

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

WEAK

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The
Philippine
School

Celebrating
10 years of
inspections

THE PHILIPPINE SCHOOL

PHILIPPINE CURRICULUM

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School information

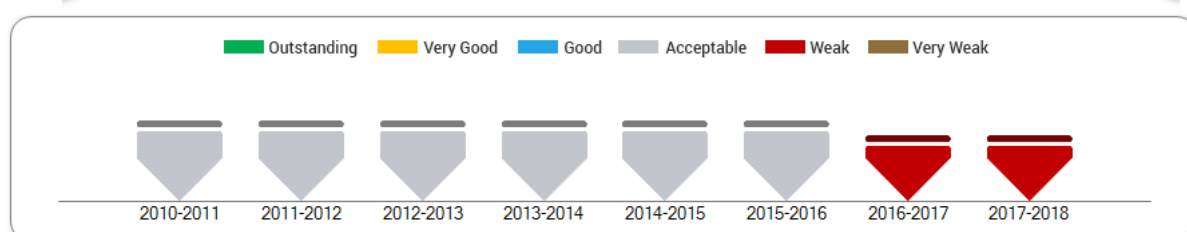
General information	
Location	Al Muhaisna 2
Type of school	Private
Opening year of school	2008
Website	www.thephilippineschooldubai.com
Telephone	042844465
Address	Al Muhaisna 2 Dubai United Arab Emirates
Principal	None
Principal - Date appointed	Not applicable
Language of instruction	English
Inspection dates	11 to 14 December 2017

Teachers / Support staff	
Number of teachers	111
Largest nationality group of teachers	Philippines
Number of teaching assistants	0
Teacher-student ratio	1:22
Number of guidance counsellors	3
Teacher turnover	26%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	2464
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	37
Largest nationality group of students	Filipino

Curriculum	
Educational permit / Licence	Philippines
Main curriculum	Philippines
External tests and examinations	PASS, RASH
Accreditation	N/A
National Agenda benchmark tests	IBT, ISA

School Journey for Dubai English Speaking 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

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

Leadership and management

Leadership remains weak in the school due to the absence of a principal and the variable strength of the middle leaders. Self-evaluation provides an unrealistic view of the school's performance. Partnership with parents are stronger this year. The newly-formed governing board has plans to appoint a new principal and to hold the school to account for its performance. The facilities and resources available to students have improved.

Students' achievement

Students' achievement remains weak in Islamic education, Arabic as an additional language and in elementary school mathematics. In the other subjects, it is mostly acceptable, except in English and Filipino in the upper phases, where it is better. Students' learning skills are weak in the elementary school and acceptable in the rest of the phases.

Students' personal and social development, and their innovation skills

Students' personal and social development remain a strength of the school, especially in the junior high and senior high phases. Students' innovation skills are developing especially in the higher grades.

Teaching and assessment

Teaching is acceptable across the phases except in the elementary school, where it is weak. Teachers, especially in the elementary school, do not match their instruction to meet students' different needs effectively. The school's use of assessment information to inform the curriculum and teaching are underdeveloped in all phases of the school.

Curriculum

Curriculum design and implementation has improved in the junior high and senior high because the school has adopted the strands required by the national curriculum. It has become weaker in the Kindergarten (KG) because of the lack of balance and compliance. Curriculum adaptation is acceptable in all phases of the school.

The protection, care, guidance and support of students

The provision for health and safety of students has improved and is acceptable in all phases. The school has responded to many of the health and safety issues indicated in the last inspection report. The new building offers adequately safe areas for students to learn. The provision for care and support for students remains acceptable.

What the school does best

- Students' personal and social development especially in the junior high and senior high school
- The improved provision for health and safety and the new facilities
- The improved partnerships with parents








Key recommendations

- Improve students' attainment and progress in all subjects across the school.
- Ensure that the newly-formed governing board plays an effective role in securing the appointment of a new principal and in holding the senior leadership team to account for the school's performance, especially for students' learning outcomes.
- Ensure that the self-assessment processes are rigorous, leading to a realistic view of the school's performance and ensure improvement plans have prioritized targets, specific time frames, measurable success criteria, and monitoring and evaluation processes.
- Improve teaching and students' learning skills, especially in the elementary school, by:
 - analysing assessment data, reviewing the curriculum, and making adaptations to meet the needs of different groups of students effectively, including those of students with special educational needs and disabilities (SEND)
 - enabling teachers to create and implement lesson plans that are detailed, contain measurable learning objectives, and take students' starting points into consideration.

Overall School Performance

Weak

1. Students' Achievement

		KG	Elementary	Junior High	Senior High
Islamic education 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	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	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable
Language of instruction 	Attainment	Acceptable	Acceptable	Good ↑	Good
	Progress	Acceptable	Acceptable	Good	Good
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑
Mathematics 	Attainment	Acceptable	Weak	Acceptable ↑	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Weak ↓	Acceptable	Acceptable

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

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

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Weak	Acceptable	Acceptable
Assessment	Weak ↓	Weak	Weak	Weak

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Weak ↓	Weak	Acceptable ↑	Acceptable ↑
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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:

- The school does not fully meet the registration requirements for the National Agenda Parameter (N.A.P).
- Students' attainment as indicated by the NAP tests is below expectations in English, mathematics and science.
- School leaders are committed to the N.A.P, but their action plan lacks detail or measurable targets for improving performance. Accountability for outcomes is superficial and has limited impact, but training for teachers has begun.
- Cognitive Ability Test (CAT4) data are not triangulated with curriculum assessment and benchmark test data in order to identify individual students' strengths and weaknesses.
- The curriculum has been reviewed to seek greater alignment with TIMSS but not with PISA. The English curriculum has been adapted by using new textbooks that contain language that is more closely aligned to that of ACER tests.
- CAT4 scores are too recent to have had an impact on teaching strategies. Focused lessons address some skills from IBT, but critical thinking, enquiry and application to real life are not common elements of learning.
- Students do not understand their N.A.P individual reports. Learning technology and other resources support students' research, but their use is neither regular nor widespread.

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

Moral Education

- The curriculum for the moral education programme (MEP) is being implemented in every classroom at the school as a stand-alone program.
- Most teachers plan purposeful, engaging lessons and develop interesting materials to create opportunities for students to make connections to prior learning.
- Learners in the junior high school are cooperative and respectful during lessons. This is not the case in the lower grades.
- The MEP learning outcomes are assessed in limited ways, such as answer sheets that have limited use.

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

Social Studies

- The school uses the UAE social studies textbook series, supplemented by additional materials, to make connections to students' prior learning and personal experiences, and to current affairs both locally and globally.
- Teachers plan meaningful lessons to ensure a positive, engaging learning environment for all students.
- Students enjoy working collaboratively in small group discussions, research projects and presentations.
- The school implements various assessment strategies that target students' knowledge and skills.

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


Innovation in Education

- Students have not demonstrated innovative skills because they have had very few opportunities to do so. The use of technology to support innovation is not well embedded in students' learning practice.
- The school promotes a culture of innovation by involving some students in robotics clubs, innovation competitions, scientific research, and charity work with the UAE Red Crescent.
- While lesson planning has been recently updated, it is still too general to provide a useful basis to promote students' innovative learning skills.
- There are limited opportunities for all students to participate in activities that enhance their innovation skills. Some of the extra-curricular activities provide opportunities that are not normally experienced within the curriculum of the Philippines.
- The senior leadership team is committed to innovation but does not know how to effectively promote innovation and make it part of the school culture.

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

Main inspection report


1. Students' achievements

		KG	Elementary	Junior High	Senior High
Islamic education 	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable

- In lessons and their recent work, less than three quarters of students demonstrate skills, knowledge and understanding of Islamic concepts and principles that are in line with curriculum expectations.
- Few students show confidence in interpreting prescribed verses of the Holy Qur'an and Hadeeth. Most of them are not able to deduce, conclude and apply their learning to real-life situations. Their skills in recitation and applying recitation rules are weak.
- The weak progress made by students is due to the teaching strategies that do not enable students to think critically, solve problems and work independently.

For development


- Improve students' progress by developing teaching strategies and the use of assessment data to influence teaching.

Arabic as an additional language 		KG	Elementary	Junior High	Senior High
	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Weak	Weak	Not applicable

- The language skills of most students are below the curriculum standards in the two phases. Students lack rich vocabulary and face difficulty in using the language in contextual situations.
- In the lower elementary phase, students are eager to learn the language. However, their ability to express themselves, orally and in writing, is limited. Students in all phases cannot use clear and correct language to communicate fluently.
- Teachers have started facilitating lessons that enable students to work in groups. However, identifying students' needs based on their levels is underdeveloped.

For development


- Place students according to their language abilities and adapt the curriculum to meet all their needs based on their starting points.

Language of instruction 		KG	Elementary	Junior High	Senior High
	Attainment	Acceptable	Acceptable	Good ↑	Good
	Progress	Acceptable	Acceptable	Good	Good

- In the KG and elementary school, most students meet the Philippine curriculum standards. A majority of students in the upper two phases achieve levels that are above curriculum standards.
- In the KG, children acquire the basic literacy skills, and in elementary school, students know the parts of speech, correct sentence construction and correct Filipino words. In the upper phases, students demonstrate a deeper understanding of literary works from the Philippines and the world.
- The improved attainment in the junior high school is a result of changes in lesson planning and teaching that challenge students and provide them with opportunities for developing not just their speaking and writing skills, but also their higher-order thinking skills.

For development


- Develop students' speaking and higher-order reading skills, especially in the KG and elementary school, to enable them to read and understand literary works and connect their understanding to their own lives.

		KG	Elementary	Junior High	Senior High
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good ↑

- Students' attainment and progress in the KG, elementary school and junior high school are developing. In the senior high school, a majority of students are making progress that exceeds the curriculum expectations. Across the phases, students are secure in their speaking skills, but their writing skills are underdeveloped.
- Students' oral fluency and listening skills in all phases are more developed than their reading and writing skills. In the junior and senior high schools, students' progress in lessons and over time is improving.
- Teachers' abilities to plan tasks matched to students' different needs, and to provide opportunities for critical thinking, remain emerging features across the phases. The school has taken the initiative to strengthen the reading programme through classroom reading corners and class reading projects, but this has not had an impact on students' reading abilities.

For development


- Provide more opportunities for reading of literature and ensure that the scope and sequence provide a smooth progression of all English language skills, especially reading and writing.
- Ensure that teachers' questioning strategies promote students' critical thinking across the phases.

		KG	Elementary	Junior High	Senior High
Mathematics 	Attainment	Acceptable	Weak	Acceptable ↑	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable

- In the KG, children are knowledgeable about number facts and shapes. The older students know about joint variations, algebraic expressions and linear equations. Too often, there is over-emphasis on getting the right answer, rather than the process to get it.
- In the best junior and senior high classes, students take increasing responsibility for their own learning. In many elementary classes, students do not achieve well due to low expectations set by the teachers and their insufficient focus on learning outcomes.
- Students' achievement has not improved despite the professional development teachers have undertaken on how to use smartboards to support their teaching.

For development

- Set higher expectations for students in the elementary school to enable them to make better progress.
- Track the attainment and progress of individual students to ensure that they are aware of their next steps in learning.

		KG	Elementary	Junior High	Senior High
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Children's outcomes in the KG are hampered by confusingly abstract tasks. Students' attainment and progress in the lower elementary phase are limited but begin to improve in the upper elementary school. External assessment results do not reflect the stronger internal assessment results of junior and senior high students.
- In all phases, students' acquisition of knowledge is stronger than their development of enquiry skills. Better teaching and learning in the upper elementary, junior and senior high schools directly correlate with improved student outcomes.
- As a result, students' attainment and progress during lessons, in their work and as illustrated by internal tests, remain very varied from class to class in each phase. However, international benchmarking tests indicate weaknesses in students' scientific investigation skills.

For development

- Establish a standardised approach to assist students to develop the skills of scientific enquiry as they proceed through each phase.

	KG	Elementary	Junior High	Senior High
Learning Skills	Acceptable	Weak ↓	Acceptable	Acceptable

- In the KG and in the upper phases, students maintain a focus on their learning, whereas too many students in the elementary school are easily distracted and do not adhere closely enough to classroom procedures and expectations for behaviour.
- Some effective group work is evident in all the phases. However, on many occasions, the group leaders work and speak on behalf of all their groups, which leads to the lack of participation or understanding by the other students in the group.
- Students do not get enough opportunities to develop higher-order thinking, creativity, problem-solving and innovation skills in all the phases.

For development

- Ensure that all members of a group participate fully in the learning and achieve the learning objectives.
- Provide more opportunities for students to take responsibility for their learning and to develop higher-order thinking, creativity, problem-solving and innovation skills.

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

	KG	Elementary	Junior High	Senior High
Personal development	Good	Good	Very good	Very good

- Students' attitudes, behaviour and relationships in the KG and elementary school are positive and progressively become better as they move up to the junior high and senior high schools.
- Attendance is very good. Almost all students show self-discipline except for a few in the lower elementary school. They understand the needs of others including those with special educational needs and disabilities (SEND). Older students look after the younger ones during assembly, during the start and end of classes and during breaks.
- Most students have a strong commitment to follow safe and healthy lifestyles and make healthy choices regarding diet and physical activity. A number of students, however, do not pay sufficient attention to what they eat and do not take enough exercise.

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

- Students across the school demonstrate strong awareness of Islamic values and their relevance to UAE life. They have clear knowledge and understanding of the UAE heritage and culture and other world cultures.
- Students can explain confidently how the UAE has changed to a united modern country. They appreciate the increasing role of women in the modern UAE and demonstrate an understanding of the UAE National Agenda.
- Improvements in school activities have had a positive impact on students' knowledge and understanding of Islamic tradition and the culture of the UAE. Students can talk about Islamic inventors and show respect for Islamic values.

	KG	Elementary	Junior High	Senior High
Social responsibility and innovation skills	Good	Good	Good	Good

- Students across the school demonstrate strong development of social responsibility in all the phases, particularly in the senior high school, where they have positive social roles inside the school community. For example, they look after younger students during school events and activities.
- Students play effective roles in taking care of their school. They are active in supporting schemes that contribute to sustainability and conservation locally. They recycle trash in most of their projects and are involved in planting trees around the school campus.
- Students show a positive work ethic. They have creative ideas and enjoy developing their own projects and presenting them during events inside and outside the school.

For development

- Provide students with more opportunities to take the initiative to lead activities that make effective social and cultural contributions.

3. Teaching and assessment

	KG	Elementary	Junior High	Senior High
Teaching for effective learning	Acceptable	Weak	Acceptable	Acceptable

- There is undue variation in the quality of teaching across the phases in the school. Teachers in the KG and junior and senior high schools are more effective than those in the elementary school in achieving the planned learning objectives.
- Where teachers have appropriately-high expectations, in terms of behaviour and learning outcomes, students make better progress. The weekly format for lesson plans is too general and does not enable teachers to match expectations to students' different learning needs.
- Some teachers have recently learnt to create quizzes using educational technology. While these quizzes are attractive to students who quickly test for the right answer, they are no substitute for clear concise teacher explanations to promote students' understanding of key concepts.

	KG	Elementary	Junior High	Senior High
Assessment	Weak ↓	Weak	Weak	Weak

- In the KG, assessment systems are vague and not aligned with outcomes of the Philippines' curriculum. In the other phases and in all subjects, internal and curriculum-based assessments do not correlate with external benchmark test scores.
- Some curriculum changes have been made in response to weaknesses identified by the external benchmark scores, but these do not translate into improved lesson planning, neither to influence teaching, nor to enhance students' progress.
- Teachers provide students with limited written feedback in any subject and with little constructive guidance towards improvement. There is no detailed tracking of individual students or groups of students in any phase. As a result, teachers have inadequate knowledge of students' performance or learning needs.

For development

- Develop an easy-to-interpret, skill-based tracking system that builds on CAT4 data and aligns more closely with the Philippines' curriculum and the newly-adopted external benchmark tests.

4. Curriculum

	KG	Elementary	Junior High	Senior High
Curriculum design and implementation	Weak ↓	Weak	Acceptable ↑	Acceptable ↑

- Curriculum implementation in the KG and the elementary school is not effective. However, in the junior high and senior high schools, the curriculum is adequate in developing students' knowledge, skills, interests and aspirations.
- Cross-curricular links are planned, but the implementation of these plans and their impact on students' learning are variable. These links are evident in a majority of subjects but not in English and Arabic. Curriculum review and development across all the phases are insufficiently focused on meeting the academic and personal needs of all students.
- The implementation of the senior high school curriculum now complies with the national guidelines. Across all the phases, continuity and progression are adequate except in English and Arabic. Recent external benchmark results have not been used in curriculum review and development.





	KG	Elementary	Junior High	Senior High
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Modifications have been made to the curriculum in most subjects. However, these adaptations are not matched well to students' learning needs. Consequently, students with SEND and those who are gifted and talented rarely have access to appropriately demanding work.
- The school provides students with an enhanced curriculum, although activities that support enterprise and innovation, such as 'Market Day' and 'SciMaTech', are an occasional rather than a regular feature. The appropriate range of extra-curricular activities includes around 30 student clubs.
- The curriculum provides cultural experiences for students through visits to buildings of historic importance and participation in national celebrations. Opportunities for developing students' knowledge of the UAE society and heritage are integrated mainly into the social studies programme.
- The school does not provide Arabic for children in the KG.

For development

- Improve curriculum implementation in the KG and elementary school to focus more on the development of students' knowledge, skills and understanding.
- Ensure that curriculum review and development are data- and evidence-based, and are focused on students' attainment and progress and the development of their learning skills.

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

	KG	Elementary	Junior High	Senior High
Health and safety, including arrangements for child protection / safeguarding	Acceptable 	Acceptable 	Acceptable 	Acceptable 

- The new campus is secure and safe. Arrival and dismissal of students are safe and orderly. Buses follow carefully-supervised traffic patterns. Adequate policies are in place regarding child protection and bullying.
- The school promotes healthy lifestyles and provides healthy food offerings during lunch time. Health records are maintained securely on every student. Medications are properly stored and administered. The school has three full-time nurses and two full-time doctors on call.
- There is provision for wheelchair access to the building. Chemicals are adequately stored and students wear laboratory coats in science lessons. The procedures for students' travelling in their parents' cars during dismissal time are not effective.

	KG	Elementary	Junior High	Senior High
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff are caring and supportive of students throughout the school. Attendance and punctuality are promoted well and monitored carefully. However, systems and procedures for managing behaviour are less effective in the elementary school than in the rest of the school.
- Class advisers and subject teachers are now provided with useful strategies to help them support students with SEND. However, these strategies are not implemented effectively. Consequently, the support provided for these students is not matched well to their needs.
- Procedures for identifying gifted and talented students have been strengthened since the last inspection. However, talented students are still only identified in art and music. The school has effective systems to enable students to make appropriate plans for their future education.

For development

- Provide training for teachers on using the strategies identified in class support plans and monitor the quality of support they provide more closely.
- Develop the procedures for identifying all gifted and talented students and ensure that teachers nurture them and help them perform exceptionally well in lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Weak

- The school has appointed an inclusion champion and has written an inclusive education action plan. The newly-appointed governor of inclusive education does not hold school leaders to account. Insufficient time is given to monitoring the quality of the SEND provision.
- The inclusion team have developed classroom support plans to provide teachers with clear strategies to support students with SEND. However, these are not always implemented effectively by teachers, which results in ineffective support and guidance.
- Parents particularly value the improved communication with teachers. They now receive appropriate information about their children's achievements. Parents make an appropriate contribution to their children's individual educational plans (IEPs). The school provides limited opportunities for parents to get access to training and support.
- Expectations of progress are not always high enough. Students' needs are often not sufficiently met in lessons because teachers do not implement the planned strategies successfully. The inclusion team models effective use of graduated approaches to guide students' learning and monitor their progress.
- Staff demonstrate that individual students with SEND are making some progress against the targets set for them. The inclusion team recognises that it does not have sufficiently robust systems in place to collate this information and evaluate students' progress over time.

For development

- Improve the quality of support for students with SEND in lessons by giving the SEND coordinator sufficient time to provide targeted support for classroom teachers and to monitor their work rigorously.

6. Leadership and management

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

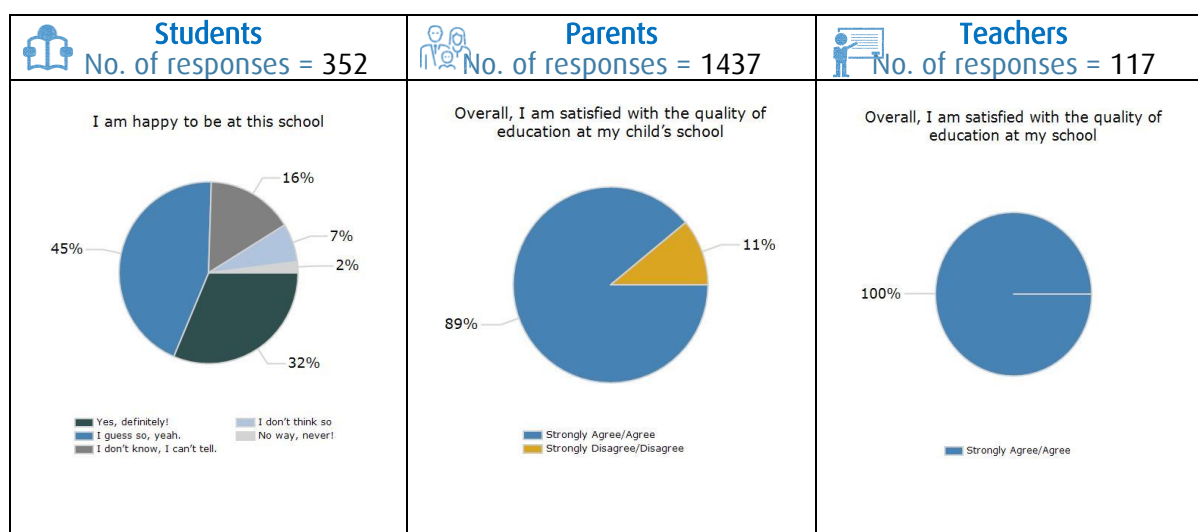
- The school has had the principal position vacant since the beginning of the school year. The senior leadership team has a limited understanding of the school's main areas for development. They are more focused on the quality of provision than on monitoring the impact of provision. Middle and senior leaders' variable understanding of effective teaching, learning and assessment hinders their efforts to move the school forward.
- The school's self-evaluation process does not provide senior leaders with a realistic view of its performance because it does not make effective use of the available evidence, including assessment data. Leaders and governors depend excessively on the DSIB recommendations to plan for improvement. The improvement plans lack specific time frames, measurable success criteria and effective monitoring processes.
- The parent organization is regarded as a partner in the school improvement planning. Parents support the school through a range of voluntary and outreach activities inside and outside the classroom. Most parents appreciate the lines of communication between home and school through various media. Quarterly report cards feature ratings on students' academic and personal development but include no comments to help students understand how to improve.
- The newly-formed governing board includes representation of most stakeholders. They are active and gradually getting involved in the life of the school. The board includes members of the community who support the school in several aspects of its performance. They have plans in place to hold the school to account for its performance and to secure the appointment of a new principal.
- Adequate daily routines promote an orderly, respectful and calm learning environment. Professional development for teachers has not sufficiently improved teaching, assessment and curriculum adaptation. The premises in the new campus adequately support teaching and learning to promote students' achievements. However, the lack of resources and the underdeveloped library hinder students' learning.




For development

- Appoint a school principal who has the experience, qualifications and capacity to improve all aspects of the school's performance.

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	<ul style="list-style-type: none"> Most students who responded to the survey are generally positive about their school. A majority of them do not believe that teachers support them well. Most believe the school encourages them to use resources, including technology, to support their learning. They would appreciate it if school leaders and teachers listen more to their points of view about school improvement.
 Parents	<ul style="list-style-type: none"> A large majority of parents who responded to the survey are satisfied with the quality of education in the school. They believe that the report cards about their children's performance have improved from last year. They believe that teachers do not know their children's strengths and weaknesses well enough. Some of them state that school leaders and staff do not always listen to their views.
 Teachers	<ul style="list-style-type: none"> The survey shows that the large majority of teachers are positive about the improvements made this school year. They appreciate their involvement in developing school policies and curriculum planning. They maintain a strong line of communication with parents through daily diaries and quarterly reporting. A large majority of them have complained that they were asked to work on Saturdays without additional compensation.

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