%
	<b>Last year</b>	252	34%
 <b>Teachers</b>	85		90%
 <b>Students</b>	186		79%

- A minority of parents, almost all teachers and most students completed their surveys.
- Overall, responses to the surveys indicated satisfaction with the quality of education in the school.
- A minority of parents were positive in their views of attainment and progress in Arabic as a first language and Arabic as an additional language.
- Parents and teachers were strong in their belief that their children were safe in the school but less confident about their safety on the buses. Almost all teachers believe that students were happy and well behaved in the school.
- A minority of parents considered that the range of subjects offered to their children was too narrow whilst a similar percentage felt that the range of clubs and extra-curricular activities was also too limited.
- A minority of parents felt that careers advice for their children could be more finely tuned whilst a significant minority felt that the school had yet to develop effective cyber-safety arrangements. Such views were not those shared by the students.
- Parental responses concerning the identification and support for students with special educational needs was very positive.
- Parents strongly agreed upon their satisfaction of the new school leadership. However, a minority of parents expressed the view that the school did not seek or listen to their views.
- Students, parents and teachers acknowledged the role of inspection in improving the school performance but felt that fee increases had not helped to raise the overall educational provision.

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

## 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

## How to contact us

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)