

# INSPECTION REPORT

2022-2023



**UNITED INTERNATIONAL PRIVATE SCHOOL**

**PHILIPPINE CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Muhaisnah
	Opening year of School	1992
	Website	www.uips.ae
	Telephone	97142543888
	Principal	Eunice Pascua Orzame
	Principal - Date appointed	10/24/2022
	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	1914
	Number of Emirati students	0
	Number of students of determination	72
	Largest nationality group of students	Filipino

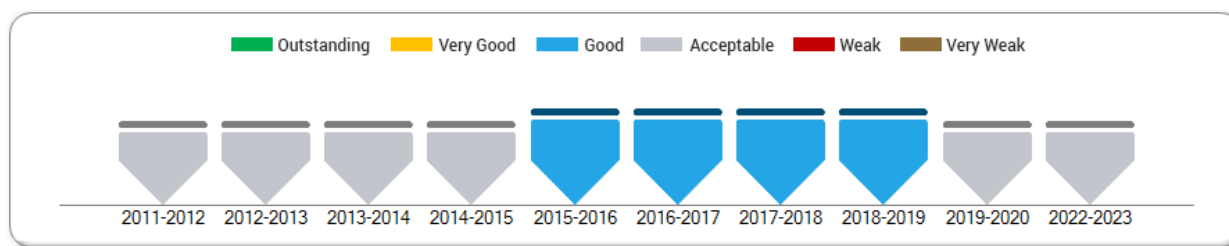
### TEACHERS

	Number of teachers	79
	Largest nationality group of teachers	Filipino
	Number of teaching assistants	14
	Teacher-student ratio	1:24
	Number of guidance counsellors	2
	Teacher turnover	25%

### CURRICULUM

	Educational Permit/ License	Philippines
	Main Curriculum	Philippines
	External Tests and Examinations	Not Aplicable
	Accreditation	Not Aplicable

## School Journey for UNITED INTERNATIONAL PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students' achievements in external national tests show good attainment and progress in English and science, but lower attainment in mathematics. Students in Senior High achieve at least good standards in most subjects. In Filipino, senior and junior high students' attainment is very good; it is good elsewhere in the school. Students are developing the skills needed to succeed in international benchmark tests.
- Students' personal development is outstanding. They have a strong sense of social responsibility and show a very good understanding of how to live healthily. They have very respectful relationships with staff and, positive and considerate interactions with each other. Students' attendance is outstanding. They display an excellent understanding of Islamic values and Emirati culture.

### PROVISION FOR LEARNERS

- Teaching is consistently good in Junior High; it is very good in Senior High. In KG and Primary teaching the classroom management skills of some teachers are not secure. Most teachers plan lessons methodically and are aware of the results of internal and external tests. However, teachers are not using assessment data to plan effective lessons to meet the specific needs of their students.
- The curriculum is broad and balanced and meets the requirement of the Philippine National Curriculum. It has been broadened in KG with additional content, for instance, going beyond the learning of phonic sounds in English to including parts of speech. The curriculum is modified to include UAE social studies and moral education. Curriculum adaptations do not ensure that students are fully prepared for external benchmark tests and examinations.
- Wellbeing is embedded across all aspects of the school. The school's ethos is founded on excellent care, guidance and the protection of students. The health and safety team ensures that the site is safe. There have been considerable improvements in the transportation arrangements for the arrival and departure of children to and from the school.

### LEADERSHIP AND MANAGEMENT

- The principal and vice principal have a clear vision and secure understanding of the school's current performance. They know the school well but require further capacity within the team to improve the school's overall performance. Communication channels are effective and improvement plans are well-informed but have yet to have an impact on improving teaching and learning for all students.

### The best features of the school:

- The very good teaching and learning in in most subjects in Senior High
- The school's caring ethos, warm relationships and total commitment to the wellbeing of students, parents and staff
- Students' outstanding understanding of Islamic values and Emirati culture
- The development of online resources and investment in the school's digital infrastructure and learning management system
- The very good partnership with parents and their regular involvement in the school's decision-making processes






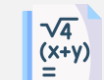

### Key Recommendations:

- Improve the school's overall performance by:
  - ensuring that all leaders monitor teachers' lesson plans to confirm that work is matched to the needs of students, and
  - all middle and senior leaders focus explicitly on the development priorities identified in the school improvement and action planning.
- Ensure that all teachers understand the relevance of assessment information and use it to plan lessons which meet the needs of all groups of students.
- Improve teaching and learning, particularly in KG and Primary further by:
  - ensuring all learning activities provide an appropriate level of challenge for all groups of children and students.
- Raise students' achievements in external benchmark tests by ensuring that Primary and Junior High students are appropriately prepared for the tests and have more developed critical thinking, research and independent learning skills.
- Adapt the curriculum so that it is more closely aligned to national and international expectations and provides more opportunities for enterprise and innovation.

## Overall School Performance

### Acceptable



#### 1. Students' Achievement

		KG	Primary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 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	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Language of instruction	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
 English	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good
	Progress	Acceptable ↓	Good	Good	Good
 Science	Attainment	Good ↑	Acceptable	Good ↑	Good
	Progress	↑ Good	Acceptable	Good ↑	Good
Learning skills		Acceptable ↓	Good	Good	Very good ↑


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

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


## 3. Teaching and assessment

	KG	Primary	Junior High	Senior High
Teaching for effective learning	Acceptable 	Acceptable	Good	Very good 
Assessment	Acceptable	Acceptable	Acceptable	Acceptable


## 4. Curriculum

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

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

	KG	Primary	Junior High	Senior High
Health and safety, including arrangements for child protection/ safeguarding	Very good 	Good	Good	Good
Care and support	Good	Good	Good	Very good

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very good
Governance	Good 
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
<b>Progress in international assessment</b>	<b>is below expectations</b>	<b>Not applicable</b>

- International assessment data show that the school improved its scores in English, mathematics and science, although targets were only met in TIMSS Grade 8 science. In the annual GL benchmarking tests, most students performed in line with expectations in English but less well in mathematics and science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations</b>

- An effective action plan shows leaders' commitment to the vision and goals of the National Agenda. It commits to reviewing the curriculum based on outcomes from international benchmark tests. Data are analyzed, gaps identified, and the curriculum appropriately modified. It has been more successful in using data from GL for this purpose than, TIMSS, PIRLS or PISA. There is limited improvement in student attainment as a result of these changes.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations</b>	<b>Not applicable</b>

- Most students attain the expected scores in standardized reading tests, although teachers do not make enough use of this information. Critical thinking is strongest in science, but across the school is not systematically developed. Senior high students have strong inquiry skills.

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

#### For Development:

- Use the PISA and TIMSS proficiency levels to plan curriculum modifications to raise attainment in benchmark tests.
- Ensure that all teachers know students' reading levels and use appropriate strategies to improve them.



## Wellbeing

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

- Overall, the school sets out a clear vision for the wellbeing of all students. Intentions to ensure safety, happiness, resilience and respect are the key elements of this vision. The school community is ambitious and well organised in embedding the vision in both practice and in its plans for improvement. The positive and open environment enables all students contribute well to data gathering and the sharing of views.
- A genuine sense of mutual care and respect pervades the community. Teachers and students display a natural and open approach to engagement. They listen and act, so that wellbeing challenges are mostly overcome. This is not as effective among the students of determination and those with gifts and talents, where in-class provision sometimes lacks a clear focus in ensuring that wellbeing, as a pathway to learning, is effective. Similarly, for some teachers, the school is not universally effective in enabling genuinely open and responsive relationships.
- Students' learning experiences, mostly reflect a consistent approach by staff to raise wellbeing as a theme in many lessons. Teachers consider how wellbeing can link to curriculum objectives; however, this is inconsistent. When among their peers, students select healthy lifestyle options. They understand the importance of their own health and display strong participation and enthusiasm for physical exercise and are positive in their learning and personal development.

## UAE social studies and Moral Education

- UAE social studies and moral education are taught from Grade 1 to Grade 12 in English and as a combined course. It complies with all the regulations laid out by the Ministry of Education (MoE) within Moral Social and Cultural framework.
- Teachers promote and develop reasoning and analytical skills which students apply in other areas of study. Students in Junior High and Senior High carry out research, prepare debates and discuss various global issues with peers in lessons. Overall, it is a strong feature of learning for students.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Primary	Junior High	Senior High
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students' recitation skills, using the Tajweed rules, have improved in both phases. However, their memorisation skills are less well-developed. Students in the primary phase show a secure knowledge and understanding of the Pillars of Islam. They can perform the Wudu and the prayers with confidence.
- Students in Junior High show significant improvement in their ability to research independently and discuss Islamic concepts in relation to everyday life. However, they are less able to use and interpret the concepts of Fiqh.
- Students make more progress in understanding and using Islamic manners and etiquettes than in its rules and regulations. They are more able to interpret the Holy Qur'anic verses and the Hadith, than in making inferences in relation to them and to the Prophet's (PBUH) biography and Sirah.

#### For Development

- Ensure that the Holy Qur'an, Hadith and Sirah are closely linked to all areas of learning of the subject.
- Improve students' memorisation and recitation skills by providing more opportunities for them to practice these skills.

#### Arabic as an Additional Language

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

- Matching work to students' attainment levels is a developing feature of lessons. In most classes there are wide differences in the number of years that students have learned Arabic. Students who are beginners of Arabic, are not being as supported as effectively as they should be.
- Students' reading skills are improving as they are provided with more opportunities to engage in reading about familiar topics such as, food, family, travelling, and their future careers. However, many students have difficulty in decoding words and in understanding the texts they are expected to read.
- Students' speaking and reading skills are stronger than listening and writing. They write accurately, but often without full understanding. Their ability to engage in conversations and to write at length is adversely affected by their limited acquisition of vocabulary.

#### For Development:

- Provide more opportunities for students to develop their independent speaking and writing skills.
- Ensure that assessment information is used more purposefully to meet the learning needs of all students.

**Language of instruction**

	KG	Primary	Junior High	Senior High
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- Filipino is spoken fluently by Junior High and Senior High students. Skills in applying the language are secure in Primary, but most KG children's listening, speaking and reading skills are less well-developed.
- The school's reading programs, such as, 'Drop Everything and Read' have been introduced and reading assessments indicate this is having a positive impact on students' reading literacy in all phases. Children in KG are improving their writing skills.
- Students in all phases are keen to learn and they collaborate well with one another. The extensive use of Filipino in lessons helps to develop good levels of spoken language. However, only a majority of the students can communicate and link their experiences to everyday life, particularly in the lower grades.

**For Development:**

- Improve students' writing skills by developing their ability to apply their learning to everyday life, particularly in the lower grades.

**English**

	KG	Primary	Junior High	Senior High
Attainment	Good ↑	Good	Good	Good
Progress	Good	Good	Good	Good

- The quality of students' English language skills meets the expectations of the Philippine national curriculum. Students' reading, writing and speaking skills develop steadily across the school. Writing skills are improving in Junior and Senior High.
- Reading and writing skills are underdeveloped in lower primary classes. In KG, children show rapid progress in reading and in their use of letters and sounds. Students benefit from opportunities to respond to literary texts orally and in writing.
- The recent improvements in teaching and use of assessment are contributing to students' good levels of progress. Students' critical thinking and research skills are underdeveloped. Improved provision for reading is impacting positively on students' literacy and oracy skills across the school.

**For Development:**

- Improve students' critical thinking and writing skills by embedding the best practices of teaching across all phases and particularly in lower Primary.

## Mathematics

	KG	Primary	Junior High	Senior High
Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Good
Progress	Acceptable ↓	Good	Good	Good

- A large majority of students achieve standards in external examinations that are in line with the curriculum expectations. However, their results in international external assessments are below expectations. Students' progress in lessons varies according to the level of challenge provided. Progress is less strong in KG.
- In KG, children are developing an understanding of number. Primary students solve word problems confidently and junior high students have good skills in connecting concepts to everyday life situations. Analytical geometry is one of the strengths of students in Senior High.
- Students' confidence in applying their mathematical knowledge across other subjects has improved. Skills in solving unfamiliar problems in everyday contexts are not always as strong in Primary and High. There are limited opportunities for students to engage in investigations during lessons. The use of technology is underdeveloped across all phases.

### For Development

- Improve students' attainment in international external assessments.
- Ensure that the level of challenge in lessons allows all groups of students to progress and improve their mathematical skills.
- Provide children in KG with more opportunities to learn through using hands-on materials and with a focus on problem-solving.

## Science

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

- Students across all phases show attainment that is at least in line with curriculum expectations. For a majority, standards of attainment are above expectations. However, students rarely attain the expected standards in international benchmark tests because of their underdeveloped skills in applying knowledge in unfamiliar contexts.
- In KG, children develop a basic understanding of scientific content. This is enhanced in other phases where students acquire an understanding of concepts across all three areas of science. Senior High students are able to explain complex topics and know how to calculate the velocity of projectiles.
- Primary students have underdeveloped skills of enquiry but elsewhere students are developing effective practical skills. Students plan and carry out investigations, but the application of appropriate scientific methodology is inconsistent.

### For Development:

- Provide more opportunities for children in KG to enquire, observe and identify patterns in the world around them.
- Ensure students use the appropriate scientific methods when conducting investigations.
- Improve students' ability to analyse, evaluate data and apply their knowledge in unfamiliar contexts.

## Learning Skills

	KG	Primary	Junior High	Senior High
Learning skills	Acceptable ↓	Good	Good	Very good ↑

- Students across the school enjoy their learning. When given the opportunity they engage well in questioning and collaborating with one another. In KG, children sometimes engage less effectively in their lessons. Senior High students enjoy taking ownership of their learning.
- Students are well organized, efficient and keen to learn. They have strong relationships with one another and their teachers and, when given the opportunity, apply their thinking and learning to everyday life. Students use resources effectively in their lessons.
- Critical thinking and problem-solving skills are features of learning in Senior High. Students' ability to set learning goals and to identify their own strengths and weaknesses is improving. Students' ability to work independently is not consistently seen in the lower grades.

### For Development:

- Improve students' learning skills, especially in KG, by ensuring that more open-ended questions and problem-solving opportunities are embedded in all lessons.

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

	KG	Primary	Junior High	Senior High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are self-disciplined and responsive to others. They value the giving and receiving of critical feedback. Their excellent behavior is influential throughout the school. Students are extremely caring and considerate, showing empathy towards others including those with special educational needs.
- Students are highly respectful of on another and their teachers. This contributes to the harmonious atmosphere throughout the school. However, in a few KG lessons, the children are less well-behaved.
- Students are keen to adopt safe and healthy lifestyles. They make healthy food choices and exercise regularly. Attendance is outstanding and all students are punctual in arriving at school and for lessons throughout the day.

	KG	Primary	Junior High	Senior High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students have an excellent understanding and appreciation of Islamic values and how they influence their own daily lives, and their experiences in the UAE. They are very respectful towards all their Muslim classmates and teachers.
- Students are highly appreciative of the Emirati culture and heritage and celebrate all national events. They value and cherish the tolerant and inclusive environment of the UAE and the opportunities it provides for them as members of its society.
- Students speak about their own cultures with pride and, at the same time, are very knowledgeable about other cultures they encounter. Older students debate knowledgeably about the politics and economics of many countries and show an appreciation of a range of global literature and the arts.

	KG	Primary	Junior High	Senior High
Social responsibility and innovation skills	Very good	Outstanding	Outstanding	Outstanding

- Older students participate in a variety of activities that contribute to the school community. Students are involved in activities supporting the local community, such as, donation drives for less fortunate children. School trips to Expo 2020 gave students first-hand experiences of other world cultures.
- Students have a very positive work ethic. They take the initiative, make independent decisions and take good care of their school environment. Opportunities to engage in enterprise and innovation are limited.
- In KG, children contribute to the school community by tending to the school garden. Students support communities beyond the school, through the UNESCO club and Emirates Environmental Group. On United Nations Day, students set up booths that highlighted the different heritages of UN member nations.

### For Development:

- Extend opportunities for innovation, enterprise and entrepreneurship to involve more students across all phases.

### 3. Teaching and assessment

	KG	Primary	Junior High	Senior High
Teaching for effective learning	Acceptable ↓	Acceptable	Good	Very good ↑

- Teaching practices across the school engage students and promote strong outcomes, especially in Junior and Senior High. The quality of teachers' subject knowledge and lesson planning are less effective in the KG and Primary. Teachers are skilled in challenging senior high students and in promoting their skills of critical thinking.
- In the better lessons, teachers encourage discussions through effective questioning, which promotes purposeful learning. Teachers' expectations are not high enough in Arabic and mathematics in Primary and Junior High, and in primary science. Most teachers make good use of time and resources.
- In Senior High teaching is skillful in promoting research, higher order thinking and in engaging students in learning. However, teachers are less successful in improving the learning experiences of students of determination, the gifted and talented and the more able.

	KG	Primary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Students are assessed against the appropriate Philippine MoE curriculum standards. Students' assessment data are recorded on a recently introduced system which supports the analysis of the information and the tracking of students' progress. The use of this system is at an early stage and its potential is not yet impacting on learning.
- Internal assessment data consistently show higher levels of attainment than external data. External data is thoroughly analyzed and effective gap analyses help to identify curriculum content and competencies that need to be strengthened.
- Assessment information including measures of cognitive ability, is not sufficiently well used in the setting individual attainment targets against which students' progress can be tracked. The use of data to inform lesson planning to meet individual needs of students is underdeveloped.

#### For Development:


- Ensure differentiation in lessons matches the abilities of all groups of students.
- Improve the quality of teaching in KG and Primary, particularly in Arabic, mathematics and science.



## 4. Curriculum

	KG	Primary	Junior High	Senior High
Curriculum design and implementation	Good	Good	Good	Good

- The school curriculum is aligned to the Philippine national standards. It develops students' competencies in numeracy and literacy across all subject areas. The curriculum promotes students' engagement in a range of activities that are age-appropriate and captures their interest.
- The curriculum offers a choice of different pathways for senior high students, including STEM (science, technology, engineering and mathematics, humanities and social studies and accountancy, business and management. The elective strands meet students' needs effectively and support their career aspirations.
- The school conducts quarterly curriculum reviews in which subjects are mapped and modifications carried out to enrich students' learning. Recent reviews have led to improvements in the provision for reading. The curriculum is designed to meet the needs of most students including students of determination, although this is not consistently applied across all phases.

	KG	Primary	Junior High	Senior High
Curriculum adaptation	Acceptable 	Acceptable	Acceptable	Acceptable

- Teachers adapt the Philippines curriculum to provide a stimulating learning environment in most phases. The curriculum now includes the UAE social studies and moral education. However, further adaptations are required to ensure students are prepared for external benchmark examinations. The curriculum is planned to meet the needs of all groups of students, but its implementation is inconsistent.
- The curriculum provides opportunities for social contributions, but less so for innovation, creativity and enterprise. Students appreciate and enjoy opportunities to engage in a range of extra-curricular activities that enhance their personal and social development.
- Links to the UAE culture are evident in most areas of the curriculum. School-wide events provide students with frequent opportunities to celebrate the heritage and culture of the UAE.

### For Development:

- Ensure that the curriculum is responsive to students' needs and international benchmark assessments.
- Improve curriculum adaptation to meet the needs of all learners, particularly students of determination.
- Provide more opportunities for students to be enterprising and innovative.

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

	KG	Primary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Good	Good	Good

- There are effective procedures in place for child protection, anti-bullying and cyber safety to ensure that students are safe. Students are aware of who to contact in the event of any concerns. Risk assessments and daily checks are carried out by the health and safety team.
- The school's procedures to ensure students' safe arrival and dismissal have improved significantly. Bus arrivals and departures are well-supervised and orderly, although pick up by parents is less well-organized.
- The medical staff promote healthy lifestyles choices effectively. A very caring ethos underpins the school.

	KG	Primary	Junior High	Senior High
Care and support	Good	Good	Good	Very good

- Respectful and caring relationships are evident amongst all groups of students, especially in Senior High. Students feel valued, respected and heard. Most teachers know the needs of students and the management of wellbeing and personal development is strong.
- Comprehensive systems for managing and achieving high rates of attendance and punctuality are effective. There is a successful behavior management plan in place, although more focus is needed with behavior plans for students of determination in Primary and Junior High.
- Teachers' understanding of the range of identifiable special needs, including for students with gifts and talents is underdeveloped. Although individualised programmes for students of determination are provided by the inclusion team, they are not always implemented in the classroom.

### For Development:

- Implement systems to identify students with gifts and talents accurately and ensure that the appropriate support is in place.
- Ensure that the guidance provided for teachers on the adaptations to be made for students of determination in their individual education plans (IEPs) is followed by all teachers.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- The leadership of inclusion demonstrates a strong commitment to the best possible provision and support for students of determination. Senior leaders promote an inclusive ethos and welcome all new students, regardless of any learning or personal barriers to be overcome. However, governors do not place enough emphasis on this aspect of the school's provision.
- Specialist staff identify most needs quickly and accurately. There is no formal procedure in place to identify students with gifts and talents. Teachers are less skilled in the early identification of students' needs. Consequently, the inclusion team are not always made aware of more complex student needs.
- Parents of students of determination are highly satisfied with the school's support of their children. They understand the main elements of their children's IEPs. However, the guidance provided to support more rapid progress towards their children's learning targets is limited.
- Curriculum modification is not consistent in terms of planning for the progress of students of determination. Lesson plans do not specifically reference IEPs and there is no provision made for students with gifts and talents. Learning support assistants are insufficiently well-trained to provide students with effective support.
- Progress rates are uneven in all phases. Students of determination have limited opportunities to build on their starting points and make effective progress. In the most successful lessons, teachers consider the IEPs and plan meaningful activities that contribute to stronger progress towards the learning targets.

### For Development:

- Ensure leaders apply sufficient rigour to the design and modification of the curriculum to support students of determination.
- Improve the information given to teachers so that all are more skilled in identifying the more complex needs of students.

## 6. Leadership and management

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

- The principal and vice principal have a clear vision and a secure understanding of school's performance. All leaders have an increased understanding of external benchmark assessments and the importance of these tests. There is ongoing professional training to increase middle leaders' effectiveness in carrying out their roles and responsibilities.
- School improvement plans focus appropriately on raising students' outcomes and improving teaching and learning. The monitoring procedures of lessons are not rigorous enough to match the needs of the school. The recently appointed principal has ensured that the school's self-evaluation judgements are more realistic. However, self-evaluation procedures do not take enough account of external and internal assessment data. Although staff relationships are good, the capacity to improve is impeded by significant teacher turnover.
- Parents are well informed and supportive. The active parent council represents all parents, and the chair is a member of the governing advisory council. Parents believe their opinions are valued and are consulted on a range of school matters, for example, the structure of a new timetable. Parents are well-informed about their children's progress and receive regular online updates. They are aware of the importance of international benchmark tests and would value more information about how these tests support their children's learning.
- Governors have taken swift action to implement the previous inspection recommendations, including recruiting additional staff to develop middle leaders' management skills. There is a strong sense that governors care about the school community. Their understanding of external assessment data is not strong, and they rely on monthly reports from school leaders to identify areas for improvement. There is insufficient governor support for inclusion leaders. Nevertheless, governors have invested in additional resources to support the school's drive for improvement.
- The school's daily life is managed through efficient routines that ensure smooth movement throughout the day. The building has been updated with improvements in the availability of technology to support teaching and learning. Effective use is being made of outside areas to promote physical exercise for students. Students contribute to making the school attractive and welcoming. Teachers and teaching assistants are sufficient to meet the needs of the increased student enrolment. The school is well-equipped with resources, including specialist areas for instance, libraries, technology and science laboratories.

### For Development:

- Ensure all leaders monitor the implementation of school improvement plans and the quality of teaching and learning in lessons more rigorously.
- Increase governors' support for the leadership of inclusion.

## 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](mailto:QA.Schools@khda.gov.ae)