

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Philadelphia
Private
School

Celebrating
10 years of
inspections

PHILADELPHIA PRIVATE SCHOOL

AMERICAN CURRICULUM

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School information

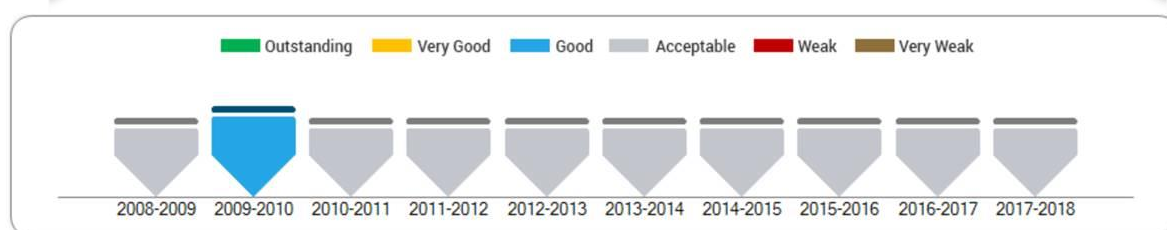
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2006
Website	www.ppsdubai.org
Telephone	04-2646202
Address	Muhaisnah 4, Qusais (Off Beirut St. and Halab St. Intersection) - P.O.BOX 185020
Principal	Elizabeth Chouman Sadek
Principal - Date appointed	11/11/2014
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	98
Largest nationality group of teachers	Lebanon
Number of teaching assistants	18
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	11%

Students	
Gender of students	Boys and girls
Age range	4-19
Grades or year groups	KG 1-Grade 12
Number of students on roll	1546
Number of children in pre-kindergarten	0
Number of Emirati students	58
Number of students with SEND	21
Largest nationality group of students	Arab

Curriculum	
Educational permit / License	US
Main curriculum	US
External tests and examinations	TIMSS, PISA, MAP, CAT 4, SAT 1
Accreditation	NEASC
National Agenda benchmark tests	MAP

School Journey for Philadelphia Private School



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

Philadelphia Private School was inspected by DSIB from 16 to 19 October 2017. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management of the school are generally good. However, self-evaluation, school improvement planning and implementation need strengthening. Partnerships with parents and the community remain strong. Governance is also strong as governors have secured improvements in facilities and human resources. Learning technologies are being increasingly used in lessons.

Students' achievement

Students' achievement is stronger in Kindergarten and Elementary than in middle and high school phases. Science remains good in both attainment and progress in all phases. Similarly, good progress is seen in Islamic education. There is lower achievement in a number of key subject areas at the high school. The development of learning skills also declined at the high school level.

Students' personal and social development, and their innovation skills

The personal and social development of students remains good, except at the high school phase where it has declined to acceptable. Students at all phases demonstrate good understanding of Islamic values and awareness of Emirati culture as well as other world cultures. Opportunities for students to acquire social responsibility skills continue to be strong in the high school.

Teaching and assessment

Teaching is stronger in the Kindergarten and elementary phases. It has improved in the elementary phase but not in the middle and high school phases. Assessment is better in the Kindergarten where effective assessment enables children's strengths and weaknesses in learning to be identified and where work is accurately matched to their needs.

Curriculum

Curriculum design and implementation is similar to last year. However, adaptations to meet the needs of all groups of students are less effective. UAE social studies and moral education are successfully integrated into the curriculum across the school.

The protection, care, guidance and support of students

The arrangements for protection, care and support of students are very good. The focus upon safeguarding of children is strong. Students' attendance rates are very high but punctuality is not as good.

What the school does best

- Very good provision for child protection and safeguarding across all phases
- Attainment and progress across all phases in science
- The understanding of Islamic values, Emirati culture and the appreciation of other world cultures
- The quality of partnerships with parents and the community
- The learning environment in Kindergarten, where children thrive both personally and academically







Key recommendations

- Raise attainment and accelerate progress by:
 - providing targeted professional development to all staff which enables them to improve their data analysis skills to inform planning and teaching
 - monitoring all internal and external assessment results to identify achievement gaps
 - carefully monitoring students' progress in lessons and over time.
 - Modify the curriculum and adjust teaching strategies to meet the needs of all groups of students.
 - Strengthen personal development in the high school by:
 - developing greater opportunities for students to demonstrate leadership and encourage more wide-spread mentoring of younger students
 - enabling students to be more self-reflective about the quality of their interactions with others.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
English 	Attainment	Good	Acceptable ↓	Acceptable	Acceptable
	Progress	Good	Good	Acceptable ↓	Acceptable ↓
Mathematics 	Attainment	Good	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable ↓	Acceptable ↓
Science 	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good	Good	Good
		KG	Elementary	Middle	High
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	Acceptable ↓
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very 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	Very good ↓	Very good ↓	Very good ↓	Very good ↓
Care and support	Good	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- Students' attainment in the National Agenda Parameter (N.A.P.) in mathematics, science and English is below expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- Leaders and governors of the school are committed to the National Agenda and are in the early stages of using N.A.P. data to track and monitor students' achievements.
- While TIMSS and PISA results are understood by teachers, the CAT4 cognitive ability test is not used to plan for learning and to identify students' learning needs.
- The school has made modifications to the curriculum planning by identifying opportunities to reason and think critically. However, these are not consistently implemented.
- Teachers in some subjects are providing students with more opportunities to make connections with other areas of learning and real world experiences.
- Not all students are aware of their achievement targets but there is increased awareness of the importance of N.A.P. assessments. Students competently use technology in their learning, such as laptops or scientific calculators.

Overall, the school's provision for achieving National Agenda targets is not secure.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The school's board of trustees and advisory committee are aware of the achievements of all students, including the Emirati students. All students are encouraged to do their best but there are no specific interventions to raise the achievement levels of Emirati students.
- The Emirati students have positive attitudes towards learning and enjoy most subjects. Teachers provide a range of opportunities for the development of learning skills, but do not specifically target Emirati students. They do not use CAT4 data to identify the students in need of interventions.
- There are no specific interventions for Emirati students, or adaptations or modifications to the curriculum, on the basis of CAT4 data. The school is planning to provide professional development for teachers and to share the data.

The school's provision for raising the achievement of Emirati students, needs improvement.

Moral Education

- Moral education is not taught consistently from Grades 1 to 9. The school is changing from the previous social and personal development curriculum.
- Teachers are not using the moral education standards for planning. In lessons there is a strong focus on dialogue and making connections to personal experiences.
- Students are eager to relate the topics of lessons to their own experiences. They engage in discussions and regularly share their ideas and understanding.
- Assessments include tests and project work but these do not always assess the impact of moral education on behaviors and feelings.

The school's implementation of the UAE moral education program is developing.

Social Studies

- The school offers UAE social studies in Grades 1 to 9 as a stand-alone subject for 50 minutes per week. The subject has limited cross-curricular links.
- Teachers focus on content rather than learning skills. They do not provide adequate challenge and support to engage the students effectively in lessons.
- Students find it difficult to apply their knowledge to their own experiences. They do not consistently explore and apply the concepts learned in class to life in the UAE.
- The school regularly assesses students' learning and progress but results do not effectively inform teaching and curriculum planning.

The school's implementation of the UAE social studies program is underdeveloped.


Innovation in Education

- Elementary, middle and high school students have some opportunities to be reflective and independent, and they can use technology daily to inform their learning.
- Students generally show a positive work ethic. They are active participants in school competitions and in music and art when provided with opportunities.
- Some teachers plan for and encourage creativity, critical thinking and problem solving. However, teaching of these skills is not consistent in all subjects and grades.
- Occasionally, adaptations are made to curriculum planning in some subjects to enable students to access opportunities and resources which support innovative thinking.
- School leaders and governors support, rather than lead, innovative approaches.

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

Main inspection report

1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good

- The majority of students across all phases make progress in lessons that is above expectations. However, recent improvements are not reflected in attainment which remains acceptable for most students.
- Students in the elementary phase are developing their knowledge of Islamic concepts. In the middle phase, students can apply Holy Qur'an recitation rules appropriately and they can explain and apply Hadeeth. In the secondary phase, students are developing research and problem-solving skills.
- Students in all phases make significant contributions to classroom discussions. They are also making steady progress with their recitation skills. However, their knowledge about Seerah and Fiqh laws remains underdeveloped.

For development.


- Improve students' knowledge about Seerah and Fiqh laws.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Elementary students are making good progress and reaching good attainment levels, particularly in reading comprehension. Students in the middle and high phases are only making adequate progress and attain in-line with curriculum expectations.
- Vocabulary acquisition, reading comprehension and grammar are strong in the elementary phase but speaking skills are less well developed. In the middle and high phases, students make slower progress especially in independent writing due to the low expectations by the teachers and an insufficient focus on active learning.
- While the alignment of teaching and assessment to curriculum expectations is resulting in good achievement in the elementary phase, it is not consistently evident in the higher grades.

For development


- Improve the development of speaking skills in classical Arabic and independent writing, in the middle and high phases.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Most students across all phases are reaching standards in line with expectations in their language development, relative to their starting points. The majority of students in the elementary phase are making better progress than students in the upper grades.
- Most students are increasing their range of vocabulary and basic grammar especially in the elementary phase. However, in higher grades, progress is slower because learning is not personalized enough and students are not provided with opportunities to interact with each other and develop their conversational skills.
- As a result of recent curriculum modifications, students are improving their reading and many can read and write short paragraphs. Technology is used to support students' vocabulary development.

For development


- Improve conversational skills of students in all grades and phases.

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

- The high results in internal assessments of reading and language skills for the upper three phases are not reflected in students' work or in lessons.
- Students in all phases demonstrate stronger speaking and listening skills than in reading and writing. In Kindergarten, children acquire language skills quickly and apply them effectively.
- The recent implementation of "Writers' Workshop" is providing students with opportunities to improve their writing skills. However, at the time of the inspection, the effect on students' attainment levels was not evident.

For development


- Increase opportunities for students to read and write for meaning and purpose.

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

- In mathematics, Kindergarten children and students in the lower elementary phase achieve well. Proportionally less students in upper elementary, middle and high school achieve beyond the basic age-related standards in mathematics.
- Children in the Kindergarten are active learners as they develop number sense and apply their skills to everyday life. In the other phases, students have fewer opportunities to deepen understanding of mathematical concepts and solve problems, although they are usually confident with calculation tasks.
- Although the focus on continuous assessment and strategies to stimulate thinking and discussion has resulted in improvements in the first three grades of elementary, this is not consistent in other grades and phases.

For development

- Provide opportunities for all students to solve mathematical problems and improve reasoning skills.

		KG	Elementary	Middle	High
 Science	Attainment	Good	Good ↑	Good	Good
	Progress	Good	Good	Good	Good

- Students' attainment and progress in science are strong across all phases. From Grade 3 through Grade 12, students develop scientific inquiry skills through science and engineering fairs.
- Students are improving their scientific skills by using and apply hypothesis, prediction, observation and conclusion. Most can design their own investigations when provided with opportunities to do so.
- The adoption of Next Generation Science Standards (NGSS) is providing students with opportunities to develop engineering skills. In addition, the learning objectives linked to the standards help the students identify exactly what they need to know and apply by the end of each lesson.

For development

- Provide all students with opportunities within science lessons to extend their investigative skills.

	KG	Elementary	Middle	High
Learning Skills	Good	Good ↑	Acceptable	Acceptable ↓

- Children and students have more opportunities to practice critical thinking and work collaboratively in Kindergarten and Elementary. As a result, they are more creative and willing to share their ideas.
- Although some students develop research and analytical skills in middle and high school phases, opportunities to extend thinking are infrequent. Consequently, not all students are able to take responsibility for their learning and work in innovate ways.
- Recent initiatives in some subjects are providing students with opportunities to make connections between areas of learning and apply their learning skills in a range of different contexts. However, this is inconsistent between subjects and grades.

For development

- Provide opportunities for students to demonstrate critical thinking and innovation skills in all subjects and grades.

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

	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Acceptable ↓

- Children and students display positive attitudes in Kindergarten, elementary and middle phases. However, in the high school phase some students show a lower level of self-discipline and require more supervision from adults.
- Most students demonstrate good behavior and they are polite to others. In the high school phase, a few students do not behave appropriately during the break time and in the corridors. Attendance in all phases is at least good. However, punctuality is not as strong in the high school.
- Students are generally keen to be involved in activities that promote a healthy life style. However, a few students make unhealthy choices when selecting which food to eat.

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

- Students across all phases, including kindergarten children, have secure knowledge about Islamic practice and values in UAE contemporary society. They appreciate competitions and events that promote understanding of Islamic values such as the Holy Qur'an club.
- Students can speak about UAE events and initiatives such as The Year of Giving. They participate in a range of cultural activities such as National Day, Arabic music classes and charitable events.
- Students appreciate the multicultural environment of the UAE. They can describe the aspects in which their culture is similar and different. Students in all phases demonstrate a good level of knowledge and awareness of the diverse culture of their school.

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

- Students contribute actively to the life of the school and wider community. They participate in volunteer activities, competitions and presentations. Student council members in the high school phase, have a strong sense of social responsibility and they believe that their opinions are valued by the school.
- Most students have a positive work ethic. They are generally active participants in school competitions and clubs, such as music and art. They have practical ideas and sometimes they initiate and organize activities where they can sell items and food for charitable purposes.
- Students can identify many critical environmental issues in the world. They participate in green projects to improve their school environment.

For development

- Ensure all students follow the school behaviour policy, particularly in the secondary school.

3. Teaching and assessment

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

- Teachers plan lessons that clearly identify a learning objective and include relevant activities and a range of resources. In the better lessons, especially in Kindergarten and Elementary, teachers use their knowledge of students' strengths and weaknesses to provide work that is matched to their abilities.
- Relationships between teachers and students are generally positive. In the Kindergarten and elementary phase, more opportunities for dialogue and in-depth discussions are provided. However, this is inconsistent across subjects and grades.
- A greater range of effective teaching strategies are provided in Kindergarten and the elementary phase. Teachers manage the transition between grades and the phases well.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- Assessment in the Kindergarten is multifaceted, continuous and it elicits information on students' strengths and needs. Assessment processes in the other three phases are not used as effectively to monitor and ensure student growth.
- The systematic analysis of MAP assessments across phases are in the early stages of implementation. Results from the cognitive ability tests to identify students' needs and strengths are not fully analyzed or understood.
- As a result of inconsistent use of all assessment information, the challenge, support and feedback provided to students in the upper three phases is not always effective and prevents them from accurately identifying their next steps in learning.

For development

- Enable all teachers to use analysis of assessment results to provide feedback and appropriate challenge to all groups of students.
- Involve students in assessing their own strengths and weaknesses in learning so they can identify next steps in learning.

4. Curriculum

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

- Based on California State Standards and NGSS, curriculum design is broad and balanced across most subjects. The curriculum is planned well so that there is continuity and progression in learning from one grade to the next.
- Although skills are identified in the curriculum, more emphasis is generally given to knowledge rather than the subject specific skills in lessons. Inter-disciplinary links are not consistently implemented across all subjects.
- The recent comprehensive review of the curriculum resulted in opportunities being identified to strengthen independent learning. These opportunities are more consistently implemented and effective in Kindergarten and Elementary.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable ↓

- Teachers in the Kindergarten are more successful in modifying the curriculum to match learners' needs. Although there are modifications in the upper three phases, they are less effective and not as accurately matched to the needs of different groups of students.
- The curriculum provides some enhancements designed to inspire creativity and innovation but these are not consistently implemented across curricular areas. There is an after-school program which offers interesting extra-curricular activities. However, it does not have wide participation.
- Field trips, speakers from outside the school and community links are incorporated into the curriculum to supplement student learning. In addition, UAE culture is well integrated throughout the school.
- Children have a weekly class of 40 minutes in Arabic in the Kindergarten.

For development

- Rigorously implement all aspects of the curriculum in all grades and subjects to include a balance of knowledge and skills.

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

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

- The school's policy and procedure pertaining to protection, are clearly outlined and followed by senior leaders and relevant staff members in all four phases. Provision is consistent throughout the school.
- Supervision and security procedures and monitoring arrangements are being followed effectively for entry, exit, bus transportation and recess. Healthy living is promoted in all aspects of school life.
- The school is committed to caring for students who become ill, employing a full-time nurse and two part-time doctors. An appropriately detailed medical record is kept for all students.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- There are established practices to monitor and manage behaviour and attendance, but they are not always effectively implemented. There are generally good relationships between staff and students throughout the school but some older students are, on occasions, disrespectful.
- Well-planned support is available for students with SEND who have been professionally assessed but the school-based identification is not as well developed. The identification process and provision for gifted and talented students is at the planning stage.
- A school-wide pastoral care system, led by counselors, supports students in their personal, social and emotional development. In the high school, students receive academic and career guidance in planning their future. The issuing of transcripts to meet the requirements of a US curriculum school is not in place.

For development

- Consistently implement the whole-school policy and program to promote positive behavior and self-responsibility for students in all grades and phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Experienced teachers are deployed to lead instruction in pull-out lessons and to support students with SEND in mainstream classes. Two counsellors organise the provision and monitor the quality of the interventions. School leaders promote a philosophy of inclusion but do not consistently ensure its implementation.
- Interviews and observations begin the process to identify students with SEND. However, students can only access support with an external assessment. The school does not use a full range of assessment tools and has not identified all students who need support.
- Overall, parents of identified students with SEND are pleased with the provision. They attend meetings to discuss IEP development and their children's progress. They receive reports on academic outcomes and find the oral feedback particularly helpful. No training is available to enable parents to support their children at home.
- Modifications to the curriculum, lesson plans and assessment are effective for students in pull-out sessions. Planning and implementing quality differentiated instruction by teachers in mainstream lessons is inconsistent and sometimes weak. The impact of professional development is not evident in lessons.
- Students make good academic progress when they work in pull-out sessions, but they do not in mainstream lessons when there is no modification or differentiated instruction. When the development of personal, social and behavioural skills are identified in IEPs, progress in these areas is good.

For development

- Improve the school-based identification of students with SEND.
- Ensure the delivery of differentiated instruction for students with SEND in all lessons.
- Revise the admissions policy and practice to ensure the school is fully inclusive.

6. Leadership and management

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

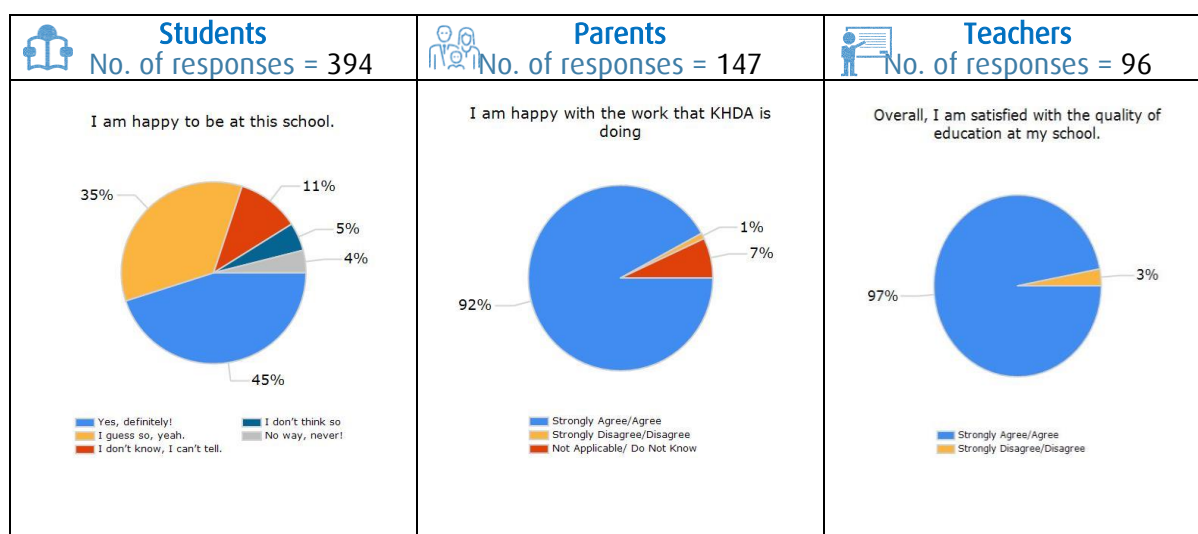
- Senior leaders, led by the principal, are competently leading the school. Under their leadership, the school is making improvements in some areas of provision. While staff development is designed to secure improvements in student achievement, its impact is inconsistent as not all teachers and middle leaders are committed to implementing the outcomes of the training.
- The self-evaluation processes do not identify where there is underachievement by students, particularly in the high school. The implementation of the school improvement plan is not fully effective as the analysis of assessment information is not made available to all teachers. As a result, they are unable to construct an accurate learning profile for all students. Not all recommendations made in the previous inspection report have been addressed.
- Overall, partnerships with parents remain good. Although parents involve themselves in many activities, they are not provided with the opportunities to fully support their children's learning and shape improvement priorities. Communication is generally effective through multiple channels. Report cards are regular but insufficiently detailed.
- The board of trustees and the advisory committee monitor the school's actions as well as evaluating the performance of school leaders. Appropriate staffing and resources are provided to support improvements.
- The school operates smoothly on a day-to-day basis. It is properly staffed and regular professional development is delivered. Technology facilities are adequate and used effectively to support students' learning. A range of resources supports teaching and learning.




For development

- Use all available data to improve self-evaluation, identify underachievement and involve all teachers in improving achievements for students in all grades and phases.

The views of parents, teachers and senior students

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



 Students	<ul style="list-style-type: none"> Students report that they are mostly satisfied with the quality of education they receive. The great majority report that they have adequate access to technology at school. Both in school and at home, someone guides them towards following the rules.
 Parents	<ul style="list-style-type: none"> Every parent who completed the survey reported that they felt that their child was safe at school. They feel that the school places a high importance upon child safeguarding. Parents believe that their children are well supported in their learning. They report that their children are happy at school.
 Teachers	<ul style="list-style-type: none"> Teachers consider that their colleagues know the strengths and weaknesses of all of the students in their classes. They report that students get along well together and are well behaved. They appreciate the professional development that has been provided to them. Teachers are confident that the school offers good career and academic guidance.

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