

ACCEPTABLE



2019-2020



























INSPECTION REPORT

PHILIPPINE CURRICULUM

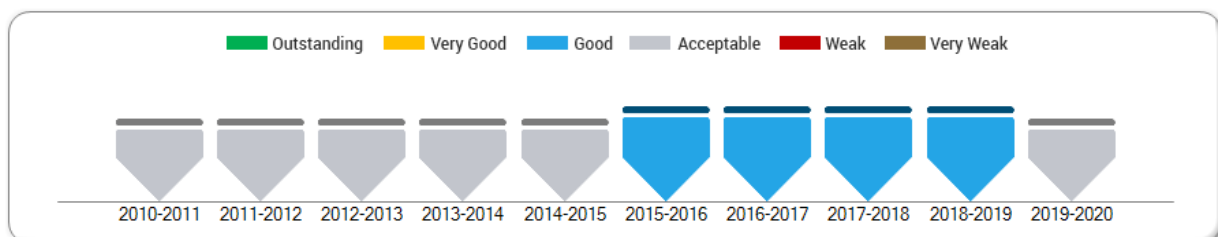
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>8</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>Views of Parents and Senior Students.....</i>	<i>20</i>

School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	1992
	 Website	www.uips.ae
	 Telephone	+97142543888
	 Principal	Dr. Mercy Samaniego – Bo.
	 Principal - Date appointed	8/1/2019
	 Language of Instruction	English, Filipino
	 Inspection Dates	09 to 12 December 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades	KG 1 to Grade 12
	 Number of students on roll	2242
	 Number of Emirati students	0
	 Number of students of determination	44
	 Largest nationality group of students	Filipino
Teachers	 Number of teachers	92
	 Largest nationality group of teachers	Filipino
	 Number of teaching assistants	10
	 Teacher-student ratio	1:24
	 Number of guidance counsellors	4
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	Philippines
	 Main Curriculum	Philippines
	 External Tests and Examinations	Philippines
	 Accreditation	none
	 National Agenda Benchmark Tests	GL

School Journey for UNITED INTERNATIONAL PRIVATE SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> The attainment of most students is at or above curriculum expectations. Attainment is highest in Islamic education and in Filipino. Across all subjects, students perform best in factual aspects. A lack of challenge prevents the most able from reaching the highest levels of performance. Students have good learning skills and exemplary attitudes to learning. They cooperate willingly and to good effect. Their critical thinking and problem-solving skills are underdeveloped. Most students are highly motivated to learn and display a strong sense of personal responsibility. Their behaviour is consistently positive. Students understand and appreciate Islamic values. They have sound knowledge of the UAE and of Filipino cultures and some familiarity with other cultures. They take part regularly in community and environmental activities, including recycling and the innovation club activities.
Provision for learners	<ul style="list-style-type: none"> Teachers provide lessons that engage students effectively. A minority of teachers use questioning well to prompt thinking, to test understanding and to consolidate learning. However, some lessons, especially in the primary phase, focus on the completion of tasks rather than on the extension of students' knowledge and skills. Teachers know their students well but do not use assessment consistently to adapt teaching to meet their needs, particularly in the lower grades of the primary phase. The school curriculum follows closely the Philippine standards, thus providing an age-appropriate and balanced coverage of subjects. The incorporation of UAE national priorities into the curriculum is at an early stage. Some changes are made to adapt the curriculum to students' differing needs, but this is not consistent. Technology is integrated at times, but students' research skills are not developed systematically. Students take part in a wide variety of extra-curricular activities. The Emirati culture is incorporated into the curriculum well. There are effective policies and procedures in place for child protection, anti-bullying and cyber safety to ensure that students are safe. Risk assessment procedures are underdeveloped. The school's procedures to ensure students' safety during arrival and dismissal times are not sufficiently effective. Staff promote health and healthy lifestyles choices effectively. A caring ethos underpins the pastoral and guidance programmes, but students with individual needs or talents are not consistently identified or supported.
Leadership and management	<ul style="list-style-type: none"> The school does not fully embrace the UAE national priorities. This contributes to low performance on National Agenda Parameter (NAP) tests, inconsistency in provision for students of determination and insufficient attention to the development of students' critical thinking. Self-evaluation is over-generous, and action plans do not contain success criteria. Parents are regularly informed about their children's progress. Governors have not had a significant impact on the quality of learning. Staffing and resources are adequate.

The best features of the school:

- The very good attainment and progress in Filipino in the junior and senior high phases
- Students' outstanding personal and social development, their positive attitudes to learning and their understanding of Islam and of Emirati culture
- The very good personal support provided for students in the senior high phase
- The school's very good links with parents and parents' support for their children's learning.








Key recommendations:

- Improve the effectiveness of the governing body by:
 - holding all leaders to account for students' performance and school improvement
 - having a more accurate view of the school's strengths and areas for improvement
 - ensuring that all aspects of the UAE National Agenda are fully implemented.
- Improve the effectiveness of senior leadership by:
 - ensuring that all evaluations of the school's performance are accurate
 - ensuring that middle leaders have the skills needed to bring about improvement in their areas of responsibility
 - improving provision for students of determination and for those with gifts and talents
 - enhancing arrangements for health and safety, particularly the transport arrangements at the times parents deliver and pick up their children from school.
- Improve the quality of teaching and learning by:
 - ensuring that critical thinking is developed more systematically in all subjects
 - providing students with more opportunities to engage in research and to write and present their findings
 - using assessment information to provide students with learning targets, to monitor their progress and to check when the targets are met
 - ensuring that internal assessments align more closely with the results of external tests.

Overall School Performance

Acceptable ↓

1. Students' achievement

		KG	Primary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 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
 English	Attainment	Acceptable ↓	Good	Good	Good
	Progress	Good	Good	Good ↓	Good ↓
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable ↓	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 UAE Social Studies	Attainment	Acceptable			
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	Outstanding ↑	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments is approaching expectations.

- The school did not meet the 2015 targets set for the Trends in International Mathematics and Science Study (TIMSS) or for the Programme in International Student Assessment (PISA) tests. The PISA scores in mathematics, science and reading improved between 2012 and 2015. The Grade 4 science TIMSS scores also improved between 2011 and 2015. Students' outcomes in the National Agenda tests are weak in English, mathematics and science. Comparison of students' measured cognitive potential (CAT4) to their test results shows that they achieve in line with their potential in mathematics and science and exceed their potential in English.

Impact of leadership

is approaching expectations.

- The school's action plan contains sensible timescales and success criteria. Many of the planned actions are too general. The plan responds to the recommendations of the previous inspection report but lacks processes to monitor the impact of any action. The school analyses information from assessments but does not use these analyses to raise students' performance.

Impact on learning

is approaching expectations.

- Students have more opportunities to develop their critical thinking skills in the upper grades than in the lower grades. Activities to promote inquiry in lessons tend to be too controlled by teachers and limited in scope. Students occasionally use technology to carry out basic research in lessons, more frequently in the upper grades. However, technology is mostly used for finding information online.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For Development:

- Raise students' scores on the international benchmarking and NAP tests.
- Monitor the impact of the National Agenda action plan and modify it as necessary to ensure that it leads to better student outcomes.
- Provide students with more opportunities to develop their inquiry skills and to expand their research skills in lessons.

Moral education

- Although the internal assessment processes are consistent and linked to the curriculum standards, evaluations of students' attainment are too generous. The marking of students' work lacks evaluative comments.
- Lessons are purposeful and well-planned. Most students, especially those in the upper grades, are well motivated. Effective questioning and collaborative group work promote critical thinking skills well.
- The curriculum integrates the Philippine values into the Ministry of Education (MoE) programme. Progression and continuity in learning are tracked, with full coverage of topics and many cross-curricular links.
- Quarterly reviews of the curriculum ensure that repetition is avoided and that resources are used well to enhance teaching and learning.

The school's implementation of the moral education programme is meeting expectations.

For Development:

- Ensure that assessments provide an accurate picture of students' achievements to match their performance in lessons, projects and written work.

Reading across the curriculum

- There has been a slow improvement in students' reading skills over time. Students develop reading fluency well, but their analytical reading skills are less developed.
- The school has conducted a pilot reading assessment in both English and Filipino to provide a baseline from which to track students' progress in reading.
- Students read appropriate texts in most subjects, although a cross-curricular approach to the development of reading is at an early stage.
- The reading policy and digital program support reading for enjoyment, but students' specific reading skills are not developed systematically across the curriculum.

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

For Development:

- Implement a whole-school approach to the development of reading across the curriculum.

Innovation

- Students demonstrate some innovation skills in model making, such as in creating models of how the blood circulates in the human body.
- A majority of students in all phases take part in community projects which involve some aspects of creativity. These include an innovation club, which supports recycling, and a wall farm.
- Lesson planning and teaching do not regularly promote innovations skills. In the most effective lessons, students are encouraged to think critically. However, questioning is often intended to test knowledge rather than to challenge and extend students' thinking.
- A few entrepreneurial opportunities are provided through projects both inside and outside the school. Many senior students have leadership opportunities through caring for, and supporting, younger children.
- Most leaders show a commitment to innovation but are not clear about how to plan most effectively and what approaches to adopt.

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

For Development:

- Provide more opportunities for the systematic development of students' innovative skills in all subjects.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- A majority of students in the primary and junior high phases perform above expectations. Primary students know the steps of ablution and can list the morals of the Friday prayer. By the junior high phase, they know about creative thinking in Islam and understand Islamic principles of cooperation, tolerance and love.
- Most students have a well-developed knowledge of Islam. They understand Islamic values and how to apply Islam to daily life. However, most students are below expectations in their understanding of the Holy Qur'an.
- Students connect Islamic studies to mathematics to calculate the amount of Zakah. The school's attempt to improve students' recitation skills, to address the weakness identified in the previous report, has not been fully successful.

For Development:

- Improve students' skills in reciting the Holy Quran.

Arabic as an Additional Language

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

- Students' achievement has not changed since last year. Internal assessments show that girls are outperforming boys. In lessons, boys demonstrate better speaking and reading skills than girls. Students' language development is restricted by the overuse of English in lessons.
- Students in the junior high phase make use of their growing vocabulary when discussing topics in familiar contexts. Students' reading and writing develop more slowly because of the lack of suitable learning activities to target these skills, especially in the primary phase.
- The department is using the new MoE standards. However, the learning activities are not entirely aligned to the standards and are not fully effective. Assessment is not linked to the curriculum expectations and does not reflect students' years of study.

For Development:

- Ensure that teachers speak only Arabic during lessons.
- Ensure that assessment is linked to the MoE standards and is accurately based on students' years of study.

Filipino

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

- Attainment in Filipino is strongest in the junior and senior high phases, where most students perform above the national standards. In the Kindergarten (KG) and the primary phase, only a majority of students achieve above expectations.
- Oral skills are well developed. Students express themselves clearly and confidently in a variety of contexts. The least developed area is writing. Few students are able to engage in extended writing for a variety of purposes.
- The drop everything and read (DEAR) programme is improving reading fluency across the school. Curricular developments have had less impact on Filipino in the KG.

For Development:

- Provide more opportunities, in all phases, for students to write for different purposes, with a particular focus on developing extended writing in the higher grades.

English

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

- In all phases, the majority of students make at least good progress. Attainment is more variable in KG. In most lessons, teachers' low expectations and the learning goals that lack sufficient rigour and challenge limit the progress students make.
- In KG, children develop listening and speaking skills rapidly, allowing them to build strong foundations in English language and literacy. Students in all phases are effective oral communicators. Their independent writing skills are less developed and limit their creativity and research skills.
- Throughout the school, students have insufficient practice in extended writing and verbal reasoning activities. Their critical thinking and enquiry skills are underdeveloped across all phases. Intervention reading programmes are beginning to have a positive effect on students' reading fluency and comprehension.

For Development:

- Provide more opportunities for students to engage in extended writing in all subjects and ensure that the writing process includes planning, drafting, editing and revision.

Mathematics


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

- Children in KG establish good foundations in their understanding of shape and number. In the primary phase, students develop well their knowledge of measurement and space. In the junior high and senior high phases, they demonstrate an increasing command of algebra, geometry and trigonometry.
- Students in all phases are competent in basic number calculations. Many develop strong mathematical thinking that enables them to interpret information at a higher level. This is particularly evident in the senior high grades.
- Teachers are improving the way they assess students and provide them with next steps in learning. This is helping to ensure progression in learning, as the activities build on students' prior knowledge and skills.

For Development:

- Provide more opportunities for students to solve unfamiliar problems in everyday contexts and to apply their mathematical knowledge in other subjects.

Science

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

- In lessons and in their recent work, children in KG and students in the primary and junior high phases demonstrate an appropriate understanding of scientific concepts. In the senior high phase, regular experimentations underpin students' good knowledge, understanding and skills.
- Across the school, students' knowledge of scientific facts and concepts is stronger than their scientific skills and application. This is because they have limited opportunities to develop their inquiry skills through open-ended investigations.
- The school has recently provided teachers with training on how to promote students' scientific skills. The impact is beginning to become evident in lesson planning and in teaching. However, the quality of teaching is still inconsistent, and this is slowing students' progress.

For Development:

- Improve students' performance in external assessments, especially in the primary and junior high phases.
- Ensure that scientific skills and the scientific method are consistent features of students' learning in all phases.

UAE Social Studies

All phases

Attainment

Acceptable

- Most students in all phases meet the curriculum expectations. They show the expected level of knowledge of the UAE, its history, its development and its national priorities.
- Across all phases, students have a strong factual knowledge of the UAE, but their ability to evaluate factual information is less developed. Most students present their work confidently and comment on others' presentations. Because teachers do not use clear evaluative criteria, their comments are mostly superficial.
- In most lessons, work is related more to students' learning dispositions rather than to their specific learning needs. As a result, in a majority of lessons, the learning objectives specify what students will do, rather than what they will gain in knowledge, understanding and skills.

For Development:

- Provide a greater variety of teaching approaches to enable students to develop a broader range of skills, including critical thinking skills.

Learning Skills

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

- Most children in KG and most students in the primary and senior high phases are highly engaged and enjoy their learning. In the early primary grades, students do not have enough opportunities to advance their own learning through well-planned and focused collaborative group work.
- Most students enjoy independent research and eagerly complete tasks when given the opportunity. They work well in partnership with others. They can make meaningful connections and understand how their learning can be applied in the wider society.
- Students are not given enough opportunities to work in depth or to engage in higher-order thinking and problem-solving. Most students are unclear about their specific learning goals. Students' use of technology to support learning is limited.

For Development:

- Provide students with regular guidance on their learning goals.
- Provide more opportunities for students to engage in problem-solving, collaborative groupwork and the use of technology to support their learning.

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

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

- Most students display a strong sense of personal responsibility and show independence as they initiate and participate in competitions and activities. They demonstrate respectful attitudes towards adults and their peers.
- Students' behaviour is positive. High levels of discipline are always maintained. Students show a great amount of tolerance, contributing to a good rapport among the student body and other members of the school community.
- Students have a strong understanding of how to live a healthy life and stay safe. They show a clear understanding of the safe use of the internet. Attendance is very good overall.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They listen respectfully to the Holy Qur'an in assemblies. They apply the principles of Islam, such as cooperation and respect, during lessons and break times.
- Students are knowledgeable and appreciative of the heritage and culture that influence life in the UAE. They participate in a wide range of cultural activities. They show respect for the traditions of the UAE, such as the traditional sports and clothing.
- Students demonstrate a strong awareness and appreciation of the Filipino heritage and culture. Their knowledge and understanding of other world cultures are less advanced but are improving through their exposure to the diverse society of Dubai.

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

- Students participate in a variety of activities that contribute to the school community, such as the student council and student clubs. They have opportunities to be involved in communities beyond the school. These include engagement with UNESCO, the Emirati Red Crescent and a blood donation campaign.
- Students have a highly positive work ethic. When given the opportunity, they take the initiative and make independent decisions. Students' innovative and entrepreneurial skills are well developed through an innovation club. They enjoy developing their own projects, such as design samples from plastic bottles.
- Students have a high awareness of environmental issues. They take good care of their classrooms and look after the school campus. They participate in a variety of environmental actions, including developing a wall farm and organising paper recycling.

For Development:

- Provide children in KG with more opportunities to participate in school community projects.

3. Teaching and assessment

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

- Teachers know their students well and monitor their progress regularly. The use made of this information is generally underdeveloped. In all phases apart from Primary, the more consistent teaching engages students well. Some lessons in the lower primary grades lack a sense of purpose.
- In the more effective lessons, teachers use questioning well to prompt thinking, to test understanding and to consolidate learning. Where teaching is less effective, particularly in the primary phase, the focus is on the completion of tasks rather than on extending students' knowledge and skills.
- Students' use of technology to support their learning is inconsistent. Across all phases, but particularly in the primary phase, progress is restricted by the lack of challenge. Work is not always planned to meet students' differing needs or to develop their higher-order thinking.

	KG	Primary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessments are aligned with the curriculum standards in all subjects. Leaders analyse the available assessment information and share it with teachers. However, the use of this information to meet students' learning needs in lessons is variable.
- Teachers often plan tasks that are different, but not always differentiated to meet students' needs. Teachers' written feedback does not provide sufficient guidance on how students can improve their work. As a result, students are not always clear about their next steps in learning.
- The school has recently established a committee to oversee the quality of internal assessments to ensure that they provide a more realistic view of students' attainment and progress.

For Development:

- Ensure that teachers make full use of information from assessments to plan learning tasks that more closely match students' abilities.

4. Curriculum

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

- The curriculum closely follows the requirements of the Philippine national curriculum. It provides an age-appropriate, balanced coverage of subjects and offers a range of engaging activities. The school is in the early stages of incorporating the UAE national priorities into the taught curriculum.
- Senior students can select a pathway that best supports their abilities and their career aspirations. Some cross-curricular links have been developed. Technology is integrated at times, but there are insufficient opportunities for independent research.
- The curriculum is reviewed each quarter. The Philippines curriculum is modified well to incorporate aspects of the UAE and to adapt it to students' experiences. Modifications to incorporate the expectations of the NAP tests are underdeveloped.

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

- Adequate modifications are made to the curriculum to meet the needs of most students across all phases. Modifications for students of determination and for those with gifts and talents are an inconsistent feature of curriculum planning and everyday classroom practice.
- A variety of extra-curricular activities benefits students’ academic and personal development. Students experience a few opportunities for enterprise and creativity through camping expeditions, mathematics and science competitions, technology clubs and community service.
- Across all phases, students engage keenly with curriculum programmes that give them a sound understanding of the Emirati culture. Assemblies, lively classroom displays and research topics contribute to this important appreciation of the UAE.

For Development:

- Ensure that curriculum and lesson planning fully meets the learning needs of all students.

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

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

- Effective policies and procedures, including those for child protection, anti-bullying and cyber safety, ensure that students are safe. Staff, parents and students are fully aware of these procedures.
- Premises, equipment and resources are all well maintained. The school meets all statutory requirements, including those for emergency evacuation drills. The procedures to ensure students’ safety when arriving and leaving school are inadequate.
- Across the school, staff promote healthy lifestyles well. The school clinic conducts several health education campaigns to raise students’ awareness of healthy living. Appropriate measures are taken to provide students with reasonable protection from the sun, including shading.

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

- The caring ethos of the school is based on positive and respectful relationships at most levels. As a result, the school provides a welcoming environment for students, parents and staff. Students are happy at school, and their attendance overall is very good.
- Not all students of determination have been identified. Those formally identified receive a range of support. Students with gifts and talents are not formally identified or supported. The training of teachers on aspects of special educational needs is not given a sufficiently high priority.
- Senior students receive effective guidance on future careers and pathways beyond school. All students benefit from a caring personal support programme. Students who act as monitors are not trained well enough to enable them to guide younger students in a more effective way.

For Development:

- Ensure that all students of determination and those with gifts and talents are identified and that all teachers have the training they need to provide appropriate support and challenge in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- Provision for inclusion is not a high priority for governors or senior leaders. Action planning is not detailed enough to identify key improvements. Training for teachers and learning support assistants is insufficient to improve provision or to accelerate the progress of students of determination.
- Not all students of determination have been identified. External professionals provide formal assessments when required. Planning is supported by individual education plans (IEPs), which contain targets and advice on teaching strategies. The needs of students with gifts and talents are not being met.
- Parents are very supportive of the work of the inclusion team. They receive regular communications from the school and are consulted regarding the development of their children's IEPs.
- Class and subject teachers are inadequately trained in the area of special educational needs, and the school has an insufficient number of specialist teachers. Work in lessons is not always well matched to students' learning needs. This hinders their progress.
- Work in lessons and in students' books indicates that although there is some weak and some good progress, most students make the expected progress from their individual starting points. Progress is monitored regularly, and adjustments are made to the IEPs and teaching strategies as required.

For Development:

- Provide the resources needed to fully support the learning of students of determination.
- Ensure that all teachers have the skills needed to ensure that the learning needs of all students are met.
- Identify all students of determination and those with gifts and talents and provide them with appropriate levels of support and challenge.

6. Leadership and management

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

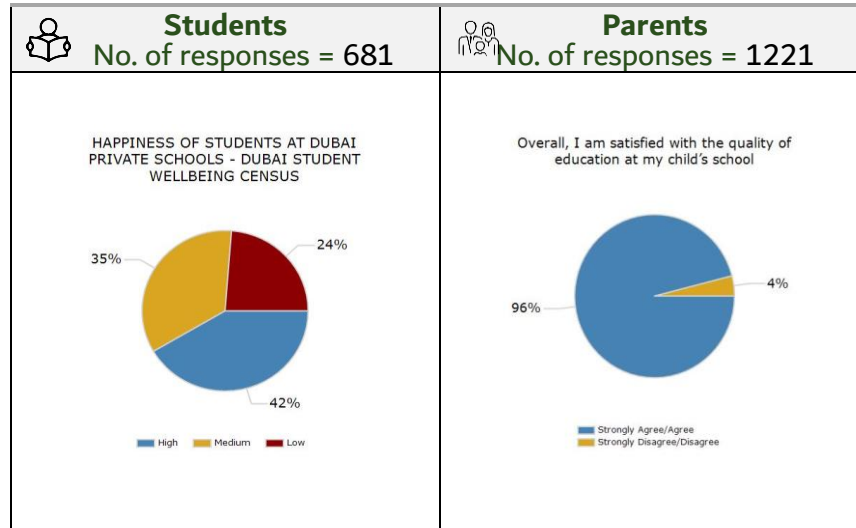
- The school has a clear sense of purpose as a Philippine school. UAE national priorities are under-represented in the school's vision. This leads to a lack of inclusion and low performance in the NAP tests. Middle leaders are dedicated and keen to improve the school. Most leaders have positive relationships and set a constructive tone in their areas of responsibility. However, not all have the necessary skills and awareness of current best practices to bring about improvement.
- The school's self-evaluation is superficial, leading to judgements that are too generous and do not accurately reflect its performance. This year, board members have supported a regular cycle of lesson observations involving senior and middle leaders. The action plan covers important areas of development but does not include an evaluation of the effect of actions on students' outcomes. This has contributed to a slight decline in performance since the last inspection.
- Parents are regularly informed about their children's progress. They are involved in the life of the school through activities and events. Most are satisfied with the quality of education provided by the school. They are highly supportive of their children's learning, although a lack of specific next steps reduces the efficacy of their partnership. They feel that the school listens to them and acts upon their views. Some meetings are convened at too short notice.
- The school owner has a clear understanding of education. Other board members have a variety of expertise relevant to school improvement. Following the last inspection, governors are more involved in monitoring the school's performance, including observations of lessons. Governors have also contributed to the development of the school improvement plan. Despite the previous report's strong recommendations, governors have not had a significant impact on the quality of learning in the school.
- The school is organised appropriately, with effective procedures and routines, and operates smoothly on a daily basis. The level of staffing is adequate. The premises provide sufficient space for learning, although with some restrictions. The size of the outdoor learning area in KG constrains free play and discovery. Throughout all phases, learning resources are limited.



For Development:

- Ensure that the UAE national priorities are key features in the vision of the school.
- Ensure that all leaders have the skills needed to bring about improvement in their areas of responsibility.
- Develop the use of success criteria in improvement planning so that the impact of actions on students' outcomes can be accurately evaluated.

Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> Most students, especially in the younger grades, report that they are happy. In the senior high phase, half of the students report that they have worries. Most are well connected with adults in the school and relate well with their teachers. Students report strong friendships and high academic ambitions, although a significant minority report low perseverance levels. Inspection findings support the survey results.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are happy with the quality of education provided by the school and consider that it provides good value for money. They appreciate the skills of the teachers. They say that they have the information and support they need to help their children in their education. A high proportion raise concerns about the management of homework. Inspection findings support parents' views.

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