

INSPECTION REPORT

2022-2023



THE PHILIPPINE SCHOOL

PHILIPPINE CURRICULUM









ACCEPTABLE

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Muhaisnah 2
	Opening year of School	2008
	Website	www.tpsdxb.com
	Telephone	97142844465
	Principal	Benedict Malate Ocon
	Principal - Date appointed	9/26/2022
	Language of Instruction	English, Filipino
	Inspection Dates	05 to 09 December 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2194
	Number of Emirati students	0
	Number of students of determination	33
	Largest nationality group of students	Filipino

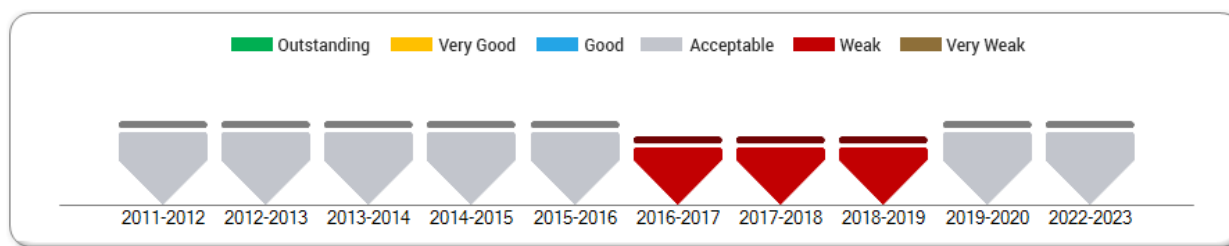
TEACHERS

	Number of teachers	106
	Largest nationality group of teachers	Philippines
	Number of teaching assistants	14
	Teacher-student ratio	1:21
	Number of guidance counsellors	3
	Teacher turnover	14%

CURRICULUM

	Educational Permit/ License	Philippines
	Main Curriculum	Philippine
	External Tests and Examinations	NA
	Accreditation	NA

School Journey for THE PHILIPPINE SCHOOL



Summary of Inspection Findings 2022-2023

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

- Achievement has strengthened in Senior High, where motivated students are challenged more appropriately, with teaching matched to their needs, interests and abilities. There are limitations in resourcing, and teachers' professional training and expectations are not always high enough. There are long-standing weaknesses in students' attainment and progress in Arabic.
- Students' personal and social development is particularly strong in Junior and Senior High, where students exercise self-discipline and show high levels of respect to one another and adults, both in and out of lessons. The student-led assemblies are a strong feature of the school. Examples of innovation include a project designed to promote honesty, integrity and generosity among the students.

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and plan lessons appropriately. In Senior High, teachers engage students more effectively, with suitably high expectations. This is less evident in the other phases. In the best practice, teachers use questioning effectively to prompt students' thinking and test their understanding. In only a few cases, teachers modify their teaching in response to students' assessment outcomes.
- The curriculum follows the Philippine and UAE requirements and provides a suitable range of options for older students. Regular reviews have not resulted in good provision in all subjects, or meaningful cross-curricular links. The transition between the Kindergarten (KG) and Elementary is not managed well. Transition between other phases is more successful. Curricular provision is supplemented by a range of extra-curricular activities.
- This is a caring and supportive school with encouraging staff and student relationships, and positive behavioral expectations. There is a focus on wellbeing and healthy lifestyles with individual guidance, and social and emotional support. The identification and support for students of determination and those who are gifted and talented are not well developed. Individual Education Plans (IEPs) for students of determination are not being implemented effectively.

LEADERSHIP AND MANAGEMENT

- Recently a new principal, three vice-principals and several middle managers have been appointed. The capacity of the new leadership to ensure the quality of provision and holding others accountable for performance is variable. Governors lack sufficient knowledge about the school's strengths and weaknesses and what progress is being made towards the improvement targets. School leaders have strong support from parents.

The best features of the school:

- The sense of community and the climate of mutual respect
- Students' well-developed personal and social skills, with a growing awareness of Islamic values and a strong sense of social responsibility
- Good levels of achievement in Senior High in Filipino, English, mathematics and science
- Good quality arrangements for health and safety, including child protection
- The strong partnerships which school leaders have developed with parents






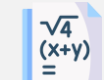

Key Recommendations:

- Raise students' attainment throughout the school, particularly in Arabic as an additional language.
- Increase the quality of teaching by raising expectations and using assessment information to modify teaching to meet the needs of all students.
- Improve the identification and support of students of determination.
- Develop skills of subject leaders to drive improvement and the ability of senior leaders to hold them to account for doing so.
- Increase resourcing, particularly in KG and for reading, practical mathematics and science.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 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	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
 Language of instruction	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Acceptable	Good ↑
		KG	Elementary	Junior High	Senior High
Learning skills		Acceptable	Acceptable	Good	Good

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	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](#)

Focus Areas

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 2022-2023

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not applicable

- Most students across the school make expected progress against the National Agenda Parameter. In TIMSS, the large majority of students made better than expected progress in mathematics and science.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- Through analyses of assessment data, senior leaders identify gaps in students' knowledge and skills. Although the information is used to modify the curriculum, modifications are not sufficient to meet the learning needs of all groups of students. As a consequence, lesson plans in key subjects do not always address gaps in students' learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- Across the school, most students' reading, comprehension and decoding skills, are in line with age-related expectations. Most students demonstrate a secure level of reading independence. The ability to solve problems and carry out research is developing most quickly in Senior High.

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

For Development:

- Use the National Agenda Parameter test information more effectively to guide curriculum adaptations and lesson planning, particularly in Arabic.
- Promote the development of critical thinking and problem-solving in all subjects.

Wellbeing

The quality of wellbeing provision and outcomes is at a moderate level:

- The school employs a caring and supportive ethos where students are encouraged to enhance self-esteem, take part in school activities and value each other. There is a developing awareness of well-being encompassing more than happiness and comfort. An appropriate range of school policies are in place to promote wellbeing. Leaders and governors are committed to wellbeing but do not place enough emphasis on the wellbeing needs of students of determination. Adult and student surveys inform improvement planning which is not yet impacting the most urgent priorities.
- The school has strong pastoral support systems and students are guided by a counsellor, pastoral team, tutors and medical staff. The renewed home room guidance program provides academic, personal, social and careers support for students. Staff appreciate the supportive family-focused environment. School leaders advise teachers on an appropriate work-life balance. The school's ethos of transparency enables students, staff and parents to feel heard and valued.
- Students show initiative, engage in a range of supportive activities, and enjoy school. Wellbeing is sometimes threaded into lessons and assemblies and students are encouraged to seek wellbeing support. A more systematic approach is important to ensure broad, balanced, and consistent wellbeing experiences. Students are respectful and well behaved and dedicated wellbeing ambassadors are elected from different grades. The school's wellbeing initiatives and health clinic help students to develop healthy lifestyle practices. Overall, students enjoy the school climate, feel safe at school and experience an absence of bullying.

UAE social studies and Moral Education

- The school uses the Ministry of Education (MoE) social studies standards and the Moral, Social and Cultural Studies (MSC) framework for each stand-alone course. Teachers prepare interesting lessons and use a variety of strategies to engage students. They link the subject content to the students' everyday experiences, as well as to the vision of the UAE.
- The curriculum combines the UAE social studies standards and the MSC framework to develop an all-round approach to the subject. The curriculum design uses the standards to align teaching, learning and assessment practices. Students' progress is tracked using ongoing assessments in lessons and end of unit summative assessments.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students attain levels that are in line with curriculum expectations. This is confirmed by work seen in lessons and external test results. The good attainment in Elementary, shown in the school's internal assessments, was not evident in lessons.
- In all phases, students demonstrate an adequate understanding of Islamic principles, creed and worship. Their knowledge of the Prophet's (PBUH) Seerah is developing, especially in Elementary. Memorization and Holy Qur'an recitations, and applying lessons to everyday situations, are underdeveloped.
- A Holy Qur'an 'passport' has recently been introduced to improve their students' memorization skills. However, the implementation is not yet systematic enough to have the desired impact.

For Development:

- Provide more opportunities for students to apply Islamic lessons to everyday situations.
- Apply more systematic strategies to assist students to memorize and recite the Holy Qur'an.

Arabic as an Additional Language

	KG	Elementary	Junior High	Senior High
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Weak	Weak	Not applicable

- Lesson observations and reviews of students' recent work in Elementary and Junior High, confirm that students' achievements are below expectations. Students' progress in lower Elementary is slightly stronger than in other grades in the school.
- Students' listening and responding skills are below expectations, while their speaking skills are weaker due to the lack of opportunities to practice. While most students can read familiar phrases aloud, their comprehension and writing skills are more limited.
- There has been a slight improvement recently in students' reading and responding skills, especially in lower Elementary. However, improvement in speaking and independent writing is inconsistent and this is limiting progression across the school.

For Development:

- Raise teachers' expectations of what students can achieve in their language skills.
- Improve students' speaking, reading, comprehension and independent creative writing skills.
- Ensure that student work is matched to students' years of studying Arabic.

Language of instruction

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

- Internal assessments show that most children in KG are attaining above the expected level, but this is not reflected in their classroom work. Assessment data and classroom practice both illustrate a majority of students in Elementary, Junior and Senior High are attaining above curriculum standards.
- Across the phases, speaking, listening and reading comprehension are relative strengths, while writing and the acquisition of vocabulary are weaker. In the upper grades of Junior High and in Senior High, a majority of students demonstrate higher order reading skills.
- Teachers make effective use of diagnostic tests to assist in the design of curriculum interventions and to help chart the progress of their students. This has resulted in better progress in Junior High. Extended writing skills, across all phases, are underdeveloped.

For Development:

- Improve students' writing skills and their acquisition of vocabulary and with an emphasis on grammar, sentence construction and spelling.
- Ensure that when students are reading and speaking in Filipino, they use the correct word intonation.
- Improve the development of reading comprehension skills, starting in the early grades.

English

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

- Senior High students demonstrate higher levels of language proficiency, compared to the other phases. They understand, appreciate, and can write critical analyses of literary texts in various genres. In other phases, students' development of language skills is broadly in line with curriculum standards.
- Students, in all phases, have well-developed speaking and listening skills. They communicate their learning and articulate their thoughts effectively using familiar vocabulary. Students' reading comprehension and, their ability to apply different points of grammar in their writing are less well-developed.
- The school's language program is having a positive impact on students' writing in Senior High. The school does not have an effective strategic approach to building skills related to language, literacy and literature from KG onwards.

For Development:

- Implementation a strategic approach to the building of skills related to language and literacy throughout the school.
- Improve students' reading comprehension and analytical writing, particularly in Elementary and Junior High.

Mathematics

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

- In Senior High, teachers have high expectations for all groups of students and plan lessons which are academically challenging. Consequently, students make good progress in problem-solving and critical thinking skills. In other phases, learning is focused more upon strengthening basic skills.
- Students use mental mathematical strategies to develop conceptual understanding of number and mathematical procedures. Children in KG develop number sense while numeracy and procedural fluency develop over the subsequent phases. Senior High students use theoretical reasoning to apply learning to real life scenarios.
- More recently, teachers have placed an emphasis on developing mathematical vocabulary to prepare students to tackle word problems. However, the focus on the use of mathematical terminology is not consistent across all grades.

For Development:

- Use mathematical terminology consistently in all lessons.

Science

	KG	Elementary	Junior High	Senior High
Attainment	Acceptable	Acceptable	Acceptable	Good ↑
Progress	Acceptable	Acceptable	Acceptable	Good ↑

- In KG, science knowledge and skills are adequately developed. In Elementary and Junior High, students make the expected progress and acquire new knowledge at a steady rate. In Senior High, scientific skills and understanding of concepts are more secure.
- Children's learning about living things in KG, is extended in Elementary with the study of life cycles. In Junior High, students learn how to calculate the molecular mass of different chemical compounds. In Senior High, students' learning is enhanced with science projects and presentations.
- Progress in Senior High has improved because of more effective teaching and the promotion of research and critical-thinking skills. This has helped to raise students' confidence and competence in science. In the other phases, investigatory work in science remains underdeveloped.

For Development:

- Support students' in developing scientific thinking through more regular opportunities to carry out practical investigations from KG to Junior High.

Learning Skills

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Acceptable	Good	Good

- Senior High students are fully engaged and show genuine interest in their learning. In Junior and Senior High, they take responsibility for many aspects of their learning and do not need too much guidance from teachers. In other phases, students are over-dependent on teachers for guidance, supervision, and support.
- Students work collaboratively in Junior and Senior High. They share their ideas and explain their work to the rest of the class. They use technology confidently to support their learning. In KG and Elementary, students do not always work effectively in groups.
- Students in Senior High are beginning to use enterprise, problem-solving and critical thinking skills. They can find information, although they do not always check the reliability of the sources. Higher level thinking practices are underdeveloped in the other phases.

For Development:

- Develop students' independent research skills, incorporating technology where appropriate.
- Improve opportunities for students to develop their skills of enterprise and innovation.

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good	Very good

- Students, across all phases, are keen to learn and respond well to adults. Most students demonstrate self-discipline inside and outside the classroom. This is less evident in KG and Elementary, where some students become unsettled if teaching is not stimulating enough.
- Relationships between staff and students are mutually respectful. Students are friendly and willing to help each other in lessons and during break times. They enthusiastically receive and respond to feedback from their teachers and seek to improve.
- Students display a well-developed understanding of what constitutes a safe and healthy lifestyle. They are fully involved in physical activities, both during and outside school hours. Students are punctual arriving at school and for lessons throughout the day.

	KG	Elementary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good	Very good

- Students demonstrate a strong awareness and understanding of Islamic values, which they reflect in the respectful behavior and positive relationships they have with one another. They understand that the UAE demonstrates these values through welcoming people from different cultural backgrounds and nationalities.
- Students respect and appreciate the heritage and culture of the UAE. They organize and celebrate different national events. In addition to the deep knowledge they have about UAE leaders, they can discuss the history and infrastructure of the UAE.
- Students understand and are proud of their own cultures. Cultural diversity is celebrated around the school, for example, through UN International Day celebrations. Students in the upper grades can identify similarities and differences between cultures. However, this is less evident in the lower grades.

	KG	Elementary	Junior High	Senior High
Social responsibility and innovation skills	Good	Good	Good	Good

- Teachers in all phases encourage their students to participate in projects and to take on responsibilities. This enables students to develop their leadership skills and demonstrate responsible citizenship. This has a positive impact on the school and wider community.
- In KG, children eagerly take on classroom responsibilities. Students in all phases, assume leadership roles in assemblies and participate in clubs. They are active learners who demonstrate a positive work ethic. In lessons, they readily engage in learning activities.
- Students have a strong awareness of environmental issues and understanding of the concept of going 'green'. They are developing their innovation skills and are proactive in seeking to improve the school environment by reducing waste, recycling and becoming an eco-friendly school.

For Development:

- Encourage Elementary students to show more self-discipline.
- Enhance opportunities for students to volunteer for activities that contribute to the wider community.

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- Teachers have secure subject knowledge. Most teachers plan lessons effectively and use time and available resources appropriately. In Senior High, teachers adapt their approaches to present students with increasing challenges. This promotes a level of engagement that is less evident in the other phases.
- Teachers have positive relationships with students and create learning environments where students can reflect on their learning. In many lessons, questioning is used well to prompt students' thinking and test their understanding. In a few cases, teachers modify their teaching in response to students' performance.
- In many lessons, teachers are too dominant. As a result, students are only passively engaged and do not have enough opportunity to lead or share their learning. Teachers' ability to promote problem-solving, critical thinking, and independent learning is inconsistent in all phases.

	KG	Elementary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes are consistent, mainly coherent and linked to the school's curriculum. They provide clear measures of attainment and progress. Assessments are appropriately benchmarked against a range of external measures, including national and international expectations.
- Data is gathered and analyzed alongside the careful tracking of students' progress. However, the use of this information to modify teaching and the curriculum, is inconsistent. As a result, the needs of students are not always met.
- Through assessment information gathered in lessons, teachers have a reasonable knowledge of the strengths and weaknesses of their students. However, students have too few opportunities to assess their own work and so have a limited knowledge of where improvement is needed.

For Development:

- Improve the use of assessment information to guide teaching and curriculum adaptations, to ensure that the needs of all groups of students are met.
- Provide more opportunities for students to learn from the self-reviews of their own work.

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Acceptable	Good	Good	Good

- In KG, the planning and delivery of the curriculum content does not always prepare children for the next stage of their education. Other than in Arabic, the curriculum in Elementary, Junior High and Senior High is structured appropriately to facilitate smooth transitions.
- The curriculum follows the Philippine and UAE requirements with an appropriate range of options for older students. The school conducts regular curriculum reviews, but these have not resulted in good provision in all subjects or in cross-curricular links to support the transfer of learning.
- Recent improvements to the curriculum, including those prompted by the monitoring of provision, have had little impact and have not ensured continuity and progression in the education of children from KG to Grade 1. Improving the Arabic curriculum is an urgent priority.

	KG	Elementary	Junior High	Senior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is adequately modified in all phases to meet the needs of most students. However, learning objectives are not differentiated sufficiently to personalize learning. Community links enhance students' academic, social and personal development.
- The curriculum in Senior High provides opportunities to promote academic and personal development through work experience, extra-curricular clubs and activities. The carnival market day fosters enterprise and innovation in the application of business principles for instance, in advertising and profitability in a realistic context.
- The curriculum helps to develop an understanding and appreciation of Emirati culture and UAE society through whole school events and community involvement. Connections with local and other cultures are noted in lesson plans, but not consistently incorporated into learning.
- Arabic is not taught in KG.

For Development:

- Improve the KG curriculum and transition to Grade 1.
- Ensure that curriculum adaptations meet the learning needs of all groups of students.

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

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

- The school places a high priority on health and safety, including child protection. Comprehensive record keeping, ongoing monitoring and regular checks help to ensure that the school's policies and procedures are effectively put into practice.
- Safeguarding and child protection procedures are reviewed regularly and are shared with, and understood by, students, staff and parents. School transport arrangements are efficient, and students are well supervised throughout. The school premises and play areas are safe, secure and well maintained.
- Cyber security measures and risk assessment procedures are effective. The promotion of healthy lifestyles, and the good quality of medical care positively affects students' health and wellbeing. All staff receive regular training on all aspects of health and safety.

	KG	Elementary	Junior High	Senior High
Care and support	Good	Good	Good	Good

- This is a caring and supportive school which prides itself in offering a friendly and family-orientated environment. There are strong staff and student relationships with positive behavioral expectations. Attendance and punctuality are closely monitored and promoted successfully across the school.
- The focus on wellbeing and the development of student confidence and leadership skills are strengths of the school. There is an appropriate focus on healthy lifestyles.
- The identification of, and support for, students of determination and those who are gifted and talented is less well-established. Although the IEPs for students of determination have been improved, they are not consistently implemented in all lessons. The number of identified students of determination is low, particularly in the upper phases.

For Development:

- Improve the accuracy of the identification and support for students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- The inclusion lead and champion recognize the importance of rigor in the identification and support for students of determination. This is especially important with the increasing school population and the wider diversity of needs. The inclusion governor is positive but not well-informed. Students' IEPs are not always implemented as well as they should be.
- The identification of students of determination is not robust. As a result, not all students with additional needs are identified and the number of students of determination is not accurate. There is insufficient expertise to identify those with more complex needs or specific learning difficulties.
- Parents are pleased with the support offered to their children and feel confident in the progress they are making. They are involved in compiling their IEPs and in sharing their concerns. They would welcome the re-introduction of coffee mornings to meet fellow parents.
- The quality of support is variable, with mainstream teachers rarely implementing students' IEPs. Learning support assistants are conscientious but are sometimes left to work in isolation with their student. More effective support is provided when subject teachers fully involve these students and take responsibility for their learning.
- The progress tracking of students is based on the targets set in the IEPs. These are not always sufficiently challenging to ensure the best outcomes. Some students with more complex needs require more appropriate strategies, stimuli and resources to help them reach their potential.

For Development:

- The rigorous identification of students of determination including those who are gifted or talented.
- Improve training for all teachers on how to implement students' IEPs more successfully.
- Enhance the awareness and expertise of all staff in the area of special education and, in particular, in support for those students with the most complex of needs.

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

- The principal and senior leaders communicate a vision which is shared by the school community. The school is not effectively inclusive. It is generally focused on students' learning and development. Morale in the school is generally positive. Leaders at all levels demonstrate an awareness that improvement is needed. They have improved some aspects of the school and maintained adequate school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.
- The school's self-evaluation uses internal and external assessment data, but it is not entirely accurate. There has been limited progress in addressing the recommendations from the previous inspection report. The monitoring of teaching and learning is not sufficiently well focused on what students achieve. The recent improvement in planning contains appropriate actions and achievable goals which address the school's and the UAE's priorities.
- Parents are very supportive of the school and its leadership. There are regular opportunities for them to be involved in the life and work of the school. They say school leaders approachable and appreciate the way they act promptly in relation to any concerns. School reports give parents an accurate indication of their child's attainment and progress. The school benefits from links with the local community.
- The governing board does not include teacher or student representation but liaises regularly with members of the student council. Members of the board are not sufficiently aware of the key priorities in the school's improvement plan. The board exerts influence on the school's leadership but does not hold leaders to account rigorously enough. It provides resources to address some of the key areas of weakness, but important resourcing shortages remain.
- The day-to-day management of the school is suitably organized. The school's procedures and routines are effective. The staff are appropriately qualified and benefit from occasional professional training. The premises are adequate and specialist facilities for teaching and learning are available, including technology facilities. Resources are limited, in quality and quantity, for important curricular areas, including reading, KG, inclusion activities, practical mathematics and investigative science.

For Development:

- Improve the role of the governing board in holding senior leaders to account for the quality of the school's provision and students' outcomes.
- Provide training for senior and middle leaders on curriculum leadership and the monitoring of teaching and learning.
- Ensure that there are sufficient resources to support reading, play-based learning in KG, inclusion, practical mathematical and investigative science activities.

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 QA.Schools@khda.gov.ae