

ACCEPTABLE



2019-2020



























INSPECTION REPORT

US CURRICULUM

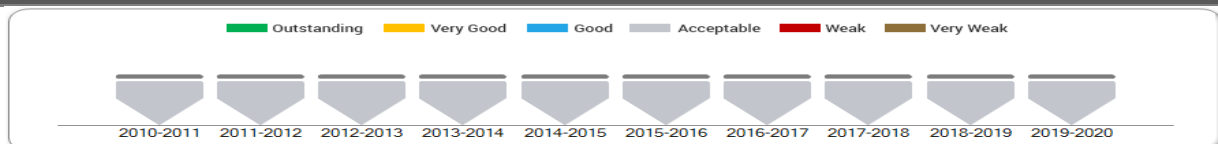
Contents

Contents.....	2
School Information	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance.....	6
National Priorities	8
National Agenda Parameter	8
Moral Education.....	9
Reading Across the Curriculum	9
Innovation.....	10
Main Inspection Report	11
Views of parents and students	21

School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	2006
	 Website	www.ppsdubai.org
	 Telephone	+971042646202
	 Principal	Elizabeth Chouman Sadek
	 Principal - Date appointed	11/11/2014
	 Language of Instruction	English
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 19
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1328
	 Number of Emirati students	37
	 Number of students of determination	44
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	86
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	9
	 Teacher-student ratio	1:15
	 Number of guidance counsellors	3
	 Teacher turnover	14%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US/California
	 External Tests and Examinations	Measures of Academic Progress (MAP), Standard Assessment Tests (SAT), Preliminary Scholastic Aptitude Test (PSAT)
	 Accreditation	New England Association of Schools and Colleges (NEASC)
	 National Agenda Benchmark Tests	MAP, Cognitive Abilities Test (CAT)4

School Journey for PHILADELPHIA PRIVATE SCHOOL



Summary of Inspection Findings 2018-2019

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

Students Outcomes	<ul style="list-style-type: none"> In the Kindergarten (KG) and elementary phases, the students' wide range of learning skills ensures a strong foundation for good outcomes in most subjects. In the middle and high schools, where learning skills are less secure, achievement in all subjects remains in line with age-related standards. Students in all phases perform best in Islamic education and science. External benchmarks reflect improving levels of achievement overall. Students generally demonstrate self-reliance and positive relationships with teachers. For a minority of students in the elementary school, self-discipline is not good enough. Most older students demonstrate clear awareness of environmental challenges in the world. Students' innovation skills are underdeveloped across all phases. Most students have a good understanding of the role and values of Islam and how they positively influence their lives.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching remains inconsistent across the school. It is better in the KG and elementary phases, where teachers have a secure understanding of how students learn best. Teachers' use of assessment information to plan activities that meet students' individual needs is still too variable in quality. It is more effective in the KG than in the other phases. The curriculum is compliant with US Common Core and California State standards. Transition from KG2 to Grade 1 is smooth and without gaps. The KG curriculum provides opportunities for children to develop creative skills. Innovative practices are not replicated across the other phases. Planning for students of determination has yet to include alternative pathways. The school has mostly rigorous child protection policies and procedures but the quality of risk assessment in KG is not secure. The academic and career guidance for older students is personalized and supportive in enabling access to further or higher education. The school's approach to improving behavior is not sufficiently focused on rewarding positive behavior. Support for students of determination has improved to good over the last academic year.
Leadership and management	<ul style="list-style-type: none"> Governors provide generous resources and promote inclusive practice. Senior leaders are competent and promote care and empathy. Job-descriptions for leaders are not specific enough. Neither these nor school improvement planning focus adequately on accurate evaluation of teachers' performance.. The day-to-day operation of the school is adequate apart from lateness to lessons. Parents appreciate the family atmosphere of the school but to date, they have little involvement in whole-school decision-making.

The best features of the school:

- good quality of provision for KG children, in all subjects, which leads to positive outcomes,
- students' deep appreciation and understanding of Islamic values and their celebration of Emirati culture
- parents high regard for the welcome and care which the school gives their children
- successful career guidance and transition arrangements for students to higher education and training pathways








Key recommendations:

- Improve students' outcomes in all phases by:
 - ensuring that the gaps in securing greater accountability by the leadership and governors are addressed through specific, manageable, and clearly defined job-descriptions
 - ensuring that leaders at all levels implement a clear vision of school improvement that is shared by the whole school community, including students, parents and governors
 - reviewing the duties of leaders to include improving the performance of teachers, raising the achievement of students in the middle and high schools, managing behavior at all phases, and adapting the curriculum to meet the needs of all students
 - using and analyzing feedback from all stakeholders on a consistent basis to improve and ensure that self-evaluation arrangements are rigorous and valid
 - documenting and measuring the impact of initiatives and programs which are underpinned by valid assessment data, so as to ensure that achievement is improved, especially in the middle and high schools
- Ensure that there is a qualified reading/literacy specialist to lead reading across all subjects, supported by a committee consisting of key subject representatives and an expert in library studies.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
 <p>Islamic Education</p>	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 <p>English</p>	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 <p>Mathematics</p>	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
 <p>Science</p>	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Acceptable	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable			
Learning skills		Good	Good	Acceptable	Acceptable

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

	KG	Elementary	Middle	High
Personal development	Good	Good ↓	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

	KG	Elementary	Middle	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	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good ↓	Very good	Very good	Very good
Care and support	Good	Acceptable	Acceptable	Good

6. Leadership and management

The effectiveness of leadership	Acceptable ↓
School self-evaluation and improvement planning	Acceptable
Parents and the community	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 (NAP), 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.

School's progression in international assessments

meets expectations

- The school has improved its scores on the Programme for International Student Assessment (PISA) tests between 2015 and 2018 in mathematics and science, achieving the target in mathematics. The scores in reading show a decline. On the 2015 Trends in International Mathematics and Science Study (TIMSS), scores have also improved and exceeded targets in Grade 4 mathematics and science and Grade 8 science. On the Measure of Academic Progress (MAP) test between 2018 and 2019, progression was good in English and mathematics but weak in science. Comparing measured potential using the Cognitive Abilities Test (CAT4) to students' MAP scores shows that they achieve above their potential in all three subjects.

Impact of leadership

meets expectations

- The school's National Agenda action plan has appropriate timelines for using International Benchmark tests. However, apart from improvements in MAP scores, especially in science and mathematics, they are used to determine provision more than to improve students' outcomes.. a range of assessments are analyzed, but not used well to meet students' different learning needs.

Impact of learning

is approaching expectations

- The students' investigative research, conducted in lessons, is rarely open-ended or student initiated. It lacks depth and mostly focuses on finding factual information online. Students have better opportunities to carry out extended research through projects that they work on outside the classroom. The promotion of students' critical thinking through teachers' questioning is only adequate.

Overall, the school's progression to achieve the UAE National Agenda targets **meets expectations**.

For development:

- Improve students' scores on the MAP test, especially in language usage and science.
- Ensure that the National Agenda action plan has success criteria that are related to students' outcomes, such as their scores on external examinations.
- Provide students with more opportunities to engage in independent inquiry and research in lessons.

Moral Education

- The moral education program (MEP) is successfully implemented as stand-alone lessons for Grades 1 to 12. All key concepts from the four pillars of the curriculum are fully addressed, supporting students to develop an improved understanding of their social responsibilities and citizenship skills. Such support could be extended by other subjects
- Most teachers provide interesting and engaging resources to supplement the textbook. Questions are generally used well, encouraging students to reflect on their own feelings and reactions to topics being discussed. High school students have good opportunities to contribute as active citizens through community service.
- The assessment processes to monitor outcomes are developing, to include understanding and behaviors, and helping students to identify where their personal strengths and areas for development lie. Outcomes are shared with parents in the end of term reports.
- Ensure that the key concepts of the moral education program are fully aligned with the school's code of conduct in all subjects.

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

For development:

Ensure that the key concepts of the moral education program are fully aligned with the school's code of conduct in all subjects.

Reading across the curriculum

- Internal assessment information on reading indicates that many students have weak but improving literacy skills in English. There is no information available for Arabic reading.
- MAP reading information has been shared so that all teachers can identify weaker readers, however, there has been no whole school staff training in strategies to support less able readers.
- Phonics teaching and a guided reading program for younger students support the development of fluent literacy skills. Successive records allow teachers to track progress.
- Reading in has not been a high profile in the school, other than a focus on reading in English. The library has been improved to be a more attractive and engaging resource center.

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

For development:

- ensure that there is a qualified reading/literacy specialist to lead reading across all taught subjects supported by a committee consisting of key subject representatives and a specialist in library studies.
- monitor all new initiatives, using valid assessment information, to determine their impact on reading improvement.

Innovation

- There are too few opportunities for students to work independently or creatively in lessons.. They rarely initiate or design their own projects or research.
- Some students engage in projects, in school and the local community, which provide opportunities to collaborate and innovate.
- Higher-order thinking skills are still developing at varying rates across the school. Students are mostly passive and follow instructions. They do not initiate their learning nor do they generate creative ideas or solutions.
- There are few opportunities for students to develop leadership and entrepreneurial skills, but they are starting to develop research skills in lessons.
- Innovation does not yet feature as a key priority in either lesson planning or school policy documents.

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

For development:

- improve planning across all taught subjects so as to enable all students to develop their innovative and critical thinking skills.
- provide students with opportunities and confidence to use technology in order to enhance their learning and research skills.

Main Inspection Report

1. Students' Achievement

Islamic education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Internal assessment information does not accurately reflect students' achievement. In all phases, students' attainment and progress remain similar to that previously reported. Most students demonstrate secure understanding of basic concepts, beliefs and practices. Evidence in lessons indicates that elementary students show better understanding of Islamic concepts than previously.
- The majority of students in elementary and middle phases are developing clear knowledge and understanding of Islamic etiquette, values, and principles. In the high school, students are developing the ability to discuss Islamic concepts and relate them to real life.
- Students in all phases demonstrate good skills in understanding Seerah and Sunnah. However, students' skills of recitation and memorization of the Holy Qur'an and Hadeeth are less well-developed.

For development:

- implement more accurate internal assessment processes to reflect students' actual achievement levels.
- ensure that the Holy Qur'an, Hadeeth, and Seerah are closely linked to all areas of learning in the subject.
- embed the skills of memorization and recitation of the Holy Qur'an and provide more opportunities for students to practice Holy Qur'an recitation.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- In the elementary school, the level of attainment is better than in the other phases because students' language skills, are well developed. In the other phases, students' speaking and writing skills are underdeveloped.
- In writing, the level of copying text is good because all students can draw letters correctly and can copy sentences and paragraphs without spelling mistakes. Students in all phases have appropriate skills in free writing, but these need improvement.
- In speaking, all students use classical Arabic during lessons, however, they also use colloquial Arabic. . Students can read different types of text and explain the meaning of words. This skill is improving across the phases due to improved teaching strategies.

For development:

- ensure that teachers raise the level of challenge and expectation, especially in middle and high school lessons.
- provide all students with greater opportunities to practice speaking and free writing skills.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- In the elementary school, students' language skills, including listening comprehension, reading and speaking, are well developed. The provision of Arabic in the KG contributes to this outcome. In the other phases, the skills of speaking and writing are underdeveloped.
- Students' listening skills are strong in all phases. In writing, their skills in copying text are well developed. All students can draw letters correctly and copy sentences which are grammatically correct. Students' free writing skills are not strong across the phases.
- In speaking, students' use of classical Arabic is limited. They mostly use informal Arabic or English in lessons. Students are improving their skills of reading text and inferring meaning from it.

For development:

- Ensure that teachers use and analyze valid assessment information, demonstrate higher expectations, and offer greater challenge, so as to improve students' skills in speaking and writing, in all phases.

English

	KG	Elementary	Middle	High
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Acceptable

- In the KG, reading, and writing skills and the 'sounding out' letters or words are developed through a themed approach. In the other phases, external and internal assessment results are variable. In the middle school, a reading program is featured once a week to develop students' literacy.
- There are too few opportunities for students to write for a variety of purposes,. This results in slower progress in the middle and high school phases. In good lessons, students in the upper phases read and extract information to support their writing.
- Most students in the KG and elementary phases are rapidly developing speaking and listening skills and write with improved accuracy. In the middle and high school phases, critical and analytical writing is limited.

For development:

- Improve the standards of reading and literacy throughout the school, guided by a qualified reading/literacy specialist.
- Reduce the use of worksheets to enable students to write purposefully, especially in the middle and high school phases, so as to focus on critical and analytical written work.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good	Good	Acceptable	Acceptable
Progress	Good	Good	Acceptable	Acceptable

- External assessments and benchmark results show acceptable levels of attainment overall in the middle and high school phases. In the KG and elementary school, the majority of students apply their number skills confidently in different contexts.
- There is insufficient focus on writing mathematical notations in students' work. In the middle and high schools, consolidation of learning is not always strong before moving to next steps of learning. In the elementary school, teachers' acceptance of answers from the whole class hinders the progress of lower ability students in lessons,
- The recent initiatives that focus on improving reasoning, problem-solving and critical thinking skills are impacting positively on students' outcomes. Students are improving their deduction skills, most notably during geometry lessons at the high school phase.

For development:

- Ensure that teachers consolidate students' learning before moving to next steps in learning.
- Provide more opportunities for the development of investigative, problem-solving, and critical thinking skills.
- Ensure that students use appropriate mathematical notations and language in their work.

Science

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Acceptable	Good

- The achievement levels reflected by the internal assessment information are higher than those reflected by the external assessments. MAP growth in the middle school is less than in the elementary and high schools. MAP assessments show improved attainment but are still below the expected levels.
- Across the school, students learn new scientific concepts through regular practical work. They show good knowledge and understanding. Given the opportunities, their application skills develop well in lessons. Their development of scientific skills is variable across the school as these are not sufficiently prioritized.
- The science department is working to improve the validity of their internal assessments by enhancing their rigor and alignment to the required standards.

For development:

- embed the scientific method more consistently into teaching and learning across the phases.
- improve students' results on the external tests, such as MAP, to reflect better attainment.

UAE Social Studies

All phases

Attainment

Acceptable

- Internal assessment information indicates that most students are achieving far higher levels than are seen during lessons and in students' written work. In primary and middle phases, the majority of students attain knowledge and understanding that is in line with curriculum standards and areas of learning.
- Students in the primary phase can list natural resources found in the UAE and explain the impact of oil on its history, culture, and development. Older students research topics on early explorers and can list examples of how their work has influenced society.
- In the middle and high schools, the history of the Emirates and the relationship of the UAE with countries such as India is well developed and understood.

For development:

- Improve the quality of internal assessments to become a true indicator of students' achievement, and analyze the resulting assessment information to plan lessons that raise students' achievement.

Learning Skills

KG

Elementary

Middle

High

Learning skills

Good

Good

Acceptable

Acceptable

- In the KG and elementary phases, most students are keen to learn and engage in collaborative and independent activities that interest them. Students in the other phases are generally engaged but do not always take full responsibility for their learning, especially when teachers over-direct activities.
- Middle and high school students collaborate well and communicate their learning adequately. They make some connections between different areas of learning and to the world. In some lessons, particularly in elementary phase, the behavior of a minority of students disrupts learning.
- Students' critical thinking and problem-solving skills are still developing at varying rates across the school. Levels of challenge are not always well matched to students' needs. Students have inconsistent opportunities to use technology to support their learning through independent research.

For development:

- Ensure that students take more responsibility for their own learning, especially in the middle and high schools.
- Develop students' higher-order thinking skills and ensure that they have access to information technology to engage in personal research.

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

	KG	Elementary	Middle	High
Personal development	Good	Good ↓	Good	Good

- In KG, children show self-reliance, are sensitive to others' needs, and are learning to participate fully in school life. Across the school, students generally have positive attitudes, but do not always exhibit self-reliance.
- Relationships are positive overall and students cooperate well with others. Some show empathy and volunteer to support those with additional needs. The behavior of a minority of students disrupts lessons, particularly in the elementary school. Bullying incidents were reported by students and parents have received information raising their awareness of the issue.
- Students show good understanding of healthy lifestyles. Leadership skills are developing through active roles in the students' council and sports teams. While attendance is very good, and better in some phases, punctuality to lessons is less successful.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students across the school have clear understanding of the role of Islam in the UAE and how its values are embedded in many walks of life. They talk about tolerance as a main aspect of life in the UAE.
- Students, in all phases, show a strong respect for Emirati heritage and culture. Most students discuss cultural activities in detail and explain how the UAE has changed and entered the Space Age.
- Students are keenly aware of cultural diversity in the UAE. They celebrate their own cultures, yet show great respect to others. Their knowledge of other cultures includes the languages, used, historical sites, food, dress and art, aspects which are understood best in the higher phases.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Good	Good	Good	Good

- Students across the school show responsibility and contribute actively to school life. They show consideration for others through involvement in the students' council. Activities involving the wider community are underdeveloped.
- Students show a positive work ethic and take responsibility for improving their learning and work. High school students undertake some creative initiatives and demonstrate strong leadership skills. Opportunities for innovation and entrepreneurship are limited and insufficiently prioritized in school planning.
- Students demonstrate clear awareness of environmental challenges in the world. They take part in some initiatives to improve their school environment and that of the wider community, such as helping in the cleaning of their school and public places in Dubai.

For development:

- improve students' punctuality to lessons, and improve behavior and self-reliance in the elementary school
- implement more activities for students in all phases to improve their awareness of global cultures, particularly Arab cultures.
- increase opportunities for all students to become innovative, creative learners who engage productively with the wider community.

3. Teaching and assessment

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

- The quality of teaching is inconsistent across the school. It is better in KG, and in some elementary lessons, where teachers have secure understanding of how students learn best and plan appropriate activities.
- The insecure classroom management skills of a minority of teachers have a negative impact on learning, particularly in the elementary and middle schools. Lesson plans are inconsistent in quality, and time and resources are not always used effectively. Interactions are generally positive, but teachers sometimes over-direct activities, hindering the development of independent learning skills.
- Activities do not always match the needs of all groups of students. The promotion of higher-order thinking skills is inconsistent in the middle and high schools. Opportunities to use technology for research, or to access learning applications, are not often seen.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable ↓	Acceptable	Acceptable

- School leaders collect and analyze a range of assessment information. They use the analyses to identify gaps in the curriculum and to adjust it accordingly. However, teachers' use of assessment information to plan activities that meet students' ability levels or individual needs is still variable in quality. It is more consistent and effective in the KG than in the other phases.
- The school has introduced self-assessment processes across the phases to help students to reflect on their own learning. However, teachers' written feedback to students does not provide them with sufficient information on their next steps in learning.
- The school has improved its alignment of internal assessments to the curriculum standards. School leaders continue to provide teachers with in-school training on the use of assessment information.

For development:

- Raise the standard of teaching by improving lesson planning, classroom management skills, and the marking of copybooks to include key next steps for learning.
- Improve the use of assessment information in planning and teaching to meet the needs of the different groups of students.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good

- The curriculum is compliant with the US Common Core and California State Standards. Students develop skills, knowledge and understanding based on these standards. The curriculum is reviewed at the end of each term to identify the impact on standards.
- The school meets the needs and aspirations of students by offering Advanced Placement (AP) courses in the high school and electives in the middle and high schools. Links with other subject are embedded in lesson planning although not featured in most lessons.
- Transition from KG2 to Grade 1 is well aligned. What, and how subjects are to be learned, ensuring there are no gaps between phases remains an ongoing developmental feature. The school has yet to use a licensed program to document and ensure requirements are met

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum in KG provides imaginative opportunities for children to develop creative and exploratory skills. It is adapted and accessible for all abilities. This does not happen across the rest of the school because there are too few opportunities for enterprise or innovation.
- Students' understanding of the culture and society of the UAE is improving, most notably in Arabic, Islamic education, and social studies. Although there are opportunities to discuss local and national issues in many lessons, these links lack consistency.
- The curriculum meets the needs of most students although there are no alternative pathways for students of determination. Activities outside normal lessons provide good opportunities for some students in presentations and public speaking..
- Arabic is taught for 7 periods per week in KG1 and KG2.

For development:

- Use a licensed program of study to ensure that, at every stage, what is taught, is in line with the knowledge, skills and understanding required
- Enhance what is taught, and how, to meet the needs of all students and increase the development of leadership, critical thinking, entrepreneurial, and innovative skills.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Very good	Very good	Very good

- The school has mostly rigorous child protection policies and procedures which are clearly defined and understood by staff, students and parents. Most students are supervised during breaks and on buses. Risk assessment and supervision of KG children must be made more secure.
- The school provides a mostly safe, hygienic and secure environment for students and staff. The number of security personnel inside and outside the school is appropriate. The school building and equipment are in good condition.
- The school's promotion of safe and healthy living is successful. This is given a high priority and clearly influences all aspects of school life. The school organizes regular sessions about healthy lifestyles.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Good

- The academic and careers guidance provided for older students is personalized and supportive in their preparation for career options. All students have access to professional guidance and advice for social and emotional matters.
- The school's approach to improving behavior is not sufficiently focused on rewarding positive behavior but rather on outlining sanctions for poor behavior. In general, relationships between students and teachers are respectful. This is particularly true in KG, where the children are friendly and trusting.
- Support for students of determination has improved over the past academic year. They now learn within a more inclusive environment. Routine use of internal diagnostic tests to identify students' barriers to learning, or for those with gifts and talents, is not yet embedded in practice.

For development:

- Deploy and embed the routine use of appropriate diagnostic tests for swift identification of students' learning and developmental needs, and also to identify those with gifts and talents.
- Immediately engage the senior team to ensure the safety and security of students within the school, especially those in KG, and conduct more regular and thorough risk assessments.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable 

- A new inclusion champion has been appointed, however, the role of the governor for inclusive education remains unclear. The inclusive education improvement plan has not had time to have full impact on provision. There has been insufficient investment in staff to embed key improvements.
- Inclusion leaders have a good understanding of the KHDA categories for students of determination. The inclusion policy outlines the approach for the identification of students' needs, but there remains an over-reliance on the use of external assessments.
- Partnerships with parents are strong. They value the dedication of the inclusion coordinator and the individual support and guidance that their children receive. Parents welcome the more inclusive teaching environment and the resultant impact on their children's academic and social development.
- The deployment of learning support assistants within subject specialist areas has enhanced the support received by students of determination. However, in practice, there remains inconsistency in the way teaching and tasks are matched to students' needs.. Leaders have not been swift enough to share and embed the good practice existing within the school.
- There is regular review of the progress made by students of determination against curricular and developmental targets. Academic progress is similar to that of other students, although a few students have made accelerated progress as a result of a more inclusive teaching approach.

For development:

- secure planned accountability for driving improvement in provision and outcomes for students of determination, and ensure that the school meets the requirements of the Dubai Inclusive Education Framework
- develop and expand the expertise within the inclusion team to embed good practice across the school.

6. Leadership and management

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

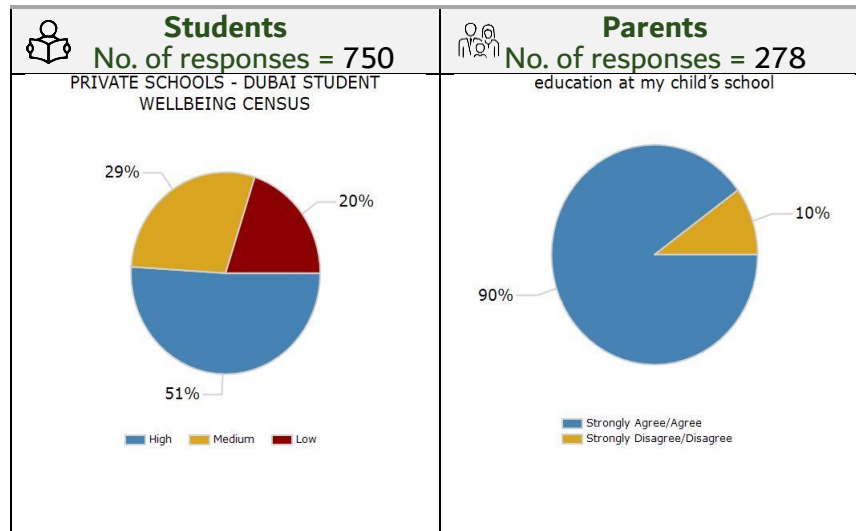
- Senior leaders are competent, ensure compliance, and promote inclusive practice. The roles of senior leaders are not all fully defined. Consequently, lines of accountability and responsibility are unclear. In addition, the school lacks a rigorous and properly planned process towards monitoring teachers' performance. Hence, the quality of teaching and learning in the middle and high schools remains variable. Some local and national priorities in school planning, such as National Agenda targets, are an improving feature.
- Improvement planning makes use of various sources of evidence to support self-evaluation. For example, internal and external assessment information are increasingly used. The school plan has targets, although not focused sufficiently on evaluating teachers' performance nor linked consistently to students' outcomes. There is little evidence of measuring the impact of improvement planning, especially relating to recommendations from previous reports. The views of students, parents and governors are not fully included in the process to identify the school's planning and development priorities.
- Parents appreciate the family atmosphere of the school. They say that the school listens to them and acts on their views on issues related to the education of their children. They are happy with reporting and the emails which they receive from the school. Parents say that they have easy access to the teachers. They express the need for their children to be more engaged in community work. Their involvement in decision making that affects the whole school is insufficient.
- Governors are committed to compliance, school improvement, and the establishment of inclusive practice across the school. While the governing board monitors the work of the school, the process of holding all leaders to greater account currently lacks structure. Job-descriptions are not well understood by some leaders, and lines of accountability and communication lack cohesion. Since the last inspection, levels of resourcing, most notably in technology and staffing, have improved, though not sufficiently to support all students of determination.
- The day-to-day operation of the school is adequately organized. In the upper phases, the changeover time between classes reduces contact minutes, adversely affecting students' learning. Expertise is varied, and the deployment and effectiveness of some staff, including teacher assistants in the KG and support teachers for inclusion, are not well suited to students' needs. Professional development is provided. However, more needs to be done to achieve consistently better teaching. The school has a suitable range of learning resources.



For development:

- Ensure that governors and leaders fully understand their roles in managing school improvement. Leaders must be held to greater account and find valid ways to measure their impact on students' outcomes.
- Ensure greater consistency and accuracy when evaluating teachers' performance and ensure that the process is linked sensibly to students' outcomes.
- Offer parents the opportunity to be full stakeholders in the school's decision-making process.
- Organize the changeover time between classes so as to ensure that teaching time is optimized.

Views of parents and students

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



 Students	<ul style="list-style-type: none"> Students' responses as reported in the Dubai well-being census are generally positive. Anxieties in relation to examinations and future career options are mentioned. Happiness and satisfaction indicators referring to school and life experiences as being enjoyable are mostly the same for boys and girls. Students interviewed during the inspection confirmed these views.
 Parents	<ul style="list-style-type: none"> The majority of parental responses are positive and reflect satisfaction with the quality of education. Most agree that the school is welcoming and that a happy environment prevails. A few parents consider bullying to be an issue. A large majority of parents would like to see their children benefit from greater involvement in the wider community. The inspection findings generally align with these 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