

INSPECTION REPORT

2022-2023



PHILADELPHIA PRIVATE SCHOOL

US CURRICULUM

ACCEPTABLE

CONTENTS

| | |
|--|-----------|
| <i>Contents</i> | 2 |
| <i>School Information</i> | 3 |
| <i>Summary of Inspection Findings 2022-2023</i> | 4 |
| <i>Overall School Performance</i> | 6 |
| <i>Focus Areas</i> | 8 |
| <i>Main Inspection Report</i> | 10 |

SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|---|----------------------------|-------------------------|
|  | Location | Al Muhaisnah |
|  | Opening year of School | 2006 |
|  | Website | www.ppsdubai.org |
|  | Telephone | +97142646202 |
|  | Principal | Dr. Nabil Husni |
|  | Principal - Date appointed | 1/3/2022 |
|  | Language of Instruction | English |
|  | Inspection Dates | 26 to 29 September 2022 |

STUDENTS

| | | |
|---|---------------------------------------|------------------|
|  | Gender of students | Boys and girls |
|  | Age range | 4 to 19 |
|  | Grades or year groups | KG 1 to Grade 12 |
|  | Number of students on roll | 1031 |
|  | Number of Emirati students | 25 |
|  | Number of students of determination | 41 |
|  | Largest nationality group of students | Arab |

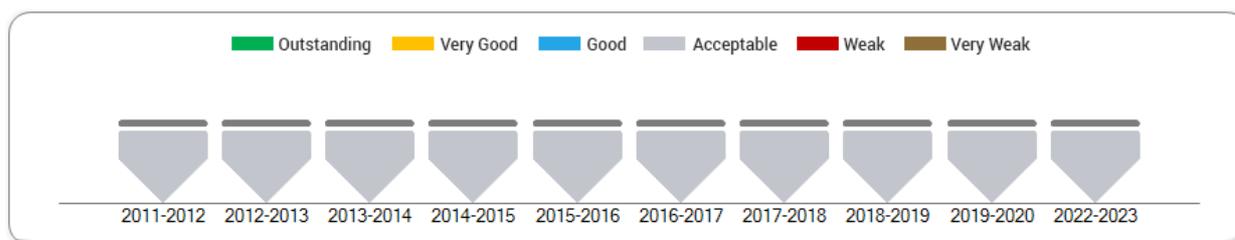
TEACHERS

| | | |
|---|---------------------------------------|---------|
|  | Number of teachers | 71 |
|  | Largest nationality group of teachers | Lebanon |
|  | Number of teaching assistants | 7 |
|  | Teacher-student ratio | 1:15 |
|  | Number of guidance counsellors | 2 |
|  | Teacher turnover | 17% |

CURRICULUM

| | | |
|---|---------------------------------|-----------------|
|  | Educational Permit/ License | US |
|  | Main Curriculum | US (California) |
|  | External Tests and Examinations | NA |
|  | Accreditation | NEASC |

School Journey for PHILADELPHIA PRIVATE 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

- Most students' attainment and progress ranges from acceptable to good. Their achievements in the KG and elementary school are generally better than in the middle and high schools. Students enjoy learning but may receive sufficient opportunities to think critically or innovate. They often connect their learning to the real world and use technology to enhance it.
- Students show positive attitudes towards learning. They behave well and treat each other with respect inside and outside the classrooms. Their attendance is very good. They demonstrate good understanding of Islamic values and, Emirati and world cultures. They show a positive work ethic and volunteer regularly in activities that enhance the school and wider community.

PROVISION FOR LEARNERS

- Teachers plan lessons that are based on the curriculum standards. They provide students with opportunities for hands-on activities, but these vary in quality. The school has systems in place to collect and analyze assessment data. However, teachers do not use the data effectively to plan lessons that meet the learning needs of different groups of students.
- The curriculum follows the California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). The school develops the curriculum by producing and following the scope and sequence documents, weekly lesson plans and unit plans. Modifying the curriculum to result in skillful instruction is more evident in the Kindergarten (KG) than in the upper three phases. Curriculum efforts to provide opportunities for enterprise and innovation are emerging.
- The school environment is safe and secure for students, staff, and visitors. The school has very effective procedures to safeguard and protect students. Staff members document incidents and take subsequent actions. The canteen provides some healthy food items. The school has adequate procedures in place to identify students of determination and to provide them with support inside and outside their classrooms.

LEADERSHIP AND MANAGEMENT

- School leaders demonstrate adequate capacity to improve the school. The school's self-evaluation process uses internal and external data but has yet to produce realistic evaluations of performance. The school's partnerships with the parents and community are strong. The governing board has sufficient representation of stakeholders and has had positive impact on the school's performance. The school's resources and staffing are sufficient for teaching and learning.

The best features of the school

- The very good provision for health and safety and the welcoming environment
- The improved provision for care and support in the elementary and middle schools
- The very good partnerships with parents and the community

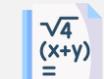
Key Recommendations

- Ensure that the self-evaluation process is more rigorous, in order to:
 - construct a more realistic view of the school's performance,
 - identify key priorities for school improvement planning.
- Improve teaching for effective learning by ensuring that teachers:
 - raise the challenge in planning and delivering lessons,
 - provide students with better opportunities to develop their critical thinking skills,
 - use assessment information more effectively to plan for all learners,
 - develop students' learning skills, including their writing, and reading skills, to accelerate their progress in all subjects.
- Develop middle and senior leaders'
 - understanding of best practices in teaching, learning, curriculum adaptation, and assessment.
 - accuracy in the monitoring of teaching and its impact on students' learning.
- Ensure that governors fully support the senior leadership team in acquiring the resources and staff needed to improve the school quickly

Overall School Performance

Acceptable

1. Students' Achievement

| | | KG | Elementary | Middle | High |
|---|------------|----------------|----------------|----------------|----------------|
|  Islamic Education | Attainment | Not applicable | Good | Acceptable | Acceptable |
| | Progress | Not applicable | Good | Acceptable ↓ | Acceptable ↓ |
|  Arabic as a First Language | Attainment | Not applicable | Acceptable ↓ | Acceptable | Acceptable |
| | Progress | Not applicable | Good | Acceptable | Acceptable |
|  Arabic as an Additional Language | Attainment | Not applicable | Acceptable | Acceptable | Weak ↓ |
| | Progress | Not applicable | Good | Acceptable | Acceptable |
|  Language of instruction | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
| | Progress | Not applicable | Not applicable | Not applicable | Not applicable |
|  English | Attainment | Good | Good | Acceptable | Acceptable |
| | Progress | Good | Good | Acceptable | Acceptable |
|  Mathematics | Attainment | Good | Good | Acceptable | Good ↑ |
| | Progress | Good | Good | Acceptable | Good ↑ |
|  Science | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good | Acceptable | Good |
| Learning skills | | Good | Good | Acceptable | Acceptable |

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

| | KG | Elementary | Middle | High |
|---|-------------|------------|--------|------|
| Personal development | Very good ↑ | Good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | Good |
| Social responsibility and innovation skills | Good | Good | Good | Good |

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|------|------------|------------|------------|
| Teaching for effective learning | Good | Good | Acceptable | Acceptable |
| Assessment | Good | Acceptable | Acceptable | Acceptable |

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|------|------------|------------|------------|
| Curriculum design and implementation | Good | Good | Good | Good |
| Curriculum adaptation | Good | Acceptable | Acceptable | Acceptable |

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

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

6. Leadership and management

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

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

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.

| | Whole school | Emirati cohort |
|--|------------------------------------|------------------------------|
| Progress in international assessments | is approaching expectations | is below expectations |

- The Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) scores showed improvement on all tests except PISA Reading and science in Grade 8 TIMSS. Targets were only met in mathematics for PISA and for TIMSS in Grade 4. The Measures of Academic Progress (MAP) scores for English, mathematics and science remained weak across all grades over the last two years.

| | Whole school |
|--|---------------------------|
| Leadership: data analysis and curricular adaptation | meets expectations |

- Senior leaders ensure that data, including from international benchmarks, are analyzed fully. They work with department leaders to adjust the curriculum to ensure that the gaps the tests identify are rectified appropriately. The analysis is not fully implemented by teachers when modifying teaching to ensure that the needs of individuals and groups of students are met. Greater emphasis could be placed on investigating why the internal data may not match that from external benchmark tests.

| | Whole school | Emirati cohort |
|---|------------------------------------|------------------------------------|
| Improving reading literacy and wider learning skills | is approaching expectations | is approaching expectations |

- Reading assessment schemes do not include standard age scores (SAS), so reading proficiency cannot be measured accurately. Although students' research skills are developing across the school, they remain too dependent on teachers' guidance. Critical thinking opportunities need to be more plentiful across the subjects and grades.

Overall, the school's progress towards achieving the UAE National Agenda targets is approaching expectations.

For Development:

- Raise the MAP results in English, mathematics, and science by giving students international benchmark-style tasks in lessons and on assessments.
- Build teachers' capacity to analyze and use benchmarked assessment data, in conjunction with internal data, to close attainment gaps for all students.
- Train all teachers to use reading assessment data and then teach their students to develop their reading skills.

Well-being

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

- Most school leaders promote wellbeing. This is not yet embedded across phases or subjects. The school's mission statement is a foundation for new policies and practices but requires more development. The governors and the principal are aware of the importance of wellbeing data and of the Dubai Student Well-being Census; however, this information is not well used to monitor or influence wellbeing improvement. The day-to-day management of the school is at the early stages of considering wellbeing when making decisions.
- Internal assessment information is analysed by the school counseling team to inform student wellbeing support. This team has also developed activities to support the wellbeing of the full staff. An open-door policy to express concerns is used by some teachers. The wellbeing needs of staff members are not addressed consistently. Student councils provide opportunities for students to offer their ideas about wellbeing. Most students feel comfortable discussing wellbeing issues with their head of section or the counseling staff.
- Some aspects of the curriculum meaningfully integrate wellbeing. Curriculum monitoring systems are not yet fully developed. Healthy lifestyles are promoted constantly and are embraced by students and their parents. All aspects of safety, including safeguarding of students and a focus on anti-bullying, are important to stakeholders. Survey results and other data show that students feel safe, valued, and engaged in school life. This is generally demonstrated in their behaviour and attitudes.

UAE Social Studies and Moral Education

- The Moral, Social and Cultural (MSC) framework is followed at the school. It prepares learners to be well-developed and critically-thinking global citizens living in the UAE. The school's vision of holistic education and student-driven learning aligns well with the framework, as both have similar goals.
- The MSC framework is constructed with the domains of moral, social, and cultural strands and standard codes. The standard codes serve as the overarching learning objectives for the lessons. The school approaches curricular design and adaptation, teaching, learning, and assessment thoroughly. The lessons are fully developed for every grade and are directly linked to the learning objectives and outcomes. Teachers employ best practices to provide activities that align with the desired learning outcomes.

Main Inspection Report

1. Students' Achievement

Islamic Education

| | KG | Elementary | Middle | High |
|------------|----------------|------------|--------------|--------------|
| Attainment | Not applicable | Good | Acceptable | Acceptable |
| Progress | Not applicable | Good | Acceptable ↓ | Acceptable ↓ |

- Students' attainment and progress in the elementary school are better than in the middle and high schools because they are given more opportunities to work collaboratively on varied tasks that match their levels. Internal assessment data do not reflect students' achievements accurately.
- Students have strong knowledge of the basic tenants of Islam and key Islamic practices of worship. They can read and interpret Holy Qur'anic verses using their textbooks or online resources. They present their findings in simple language. Their memorization of the Holy Qur'an and Hadeeth is inconsistent. In lessons, students rarely make connections to previous learning.
- There are inconsistencies in teaching across the phases and between the two languages of instruction. Students do not get sufficient enrichment opportunities to support their learning.

For Development:

- Improve the rigor of internal assessments to reflect students' achievements more accurately.
- Improve students' memorization of Holy Qur'an and Hadeeth.
- Improve students' ability to cite references in support of their discussions and samples of work.

Arabic as a First Language

| | KG | Elementary | Middle | High |
|------------|----------------|--------------|------------|------------|
| Attainment | Not applicable | Acceptable ↓ | Acceptable | Acceptable |
| Progress | Not applicable | Good | Acceptable | Acceptable |

- Elementary school students, particularly the girls, demonstrate relatively stronger reading and writing skills. Middle and high school students develop mind maps, analyze texts, and express opinions on current issues, for instance, war and justice. However, they face difficulties when expressing opinions using standard Arabic, and when writing.
- Elementary school students copy letters, write simple sentences, and critically analyze elements of a short story such as "Hachinko" the loyal dog. The middle and high school students infer explicit and implicit meanings from literary texts. Yet, their reading skills using standard Arabic and their demonstration of cohesive writing are underdeveloped.
- The availability of Arabic books and resources, for instance, Asafeer, are contributing to students' engagement and enjoyment of Arabic. These skills and routines are not used as often outside the classrooms.

For Development:

- Ensure that teachers develop students' speaking, reading, and independent creative writing skills.
- Ensure that students use their teachers' feedback to improve their spelling, punctuation, and grammar.

Arabic as an Additional Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable | Weak ↓ |
| Progress | Not applicable | Good | Acceptable | Acceptable |

- Most elementary and middle school students read and understand short passages on very familiar topics. Only a minority of high school students are able to conduct social interactions in everyday situations. Reading, speaking and writing skills are weaker than reported by the school's internal assessment data.
- Elementary school students write individual sentences using a simplified model. Girls are relatively stronger readers than boys. Middle and high school students attempt to write short sentences with few linguistic errors in feminine and masculine forms. Across the school, students lack confidence when speaking and writing.
- In the elementary school, students' use of the Asafeer platform and reading outside school hours increase their enjoyment of Arabic. However, these resources are yet to be available for high school students to develop their reading habits.

For Development:

- Ensure that lesson objectives are challenging and develop students' linguistic skills, particularly speaking, and writing.
- Provide opportunities for students to use of a wide range of vocabulary when speaking and writing, in line with their years of studying Arabic as additional language.

English

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

- Students in KG and elementary schools benefit from a themed approach that uses a range of practical learning activities. In the middle and high schools, there is insufficient focus on enhancing students' critical reading and writing skills. There are discrepancies in the outcomes of the internal and external assessments of English.
- Collaborative discussions among students are a consistent feature of most lessons, enabling students to share their thinking. There are insufficient opportunities for students to develop extended writing skills using a range of genres. In the better lessons, students read and extract information to enhance their learning.
- Initiatives to promote students' reading, writing, and speaking skills are underdeveloped; consequently, most students make slow progress. The newly appointed leaders and teachers and new resources have been in place only a short time; thus, their effects on students' learning are yet to be seen.

For Development:

- Enhance students' literacy skills by teaching phonics in the kindergarten and elementary phases.
- Develop students' critical reading skills across all phases.
- Write extensively, in a range of genres, using correct grammar and punctuation.

Mathematics

| | KG | Elementary | Middle | High |
|------------|------|------------|------------|--------|
| Attainment | Good | Good | Acceptable | Good ↑ |
| Progress | Good | Good | Acceptable | Good ↑ |

- Internal and external benchmark test results are strongest in the elementary phase for attainment and in the high school for progress. In lessons and in their recent work higher attainment is evident in the high school and the KG. Students' progress is slightly slower in the middle phase than in the others.
- A focus on problem solving is effective across the school, with students solving word problems and real-world situations confidently. The most independent learners are in the KG and High school. The progress made in closing the MAP test achievement gap is encouraging, but the students' attainment remains below expectations.
- The focus on critical thinking tasks is beginning to develop deep consistent reflection by students. Cross-curricular links have been enhanced and these allow students to explore mathematics in familiar contexts. The use of technology in the High school for investigations is deepening students' understanding.

For Development:

- Improve students' achievement by providing opportunities to develop their understanding of mathematics.
- Raise the level of expectation of what students can produce in lessons, particularly in the Middle school.
- Provide more detailed feedback, including guidance on next steps, to enable students to improve their work.

Science

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

- Students in all grades are developing investigative skills, and improving their understanding of scientific methods through inquiry and experimental design. In the High school, students independently conduct research, develop hypotheses, make predictions, create procedures, and critically evaluate outcomes.
- Students are developing their critical thinking skills through stronger questioning techniques by teachers and other strategies. In the better lessons, students are asked to explain, elaborate, evaluate, and justify their opinions and answers.
- Students' progress is limited by activities that may not match their needs, abilities, or talents. The school is working to match activities to the desired learning outcomes and students' existing skills.

For Development:

- Use assessment data to maximize learning by all students by tailoring instruction to meet their individual needs.

Learning Skills

| | KG | Elementary | Middle | High |
|-----------------|------|------------|------------|------------|
| Learning skills | Good | Good | Acceptable | Acceptable |

- Most students in KG and elementary school are enthusiastic learners and engage well in collaborative activities. Students in the Middle and High schools are generally engaged, but only a minority take significant responsibility for learning.
- Students are making connections with their learning to the wider world. The older students use technologies to support their learning. Students interact well with their teachers and each other to communicate their thinking. Only a minority of students can work independently without frequent direction and support from their teachers.
- Students' reading, critical thinking, and research skills are still developing at varying rates across the school. There are few opportunities for students to develop their own ideas, innovation, or enterprise skills. The development of students' inquiry skills is most evident in science lessons.

For Development:

- Improve students' learning skills, with focus on reading literacy across the whole curriculum.
- Develop students' critical thinking and independent learning skills to take greater responsibility for learning.

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

| | KG | Elementary | Middle | High |
|----------------------|-------------|------------|--------|------|
| Personal development | Very good ↑ | Good | Good | Good |

- In the KG children are self-reliant and take responsibility for learning. Across the school students have positive attitudes towards their work. Most students usually display self-discipline and follow school rules. They are eager to participate in sporting activities and have a clear understanding of the value of healthy living.
- Relationships between teachers and their students are mutually respectful. Students willingly help each other during lessons and during breaks. All staff members, teachers, and students warmly welcome visitors to their school.
- Students' attendance rates are very good over the year. Their punctuality arriving to lessons has improved.

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

- Students show adequate knowledge and understanding of Islamic values and how they influence life in the UAE. They value the diversity in Dubai and enjoy living in the Emirate. Students report that they are appreciative of the tolerance in the UAE's society.
- Students recognize the value of Emirati culture and customs, but their knowledge of some traditions is less secure. They understand the history of the country and the role its founders played in uniting the seven Emirates.
- Students demonstrate clear understanding of their own cultures and identities in comparison to other cultures around them. They show strong understanding of heritage food, music, and places, but their depth of understanding of other aspects of culture is varied.

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

- Students show loyalty to the school, enthusiasm, and a sense of responsibility for its improvement. Class representatives take their key roles on the Student Council seriously. Older students appreciate the value of volunteering, recognizing its contribution to the wider community.
- In the upper grades, students know the importance of planning, commitment, and perseverance towards their personal or career goals. Younger students are still learning to take responsibility and show initiative. Innovation and entrepreneurship are not regular features of the student body.
- Students across the phases see the value of looking after their school and improving the environment. They are broadly aware of the need for conservation and recycling, although in daily practice these habits need to be developed further.

For Development:

- Build opportunities for students to increase their skills of innovation, enterprise and entrepreneurship.
- Increase students' responsibility for environmental improvement and sustainability, including the establishment of routine conservation of resources.

3. Teaching and assessment

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

- The quality of teaching is consistently higher in the KG and the elementary school than in the other phases. Many teachers make insufficient use of assessment data to plan their lessons to match their students' needs. Only some teachers optimize the use of time and resources and incorporate structured learning activities.
- Most teachers have adequate subject knowledge and plan purposeful lessons that are linked to the curriculum standards. Their questioning techniques and 'starter' activities are effectively used to engage students. A minority of teachers have secure understanding of how students learn best.
- The use of inquiry-based teaching is stronger in science than in other subjects, leading to higher achievement than in other subjects. The monitoring of teaching is insufficient; consequently, some training needs are unidentified.

| | KG | Elementary | Middle | High |
|------------|------|------------|------------|------------|
| Assessment | Good | Acceptable | Acceptable | Acceptable |

- Assessment data are well used in KG to modify teaching for individuals and groups of children. This is not the case in the other phases, where a 'one-size-fits-all' approach is too often taken. Elementary teachers use regular testing to obtain semester grades. Middle and High school teachers place more emphasis on mid-term and end-of-term testing to generate grades.
- External benchmark test data are analyzed to adjust the curriculum to close any perceived gaps. Teachers currently do not analyze the data to a sufficiently rigorous degree, on a student-by-student basis to understand their students' learning needs fully.
- Assessments of learning outcomes are at times, insufficiently detailed. Feedback to students, in regular work and on assessed tasks, lacks specific advice on the next steps that students need to take.

For Development:

- Ensure that all internal assessments are rigorous and test students' full knowledge, skills and understanding.
- Improve teaching by ensuring that the quality of teaching is carefully monitored, time and resources are used effectively, and lesson plans use the full range of assessment data available for purposeful learning.

4. Curriculum

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

- The school conducts regular reviews of the curriculum to ensure a good level of provision in all subjects. In Islamic education and Arabic, curriculum mapping for enrichment opportunities is at an early stage of development.
- The curriculum provides opportunities for cross-curricular links to integrate students' learning across different subjects. These links reinforce the transfer of learning and provide the possibility of high outcomes. However, these opportunities are not implemented rigorously in some lessons.

The curriculum framework uses the California standards, MoE standards and NGSS to provide a broad and well-balanced experience. Vertical and horizontal alignments ensure that progression avoids duplication and provides appropriate sequence and continuity in learning.

| | KG | Elementary | Middle | High |
|-----------------------|------|------------|------------|------------|
| Curriculum adaptation | Good | Acceptable | Acceptable | Acceptable |

- The curriculum adequately meets the needs of students of determination. This is especially evident in the KG. Modifications to meet the needs of other groups of students, including those with gifts, or addressing the differences between girls and boys are not sufficiently developed.
- The curriculum offers some opportunities for enhancement, enterprise, and innovation across the school through clubs, sports, tutoring, and participation in special events. In the High school, students demonstrate strong innovation skills through their participation in events such as Expo 2020 and the school's science fair.
- The curriculum provides links with Emirati culture and the UAE's society, core aspects of Moral, Social and Cultural studies. In other subjects, lesson plans often note connections, but these are inconsistently implemented.

For Development:

- Provide a curriculum that meets the needs of all groups of students, including the gifted and talented, and ensure that this is a feature of all lessons.

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 |

- Across all phases, students benefit from excellent care and safeguarding. The school is effective in protecting students from bullying, including when working online. Child protection policies are known to students and the staff. Supervision is secure for all students and has been upgraded at the entrance to increase safety.
- The school provides a safe environment. Leaders are responsive to and immediately solve any matters that might affect students' safety. The buildings are aging but are well maintained. A lift and adaptive facilities are available on each level, ensuring that all areas of the school are accessible.
- The promotion of wellbeing and healthy lifestyles is very important to the school. Students, especially those in KG, are aware of healthy food choices, and the older students appreciate the value of sports.

| | KG | Elementary | Middle | High |
|------------------|------|------------|--------|------|
| Care and support | Good | Good ↑ | Good ↑ | Good |

- The school is inclusive and welcoming and nurtures students well. The quality of care and support enables most students to make at least the expected progress in their academic and personal development. There remain some inconsistencies in the quality of support provided in some lessons for the underperforming students.
- The identification of students of determination is improving and leading to timely and targeted interventions. These enable most of these students to make consistent progress. The gifted and talented program is under-developed. The expanded leadership team monitors students' personal well-being and academic needs very effectively.
- Teachers know their students well and respond positively to their social and intellectual needs. The implementation of new procedures for behavior management and punctuality, as well as the monitoring of hallways, has led to improved behavior of students in most phases.

For Development:

- Support all classroom teachers to identify needs, make referrals and implement lesson plans that have specific activities for students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and school leaders have a clear vision and commitment to providing well-resourced provision for students of determination. The school has an inclusion champion and a well-qualified and experienced leader. A specialist team works effectively with students and provides guidance and support to classroom teachers.
- A range of assessment information is used to identify students of determination and consequently, inform the development of appropriate interventions. Targeted support by designated staff members ensures that specific barriers to learning are addressed. However, support is not always successfully implemented within classrooms. The identification of and support for gifted students is yet to be established.
- Parents are fully involved in the Individual Education Planning (IEP) writing processes for their children. They are kept informed of their children's goals and progress on a regular basis, and they report feeling comfortable when requesting school meetings on any concerns. Overall, they are highly satisfied with the quality of care and support their children receive.
- The IEPs are clearly focused on students' specific additional needs. They include measurable goals with clear next steps to success. Learning Support Assistants (LSAs) are employed and trained by the school and offer good quality support. A minority of classroom teachers may overlook the IEPs when planning their lessons.
- Most students are supported by well-trained teachers and make acceptable to good progress in lessons and over time. In a few lessons, progress is relatively slower and inconsistent when the teachers do not modify the content to meet the specific needs of individual students.

For Development:

- Identify all learning needs within the student body, including students who are gifted and talented.
- Provide training to teachers to improve the understanding of differentiated lesson plans and activities to address the learning needs of all groups of students.

6. Leadership and management

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

- School leaders, including the Principal, have set a clear strategic direction for the school. They demonstrate adequate understanding of best practices in teaching and learning. However, this has not been well implemented in most lessons. The school distributes leadership responsibilities and holds leaders to account for the performances of their departments. Communication across the school is effective and staff morale is generally positive. Leaders do not sufficiently evaluate link the impact of their actions with students' outcomes.
- The school's self-evaluation process uses different sources of evidence, including internal and external data. However, the current processes produce an unrealistic and unreliable view of the school's performance. The school's strategic plan identifies the goals to be achieved over the coming few years but is not based on rigorous self-evaluation processes or priorities. Because this plan is still in the early stages of implementation, it has not had substantial effects on the school's performance.
- Parents value the school and its community ethos, expressing their confidence in the school as a safe and comfortable environment for their children to develop personal qualities and academic knowledge. They give examples where their voices as parents have influenced change. Communication works well and parents appreciate the formal and informal reporting on their children's achievements. Some community partnerships have been maintained, and others are being initiated now in the post-pandemic era.
- Governance has improved by increasing the representation of the school's stakeholders, through the Advisory Board. The Board monitors the school's actions and has appropriate procedures to hold school leaders to account for its overall performance. Members of the Board occasionally seek stakeholders' views. The Board exerts some influence on the school's direction and has had positive effects on the overall performance of the school. Governors continue to provide the school with sufficient resources.
- The school is well organized and efficiently managed. Both teachers and students understand the daily routines. Less than half of the teachers are suitably qualified. They benefit from professional development training, but it does not match individual teachers' needs or the school's priorities. The premises and facilities provide a clean, well-maintained and safe environment. An adequate range of resources is available to support teaching, learning and students' physical and emotional wellbeing.

For Development:

- Ensure that all actions taken by the senior leaders are evaluated for their effects on the school's performance.
- Ensure that the school uses the self-evaluation process to identify areas of development and priorities, accurately and reliably, and includes these in the school's improvement plans.
- Focus the monitoring of teaching and learning strategies on the impact on students' learning outcomes.
- Provide sufficiently qualified teachers and high-quality resources for the whole school, particularly for the KG1-Grade 2 classes, to accelerate students' progress.

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