



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

United International Private School

Curriculum: Philippine

Overall rating: Good

Read more about the school



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“Don't look  
behind to  
see who is  
following you,  
but look forward  
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

<b>General information</b>  	Location	Al Muhaisnah
	Type of school	Private
	Opening year of school	1992
	Website	www.uips.ae
	Telephone	04-2543888
	Address	PO Box: 60817, Muhaisnah 4, Dubai, UAE
	Principal	Eunice P Orzame
	Language of instruction	English, Filipino, Arabic
	Inspection dates	7 to 10 December 2015
<b>Students</b>  	Gender of students	Boys and girls
	Age range	4-16
	Grades or year groups	Kindergarten 1 to Grade 10
	Number of students on roll	1897
	Number of children in pre-kindergarten	0
	Number of Emirati students	0
	Number of students with SEND	156
<b>Teachers / Support staff</b>  	Largest nationality group of students	Filipino
	Number of teachers	80
	Largest nationality group of teachers	Filipino
	Number of teaching assistants	0
	Teacher-student ratio	1:24
	Number of guidance counsellors	4
<b>Curriculum</b>  	Teacher turnover	22%
	Educational permit / Licence	Philippine
	Main curriculum	Philippine
	External tests and examinations	IBT
	Accreditation	None
	National Agenda benchmark tests	IBT

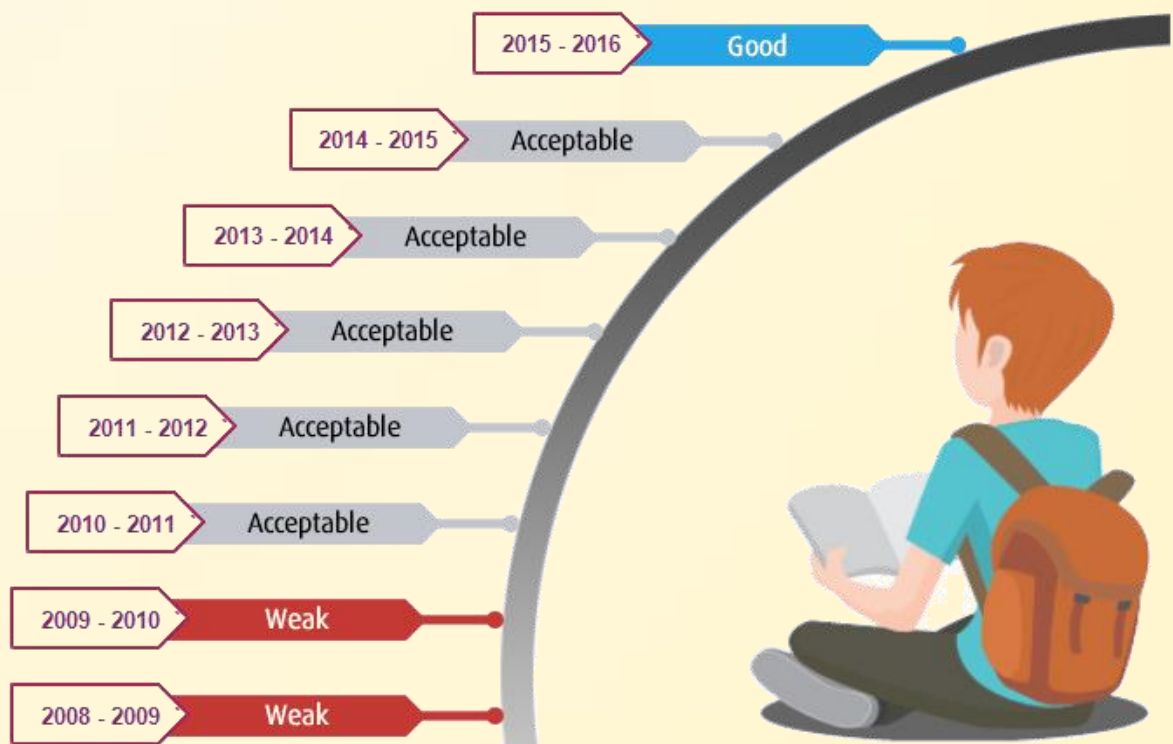


## Summary for parents and the community

**United International Private School** was inspected by DSIB from 7 to 10 December 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





### How well did the school perform overall?

Overall, United International Private School provided a **good** quality of education for its students.

- Students' attainment and progress in almost all of the subjects was good. The school was acceptable in Arabic as an additional language. Students' attitudes to their learning were good in the secondary and kindergarten (KG) but remained acceptable in the elementary phase.
- Students demonstrated exemplary personal responsibility in the school and outstanding behaviour and attitudes were evident in all phases of the school. Almost all students had a very strong understanding of Islamic values and the culture of the UAE and Dubai as well as the Philippines.
- Teaching was good in all phases. Across all phases opportunities were provided for students to reflect at the end of lessons, and communicate to others what they had learned. The results of international and internal assessments were analysed to provide teachers with information about students' academic performance and used to plan lessons.
- The school curriculum had a clear rationale and was based on the new *Philippine K to 12 Basic Education Curriculum*. The school used the UAE Ministry of Education (MoE) curricula for Arabic, Islamic education and UAE Social Studies. Social Study lessons catered well for students' social development and associated competencies.
- The school had effective procedures for safeguarding students including child protection procedures. Safety checks were regular and thorough. The school's promotion of safe and healthy living was systematically built into most aspects of school life.
- The school's leaders, including the advisory council, were clear about where improvements were needed and had ample evidence to show that where they had acted, improvements had taken place. Links with parents were outstanding. The continued lack of technology was having a negative impact on students' potential to develop these important skills.



### What did the school do well?

- Students' progress in the language of instruction was very good in the elementary and secondary phases of the school with secondary children attaining a very good standard.
- The school promoted students' personal and social development to an outstanding level. There was a strong emphasis on raising students' awareness of their social responsibility.
- The school was very inclusive and presented as a strong community where all members supported each other very effectively.
- Parents were engaged very effectively and their views were listened to and used to help improve the school.





### What does the school need to do next?

- Improve teaching and learning in Arabic as an additional language by:
  - Raising expectations and the levels of challenge
  - Developing a stronger focus on active learning
  - Balancing the 4 language skills in Arabic to ensure that all the skills are developed.
- Ensure that teachers' knowledge of students and assessment is secure and used effectively to better meet the needs of the individual students including students with special educational needs and disabilities (SEND).
- Improve the KG curriculum to ensure that it meets the developmental needs of the children and enhances a relevant 'activity-based' approach to learning for children of this age.



### How well did the school provide for students with special educational needs and disabilities?

- Students with SEND were making acceptable progress, particularly in their social, emotional and personal development.
- The school was providing regular monthly updates to the parents of students with SEND. Parents valued the open door policy where they could contact the school at any time.
- Effective home-school communication was a key feature of provision for students with SEND. The school used a range of reporting methods to communicate children's progress to the parents on a regular basis. Staff were very committed to this development.
- Parents were encouraged to work with the school in supporting their child. However their contributions were too limited.
- Parents were appreciative of the support and guidance provided to them by the school. This made a positive contribution to the education of their child.

### National Agenda Parameter



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

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

#### Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was as expected.
- Students, parents, leadership team members, board members and teachers were well aware of the National Agenda. Each group showed thorough knowledge of the National Agenda and the reasons for its importance.
- Changes had been made in curriculum to match requirements with a view to meeting National Agenda targets. Changes included suggestions in lesson plans for activities and use of questions that model TIMSS and PISA questions.
- Teachers in some grade levels used strategies effectively to develop critical thinking and enquiry, but this was not consistent. Teachers of science and English in the lower grade levels in the elementary phase made less use of these strategies than in mathematics and other grade levels.
- Students reported that they occasionally went to the library to develop their research skills. The school did not have a comprehensive plan in place to develop students' research skills.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



## Promoting a culture of innovation:







- The senior leadership team understood the importance of the national innovation agenda and the importance of promoting a culture of innovation in the school, but had not yet developed a strategic plan. Leaders were able to share their responses about how to promote innovation in the core subjects, for example through promoting research and involving the business community in the delivery of the curriculum. Curriculum leaders had started to review their subjects to promote innovation learning opportunities but plans for adapting the infrastructure of the school to promote innovation was yet to be considered.



## Overall school performance

Good ↑

### 1. Students' achievement

		KG	Elementary	Secondary
<b>Islamic education</b> 	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
<b>Language of instruction</b> 	Attainment	Good	Good	Very good ↑
	Progress	Good	Very good ↑	Very good ↑
<b>English</b> 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
<b>Mathematics</b> 	Attainment	Good	Good ↑	Good
	Progress	Good	Good	Good
<b>Science</b> 	Attainment	Good	Good	Good
	Progress	Good	Good	Good

	KG	Elementary	Secondary
<b>Learning skills</b>	Good	Acceptable	Good

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

	KG	Elementary	Secondary
Personal development	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Outstanding
Social responsibility and innovation skills	Good	Outstanding	Outstanding

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Elementary	Secondary
Curriculum design and implementation	Acceptable	Good ↑	Good
Curriculum adaptation	Good ↑	Good ↑	Good

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

	KG	Elementary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Good	Good	Good

## 6. Leadership and management

	All phases
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good ↑



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

### Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

## 1. Students' achievement

### 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
Language of instruction	Good	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- A majority of the children had developed good speaking and listening skills in the language of instruction. They attained above curriculum expectations in writing their names and in letter recognition in the Filipino language. For example, they identified and pronounced the letters correctly and could write them as the teacher provided individual support and instruction. They were fully engaged in the lessons' activities where they were trying to connect their knowledge and skills to real life situations at home and in school.
- In English, the attainment of the majority of children was above curriculum expectations. They made better than expected progress in relation to the lesson objectives, which were aligned to the curriculum standards. Children listened attentively, communicated clearly and confidently reciting a wide range of rhymes and action songs. They responded well to teacher-questioning and engaged appropriately in dialogue. Children had developed good pencil grip and could write their names and the letters of the alphabet. Letters were not always correctly formed or appropriately oriented. They were developing appropriate phonetic strategies to decode unfamiliar words and demonstrated good letter-sound knowledge. The limited use of age-appropriate books impacted negatively on the development of children's emerging reading skills.
- In mathematics, the majority of children had a good understanding of colour, size, and shape. Children had a good grasp of the concept of quantity and number relations and were developing a growing understanding of addition of up to ten objects. Children could count and write numbers to at least 20 and competently represented number operations using their fingers. Children's skills in relation to organising, discussing and interpreting data were less well-developed. The performance of children in KG 1 was not always developmentally appropriate. There was an over-reliance on children having to demonstrate their mathematical achievements through work-sheet tasks. The majority of children, including different groups of children attained better than expected standards and made better than expected progress against the curriculum expectations.
- In science, the majority of children could distinguish between living and non-living things. Through teacher-led discussion and questioning, children engaged in an investigation into how plants grow. They were able to describe the characteristics, parts, growth and colours of plants. Children had a good understanding of the components of a healthy diet and the benefits of eating fruit and vegetables. They used age-appropriate language to communicate their scientific observations and investigations. They were developing a growing understanding of themselves and the world around them. Children were able to record, predict, point out similarities and differences and observe change over time. Children's attainment and progress in science was better when learning was experienced through enquiry-based practical hands-on activities.

### Elementary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Good	Very good ↑
English	Good	Good
Mathematics	Good ↑	Good
Science	Good	Good

- In Islamic education, attainment and progress were above national curriculum expectations. Data reflected an improving trend over time. Students had a broad knowledge of Islamic teachings and events but their deeper understanding was limited. For example, students in Grade 10 gained enough knowledge about both the minor and major signs before the day of judgement. However, not many were able to debate their implications on contemporary issues. Progress was good in lessons and different groups of students made similar progress.
- In Arabic as an additional language, in the absence of externally benchmarked tests, attainment and progress were broadly in line with general expectations. Students' skills in listening were well developed. Students demonstrated a good understanding of what the teacher said. Most students were able to speak in short sentences and were able to use familiar words. When reading, students understood the ideas and made progress in lessons and over time in developing their writing skills. In Grade 3 students copied and wrote short sentences and simple words. By Grade 6 students were able to independently write limited pieces of text. Students achieved basic grammar; by Grade 5 students could distinguish between different types of verbs. Different groups of students made expected progress.
- In Filipino language lessons, the large majority of students made significant progress in listening, speaking, reading and writing against the planned curriculum expectations. Most students had attained at above expected curriculum levels. They worked collaboratively in group discussions and presented assigned tasks. Almost of the students applied nouns, verbs and adjectives correctly in sentences and simple paragraphs. They used them in differentiated activities such as bubble talk and poster or slogan making. Their exposure to the Filipino language in real life situations at home and in school helped to reinforce students' positive language development.
- The majority of students' attained above the school's curriculum standards for English. In international IBT tests, students' attainment was also above the expected standards. Almost all students spoke English as an additional language and in all grades they listened and responded well to instructions. They were able to read and write at an appropriate developmental level. For example, in Grade 5 students read texts with understanding and Grade 6 students were able to understand the different stages of constructing a piece of writing. From their starting points, the majority of students made at least good progress in English, especially in the higher grades. Groups of students made good progress against the learning objectives in lessons.
- In internal tests, the majority of students attained above the expectations of the school's curriculum in mathematics. In external tests, most students from Grades 3 through to Grade 6 attained levels in line with international standards. Over the last three years, students' scores have been in line with international standards. During lessons, the majority of students communicated their learning well and made good progress. Data from on-going assessments indicated that different groups of students were making similar progress.



- In science, achievement levels were generally good. In lessons and in their recent work, students demonstrated levels of scientific knowledge, skills and understanding that were above curriculum standards. Many were making significant progress. Most students could design simple investigations, observe, draw and record their conclusions. They understood and applied their knowledge to different concepts. In some classes, younger students' scientific knowledge was better developed than their observation, exploratory or investigative skills. This was due to weaker classroom and time management by some teachers. Overall the majority of students across the phase, including different groups of students, made good progress.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Very good ↑	Very good ↑
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Internal assessments indicated that the majority of students attained above national curriculum expectations in Islamic education. Students had good knowledge about many Islamic concepts and principles, their understanding of the relevance of these was developing. For example, students in Grade 10 had secure knowledge of both the minor and major signs before the day of judgement, but students were not able to debate the implications. The majority of students made good progress in their recitation of the Holy Qur'an and applied rules of Tajweed. Their understanding of its vocabulary and deeper meaning was developing well. Groups of students made similar progress but more able students were not sufficiently stretched.
- In Arabic as an additional language, in the absence of external tests, most students attained levels in line with general curriculum expectations. Their listening skills were well developed and they demonstrated their understanding by giving correct answers during the lessons. Most students used short sentences when speaking, for example when Grade 7 students spoke about their hobbies. Students were able to read from the text book and were able to use contextualised vocabulary. A few students used a broader range of words. They could spell well and independently write paragraphs. Their writing demonstrated their understanding that sentences start with a noun or verb. Different groups of students made the expected progress over time and in lessons they generally achieved the planned lesson objectives.
- In the Filipino language, the large majority of students were secure in listening, speaking, reading and writing. Attainment and progress were well above the Philippine curriculum expectations. Students worked collaboratively in groups to discuss, reflect and present their assigned tasks. They composed paragraphs and simple scripts for role plays and presentations for debate. Students actively engaged in discussions about topics that were linked to their personal experiences and skills or related to issues in their home country or the world. The large majority of students achieved above age-related curriculum expectations and made consistently better than expected progress in lessons and over time. Different groups of students made very good progress from their starting points.

- In English, the majority of students' attainment was above the expected Philippine curriculum standard. Although there was some variability in different year groups, boys and girls achieved similar standards and made similar progress. In international tests and over time, for the majority of students the level of attainment in English in IBT was increasingly above the expected standards. As a result of careful and detailed analysis of extracts from published fiction, students enjoyed making connections and further developed their own ability to write stories. They took an active part in discussions and demonstrated a sensitivity to the opinions of others. Different groups of students made increasingly good progress in lessons as a result of the engaging learning activities presented to them across the phase.
- Attainment levels in mathematics, for the majority of students, were above the targets set by the Philippine curriculum. Attainment on external tests indicated that most students were in line with international standards, and these had been maintained over the previous three years. Students consistently reflected on their learning and this enhanced both their levels of attainment and their rates of progress. They showed a good command of the different strands of mathematics. A majority of students in all groups showed good progress in lessons and over time.
- In external science examinations, the majority of students attained levels above national and international standards. Students made better than expected progress by the end of this phase. In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that were securely above curriculum standards. Most students were able to design investigations by hypothesising, predicting, observing, drawing and recording their own conclusions. They understood and applied scientific concepts to a range of contexts. Students made better than expected progress by the end of the secondary phase. Different groups of students made similar progress across the different science disciplines both in their lessons and over time.

	KG	Elementary	Secondary
Learning skills	Good	Acceptable	Good

- Students were highly engaged in lessons and demonstrated their ability to work independently when given the opportunity. This was particularly evident in mathematics, Filipino language lessons, Islamic education and in the KG. For example, children in KG benefited from the zoning approach to learning.
- Students were comfortable working with others. They were aware of the benefits of group work, although they did not always initiate collaborative working. Although students were not consistently provided with opportunities to listen to views of others, they were able to listen attentively to the other students' opinions. These opportunities were less evident in Arabic as an additional language and Islamic education lessons.
- Students understood the connections between areas of learning. This was particularly so in mathematics, English and Philippine languages. Older students applied their learning to understand the world beyond school. Children in KG were able to do this when guided by their teachers.
- Older students could carry out basic research, although elementary students required teacher direction. They used learning technologies in limited ways to support their knowledge acquisition. For example, when making short presentations on different concepts in Islamic education. Critical thinking, innovation, research and problem-solving skills were underdeveloped features of learning in most subjects.

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

	KG	Elementary	Secondary
<b>Personal development</b>	Outstanding	Outstanding	Outstanding

- Students demonstrated, on a daily basis, very positive attitudes and a strong sense of personal responsibility. This was applicable to all aspects of their lives in school. They were open, resilient and willing to undertake new challenges. They received critical feedback positively and acted upon it.
- Students' behaviour was excellent and they showed the highest regard for their peers and adults. Their behaviour towards each other was mature and incidents of bullying were rare. When students had differences in opinion they engaged willingly in discussion and negotiated a positive outcome through mutual agreement.
- Students were extremely kind and considerate to each other and to staff. A positive ethos enveloped this school community. They acknowledged and accepted difference, showed concern for their peers and were always willing to help each other. Students enjoyed excellent relationships with staff.
- Students demonstrated the importance of following a safe and healthy lifestyle. They fully understood the negative impact of a poor diet on a person's overall health. Students articulated a clear and concise rationale for making healthy-eating choices and older students took personal responsibility for their choice of food at lunch time. Students' participated enthusiastically in physical education and sports, especially basketball.
- Levels of attendance were high at almost 94 per cent. Students were punctual to school, but sometimes late to lessons. A minority of parents took their children on holidays to the Philippines during the school term. Permission was sought for leave when parents faced exceptional circumstances. Leave arrangement were positive.


	KG	Elementary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Outstanding	Outstanding

- Students demonstrated excellent appreciation of Islamic values through their behaviour. This was characterised by their understanding of the importance of self-discipline, cooperation, respect and positive relationships in an Islamic society.
- Students were aware of and had respect for the culture and heritage of the UAE. This was clearly evident in the morning assemblies which included traditional performances. In addition, displays throughout the school presented many attractive pictures and models of the UAE. Students expressed sound knowledge of local food and sports.
- Students articulated excellent knowledge and appreciation of their own country such as historical monuments, rivers and national day celebrations. However, their knowledge of other world cultures was more limited.

	KG	Elementary	Secondary
<b>Social responsibility and innovation skills</b>	Good	Outstanding	Outstanding

- Students were proactive, very responsible and had strong values about helping others. This was very clear with the regimented cadet system where students showed high discipline and organisation. Students participated in school-initiated volunteer projects for example, visiting children in a local hospital. Other students participated in traditional performances within the wider community in response to the 'Dubai Appreciation and Promotion Programme'.
- Children in KG demonstrated a positive work ethic particularly during zoning activities. Students showed an excellent work ethic. Although they enjoyed work they sometimes lacked the initiative to lead ventures. Students were creative when taking part in assigned projects such as the 'Young Entrepreneurs' competition where students made and sold different crafts.
- Students were engaged in many environmental projects such as re-cycling and can collection campaigns. Students in the elementary phase were aware of car pollution and students in the secondary phase had participated in a beach clean-up initiative. KG children were insufficiently engaged in environmental issues.

### 3. Teaching and assessment

	KG	Elementary	Secondary
<b>Teaching for effective learning</b>	Good	Good 	Good

- Teachers in the elementary and secondary understood how students learn and effectively applied their subject knowledge. KG teachers had a thorough knowledge of what they were teaching and generally enabled children to apply what they had learned to different contexts. The quality of teaching in Arabic as an additional language, was inconsistent as some teachers had a limited understanding of how students learned an additional language.
- Teachers generally planned lessons which had a clear purpose and provided interesting learning for students but this was weaker in Arabic as an additional language. The resources, although limited, were creatively used to enable students to be successful learners. In lessons across all phases, planning generally took account of students' previous learning. In KG, the learning environment was purposefully constructed to create an interesting variety of learning opportunities for children.
- In the best lessons, particularly in secondary, teachers engaged students in meaningful discussion by asking questions that encouraged students to think. However, in many lessons, questions were only asked to obtain facts and to check what students had remembered. Across all phases most students were given time to reflect at the end of lessons, and communicate to others what they had learned.
- In KG, teachers provided an appropriate level of challenge and support for individual children. In a significant number of lessons in elementary and secondary, activities were mostly engaging but did not routinely meet the needs of higher or lower achievers, including students with SEND.




- Teaching to develop critical thinking and independent learning skills was under-developed. There were, however, good examples in Grade 5 English where opportunities for research about climate change enabled students to formulate questions about the possible causes of change to the climate. In many lessons, there were enjoyable opportunities based on real life contexts, but fewer opportunities where students gained sufficient confidence to rely less on teachers.
- In Arabic as an additional language, teachers demonstrated appropriate knowledge about the subject. All teachers planned adequately for lessons, however the learning objectives were not consistently shared with students. Teachers inconsistently developed students' critical thinking, problem-solving, innovation and independent learning skills. Teachers used strategies that adequately meet the needs of groups of students, especially new students.

	KG	Elementary	Secondary
Assessment	Acceptable	Acceptable	Good

- The school administered regular assessment of students' learning based on the competencies set out in the curriculum. They used the results of these tests to effectively compare attainment and progress of students' in all subject areas across the phases.
- The results of the international tests and internal assessment were used effectively by the school to compare students' performance both within the UAE and internationally.
- Students' progress was tracked overtime and the information was analysed and used to inform teachers about progress against the Philippine or MoE curriculum expectations. Results following assessments were used to inform students of their individual progress.
- Formative, summative and periodic test results were analysed. The information was used well to design lessons suited for differentiated group of students. However, in a few cases, assessment information was not used consistently by teaching staff to plan lessons to meet the needs of all groups of students. Assessment data also influenced further enrichment or remediation.
- Results from assessments provided teachers with a reasonable knowledge of students' academic performance. In secondary, rubrics were used to enable students to assess their own learning and that of their peers. Constructive feedback from teachers was inconsistent.

#### 4. Curriculum

	KG	Elementary	Secondary
Curriculum design and implementation	Acceptable	Good 	Good

- The school curriculum had a clear rationale and was structured on the new *Philippine K to 12 Basic Education Curriculum* and the MoE Arabic and Islamic education curricula. The school's curriculum was broad, balanced and age-appropriate across phases and subjects.
- Planned progression of competencies and skills in all key subjects prepared students for their transition into the next phase of education. Basic concepts were initially acquired and subsequently rediscovered at a more complex level. However, the transition from KG 2 to Grade 1 did not always build well on the good attainment established in the KG.



- The curricular options provided older students with some choices that developed some of their interests and aspirations.
- Cross-curricular links were carefully planned and effectively supported the development of greater coherence and relevance across the curricula.
- As a result of external and international assessments, the school carried out an annual review and re-structuring of the curriculum in collaboration with stakeholders. This was further reviewed by the Philippine Education Department to ensure coherence and relevance with the Philippine national agenda, particularly in the implementation of inclusive education.
- The curriculum was modified well to cater for the diversity of students' needs through the provision of an intensive support programme for remediation and enrichment.
- The social studies curriculum and lessons were effective in developing students' knowledge, skills and understanding of Emirati and different cultures. The school followed the UAE MoE curriculum for social studies. Cross-curricular links were well planned and successfully transferred learning between social studies and other subjects.

	KG	Elementary	Secondary
Curriculum adaptation	Good ↑	Good ↑	Good

- The school was successful in ensuring that teachers modified the curriculum to meet the needs of almost all groups of students. The curriculum had also been modified to reflect National Agenda targets and these modifications had informed and impacted on daily lesson plans.
- The curriculum was interesting, offering a range of opportunities designed to motivate students. Opportunities for enterprise, innovation, creativity and social contribution, whilst available in some curricular areas, were not consistently provided across all areas. A variety of extra-curricular programmes, activities, out-of-school visits, community links and participation in a range of competitions and performances enhanced students' academic and personal development.
- Appropriate learning experiences were integrated throughout the curriculum to enable students to develop a clear understanding of the UAE's values, culture and society. Emirati culture was referred to in many lessons.

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

	KG	Elementary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school had effective procedures for safeguarding students. Staff, students and parents were informed of the child protection policy. The school was effective in dealing with any incidents of bullying. Students were made aware of appropriate use of the internet and social media.
- A safe and welcoming environment was provided for students and staff. The purposeful organisation enabled students to move safely between activities. Safety checks were regular and thorough. Supervision of students was very effective, including when travelling on school transport. Security provision had been extended to ensure greater reliability.

- The maintenance of buildings and equipment were improving. Monitoring and evaluation of the school premises by the health and safety committee had improved and some of the necessary requirements had been completed. Staff dealt effectively with any minor accidents and emergencies as and when they occurred. However, not all staff responsible for health and safety had received appropriate training.
- The premises and facilities provided a safe and inclusive physical environment which met the needs of the school community. Accurate and secure records were maintained by the health and safety committee.
- The school's promotion of safe and healthy living was systematically built into most aspects of school life. Clinic staff provided appropriate training to promote healthy eating and living. The school canteen encouraged healthy foods through its provision and staff monitored students' packed lunches regularly to encourage and reward healthy eating.

	KG	Elementary	Secondary
Care and support	Good	Good	Good

- There were strong, effective systems for managing student behaviour and very positive and purposeful relationships between staff and students. Together, these contributed very effectively to the students' outstanding behaviour.
- The school's arrangements for managing attendance were thorough and reviewed regularly. The school successfully provided incentives to promote good attendance and punctuality.
- The school had identified gifted and talented students for their achievements in academics, sports and the arts. While the school's policy classified students with SEND in accordance with KHDA's categories, there were some inaccuracies in their use.
- Support for students with SEND and those that were gifted and talented was made available through the SEND team. The potential to increase students' progress through differentiated learning experiences had been recognised by the school and was being developed
- The well-being and personal development of the students was a priority in the school. The curriculum, subjects and activities were designed to promote relevant and coherent academic and personal development for all students. The school paid attention to helping older students achieve their career aspirations.

#### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- This inclusive school was committed to a holistic approach to students' personal, social, emotional and academic development. Support for students with SEND was provided through the diligent work of the highly qualified SEND team.
- The identification of students' needs was not robust. The school was not using KHDA categories accurately.

- Highly effective home-school communication was a key feature of SEND provision. The school used a range of reporting methods to communicate with parents about their child's progress on a regular basis. Most parents engaged positively with their child's individual educational programme (IEP).
- Although referred to, IEPs were not routinely used within the classrooms in ways that made learning effective. In lessons, opportunities for students to achieve their targets as specified in the IEP were not always identified or well supported. As a result students did not make the expected progress in these lessons.
- Students with SEND generally made satisfactory progress from their individual starting points. However, the inaccurate identification of some students' needs had a negative impact on the appropriateness of planning and support, and therefore limited students' progress.

## 6. Leadership and management

### The effectiveness of leadership

Good

- The school had a distinct, clear vision which was shared by all members of the school community. Leaders at all levels were fully committed to the promotion of UAE and Dubai priorities. The school was also very pro-active in raising students' awareness of the culture and languages of the Philippines.
- While there was some evidence of an awareness of teaching strategies and what good teaching looks like, this was not consistently implemented throughout the school.
- The school's leaders delegated effectively to the phase and subject department teams. These teams were held accountable for the outcomes within their areas of responsibility. This had led to several significant improvements since the previous inspection. There was a pervading ethos which was understood and adhered to by members of the school community. Morale was high and the community positive.
- Clear structures were in place that effectively supported the targets in the school improvement plan and annual action plans. The plans were understood at all levels and action had been taken by leaders which had brought improvements.
- School leaders ensured that the school was fully compliant with statutory and regulatory requirements.

### School self-evaluation and improvement planning

Good

- The school used its data and other information to identify the school's strengths and where improvements were needed. Systems were good, with departmental needs feeding into whole school priorities. As a result, the school was aware of what it did well and knew where areas for improvement were needed and the action to be taken.
- Leaders had identified where there was positive practice and this was used to model and promote improved teaching across the school. This had raised students' performance. Regular meetings were held to monitor progress and the quality of teaching. These were used to successfully modify the curriculum.

- The school improvement plans were written in conjunction with the advisory council. The various plans were well constructed and broken down from an overarching three-year plan into annual action plans. These plans were implemented by the senior leadership team and disseminated to the departments for specific action effectively.
- The school had a record of making improvements over time, especially on areas identified through previous inspection reports. These reports were often used as starting points for the school improvement plan but were not the only inputs. Building improvements upon previous improvements was not as effective as it could have been as the impact of actions on raising students' achievements was too limited.

#### Partnerships with parents and the community

Outstanding


- The school was extremely successful in engaging parents. Parents considered themselves to be significant partners in the education of their children. Parents felt that they were fully valued and listened to and were able to contribute to improvement being made within the school, including the raising of standards.
- Parents felt that there were no barriers to communication within the school as its open door policy was effective. Parents felt that they were able to approach the school with any concerns or suggestions. This ensured that they were fully informed about their child's education and other changes within the school.
- Parents felt that they were kept well-informed about their child's learning through regular report cards, parent consultation evenings and advisory newsletters. This ensured that they were aware of the academic achievement and personal development of their children on a regular basis. This was consistent for parents of students with SEND.
- The school was very aware of a wide range of social issues and made significant contributions at a local, national and international level, with a particular focus on projects in the Philippines. This helped to broaden students understanding of issues around the world and supported their social development very effectively.

#### Governance

Good

- The advisory council had representation from stakeholders from across the school community, including students, staff and parents. Advisory council members made successful efforts to engage all groups associated with the school and to seek their opinions. These views were used well to inform the council's knowledge of the various aspects of the life of the school.
- The advisory council monitored the work of the school through regular reports from members of the school community including the principal. However they were not able to provide evidence of regular planned visits to the school in their role as members of the council to seek first hand evidence of the quality of provision and outcomes.
- The advisory council had a strong influence on setting the ethos and vision of the school. Appropriate staffing was in place. Significant improvements were evident, but some recommendations from the previous inspection had not been fully addressed. In some cases, actions had been taken but these had been limited in their impact.

**Management, staffing, facilities and resources**




Good 

- Day-to-day management was adequately organised. The timetable did not take into account time required for students to move classrooms between lessons. As a result, students were sometimes late to lessons.
- Steps were taken to ensure teachers were qualified for the classes they taught. Staff were appropriately assigned based on their expertise. The school had started to interview and hire staff directly from the Philippines. Training for staff was linked well to the school improvement plan. There were no regular individual professional audits to ensure staff developed their professional expertise.
- The school environment was well presented and best use was made of all available space. In some areas, classroom acoustics detracted from effective learning. The area for the KG had been redesigned and was more effectively used to support learning and teaching. Further extension of the use of the outdoor area was required for children to fully access the curriculum.
- Learning resources were sufficient for delivery of most subjects. Some limitations remained in the resourcing for science. Technology resources for students were still limited to the use of computer laboratories. The school did not have a clear plan for using learning technologies to enhance learning.



## The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	1013
	2014-2015	810
<b>Teachers</b> 	64	
<b>Students</b> 	208	

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

- Almost all parents and students who responded to the survey were satisfied with the quality of education provided by the school.
- Almost all parents, teachers and students who responded said that the school was well led.
- Almost all parents agreed that their child was making good progress in key subjects. However, there was some uncertainty among students about how much progress they were making in Arabic as an additional language and in Islamic education.
- Almost all parents who responded said that their child enjoyed school and that they were developing good self-awareness and awareness of other cultures.
- Nearly all parents agreed that their child was safe in school but a minority did not know about safety on the school's transport. Almost all students agreed that they felt safe.
- Most parents, teachers and students agreed that the school dealt well with bullying. Almost all teachers who responded agreed or strongly agreed that most students behaved well.
- Almost all parents agreed that they were kept well-informed about their child.

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