

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

United
International
Private
School

Celebrating
10 years of
inspections

UNITED INTERNATIONAL PRIVATE SCHOOL

PHILIPPINE CURRICULUM

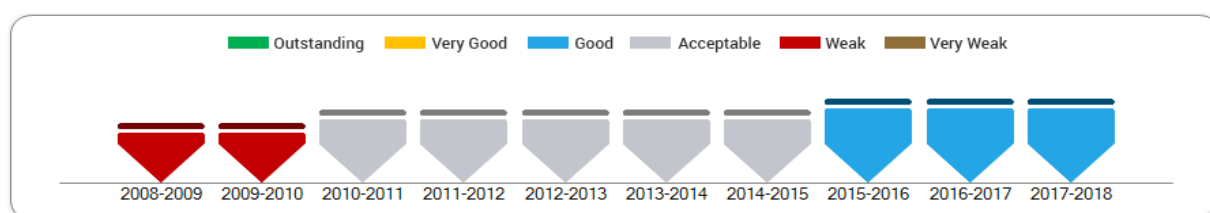
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School information

General information		Students	
Location	Al Muhaisnah	Gender of students	Boys and girls
Type of school	Private	Age range	4-17
Opening year of school	1992	Grades or year groups	KG 1-Grade 12
Website	www.uips.ae	Number of students on roll	2124
Telephone	042543888	Number of children in pre-kindergarten	0
Address	Muhaisnah 4 P.O. Box 60817, UAE	Number of Emirati students	0
Principal	Dr. Hazel M. Angeles	Number of students with SEND	67
Principal - Date appointed	10/31/2017	Largest nationality group of students	Filipino
Language of instruction	English, Filipino		
Inspection dates	11 to 14 December 2017		
Teachers / Support staff		Curriculum	
Number of teachers	84	Educational permit / Licence	Philippines
Largest nationality group of teachers	Filipino	Main curriculum	Philippine
Number of teaching assistants	0	External tests and examinations	PASS
Teacher-student ratio	1:25	Accreditation	none
Number of guidance counsellors	4	National Agenda benchmark tests	IBT
Teacher turnover	17%		

School Journey for United International Private School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

United International Private School was inspected by DSIB from 11 to 14 December 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

School leaders have maintained the school's good overall performance. The recently-appointed principal and senior leaders preside over a very positive climate for learning. Approaches to self-evaluation and improvement planning do not lead to consistent and continuous improvement. Although parents are very involved in the life of the school, leaders and governors do not take enough account of their views on school improvement. Governors are supportive but do not hold leaders sufficiently accountable.

Students' achievement

Students' good overall achievement includes only acceptable outcomes in the Kindergarten and in the elementary school science, very good outcomes in English, and very good progress in Islamic education in the junior and senior high schools. Across all phases, students' passion for learning enhances their learning skills and is a strength. Students' thinking and problem-solving skills are underdeveloped.

Students' personal and social development, and their innovation skills

Students' exemplary behaviour across the school is a major contribution to the calm, orderly and respectful ethos. Kindergarten children's good understanding of Islamic values and environmental issues is constrained by their curricular experiences. Across the other phases, students' outstanding environmental and charitable activity has a positive impact both locally and in the Philippines, exemplifying their deep understanding of Islamic values.

Teaching and assessment

The quality of teaching is consistently good across all phases but leads to only acceptable outcomes in a minority of key subjects in particular phases. Good teacher-student interaction consistently extends students' thinking in most lessons. Across all phases, teachers use assessment findings to plan lessons. However, they do not always understand the data.

Curriculum

Good curricular programmes beyond the Kindergarten, increasingly focus on students' practical application of knowledge and understanding. This is best developed in science in the senior high school and in technology and mathematics. Kindergarten programmes include more opportunity for children to learn through play. Adaptations to meet students' needs are not fully effective for all groups of students.

The protection, care, guidance and support of students

Very effective arrangements to ensure students' health and safety include robust child protection measures. Effective support for students features comprehensive advice in the evolving senior high school curriculum.

What the school does best

- Achievement in the language of instruction, in English for older students, and in almost all key subjects in the junior and senior high schools
- Students' learning skills across school, typified by their passion to learn and their collaborative skills
- Students' personal development, their understanding of Islamic values, Emirati and world cultures, and their social responsibility and innovation skills
- The very good arrangements to promote students' health and safety across the school








Key recommendations

- Improve students' outcomes in Arabic and science by, making sure teachers have higher expectations of students, and set suitably challenging learning activities.
- Ensure all leaders and teachers: reach accurate conclusions about students' attainment and progress as measured against both national and international standards, National Agenda Parameter (N.A.P) and Cognitive Ability Tests (CAT4) assessments, and
 - use this information to track and monitor progress accurately, and adapt lesson content and activities to meet all students' needs
 - provide opportunities to develop students' critical thinking, problem-solving and independent learning.
- Make sure adaptations to the curriculum, consistently meet the needs of all groups of students in daily lessons, especially those with special educational needs and disabilities (SEND), and those who are gifted and talented.
- Write and implement plans at both school and subject level that focus on a realistic number of measurable improvement priorities, and are based on accurate data, stakeholders' views, and direct observations of learning.
- Governors should:
 - seek and take full account of all students, parents and teachers' views about the quality of the school's work
 - monitor the work of the school more regularly and rigorously to ensure rapid and sustainable improvement
 - provide adequate resources and appropriate staff training.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Junior High	Senior High
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Very good ↑
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	Very good ↑	Very good	Very good
	Progress	Good	Very good	Very good	Very good
English 	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good ↓	Good ↓
Science 	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable ↓	Acceptable	Good	Good
		KG	Primary	Junior High	Senior High
Learning skills		Good	Good	Good	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	Good	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Good	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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	Very good	Very good	Very good
Care and support	Good	Good	Good	Very good

6. Leadership and management

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

National Priorities

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as indicated by the National Agenda Parameter (N.A.P) tests is below expectations in English, mathematics and science.
- The school meets the registration requirements for the N.A.P.
- School leaders have produced an effective implementation plan. Training for teachers has not improved their understanding of the effective use of data analysis.
- Teachers receive analyses of external test data, but a majority do not understand CAT4 data or use it effectively to challenge students in order to raise standards.
- Teachers have aligned the English, mathematics, and science curricula to N.A.P requirements. They are confident in assessing students' knowledge and understanding, but do not adequately assess students' skills development.
- Opportunities for open ended problem-solving, research and inquiry are limited. This constrains students' critical thinking. Most teacher questioning helps students' link learning to real life.
- The majority of student know their International Benchmark Test (IBT) test results. Neither IBT nor CAT4 data are yet used to set targets for improvement.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Moral Education

- The moral education curriculum follows the requirements of the UAE programme. The scope and sequence is clearly defined and families and staff are appropriately engaged.
- Teachers have secure subject knowledge and try to make lessons more personalised and engaging with the use of supplementary resources and real lives examples.
- Students occasionally collaborate to explore the concepts of the programme and apply their understanding to personal, local and global contexts.
- Assessment takes account of how students feel, think and act and is reported to parents as part of students' personal and social development.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies curriculum learning is aligned and integrated in all phases into the social studies standards to develop knowledge, skills and understandings for all students.
- Teachers plan appropriate lessons and provide environments where students are supported and challenged to develop their higher order thinking skills and meet learning expectations.
- Students occasionally collaborate to explore and research different concepts of the social studies programme. They make valid and clear connections between areas of learning.
- Formative and summative assessments are consistent.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Students' learning skill enable innovative thinking best in the senior high school where they creatively devise practical and sustainable solutions to local real-life problems.
- Students' excellent understanding of social responsibility is most innovative in contexts such as the Capstone element of the senior high school STEM course.
- Teaching across the school supports innovative thinking well, but does not promote e students' independent initiation of innovative projects in the lower phases.
- The focus on thinking skills, identified as a priority in international benchmark tests, has not progressively extended students' critical thinking and problem-solving skills across all phases.
- Leaders' well-intentioned planning does not build sufficiently students' capacity to lead innovative projects.

The school's promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

		KG	Primary	Junior High	Senior High
Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very good ↑	Very good ↑

- Students attain well across the school. Students' progress over time is evident in their debating of critical issues, leading to a deeper knowledge and understanding of Islamic concepts and values as they move through the grades.
- Older students make very good progress by carrying out research independently and applying their learning to real-life contexts.
- Students develop their recitation and Tajweed skills well as a result of additional opportunities to practise, and teachers' ability to match expectations to students' different abilities.

For development


- Provide more opportunities for active learning in the primary school to accelerate progress.

		KG	Primary	Junior High	Senior High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In lessons students demonstrate limited ability to speak fluently in full sentences using correct grammar. Students' attainment in lessons and recent work does not reflect their high examination scores. Less able students do not make sufficient progress.
- Students are positively engaged especially in the primary school, due to the more effective teaching. Even in the less effective lessons students make acceptable progress especially in reading short texts. Their speaking is underdeveloped, and their writing skills are limited to short sentences and copying texts.
- Students' progress is variable. It is better in lessons where the teacher is confident in modifying the curriculum, and using strategies matched to the age of the students and their stage of development.

For development


- Ensure teachers plan and implement more engaging and life-related lessons, in order to make learning consistently effective.

		KG	Primary	Junior High	Senior High
Language of instruction 	Attainment	Good	Very good	Very good	Very good
	Progress	Good	Very good	Very good	Very good

- Students in the elementary, junior and senior high schools make better progress in communication and reading skills, and in speaking Filipino. Progress is slower in the Kindergarten and lower primary grades, where students gradually acquire the vocabulary to express their thoughts and feelings.
- Senior high school students' extensive vocabulary complements their very effective discussions and debating skills. Progressively from the Kindergarten, students develop their ability to express ideas and opinions in speaking, and link their literary study of Filipino texts to real life.
- Strong interaction and collaboration among the large majority of students supports their progress in Filipino lessons and their linking of skills and experiences to life in the UAE. Writing fluency is not as progressively well-developed.

For development


- Build on students' progressive fluency in speaking to ensure their writing accurately reflects their increasingly sophisticated understanding of literature and real life issues.

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

- Students at all levels listen attentively. The majority of Kindergarten children speak and read more confidently and accurately than they write. Across all phases of the school students progressively develop their spoken language and reading skills more rapidly than their writing.
- Senior high school students demonstrate very effective presentation and discussion skills, cumulatively building on the opportunities to do so as they progress through each school phase. At all levels, English writing skills are underdeveloped.
- Well-planned opportunities for collaborative learning through discussion and debate enhance oral presentations and reading comprehension. It is too soon to evaluate the effectiveness of the new writing programme focused on creativity and research skills.

For development


- Develop student's writing skills and ensure regular assessment and feedback to students on the quality of their skills development.

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

- Mathematical skills develop well throughout all grade levels. Problem-solving abilities improve to a degree in the senior high school.
- Students have appropriate calculation skills and knowledge of number in all grade levels, whilst investigation and problem-solving are underdeveloped, particularly in the lower grades.
- The school has begun to address weaknesses in international benchmark tests by reviewing the curriculum and by using IBT questions regularly. However, students' ability to solve problems is hindered when they are provided with multiple-choice test papers.

For development

- Develop students' problem-solving skills especially their approaches to tackling more complex language problems and explaining their thinking.

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

- Across the school most students make progress and attain at least the expected curriculum standards for their grade. In both high school phases a majority of students make better than expected progress and attain above expected curriculum levels.
- Most students in the Kindergarten and elementary school develop an appropriate knowledge of scientific concepts and can apply this well to everyday life. In the high school phases, they develop a deeper understanding of the concepts that underpin science topics.
- Children in the Kindergarten, are beginning to develop the skills of enquiry and observation. In other grades students develop a deeper understanding scientific method due to the opportunities they have for practical work, but rarely plan and carry out their own investigations.

For development

- Provide more opportunities for students to plan and carry out fair tests so that by high school they can control appropriate variables and evaluate the effectiveness of their work.

	KG	Primary	Junior High	Senior High
Learning Skills	Good	Good	Good	Good

- Throughout the school students are engaged, motivated to learn and collaborate well. They make good use of their well-developed language skills to explain and present what they have learnt.
- In the Kindergarten, primary and junior high schools, there is a predominance of closed tasks and students rarely reflect on their learning. Senior high school students have opportunities to research and investigate local issues and take responsibility for more complex tasks over extended periods.
- Most students can make connections between what they have learnt and the real world. They have limited opportunities to develop their enquiry, problem-solving and critical thinking skills.

For development

- Encourage students to take more responsibility for their own learning through:
 - providing more extended and multi-step tasks
 - ensuring students understand their next steps in learning
 - providing students with regular opportunities for extended research and problem-solving.

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

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

- Students' personal development across all phases is exemplary. Senior students mentor younger students, and take on demanding supervisory roles in overseeing movement around school, especially at dismissal time.
- Students in all phases co-operate conscientiously in lessons, and in teams during assembly. Their excellent behaviour and respectful relationships with teachers, contribute to a harmonious climate for learning.
- Students across the school demonstrate highly developed awareness and understanding of healthy life styles. Students are punctual and the school continues to emphasise the importance of regular attendance to maximise the opportunities for learning.

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

- The students are well aware of Islamic values such as respect, kindness and tolerance. They understand very well their impact on the modern society of UAE.
- In the primary and high school phases, the students demonstrate comprehensive knowledge and understanding of the UAE culture, heritage and its historical development. However, in the Kindergarten, children's understanding of these concepts is less strong.
- The students reflect an excellent understanding and awareness of their own culture and traditions. The primary and senior students are aware of other cultures through a good range of projects and programmes.

	KG	Primary	Junior High	Senior High
Social responsibility and innovation skills	Good	Outstanding	Outstanding	Outstanding

- Students are excellent ambassadors for the school. They are responsible and actively engage in planned activities and volunteering in school and beyond. They take their responsibilities seriously as evident in their respect for each other and care for the younger ones.
- Students have a thirst for knowledge and display excellent work ethic. Older students particularly lead very effectively on well planned activities and projects that result in significant social and economic impact on the school and the wider community. They are creative in their work, manage projects and most seek advice to improve the quality of their work.
- Students' excellent environmental awareness underpins innovative conservation projects. Older students thriftily recycle clothing and other resources to promote sustainability. Students actively participate in environmental conferences and apply their learning to local problems such as effluent disposal.

For development

- Increase the range of opportunities to help the children in the Kindergarten to contribute more to the life of the school and to develop creativity in their work.

3. Teaching and assessment

	KG	Primary	Junior High	Senior High
Teaching for effective learning	Good	Good	Good	Good

- There is a variable quality of teaching throughout school, with best practice observed most often in the junior and senior high schools. Teachers promote problem-solving approaches most effectively in the senior high school.
- Teachers consistently involve and engage students and encourage them to explore and extend their learning. They provide students with many opportunities to collaborate and present their learning. The levels of challenge provided by teachers do not always match the abilities of the students.
- Teachers are addressing weaknesses, such as problem solving, critical thinking and research skills, identified in the international benchmark tests by reviewing the curriculum. Teachers often reduce the impact of their questions by focusing on multiple choice answers rather than problem-solving strategies.

	KG	Primary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The assessment policy provides an internally consistent approach to assessing attainment in all grades based upon the required grade-related competencies of the Filipino curriculum. It includes regular formative and summative measures of progress, although recording of progress is less consistent in the Kindergarten.
- The school uses both international benchmark tests and the Filipino marked Performance Assessment of Standards and Skills to provide an external measure of achievement. Leaders have begun to address the need for greater rigour in internal assessments so that they align with the expectations of external benchmarks.
- The school is not using test data, particularly Cognitive Ability Tests (CAT4), to set targets for individual student achievement. Nor are teachers using the information from assessment as a basis for planning work in lessons tailored to the needs of different groups of students.

For development

- Ensure the explicit teaching of problem-solving skills and critical thinking from the Kindergarten onwards.
- Ensure teachers make more effective use of assessment information to plan work to enable students with different needs and abilities to make progress appropriate to their aptitudes.

4. Curriculum

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

- The Kindergarten curriculum does not provide fully progressive learning experiences that support children to achieve beyond expectations. Across other phases the broad and balanced provision provides good progression in most subjects.
- The evolving senior high school curriculum provides well-planned opportunities to develop students' application of scientific, technical and mathematical knowledge and understanding to solve topical, real-life problems. Across other phases curriculum planning does not sufficiently promote such skills development.
- Curricular review and stakeholder surveys effectively inform curriculum development in the senior high school. Overall, across the primary and both high school phases, the curriculum prepares most students well for their next stage of education.

	KG	Primary	Junior High	Senior High
Curriculum adaptation	Good	Good	Good	Good

- The school's curriculum modifications meet most students' needs. In some lessons, the planned activities lack sufficient support for students with SEND. Students who are gifted and talented are not consistently provided with appropriate levels of challenge and support. Modifications to improve critical thinking are not fully effective.
- Good opportunities stimulate students' enterprise, innovation, and creativity in some curricular areas. Senior high school students particularly benefit from real-life contexts for learning. Opportunities exist for student leadership but these do not always enable students to take the initiative.
- Highly appropriate learning experiences across the curriculum enable students' outstanding understanding of the UAE's values, culture and society. Modification of the Kindergarten curriculum enables children's understanding of key symbols and rulers, but not their familiarity with wider aspects of the UAE cultural heritage.

For development

- Ensure curriculum design appropriately emphasises problem-solving and critical thinking skills alongside students' acquisition of essential knowledge and understanding of subjects.
- Ensure adaptations to the curriculum consistently meet the needs of all groups of students, especially those with SEND, as well as those are gifted and talented.

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	Very good	Very good	Very good

- Across the whole school, thorough approaches to maintaining students' health and safety include robust child protection measures. All areas of the school are clean, well-maintained and inspected daily to maintain a safe and healthy learning environment.
- Comprehensive policies and procedures educate students about the importance of healthy lifestyles and ensure a suitable response to students' health issues.
- Updated anti-bullying approaches take good account of the need to stay safe online. Bus arrivals and departures are very carefully monitored in the restricted bus bays.

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

- Very strong positive student-staff relations support the personal, career, academic and behavioural needs of students. The school's effective behaviour management systems include student marshals who conscientiously assist with supervision.
- Appropriate systems identify students with SEND, including those who are gifted and talented. Nonetheless, not all needs are accurately identified. Support programmes enable students to make good personal and academic progress.
- The school provides effective personal, career, and academic support through extensive classroom presentations and in individual interviews. Personalised guidance supports Grade 12 students well with college application and selection processes and future life choices.

For development

- Regularly monitor support programmes and strategies to evaluate their effectiveness in addressing the specific needs of the targeted group of students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- School leaders have devised generally appropriate policies to support students with SEND across the school. However, they do not ensure their consistent and effective implementation. There is no designated governor for inclusive education.
- Identification of students with SEND occurs on entry through testing, observation and interviews. Intervention strategies and classroom practices are variable and not consistently effective in addressing the learning needs of students with SEND.
- Parents are appreciative of the attention and support their students receive from SEND staff. They receive updates on the progress of their students. Parents play a limited role in the development of their children's education programme. Consequently, their impact is limited.
- Special classes before school and during the school day do not fully meet targeted needs. Most teachers are aware of their students' learning needs, but few are modifying lesson content effectively.
- From their starting points, most students with SEND make the expected progress, but do not always fulfil their potential for academic, social and emotional growth.

For development

- Develop an inclusive action plan to :
 - improve the identification process and individual education plans with clearly identified and realistic targets, support strategies and review dates
 - involve all stakeholders.

6. Leadership and management

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

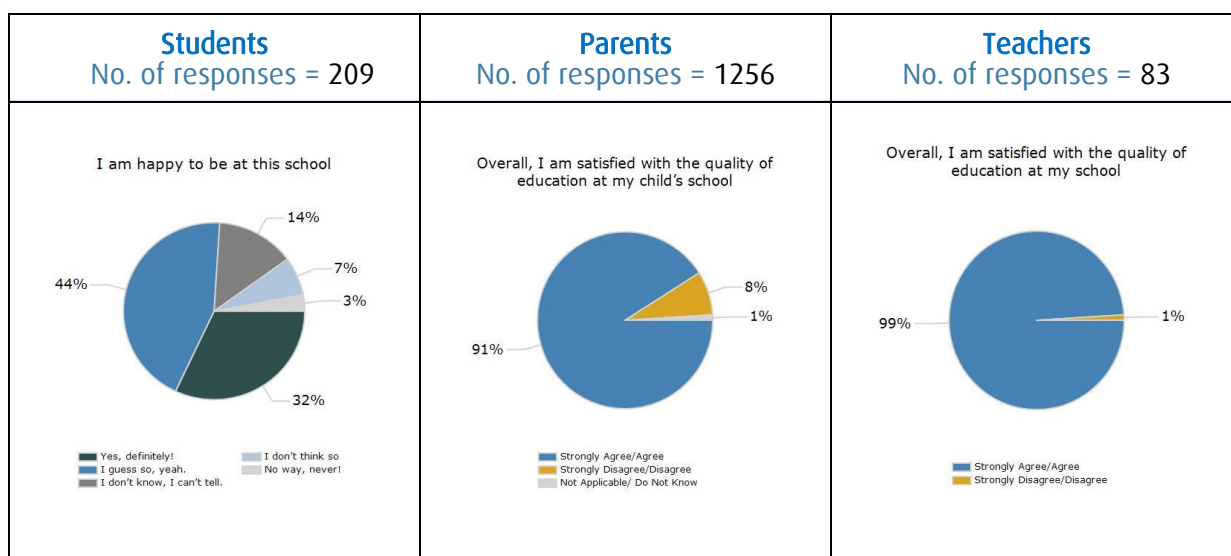
- School leaders, including the new principal, ensure improvement plans clearly reflect the school's commitment to inclusion and UAE and Dubai priorities. Leaders preside over a highly positive learning climate, with high staff morale across the school. They have maintained good overall performance, and know what further improvement is needed. Delegated leadership is not consistently effective in a few areas.
- Self-evaluation processes enable leaders' broadly accurate understanding of the school's strengths and weaknesses. Improvement plans have too many priorities to allow sustainable developments. Arrangements to monitor progress are not robust. As a result, the pace of school improvement has slowed. The school has addressed previous report recommendations, but has not accurately evaluated the effectiveness of these changes.
- The school successfully encourages parental engagement, stimulating effective partnership in a wide variety of voluntary activities. Parents' active support of their children's home learning contributes very positively to good standards of performance. Parents appreciate informative reports and conferences with teachers. Parents who have children with SEND, are not always well engaged in planning to meet their children's needs. Some parents feel that their views are not valued.
- The school's broadly representative Advisory Council takes a close interest in the school's work. The council's knowledge of the work of the school is limited because it lacks widely surveyed stakeholder views. Infrequent review processes do not hold leaders sufficiently accountable. Advisory Council support for resources and facilities has not included regular monitoring of their constructive use.
- The smooth daily operation of the school is well supported by students and parents. The school is well staffed with suitably qualified teachers delivering existing programmes. Training provided has not supported teachers' fully effective use of assessment. Kindergarten play facilities and the early years reading area offer attractive contexts for learning. Resources provided support effective teaching and learning across almost all areas.

For development

- Support middle leaders to develop their professional knowledge and understanding particularly in developing the curriculum in Kindergarten and consistently effective support for students with SEND.
- Identify key improvement priorities, make specific plans with measurable target outcomes and rigorously monitor the pace and sustainability of effective implementation.
- Ensure parental views on the work of the school are widely surveyed and taken full account of in planning for improvement, and parents are fully engaged as partners in planning their children's provision especially when they have particular needs.
- Ensure the Advisory Council monitors more effectively the progress of improvement planning and the quality of the school's work through more regularly and rigorously holding school leaders accountable for performance.
- Ensure that facilities and resources are used effectively and regularly to promote students' active, investigative and innovative learning particularly in the Kindergarten and in specialist areas such as the library.

The views of parents, teachers and senior 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.



Students	<p>Students who responded to the survey, are positive about personal development, use of technology, teacher and other adult encouragement and expectations, and the quality of teaching. They are less positive about their views being heard, making a difference to school and about leadership opportunities. Inspection findings broadly agree with students' views particularly about the school's arrangements to seek and take account of their views.</p>
Parents	<p>Parents who responded to the survey, feel very satisfied with the work of the school and provision for their children. Almost all agree their children are safe at school, on transport and online. They agree that the school deals well with bullying. More than a few parents noted the burden of project work. More than a few do not agree the school takes sufficient account of parents' views. Inspection findings agree that parental views are not sufficiently influential.</p>
Teachers	<p>Almost all statements received from teachers, are positive. The least positive responses concern enjoying working in school and about school leadership.</p>

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 inspection@khda.gov.ae