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School information



General information

Location	Al Muhaisnah 4
Type of school	Private
Opening year of school	1992
Website	www.uips.ae
Telephone	04-2543888
Address	Muhaisnah 4 PO Box 60817, UAE
Principal	Eunice P. Orzame
Language of instruction	English and Filipino
Inspection dates	16 th - 19 th February 2015



Students

Gender of students	Boys and Girls
Age range	4 - 16
Grades or year groups	KG 1 - Grade 10
Number of students on roll	1825
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	132
Largest nationality group of students	Filipino



Teachers / Support staff

Number of teachers	80
Largest nationality group of teachers	Filipino
Number of teacher assistants	6
Teacher-student ratio	1:26
Number of guidance counsellors	4
Teacher turnover	18%



Curriculum

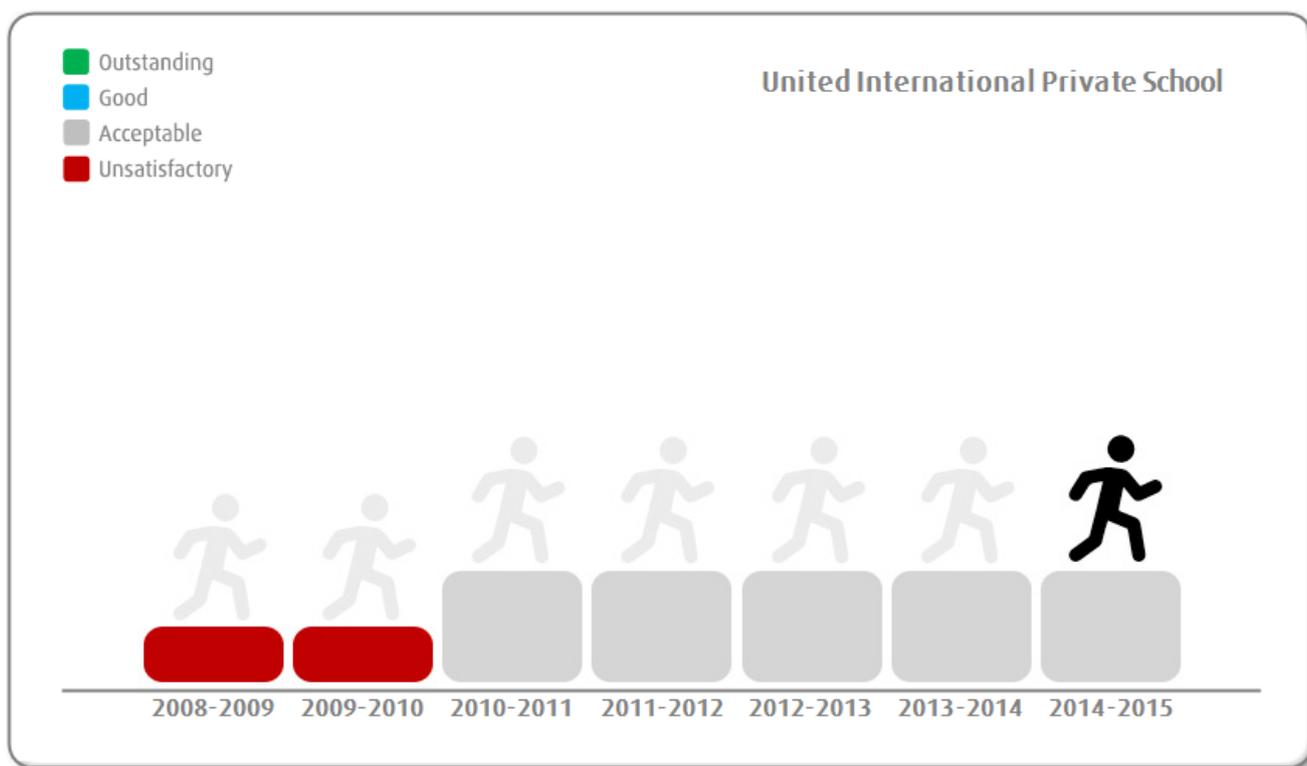
Educational Permit	Philippines
Main Curriculum / Other	Philippine
Standardised tests / board exams	IBT
Accreditation	CFO-PSO / Department of Education



Dear Parents,

United International Private School was inspected by DSIB from 16th to 19th February 2015, 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

- The personal and social development of students across all phases was mostly outstanding, and students demonstrated outstanding attitudes to learning.
- The quality of teaching and the curriculum for High School students were good, leading to their good attainment and progress in almost all subjects.
- Links with parents and the community were outstanding.

Areas for improvement

- Raise students' attainment in Arabic as an additional language across the school, and in mathematics in the elementary phase.
- Improve the quality of teaching, particularly in the lower elementary phase, by ensuring teachers routinely challenge students to do as well as they can, and improve their subject knowledge, particularly in mathematics.
- Make sure there are effective links between the Kindergarten and elementary curriculum to help students build on what they already understand and can do, and in doing so ensure all resources, including the outdoor area, are used to maximum effect to provide interesting and imaginative lessons.
- When planning lessons, ensure teachers make effective use student information, so that all students are appropriately challenged in lessons to make at least good progress whatever their ability, particularly those with special educational needs.
- Provide good quality learning and teaching resources to enable students to develop the skills and abilities, particularly their use of modern learning technologies.

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 United International Private School



How well does the school perform overall?

Overall, United International Private School provided an **'Acceptable'** quality of education for its students.

- Students' attainment and progress in the majority of subjects was good. They were acceptable in Arabic as an additional language and attainment was acceptable in mathematics in the elementary phase. Students' attitudes to their learning were positive. In the High School, students were successful in taking greater responsibility for their own learning.
- Students showed a very strong sense of personal responsibility within the school. Excellent behaviour and attitudes to the school were very evident. Relationships with their teachers and other students were respectful and considerate. Almost all students had an excellent understanding of Islamic values and the cultures of the UAE and other countries, and were very proud of their Philippine traditions. Students took leading roles at school, had business-oriented attitudes, and were very active in the protection of the environment.
- Teaching promoted good learning and progress in the Kindergarten and the High School grades, but its effectiveness varied in other grades, particularly lower elementary, where there was less good teaching. Systems to check how well students were attaining and to compare performance with other students in the UAE and across the world were in place. Teachers did not consistently use the information they had from checking students work or from asking questions in lessons to provide students with tasks that build on what they already knew and understood.
- The curriculum provided students with interesting activities to help them learn. In all phases opportunities to improve students' personal development were well planned. Extending knowledge of the Filipino and UAE culture were strong features in many subjects. The curriculum was not adjusted well enough in lessons to make sure that students of all abilities did as well as they could.
- Health and Safety was a responsibility that the school was fully aware of. Students were well supervised at all times during the school day. It has policies and procedures in place to ensure the safety and security of all students, including child protection and cyber-safety policies. Good systems to monitor the well-being and personal development of students made sure that they were provided with good individual support and advice.
- Leaders, including the governing board were clear about what needed to be done to help the school continue to improve. The checks they made on how well students were attaining helped them to know strengths and importantly the weaknesses that needed to be tackled. Links with parents were outstanding and had been extended to include support in school as well as at home. This was having a positive impact on raising standards. The lack of learning technology resources had a negative impact on students' ability to develop the skills needed for the modern world.



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

- The majority of students with special educational needs students made acceptable academic progress in all subjects. Almost all made outstanding progress in their personal development.
- The school had an inclusive ethos. Staff had undergone a range of training to enable them to recognise and support different needs but this was not yet having enough impact on the academic attainment of individual students.
- The school had developed good strategies for managing challenging behaviours and a range of other specific programmes for remediation in English, mathematics, science that resulted in some good progress. Support in lessons, through modified lesson planning, and the delivery of the curriculum were not consistent across the school which impacted negatively on students' progress.

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

		KG	Elementary	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Good 
	Progress	Not Applicable	Good	Good
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
Language of instruction	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 English	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Good
	Progress	Good	Good	Good
 Science	Attainment	Good 	Good 	Good 
	Progress	Good 	Good 	Good
		KG	Elementary	Secondary
Learning skills		Good 	Acceptable	Good

 Improved from last inspection

 Declined from last inspection

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

	KG	Elementary	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Outstanding
Community and environmental responsibility	Good	Outstanding	Outstanding

3. How good are teaching and assessment?

	KG	Elementary	Secondary
Teaching for effective learning	Good 	Acceptable	Good
Assessment	Acceptable	Acceptable	Good 

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

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

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

	KG	Elementary	Secondary
Health and safety	Good	Good	Good
Quality of support	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	Outstanding 
Governance	Good 
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths

- The personal and social development of most students was outstanding. Almost all students had excellent attitudes to work and behaved well. In the Elementary and High Schools, students' awareness of their own and other cultures, and of how to care for the environment, were outstanding features of their learning.
- All aspects of provision for High School students were good, leading to good attainment and progress in the majority of core subjects.
- Links with parents and the community were outstanding, and contributed effectively to raising standards.

Changes since the last inspection

- Students' attainment of students in Islamic Education in the High School had improved to good.
- There had been good improvement in the collaborative practical and open-ended science investigations, leading to good attainment and progress in all phases.
- Teaching in the Kindergarten had improved to good and this contributed to children's development of good learning skills.
- The school's use of assessment data, as well as the quality and design of the curriculum, had all improved to be now good in the High School.
- The quality of support provided students in all phases had improved to good.
- Several aspects of leadership and management of the school had improved to be now good, including self-evaluation, links with parents and the community, and governance.

Recommendations

- Raise students' attainment in Arabic as an additional language throughout the school, and in mathematics in the elementary phase.
- Further improve the quality of teaching, particularly in the lower elementary phase and in mathematics, by raising teachers' expectations of what students can achieve, improving their use of questioning to check the depth of students understanding, and improving their subject knowledge.
- Review the progress links between the curriculum in Kindergarten and elementary phases to ensure students build progressively on what they already know, understand, and can do, including through best use of outdoor learning resources.
- Ensure teachers consistently use assessment information to effectively modify their curriculum and lesson plans to meet the needs of students of all abilities, particularly those with special educational needs.
- Provide good quality resources to enable students to develop the skills needed for the 21st century.

 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
Language of instruction	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good 	Good 

- Most children made good progress in letter formation. They developed good speaking and listening skills and by the end of Kindergarten the majority could tackle challenging reading tasks decoding unfamiliar words with determination.
- In Filipino, most children in Kindergarten 1 could identify objects and letters of the alphabet although a few responded to the teacher in English. By the end of the Kindergarten almost all children could write their names and identify and write all letters of the alphabet. Most could read simple two syllable words and were active and confident speakers in class discussions.
- Children made good progress in learning to count objects and identify the correct number symbol from 0 to 20. They knew the names of simple 2D shapes and could identify these during a range of activities. The most able children had a well-developed understanding of simple fractions, for example a half, and explained that both halves needed to be equal. This concept was not as well understood by the majority of children.
- In science most children were developing a good understanding of their world. They were able to describe the constituents of a healthy diet enjoyed their progress in drawing biology such as animals and plants. Children's progress in science was good but always better when learning was experienced through enquiry based practical activities.

Elementary		
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	Good
English	Good	Good
Mathematics	Acceptable	Good
Science	Good 	Good 

- In Islamic Education, students could recite the Surahs with correct Tajweed and knew well the importance of cleanliness and forgiveness. They made good progress applying the steps of Wudu, memorising the Hadeeth on purity, and understanding the meaning of verses from Surah Al-Araf.
- Students showed good listening skills and could respond in words or short phrases in Arabic. They could read aloud the texts with adequate fluency but application of grammar was not secure. They made acceptable progress in understanding the meanings of new words and using them in sentences following given patterns with strong links to the UAE.
- In English most students had good listening skills, particularly in the older elementary phase classes and developed competent spelling skills and knowledge of grammatical conventions, even if they did not always apply these skills accurately in their speech and writing. A few less able students showed less competence in expressing themselves grammatically. Reading records showed ample amounts of reading. However, students work, particularly in lower grades, included very few opportunities for extended writing.
- In Filipino most students expressed their ideas confidently and could read and write words legibly. Most students could recognise different parts of speech particularly nouns, verbs and adjectives. They could identify and understand the details presented in a story, a poem or other literary pieces and compose simple details in sentences or paragraphs.
- Mathematics students in upper elementary phase developed age appropriate skills and knowledge. Overtime most students developed good numerical and calculation skills. Their problem solving skills and geometry knowledge and skills were weaker. Lower elementary phase students made slower progress. Creative teaching and application of mathematics to the real world made mathematics relevant and interesting resulting in good progress.
- In science most students were making good progress in developing the use of accurate scientific terms through their practical investigations. In an experiment shining light through different materials they learnt words like opaque, transparent and translucent. Progress was particularly made through collaborative interactive exchanges within practical teams, such as discussing the functions of the components of cells.

Secondary

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	Good
English	Good	Good
Mathematics	Good	Good
Science	Good 	Good

- Students knew well the meanings of key Islamic terms, the importance of Khushu in Salah, modesty limits, and could offer evidence from Hadeeth on the Signs of the Hour. They made good progress in understanding the importance of Sunnah and Islam's teachings on relations between men and women.
- Older students became competent Arabic speakers, ably reflecting deeply on the themes of books such as 'The Cask of Amontillado' and were able to present their interpretations of the issues involved to an audience. They read with good levels of comprehension and understanding of complex themes. Most students achieved well in writing tasks which were well structured and carefully presented, although the writing of the least able students was sometimes less well-structured and insightful.
- In English, students could understand spoken language properly, read texts well, and use familiar words to describe trips. They made good progress in drawing out main ideas of paragraphs, using new words in sentences, and understanding parts of speech. Extended writing was not always well developed.
- In Filipino lessons, periodical examination the majority of students attained above the expected pass mark. Most students could write in paragraphs. They composed scripts for role plays and translated songs for use in music lessons. Almost all students could express themselves confidently when engaged in drama activities, debates and other related activities where they could apply their knowledge and skills well.
- In mathematics, most students were developing a good understanding of geometry, algebra, data analysis, and the use of formulae in calculations. Algebra was a real strength. They applied their mathematical learning within real life and highly creative contexts. Problem solving, investigation and critical thinking were less well developed and more inconsistent within lesson planning.
- In science, the good attainment of most students was reflected in the IBT examination results, internal assessments, work scrutiny and the lessons observed. Students made best progress when working in teams to investigate and evaluate the results from scientific experiments. For example, students investigated the voltages generated by different fruits and used their critical thinking skills in drawing conclusions from their data. Students were intellectually stimulated by their science learning and this led to good progress.

	KG	Elementary	Secondary
Learning skills	Good 	Acceptable	Good

- When given the opportunity, students took responsibility for their own learning and showed a great deal of interest and enthusiasm for what they were taught. This was particularly evident in the Kindergarten and High School phases.
- A key strength in most lessons was student participation in collaborative practical open-ended investigations where they were able to work in groups and teams, learning from one another and developing their thinking through discussion and debate with their peers. This was particularly evident in mathematics and science.
- Application of learning to the real world was evident in many subjects. For example, in science students were encouraged to use topical international issues to encourage wider thinking in the management of the 'Ebola' virus outbreak in West Africa.
- Students were encouraged to use on-line research through recommended websites for their homework assignments. However, facilities for this were limited within the school. The value of open-ended questions to inspire critical thinking and creative imagination across all phases was still an area for development.

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

	KG	Elementary	Secondary
Personal responsibility	Outstanding	Outstanding	Outstanding

- Students showed a very strong sense of personal responsibility within the school. Almost all students had outstanding attitudes to learning. Even the youngest children in Kindergarten could complete tasks without the need for adult intervention and offered one another support and feedback to ensure they could complete tasks to the best of their ability.
- Most students demonstrated outstanding behaviour. Older students were good role models as they moved around the school. In assemblies students showed maturity in their response to themes and issues such as bullying and the application of Islamic values to everyday life.
- Relationships between students, teachers and visitors were considerate and mature. The school had a real sense of being a welcoming environment. The care shown by older students to younger students was exemplary. All students respected the feelings and beliefs of their peers and demonstrated an outstanding understanding of the need for tolerance and respect. As a result students were growing into confident young citizens.
- Students were well aware of the need for a healthy diet, good exercise and other aspects of healthy living. The school supported them in this through the input of a well-managed clinic and the exercise regime within school assemblies.
- Students' attendance was good, as was their punctuality to lessons and to school.

	KG	Elementary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Students showed great respect for Islamic beliefs and practices, and had a strong understanding of how the values of Islam influenced life in Dubai. They raised funds for the Philippines' natural disaster victims and presented toys and flowers to patients in a hospital in Dubai. Students had an excellent awareness of the UAE heritage and social trends. They expressed their love of its culture through Yola and Naashat dances and performance about the new National Service program. Students were very proud of their Filipino traditions and celebrated Arab and world cultures in assemblies, class projects, and school festivals. 			

	KG	Elementary	Secondary
Community and environmental responsibility	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> Students participated very actively in the school community as class officers, senators, cadets, and members of student council and the school advisory board. They were deeply involved in the Dubai community and sponsored two schools in the Philippines. Students had a very positive work ethic and aspired to be successful professionals. They demonstrated their entrepreneurial spirit through recycling-based projects at events such as the Young Entrepreneur Competition and What Works Science Plus. Students had an excellent awareness of environmental sustainability and were proactive in conserving water and energy at school. They participated actively in planting projects and presented their recycled products in science competitions. Although children in the Kindergarten equally engaged in a range of environmental projects, their understanding of the impact of their actions was less well developed. 			

3. How good are teaching and assessment?

	KG	Elementary	Secondary
Teaching for effective learning	Good 	Acceptable	Good
<ul style="list-style-type: none"> Most teachers demonstrated good subject knowledge. This was weaker in mathematics in lower elementary classes. Teachers' subject knowledge in Arabic was also insecure. Most teachers understood how students learn and taught accordingly. Lessons were often imaginative. Interactive white boards were frequently used to promote good learning. Most lessons moved along at a good pace. Teachers in the Kindergarten did not make best use of outdoor learning resources. High quality relationships between teachers and students often led to productive interactions including questioning that mostly promoted good learning. However, teachers' questions did not always probe students' understanding well enough. As a result, teachers were not able to amend tasks to ensure that learning remained relevant and meaningful throughout lessons. 			

- The effectiveness of teaching strategies to engage students and meet the needs of those of differing abilities varied in their effectiveness between grades. They were often most effective in the Kindergarten and High School, where learning was frequently exciting and engaging and catered for the needs of the most able and the least able students. This was not always the case in lower elementary grades where expectations of students were often not high enough.
- The development of enquiry, reflection and critical thinking skills was not consistently applied in all lessons. A lack of modern technology resources often prevented the development of skills such as independent research.

	KG	Elementary	Secondary
Assessment	Acceptable	Acceptable	Good 

- Assessment practices had improved at a strategic level. Full account was taken of the school's curriculum standard when setting internal periodic tests.
- The use and analysis of international tests results helped the school to measure its performance both within the UAE and internationally.
- Students' progress was tracked overtime and the information was used particularly well to select groups to receive either further challenge or targeted support during enrichment or remedial sessions.
- Assessment information was not used consistently effectively by all teaching staff to plan lessons to meet the needs of all groups of students. In too many lessons all students were given the same task irrespective of their prior ability.
- The quality of marking was variable throughout the school and was not used as an effective means of assessment or to provide students with the guidance needed to improve. In the High School, rubrics were used well to enable students to assess their own learning and that of their peers but this was much less apparent in the Kindergarten and the elementary phase.

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

	KG	Elementary	Secondary
Curriculum quality	Acceptable	Acceptable	Good 

- A new Philippine curriculum (K-12) was being implemented. The curriculum for Islamic Education and Arabic as an additional language followed the Ministry of Education requirements. The curriculum was reasonably broad and balanced across mathematics, science, English and the Filipino language and further extended by the inclusion of a range of additional subjects in the High School, for example, journalism.
- Planning and progression within learning was effective in most subjects. However, the transition from Kindergarten to lower elementary grades did not build well on the good attainment levels of children when they leave Kindergarten.
- Enrichment of the curriculum was evident in most subjects especially in the High School. The science curriculum in was in transition and although meeting the stated curriculum was not yet balanced across the separate science subjects of biology, physics and chemistry. A key strength was the emphasis on environmental education which permeated the curriculum.

- Cross curricular links were planned in all subjects. This helped to develop greater coherence across the curriculum, for example, in Arabic as an additional language where interesting links to the UAE culture and society were regular features of lessons.
- The curriculum was reviewed annually by the school. The school was determined to meet the National agenda targets. This had contributed to improved standards in science. The curriculum was also reviewed regularly by the Philippine Educational Department.

	KG	Elementary	Secondary
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Good 

- The curriculum was not sufficiently modified to cater for the differing needs of students. Although an intensive support programme provided additional remedial support or challenge through enrichment in special classes this was not effective in day-to-day lessons. In too many lessons all students were expected to complete the same task with no regard for their different levels of ability and this slowed their progress.
- In general students were pleased with the range of subjects on offer. Extra options such as journalism were appreciated and evidence of the success of these lessons could be seen in the high quality school newspaper produced. Entry into competitions and other events enabled those with a particular gift or talent to make further progress in their chosen field of study.
- An active extra-curricular programme was well supported by both teachers and students. Community connections were extensive, for example, Dubai cares, links with and support of two schools in the Philippines schools and the green environment campaign. Service to the school and the community was a strength of the school and added significantly to students' outstanding personal development.

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

	KG	Elementary	Secondary
Health and safety	Good	Good	Good

- Policies relating to health and safety were secure, including the child protection. Cyber-safety and anti-bullying procedures, which included the dangers of social network sites, were evident and well understood.
- Reported health and safety issues were dealt with in a timely manner to ensure a safe environment for learning was maintained. However, there was a lack of systematic monitoring and evaluation of the school's premises for safety and maintenance issues by the health and safety committee. Students were well supervised at all times both before and during the school day. School transportation systems and the collection of students by parents at the end of the day were well managed
- The school clinic was an effectively managed facility to ensure the medical needs of the students were being fully covered. Records, including medical records, were retained of all safety issues relating to both the school itself and individual students.
- The premises were in the main a safe and inclusive environment for students to learn. The buildings and equipment were secure, hygienic and generally in sound repair.
- Staff actively supported the school's healthy living agenda. The school canteen provided healthy meals from a hygienic base.

	KG	Elementary	Secondary
Quality of support	Good 	Good 	Good 
<ul style="list-style-type: none"> Staff and students had excellent mutually respectful relationships. Behaviour was generally managed well by all staff but this was not always the case in lower elementary grades. The school systems for monitoring and promoting good attendance and punctuality were effective. Almost all students attended school regularly and were prompt to lessons. Students with special educational needs were welcomed into the school. The school was developing appropriate processes to accurately identify individual student need but this was not yet fully effective especially for those in Grades 4 to 10. Specific programmes to help students with special educational needs make optimum progress in their learning were resulting in good progress in these sessions. Support for students with special educational needs was less effective in lessons. As a result these student make acceptable progress overall. The school had good systems and approachable personnel in place to provide the necessary personal, emotional, academic and career support to its students. Older students greatly appreciated the guidance provided when applying for university entrance. 			

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"> The school effectively promoted an inclusive ethos. Students were welcomed into the school whatever their background or ability. Staff had undergone extensive training to enhance the effectiveness of provision in line with the clear priority outlined in the school improvement plan. A member of staff had responsibility to oversee the day-to-day provision for students with special educational needs but leaders were not sufficiently proactive in ensuring that a whole-school policy document on identification and support was developed and implemented. The arrangements to identify students with special education needs were in place but not adequately developed especially in Grades 4 to 10. As a result, individual programmes closely identifying the targeted support needed to meet specific targets were not well enough shared with classroom teachers. Relationships with parents of special education children were a strength of the school provision. Parents received support and regular monthly feedback from the school which they greatly appreciated. Lesson planning was not modified well enough to result in consistently good progress. Although the school had developed strategies for managing a range of challenging behaviours this was less effective in lower elementary grades when special educational need students were grouped together in one class. Overall students with special educational needs made acceptable academic progress. Although the school withdrawal programmes for remediation in mathematics, science and English were effective, and other programmes for reading and writing, fine motor skills, and emotional interventions produced good results, students' progress in lessons was too often barely acceptable. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The Principal had a clear vision with regard to how the school will develop overtime. Together with the governing board and other senior staff she had set a clear and realistic direction to achieve the school aims. Leadership roles were distributed well and effective teams were evident throughout the school. The school improvement plan identified key responsibilities and clear targets enabled staff to be held to account for school improvement. Regular meetings between senior staff and all teams contributed to good systems of communication. Clear, detailed job descriptions ensured that staff understood their responsibilities. Most senior leaders were fulfilling their role to drive improvement in their area of responsibility well. However, the impact of their actions was not equally apparent in all core subjects or in the identification and provision for students with special educational needs. The actions taken since the last inspection, together with those planned for the future demonstrated the capacity to continue to improve. Leaders had successfully tackled the majority of important aspects of the schools work particularly in the High School. Some areas of weakness remained particularly in the elementary phase, for example, teaching remained inconsistent in quality. 	

	Overall
Self-evaluation and improvement planning	Good 
<ul style="list-style-type: none"> Self-evaluation processes were an integral part of the day-to-day management of the school. This ensured that the school had a mostly realistic view of its strengths and weaknesses and were able to clearly identify what needs to be done next to continue to improve. Performance management arrangements were clear and were used well to identify training needs. However, observations of teaching were at times over generous and did not give a fully accurate picture of the quality of teaching particularly in the lower primary grades. Observations of lessons with senior staff indicated that they did not always concentrate on the learning and progress of students and therefore did not accurately grade the effectiveness of the lesson despite having identified some key strengths and weaknesses. Action plans were detailed and linked actions for improving provision to targets set for raising students' levels of attainment. There had been significant progress in addressing the recommendations from previous reports but further work was needed for example, in ensuring the use of assessment to modify the curriculum to meet the needs of all learners including those with special educational needs. 	

	Overall
Parents and the community	Outstanding 
<ul style="list-style-type: none"> • The school had made significant improvements to the links with parents that had resulted in parents supporting their children's learning in school as well as at home. This was contributing well to raising standards particularly in reading. • Several means of communication not least through the excellent school newspaper ensured that parents were fully aware of what their children were learning and of the day-to-day activities in the life of the school. Parent representatives on the governing board ensured that the parents' views were heard and acted upon. • Reporting to parents was frequent and detailed. Parents fully appreciated sight of completed exam papers as well as a summary of assessments. This helped parents to understand where their children need the most help. • A wide range of links with the wider community had a very positive impact on students' experiences. A significant outcome of these links could be seen in students' outstanding personal development, knowledge of their own heritage and that of Dubai and the part they played in caring for their environment. 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> • The governing board included wide representation of all stakeholders. Student and parent representatives were greatly valued by the school for the contribution they brought to the governing board and the information they contributed to ensure that the governing board could take full account of the views of all those involved in the school. As a result, the governors of the school had a comprehensive knowledge of how the school was doing and were able to respond constructively to suggestions and concerns. • The ability of the governing board to understand and compare the schools outcomes against international standards together with regular meetings with senior staff ensured that the schools actions were regularly monitored and that all staff were held to account for academic outcomes. • The governing board had a detailed knowledge of statutory requirements and ensured compliance. They had not fully ensured the availability of the quality of resources that were needed to develop students learning skills to their full potential. For example, a lack of technology resources limited students' ability to carry out independent research in class. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The school had a wide range of systems and procedures in place to support the school in running efficiently on a day-to-day basis. • Staff were suitably qualified and in the main were deployed in phase and classes appropriate to their expertise and experience. Subject specialist staff were used to teach core subjects in Grades 1 and 2 but this had not ensured that the quality of teaching was consistently secure. In Grade 1 teaching assistants were not well deployed to support learning. Training for staff was extensive and linked well to the school improvement plan. • The premises were safe and clean and improvements had been made with the addition of a new science laboratory. Space was limited in some classrooms particularly in the Kindergarten where the outdoor area was not well used. • Learning resources were sufficient for delivery in most subjects. The school had improved reading resources since the last inspection in the drive to improve students' keenness for reading for pleasure. Some limitations remain in resources for science. Technology resources had not improved well enough, although improvement was evident in Islamic Education lessons and contributing to improved standards, in most subjects technology was contributing to raised standards. 	

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 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		Percentage
 Parents*	This year	810	50%
	Last year	927	62%
 Teachers	77		91%
 Students	104		92%

- Almost all parents and students agreed that the school provided a good quality of education.
- Parents were confident that their children were safe in school, although a few did not agree that they were safe when traveling on school buses.
- Almost all parents agreed that teaching was good in the school and that their children made good progress in English, mathematics and science. The majority of parents were less clear or disagreed that their children made good progress in Islamic Education and Arabic as a second language.
- Almost all parents agreed that homework helps support their children's learning but additional comments indicated that a few parents were concerned about how often assignments were given and whether these were too difficult for their children to complete unaided.

*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

Knowledge and Human Development Authority

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