

Inspection Report



The Philippine School

2014-2015



إكسبو 2020 دبي
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Rashidiya
Type of school	Private
Opening year of school	2008
Website	www.thephilippineschooldubai.com
Telephone	042844465
Address	Al Rashidiya Dubai
Principal	Jocelyn M. Sollano
Language of instruction	English, Filipino
Inspection dates	9 th -12 th February 2015



Students

Gender of students	Boys and Girls
Age range	4 - 17
Grades or year groups	KG 1 - Grade 10
Number of students on roll	2008
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	68
Largest nationality group of students	Filipino



Teachers / Support staff

Number of teachers	81
Largest nationality group of teachers	Filipino
Number of teacher assistants	0
Teacher-student ratio	1:25
Number of guidance counsellors	2
Teacher turnover	9%



Curriculum

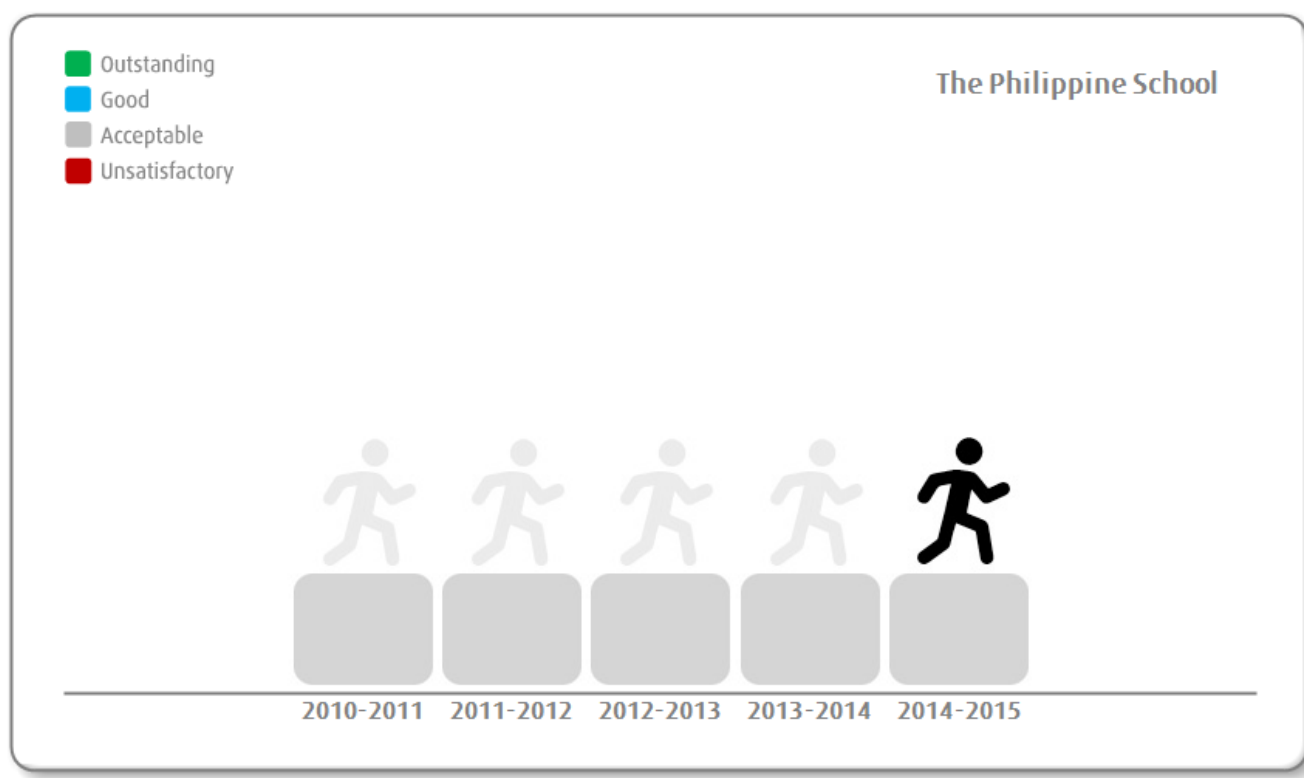
Educational Permit	Philippine
Main Curriculum / Other	Philippine
Standardised tests / board exams	Philippine NAT
Accreditation	Philippines Department of Education



Dear Parents,

The **Philippine School** was inspected by DSIB from 9th to 12th February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' progress in Filipino was good in the elementary and secondary phases.
- Students' progress in English and mathematics was good in the secondary phase.
- Students' personal responsibility was good in the Kindergarten and primary phase, and outstanding in the secondary phase.
- Students demonstrated good awareness, appreciation and celebration of the Filipino culture.
- The school's provision for students' health and safety was good across the school.
- The school had supportive and productive links with parents and the wider local Filipino community.

Areas for improvement

- Improve teaching, assessment and the curriculum in Arabic and Islamic Education so that all students make better progress.
- Improve the identification and support of students with special education needs so that all teachers provide appropriately-challenging learning experiences for them.
- Improve the quality of the Kindergarten curriculum experience to enable effective teaching and to ensure children make good progress in their learning and development.
- Improve leaders' and teachers' use of assessment information to accurately measure students' progress and then modify the curriculum and teaching strategies accordingly.
- Ensure governors and school leaders provide sufficient staffing and resources to improve the quality of teaching and learning across the curriculum and all age groups.
- Governors must ensure any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at The Philippine School



How well does the school perform overall?

Overall, The Philippine School provided an '**Acceptable**' quality of education for its students.

- Students' attainment and progress in the language of instruction were good in elementary and secondary phases. In Islamic Education and Arabic as an additional language, students' attainment was unsatisfactory in the elementary and secondary phases, as was secondary students' progress in both of these subjects. The quality of learning skills of students in the secondary grades was good.
- The students' personal responsibility was good in the Kindergarten and elementary phases, and outstanding in the secondary phase. In the secondary phase, students demonstrated good awareness of, and commitment to, community and environmental responsibilities.
- The quality of teaching was acceptable overall, and good in the secondary grades.
- The curriculum was of acceptable quality, with more enrichment activities available to students than in previous years.
- The school's provision for the health and safety of students was good.
- The leadership of the school was of acceptable quality overall. Good, productive links had been established with parents and the local Filipino community. The quality of facilities and resources available for teaching and learning remained unsatisfactory, as in previous years.



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

- Students with special educational needs made limited progress in their learning and acceptable or better progress in developing self-confidence and positive attitudes.
- The curriculum was not appropriately modified during most lessons. Teachers and subject leaders had limited training on how to plan lessons to ensure that students with special educational needs made progress. Teachers do not have sufficient additional resources to support the needs of all students.
- Support for students was not consistently planned in partnership with parents. When children's needs were more complex, the school did not systematically conduct internal diagnostic tests or liaise with external professionals.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

3. How good are teaching and assessment?

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

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

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

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

	KG	Elementary	Secondary
Health and safety	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable

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

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Unsatisfactory



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- Students' progress in Filipino was good in the elementary and secondary phases.
- Students' progress in English and mathematics was good in the secondary phases.
- Students' personal responsibility was good in the Kindergarten and primary phase, and outstanding in the secondary phase.
- Students demonstrated good awareness, appreciation and celebration of their culture.
- The school's provision for the students' health and safety was good across the school.
- The school had supportive and productive links with parents and the wider local Filipino community.

Changes since the last inspection

- The progress of students in secondary Islamic Education had declined to unsatisfactory.
- Students' understanding of Islamic values and their awareness of Emirati culture had declined to mostly acceptable, whereas they were good or better in the previous inspection.
- The quality of students' community and environmental responsibility in the Kindergarten and elementary phases had declined to acceptable.

Recommendations

- Improve the teaching, assessment and curriculum in Arabic and Islamic Education so that all students make better progress.
- Improve the identification and support of students with special educational needs so that all teachers provide appropriately-challenging learning experiences for them.
- Improve the quality of the Kindergarten curriculum to enable effective teaching and to ensure children make good progress in their learning and development.
- Improve leaders' and teachers' use of assessment information to accurately measure students' progress and then modify the curriculum and teaching strategies accordingly.
- Ensure governors and school leaders provide sufficient staffing and resources to improve the quality of teaching and learning across the curriculum and all age groups.
- Governors must ensure any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development.

 Improved from last inspection

 Declined from last inspection


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

KG		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
Filipino	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- All children shared the same home language, yet their ability to use the Filipino language to express their thoughts and needs varied. A few were confident to talk about people, objects and events, but the majority had difficulty recalling vocabulary and confused the meanings of words. Most children were developing an awareness of words that rhyme, and were starting to hear the initial sounds in words spoken in Filipino.
- Almost all children were second language English learners. Most were able to initiate and participate in brief conversations and used age-appropriate vocabulary to answer basic questions. They recognised single letters and letter sounds, and could write their names using well-formed letters. When prompted by adults, a few children attempted to write words and simple sentences using their phonic knowledge.
- Most children had developed a secure understanding of basic mathematical concepts. They could confidently count up to twenty and described objects according to shape, size and colour. They recognised numbers up to 10 and were able to accurately count small groups of objects. Their progress was better when they were given an opportunity to solve problems or investigate.
- Children demonstrated they were knowledgeable about living things. They could name animals and the parts of a plant. They had limited opportunities to explore scientific concepts independently, and as a result their abilities to observe and investigate were underdeveloped. A few children were given the opportunity to record their observations of how seeds grow, and were able to discuss their results with each other.

Elementary		
Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
Filipino	Good	Good
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, the majority of students knew the five pillars of Islam and the steps of prayer. They could demonstrate short Hadeeth memorisation and the events of Prophet Mohammed's (PBUH) early life Seerah, such as his family members. However, only a few knew the story of Ibrahim, and why we should take the Prophet Mohammed (PBUH) as a role model. Their recitation skills were underdeveloped, as they were able to recite from memory only a limited number of short Surahs. Their progress was acceptable in understanding Islamic values and morals, but limited for developing their knowledge of most Islamic concepts.
- In Arabic as an additional language most students' listening, speaking, and reading skills were below curriculum expectations. Students required translation in order to understand daily routines and their teachers' instructions. Their writing skills were the most underdeveloped because most of the writing seen was copied work and no extended writing had been observed.
- In Filipino lessons, most students' grammar skills were age-appropriate. They could identify the parts of speech and the correct use of irregular verbs. They could communicate ideas clearly and describe images orally using correct vocabulary. Most students could read fluently with understanding, write descriptive sentences, and compose short paragraphs.
- In English as an additional language, younger students' attainment and progress were slower compared to in the higher elementary grades. By Grade 6, almost all students demonstrated secure listening and speaking skills and could make presentations with confidence. Almost all could sight read with proficiency and full comprehension. They could write for a variety of purposes and audiences and a few could write essays which were compelling to read.
- In mathematics, students showed they had developed age-appropriate skills and knowledge. Over time, most students had developed numerical and calculation skills but their problem-solving skills were weaker. Lower Elementary students made slower progress. Students were able to apply their skills, knowledge and understanding in highly-creative ways in the upper Elementary classes.
- Most students acquired a broad knowledge of scientific ideas, but it was not based on full understanding. Consequently, they could not apply their knowledge well to real life situations. Most made progress in developing manipulative skills and carrying out observations but were not yet able to plan 'fair' experiments by Grade 6.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Unsatisfactory	Unsatisfactory 
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Unsatisfactory	Unsatisfactory
Filipino	Good	Good
English	Good	Good
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic Education, students' attainment was well below the expectations of the curriculum. They had only limited knowledge about Zakah and the benefits of paying it. They did not understand Allah's purpose in creating angels. There was weak progress in developing the required recitation skills and using the Hadeeth as a point of reference to support their opinions. Students made steady progress in understanding Islamic values and morals, but their progress was slower in developing knowledge about the pillars of Islam.
- In Arabic as an additional language, students' listening and speaking skills were below the expected levels. Most students could not form a simple sentence or engage in day-to-day conversations unless they memorised the sentences. Their writing skills were underdeveloped across the school.
- In Filipino lessons, most students could identify the meanings of difficult words and recite poems with skill. They made dramatic presentations performed in interesting ways, reciting songs and acting them out. All the required knowledge and skills in Filipino were presented very well as students grew older. For example, they could translate folk songs accurately and sing them well; they could write short, original compositions about their personal experiences.
- In English, most secondary students made good progress throughout the years and by Grade 10 their attainment was at least good as measured against curriculum expectations. The majority of students made better than expected progress in most areas. Grade 9 students could recite dramatic monologues with clear intonation and humour. Grade 10 students performed original dramas based upon classic works. A minority of students in the secondary grades demonstrated outstanding speaking, reading and writing skills.
- In mathematics, most students developed an acceptable understanding of geometry, algebra, data analysis, probability and the use of formulae in calculations. Most were able to present their work in correct formats. They applied their mathematical learning to real life situations and highly creative contexts. Students' problem solving, investigation and critical thinking skills were less well developed and inconsistently found in lesson plans which slowed their progress.
- Most science students developed their knowledge of key aspects of life, physical and earth sciences and had a basic understanding of the issues related to conservation. They made better progress in following experimental instructions than in their use and application of critical thinking skills.

	KG	Elementary	Secondary
Learning skills	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Most students in the Kindergarten and Elementary grades were keen and enthusiastic learners and demonstrated positive attitudes towards learning. When given opportunities, they worked for short periods without their teachers' intervention. In the secondary phase, most students enjoyed learning and were independent learners. They took the necessary steps to improve their learning. In some subjects, such as Arabic and Islamic Education, students were less active in taking this responsibility and rarely reflected on their learning to evaluate their strengths and weaknesses. Children in the Kindergarten and the elementary grades were beginning to work effectively together to discuss their learning. Collaborative skills were most developed in the secondary phase, when most students were well engaged and communicated their learning with others. In Arabic and Islamic education, most students demonstrated some difficulty in discussing their learning, and were unable to collaborate effectively in groups. The application of learning to the real world was made by students in a few subjects, such as English and Filipino lessons, but this skill was inconsistently found in other subjects. Students often demonstrated success when learning using familiar contexts, but when required to apply their learning to new contexts they often needed high levels of support. A minority of students demonstrated critical thinking skills and were independent learners in both English and the Filipino language. They regularly made use of learning technologies to further support their learning. 			

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

	KG	Elementary	Secondary
Personal responsibility	Good	Good	Outstanding
<ul style="list-style-type: none"> In almost all lessons, secondary students exhibited positive attitudes and high levels of responsibility towards their learning. They demonstrated exemplary behaviour across the school. Students were active and supportive of each other, and were sensitive to others' needs. They positively and actively contributed to the conducting of morning assemblies. Students demonstrated their commitment to a healthy lifestyle as reflected by their food choices, and they were aware of the need for exercise to maintain a healthy fitness level. Students' attendance and punctuality were at least good across the school. 			

	KG	Elementary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↓	Acceptable ↓	Good ↓
<ul style="list-style-type: none"> Students in the secondary phase demonstrated good understanding of the Islamic values. They could talk about tolerance, dispute management and respecting others. Kindergarten children and primary students demonstrated a less thorough understanding of Islamic values and their relevance to their own lives. Secondary students demonstrated a good understanding of both the United Arab Emirate's cultural heritage and their own culture. During the morning assemblies, students greeted the United Arab Emirate's flag and showed awareness of culture through their singing of the United Arab Emirate's national anthem in the Arabic language. Students' understanding of the wider world cultures, and especially the Philippine culture, was particularly strong. 			

	KG	Elementary	Secondary
Community and environmental responsibility	Acceptable ↓	Acceptable ↓	Good
<ul style="list-style-type: none"> Most students, and particularly those in the secondary grades, were very active in the community, and their voices were influential through the Supreme Student Council which took very seriously their roles and responsibilities. Older students used the opportunities to contribute to the life of the local and the wider communities. For example, they participated in many voluntary activities such as the Typhoon Haiyan project, the Outreach club, and the 'Dubai Cares' campaign. Older students were aware of the requirements needed for them to achieve their academic and career goals. They made helpful contributions to projects or other activities, but a few were at times passive participants. Students participated well in the limited opportunities given to promote environmental awareness. The youth for environment in school club led the effort to take care of their school grounds and the 			

community environment, through projects such as tree planting in Mushrif Park and the 'Clean up the World' campaign.

3. How good are teaching and assessment?

	KG	Elementary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Most teachers knew their subjects well. However, their understanding of how students learn, particularly in the lower grades, was less secure. A majority of teachers planned lessons imaginatively and in detail, despite poor resources and a shortage of teaching space. However, a minority of teachers, including those of Arabic and Islamic Education, did not plan their lessons well and they over directed students in their learning. In a majority of these lessons time was not used efficiently by teachers to promote learning. Most teachers had good relationships with their students, and the majority of teachers provided opportunities for students to take some responsibility for their own learning. However, in the primary grades, Islamic Education and Arabic lessons provided too few opportunities for students to find things out for themselves, to investigate, or use learning technologies to support their learning. A few lessons were planned to meet the different learning needs within each year group. For example, some mathematics lessons featured different work with clearly distinct levels. However, the least able students were not well supported and the most able were insufficiently challenged in a majority of the lessons. Good opportunities for critical thinking were observed in English lessons, but in the majority of other lessons, students were rarely challenged to think deeply or to extend their own understanding. Opportunities for students to analyse work, and to relate to real world situations, were too infrequent in most subjects which restricted the development of their learning skills. 			

	KG	Elementary	Secondary
Assessment	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school's assessment procedures were linked closely to the requirements of the Philippine National Curriculum and enabled useful and valid comparisons to be made between students within subjects and across phases. The school entered a minority of students for international benchmark tests, but had not used the results of these tests to moderate their internal assessments. Consequently, the assessment data collected in most subjects presented an over-generous profile of students' attainment and progress. Students' progress was tracked over three years. However, the analysis of assessment data was underdeveloped and targets for students' attainment, other than to achieve a 'pass' grade, were not routinely set. Inconsistent quality control of test content and standards meant that comparisons from year to year and between subjects were not reliable. Senior staff members had used assessment results to inform curriculum changes. However, teachers did not routinely use their knowledge of students' performance to plan appropriately challenging activities to meet the needs of their students. Consequently, students' progress was variable between subjects and across grades. Teachers' marking of students' books was often limited to confirming whether work was complete or not. In some lessons, there was some peer assessment of group work, but only a few opportunities were provided for students to assess their own performances or to set targets for improvement. Teachers gave feedback to students about what they had achieved, but not on the steps needed to improve their skills and understanding. 			

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

	KG	Elementary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school's curriculum content was aligned to the new Philippine National Curriculum, but it was not fully embedded in practice. It was reasonably broad and balanced across mathematics, science, English, and Filipino. Many lessons offered a narrow interpretation of a curriculum and in many cases, the curriculum was focused more on students' acquisition of knowledge than skills. This resulted in their low levels of understanding and underdeveloped practical skills. The planning and progression of the curriculum across the school was smooth and continuous enabling students to build on their learning as they moved throughout the school. The enrichment of the curriculum was evident in the secondary and elementary phases in English, mathematics and Filipino lessons. It offered greater choice and creativity to strengthen students' learning in these subjects. Mathematics and English curricula provided some research opportunities, critical thinking challenges and the application of these subjects to real life contexts. Real life application of learning, and the development of critical thinking skills were rarely found in the other subjects. The curriculum was reviewed annually by a school committee and all essential changes were implemented. It was also reviewed regularly by the Philippine Department of Education. 			

	KG	Elementary	Secondary
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school had begun to modify the curriculum for students with special educational needs, and to a lesser extent, for the most able students. Learning tasks and activities were not effectively or consistently varied in lessons across the school, so curriculum modification was inconsistent within the planning and delivery of lessons. Not all students were sufficiently challenged and this limited their progress. The school had introduced some subject options into the secondary curriculum to help meet the needs and interests of all students, including home economics, journalism, statistics and probability. A comprehensive extra-curricular programme included a wide range of activities and clubs. For example, camping, scouting, cooking and first aid were offered. Community connections included outreach activities and fundraising for worthy causes. 			

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

	KG	Elementary	Secondary
Health and safety	Good	Good	Good
<ul style="list-style-type: none"> Child protection training was provided to staff and students. There were good policies implemented in the school which included procedures for raising students' awareness of how to stay safe when using the internet. Effective procedures were in place to ensure that students were safe at all times. Security guards were visible at all school entrances. Supervision was good, especially for Kindergarten children. Senior students had supportive roles for helping younger students. Systems were in place to maintain records of actions taken. The premises were maintained in a good state of repair and were hygienic. Good provision was made for promoting healthy lifestyles. This was done through a number of ways, including a cross-curricular programme about food and nutrition, and fitness initiatives. 			

	KG	Elementary	Secondary
Quality of support	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Interactions between staff members and students were built on trust and mutual respect. Students were confident to approach their teachers to seek advice or express an opinion. Their behaviour was generally well managed. The school had an effective system to closely monitor students' attendance and punctuality and this resulted in high levels of attendance across all phases. Systems were in place for the identification of students with special educational needs, but these were not sufficiently reliable to accurately identify the diversity of special educational needs in the school. Interventions were slow and the areas for development were rarely well matched to the exact needs of students. The school had recently employed a special educational needs co-ordinator and a counsellor with responsibility for learning, development and the emotional well-being of identified students. Class teachers and subject specialist teachers did not consistently take responsibility for addressing their students' educational needs. The overall quality of support for students was limited. The school provided subject and career guidance for older students, who were well informed about their career choices. 			

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

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> Young children and students with special educational needs were admitted into the school and this inclusive practice was appreciated by the wider Philippine community. Policies and procedures for meeting the needs of students with special educational needs were in place, but significant development was needed to provide teachers with the correct training and guidance in order to effectively support students. The lack of resources and training significantly limited the quality of support that was provided for students. The special educational needs coordinator relied on teacher assessments to identify students' individual needs. As a result, the underlying special educational needs were often not identified or remedied. Screening and diagnostic tests were not systematically conducted in the school. When students' needs were significant, parents were encouraged to seek in-depth assessments from external professionals. The school had started to work in partnership with external specialist agencies to ensure that students with complex needs were effectively supported. Lesson planning processes did not consistently reflect curriculum modifications or help to focus appropriate support. Only a few teachers and subject leaders were skilled at aligning students' individual targets to their lesson plans. Systems to promote more effective partnerships with parents and to support students' learning were being developed. Parents were invited to discuss their children's progress in relation to individual targets and almost all parents interviewed were highly appreciative of the support provided for their children. The school's monitoring systems provided evidence of students' levels of academic progress. Students with special educational needs made acceptable academic progress and acceptable or better progress in their emotional well-being and self-confidence. The use of data to accurately track and monitor the academic progress of individual students across all subjects was underdeveloped. 	

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

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> Not all school leaders shared a common vision and direction for the school's future. Some leaders had a clear idea of what the priorities were, others did not. This essential shortcoming was one result of the inefficient use of assessment information, which in turn led to inaccurate evaluations about the school's overall quality of provision. Leadership responsibilities had been distributed but some leaders were not sure of their duties and were not aware of their written job descriptions. This limited school leaders' abilities to know how effectively they were carrying out their work or to measure their impact. Relationships and communication within the school were also variable in quality. Communication within and amongst the teaching staff was better than the communication between the school's leaders and the governors. The school's capacity to improve and innovate was variable across subjects and phases, and limited by constraints on the available resources. School leaders' impact upon the school's performance was variable, and most of the major weaknesses identified by previous inspection teams had not been sufficiently addressed. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> The systems and processes used for school improvement planning and the school's self-evaluation were acceptable overall. The monitoring and evaluation of the school's performance, including teaching and learning, was mixed in quality and rigour. As a result, many of the judgements in the school's self-evaluation document were over inflated. The impact of the school's improvement plans was variable. There were pockets of improvements evident, but some aspects of provision were unaffected by the measures taken. For example, the progress of students in Arabic lessons remained unsatisfactory, as had been for several years. Improvement over time had happened only slowly. However, there were some positive improvements, for example, the provision of computers and slightly reduced class sizes. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parental involvement in the school was good overall, and included a Parent Forum and parent representation on the Governing Council. Communication with parents was good. Parents felt welcome and listened to by the school. They felt they were able to contact the school when necessary, both formally and informally during the year. Reporting to parents was regular and informative, but reports did not include teachers' comments or advice in relation to the next steps students should take to improve their learning. 	




- Community links were strong and involved the Filipino expatriate community in addition to the school's parents in a range of events during the year. This impacted positively on students' personal and social development.

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> Parents were represented on the Governing Council and made positive contributions that were in the best interests of students. The accountability of the school's actions and outcomes was relatively weak, due to the lack of formal power invested in the governing council by the owners of the school. The governors' influence over, and responsibility for, the school's performance were both limited by the structure of the school's operations. At the same time, governors exerted a positive influence on the school. It had made some recommendations to the school owners that were shared within the school community. Some previous inspection recommendations had been acted upon. 	

	Overall
Management, staffing, facilities and resources	Unsatisfactory
<ul style="list-style-type: none"> Management of the school on a day-to-day basis was mostly effective. There were sufficient suitably qualified teaching staff, but their effective deployment was uneven. For example, the teachers in the Arabic language department were not native speakers of Arabic. The premises and learning environment were unsatisfactory in many cases. Too many rooms were small and overcrowded. Learning environments were often uninteresting and inappropriate for the subjects being learned, which impacted on the progress students were able to make in their learning. The quality and range of resources for effective teaching and learning remained unsatisfactory. Many teachers made their own teaching resources and many students brought resources from home. The school was significantly under-resourced in many subjects in all three phases of the school. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	944	78%
	Last year	963	71%
 Teachers	79		88%
 Students	119		86%

- Most parents, teachers and senior students responded to their respective surveys.
- Almost all parents agreed that their children were making good progress in the key subjects, but more than a few disagreed that their progress was good in learning Arabic.
- Most parents were positive in their opinions about the school's provision, but a few disagreed that the resources provided were appropriate for supporting learning. Similarly, a few disagreed that there was a wide range of subjects and activities available.
- Although most parents agreed that their children were safe in the school and a majority of parents agreed that the school dealt with bullying well, but almost one quarter of parents disagreed that this was so.
- Most parents agreed that the school listened to their opinions, but again, more than a few disagreed with them.
- A majority of parents agreed that the fee increases had contributed to improving the school's facilities and their children's learning experiences but a minority disagreed.
- The teachers who responded to their survey expressed positive opinions on the school, but a minority disagreed that their salaries and incentives were proportionate to the fee increases paid by parents. Most teachers agreed that the school's leaders listened to them, but more than a few disagreed that they did so.
- Senior students who responded to their survey also expressed broadly positive opinions about the school, but more than a few disagreed that they were satisfied with the quality of education available at it.
- Most students agreed that they were making good progress in learning English, mathematics and science, but almost a third disagreed that progress was good in learning Arabic.
- About a fifth of the students indicated dissatisfaction with the extra-curricular activities available to them. Almost one third of the senior students disagreed that bullying in the school was dealt with well, echoing the collective opinion of the parents.

*The percentage of responses from parents is based on the number of families.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae