



المعرفة
Knowledge



PHILADELPHIA PRIVATE SCHOOL

US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























GOOD

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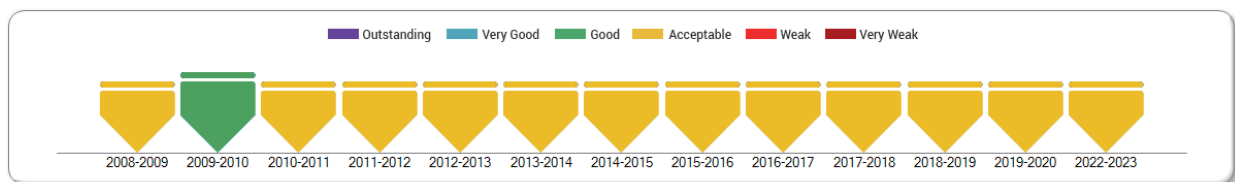


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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Muhaisnah
	 Opening year of school	2006
	 Website	www.ppsdubai.org
	 Telephone	97142646202
	 Principal	Nabil Afif Husni
	 Principal - date appointed	1/3/2022
	 Language of instruction	English
	 Inspection dates	06 to 10 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 19
	 Grades or year groups	KG1 to Grade 12
	 Number of students on roll	992
	 Number of Emirati students	19
	 Number of students of determination	39
	 Largest nationality group of students	Arab
 <p>TEACHERS</p>	 Number of teachers	71
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	6
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 curriculum	US
	 External Curriculum Examinations	AP
	 Accreditation	NEASC

School Journey for PHILADELPHIA PRIVATE SCHOOL





SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' achievement in mathematics and science are good in all phases. In English, achievement is good in the Kindergarten (KG) and Elementary. Although progress is good in Middle and High, attainment is acceptable. In Islamic Education and Arabic as a first and additional language, achievement is mostly good in Elementary and acceptable in Middle and High. Students' learning skills are good in all phases.
- Students' personal and social skills are very good in KG and Middle, and good in the other phases. Students relate well to one another and regularly offer mutual support. They are enthusiastic contributors to charitable and community causes. Most students' understanding and appreciation of Islamic values and of Emirati culture are strong. They have some understanding of world cultures.

Provision For learners

- Teaching has improved in Middle and High and is now good in all phases. Teachers strive to implement teaching approaches that address students' individual needs, with mixed success. Assessments are carefully designed to be in line with the curriculum standards and external tests. However, the use of assessment information is inconsistent.
- The curriculum has been strengthened in the high school, with additional Advanced Placement (AP) courses introduced to meet students' interests and university entry requirements. Across the school, there is improvement in linking the curriculum to the California State Standards and the Ministry of Education (MoE) requirements. Enhancements to the curriculum and high school electives allow students to explore their interests and talents.
- Provision for inclusion is good. A particular focus is on the identification and support of students of determination, and on provision for the gifted and talented. Care and support are good throughout the school, especially in KG. Safeguarding procedures have improved. The school offers a safe learning environment for all students, fostering an inclusive environment for students' wellbeing.

Leadership and management

- The principal and school leaders have successfully guided improvement in significant aspects of the school's provision and performance. Self-evaluation procedures are now more effective. They provide a clearer picture of the school's strengths and areas where improvement is needed. Links with parents are very strong. Governors are supportive and provide the necessary resources to advance students' learning.

Highlights of the school:

- The secure and safe learning environment and policies for safeguarding
- The close partnerships with parents and with the community
- Students' performance in the middle school and in external assessments
- The self-evaluation procedures and improvement planning

Key recommendations:








- Raise students' performance in Islamic Education and Arabic in Middle and High.
- Improve the consistency of teaching by identifying and sharing the best practices in all phases.



OVERALL SCHOOL PERFORMANCE

Good ↑

01 Students' Achievement

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good ↑	Good ↑
Assessment	Good	Good ↑	Good ↑	Good ↑

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good

- Between 2016 and 2021, students improved their scores in the Progress in International Reading Literacy Study (PIRLS) assessments but did not reach the set targets. Between 2022 and 2023, students' scores in the Measures of Academic Progress (MAP) tests improved in science, mathematics, reading and language usage. The strongest improvement was in science. The MAP results of the small Emirati cohort showed similar improvements.

C. Leadership: International and Emirati Achievement	Acceptable	
<ul style="list-style-type: none"> The school's National Agenda action plan focuses on improving MAP results, the achievement of Emirati students and reading literacy. It has appropriate time frames, success criteria and identified responsibilities. School leaders use assessment reports to focus the curriculum on areas that need the most attention. They have worked with teachers to provide opportunities in lessons for the higher achievers to extend their learning. Although improved, not enough use is made of assessment data to personalize learning for individual students. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- Students across the school, including Emirati students, show reading skills that are at an acceptable level. This is evident in their most recent standardized test results and work in lessons. The school makes use of the available data to provide tailored interventions that focus on the specific reading skills of individuals and groups of students. The test data are to be used to evaluate the effectiveness of the school's interventions on improving students' reading literacy.
- Overall school standards in the National Agenda Parameter are good.**

For Development:

- Improve the use of assessment data to meet students' differing learning needs.

Well-being



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains, leading and pursuing wellbeing, engaging and enabling stakeholders and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcome is at a good level.

- Wellbeing is part of the climate and culture of the school. Interactions between students, teachers and other adults are friendly and respectful. Leaders and teachers model good wellbeing practice. A well-qualified, skilled and experienced team supports students who are experiencing wellbeing issues. Information collected from surveys is used to assess the wellbeing climate across the school. Leaders analyze the information to inform wellbeing initiatives.
- Students contribute much to the wellbeing climate. Teacher and student wellbeing ambassadors play an active part in the monitoring and identification of wellbeing concerns. Integrated curriculum themes lead to specific improvements in wellbeing outcomes, such as building students' sense of responsibility through community service. Parents and other adults feel included and report a high level of satisfaction. Wellbeing initiatives raise staff morale, which benefits students.
- Specialized after school and extra-curricular activities enable students to understand their wellbeing needs and to help and support one another. They display a good level of digital diligence and maturity. They exercise vigilance online and help their friends to do the same. Students, as well as parents, feel a strong sense of belonging to the school.

For Development:

- Measure and record students' wellbeing to judge the effectiveness of wellbeing initiatives.

UAE social studies and Moral Education

- UAE social studies and moral education are taught as an integrated subject from Grade 1 to Grade 12. The curriculum follows the UAE Moral Social and Cultural Framework. The approach is based on concepts related to empathy, ethics, diversity and social responsibility. These concepts are interwoven into subjects across the curriculum at all grade levels.
- The approach involves a specific theme each month, such as conflict resolution or sustainability. The themes are linked to the school's core values represented in the acronym PACER (Perseverance, Agility, Clarity, Empathy and Respect). This all-round approach aims to instill these values across all grades. Teachers encourage students to recognize the effect of their actions on others and to be self-aware. Assessment is both ongoing and through end-of-topic quizzes.

Arabic in Early Years

- Arabic is taught in KG by one appropriately qualified teacher for six 40 minute periods each week. The slightly modified MoE curriculum is followed. An interesting range of resources is used to enhance learning, with songs and stories in Arabic. Children are taught key vocabulary such as the names of animals, colors, days of the week, numbers and family members. Assessment is ongoing. The intensive exposure to Arabic in KG has a positive impact on students' progress in the elementary school.



MAIN INSPECTION REPORT

1 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Internal assessment data shows that in Elementary, apart from Grade 6 where attainment is weak, students' attainment is good or better. In the other phases attainment is not above expectations.
- Elementary students have good knowledge of Islamic values. They understand the pillars of Islam and the six pillars of Iman. Most middle and high school students have a basic knowledge of the Seerah and Fiqh. However, in all phases, students' Tajweed skills are underdeveloped.
- Since the previous inspection, the school has increased the total number of minutes allocated to Islamic Education. This has not yet had a positive impact on students' attainment or progress.

For Development:

- Improve students' attainment and progress in Middle and High.

ARABIC AS A FIRST LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- In lessons and their recent work, students' knowledge and language skills are in line with expectations. The school's assessment data show higher levels of attainment. The results of external assessments vary from acceptable to good. Elementary students make better progress than those in Middle and High.
- Students' listening and reading skills are stronger than their speaking and writing. They can understand spoken and written texts of different lengths and literary types. Most students mix colloquial Arabic with standard Arabic. As a result, their creative writing and lengthy conversations are not well developed.
- More opportunities for students to read and apply language in everyday situations have improved their language skills in general. However, insecure knowledge of grammar and limited vocabulary have a negative impact on students' ability to express themselves accurately and extensively.

For Development:

- Improve students' grammar skills to enable them to write and speak Arabic more accurately.
- Ensure that all students speak standard Arabic and use a broader range of vocabulary.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Acceptable	Acceptable ↑
Progress	Not applicable	Good	Acceptable	Acceptable

- The majority of elementary students achieve good levels in relation to the MoE curriculum standards. The attainment and progress of students are lower in the middle and high schools. Internal assessments are not consistent with students' performance in lessons, their recent work or external assessment results.
- Listening skills are strong. Students understand teachers' instructions and respond to them well. However, their oral responses are very short. Most have a limited range of vocabulary. Most students can read basic words and understand age-appropriate texts. Reading fluency and free writing are underdeveloped in the middle and high schools.
- Opportunities for students to read and write about different topics such as food, family and travel have improved their language skills in general. Students' limited range of vocabulary and grammar has restricted their progress, particularly in the higher phases.

For Development:

- Increase students' range of vocabulary and use of grammar structures.

ENGLISH

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

- Most students demonstrate good listening and speaking skills. They can give information, express opinions, and justify their views at age-appropriate levels. External assessment data show good attainment in KG and Elementary, and improved progress in the other phases.
- Some younger students lack basic reading skills, which slows progress. Students in lower Elementary and KG sometimes form letters incorrectly. Older students can write for different audiences and purposes, but a minority cannot write at length using appropriate tone and register.
- Teachers use assessment, and their knowledge of their students, to adapt learning activities. This, together with a focus on improving literacy, is having a positive effect on progress and attainment.

For Development:

- Improve students' ability to write at length using accurate grammar and spelling.
- Improve the basic reading and writing skills of students in lower Elementary and KG.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Good	Good	Good ↑	Good
Progress	Good	Good	Good ↑	Good

- In KG, children learn to add and subtract using correct symbols and language. Elementary students are developing strong numeracy skills. Middle school students have improved in developing concepts which will prepare them well for the challenge of AP mathematics in the high school.
- Progress is enhanced through the application of mathematics to everyday contexts. This is supported by a stronger focus on mathematical vocabulary across all grades.
- During lessons, opportunities to discuss solutions to problems have helped to develop students' confidence and consolidated their learning. An online supplementary mathematics program is supporting students' progress through a personalized approach linked to benchmark assessments.

For Development:

- Provide more opportunities for students to find alternative ways to solve problems.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good ↑	Good

- Across the school, students acquire new understanding of scientific concepts through practical work that often includes investigation and experimentation. External assessment data confirm the levels of students' attainment and progress.
- High school students demonstrate advanced levels of conceptual understanding that they can apply in new situations. They use accurate and appropriate scientific language. In the lower grades, too much intervention by teachers and lack of opportunities for independent work sometimes hinders students' progress.
- Students use the science laboratories regularly in the upper phases. Opportunities for practical investigative work are more limited in Elementary.

For Development:

- Provide students in the lower grades with more opportunities to engage in independent practical investigations.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Good	Good	Good ↑	Good ↑

- Most students, in all phases, are willing learners who enjoy their lessons and demonstrate positive attitudes. They collaborate well with others and mutually support learning. They readily contribute ideas to discussions, but sometimes do not have enough opportunities to engage in meaningful dialogue.
- Most students work purposefully. They often relate learning to their own experiences or to the wider world. Students use technology sensibly to find information, to complete activities and to record their work. However, their ability to take the initiative, solve problems and think critically is more limited.
- The school's drive to raise students' reading and literacy skills is beginning to have a positive impact on learning across the school. Some students are researching topics with more depth and starting to make comparisons, an essential step towards higher-order learning skills.

For Development:

- Ensure that students have opportunities to discuss ideas in depth and to explain and justify their views.
- Develop students' critical thinking and problem-solving skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students show positive attitudes towards learning and are keen to learn. Most are self-reliant and capable of independent learning. A minority wait for direction from teachers before proceeding. Students behave well throughout the school.
- The cordial relationships between staff and students reflect the positive ethos throughout the school. The successful promotion of wellbeing contributes to a calm and peaceful environment.
- Students adopt healthy lifestyles. They adhere very well to the school's vision. Medical personnel lead workshops which enhance students' awareness of the need for physical fitness. Attendance is good. The attendance and punctuality of all students are monitored carefully.

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

- Students in all phases appreciate the role and values of Islam in the UAE. They recognize that the tolerance of its citizens supports cultural diversity and allows people to live in harmony. Students enjoy the peace and safety of the UAE.
- Students have great respect for the heritage and culture of the UAE. The school takes advantage of every opportunity to celebrate national events, such as Flag Day, and organizes activities in which all students and staff can participate.
- Students understand well their own and other world cultures. They have good knowledge of their own cultures and can give concrete examples of cultural practices in a variety of other countries.

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

- Students understand their responsibilities as members of the school community. Some play key roles. They participate in local and international charity events and have a strong sense of empathy for others. Students feel their views are heard and have a growing sense of engagement.
- Students show a positive work ethic. In the middle and high schools, they often demonstrate creative ideas. They enjoy taking part in school-based enterprises and marketing activities, as well as innovation workshops.
- Students, across all phases, display sensitivity to the needs of the environment. They have limited experience in participating in practical schemes that promote sustainability. They have few opportunities to display their sense of environmental responsibility, either within the school or in the wider community.

For Development:

- Increase opportunities for students to engage in activities related to environmental sustainability.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Good ↑	Good ↑

- Teachers have good subject knowledge and most adapt their teaching to meet students' needs. Lesson planning is thorough. Most teachers use assessment data to inform teaching. However, in Elementary, learning activities are not always well matched to students' abilities.
- Lessons generally proceed at a good pace. Most teachers use questioning to check learning. In the better lessons, especially with older students, probing questions encourage higher-order thinking, but this is not consistent. Teachers' expectations of what students can achieve are not always high enough.
- The school has implemented targeted professional training, which has led to improvements in the quality of teaching in Middle and High. There is still variability between subjects in all phases. Most teachers use technology well to support learning.

	KG	Elementary	Middle	High
Assessment	Good	Good ↑	Good ↑	Good ↑

- The school has effective systems to collect and analyze different types of assessment data. The data are used to modify teaching to focus on particular areas of concern. The school successfully benchmarks students' achievement against appropriate national curricular expectations.
- Teachers use the available data to create three levels of success criteria in lessons. These provide students, especially the higher achievers, with opportunities to extend their learning. However, the data are not used sufficiently to design tasks that meet students' differing needs.
- Teachers encourage students to engage in self-assessment and peer-assessment in lessons. They provide digital and written feedback that is useful to students and enables them to improve the quality of their work.

For Development:

- Share the best practices in teaching to ensure more consistency across all subjects.
- Ensure that assessment data are used in the planning of learning activities to match students' ability levels.

04 CURRICULUM

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

- The curriculum is appropriately aligned to the California State Standards, Next Generation Science Standards and the MoE requirements. It reflects the UAE priorities and the school’s vision. It is broad and provides a suitable range of learning experiences.
- In KG, child-centered and challenging learning activities, set in everyday contexts, develop good learning skills. Across the phases, cross-curricular links ensure the transfer of learning between subjects. Older students have an increased range of curricular choices.
- Regular reviews ensure that alignment is maintained and that there is smooth transition in students’ learning across grades and phases. A comprehensive selection of AP courses prepares students well for higher education.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- Across all phases, the school's curriculum is modified to develop students' knowledge, understanding and skills. This provision has improved since the previous inspection. It is supported by most teachers’ increased understanding and use of assessment data in lesson planning.
- Enhancements to the curriculum, such as peace education, emphasize the development of moral character. Community links and internships offer chances for enterprise and business, as well as financial literacy.
- In most subjects, frequent references to Dubai provide opportunities for students to apply their understanding to the world in which they live. For example, the iconic buildings in Dubai are used as a focus in problem-solving in geometry lessons.

For Development:

- Ensure that curriculum adaptations to meet the needs of students are translated into practice in all lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all legislative requirements, including the evacuation and lockdown procedures. Safety checks are frequent and thorough.
- All staff are fully trained in safeguarding procedures. They know the procedures to follow if an issue of child protection should arise. Students feel safe and have the confidence to report any concerns to an adult in school. Procedures to keep students safe when online are effective.
- The school's promotion of safe and healthy living is very effective. Regular sports activities and competitions are organized. They influence all aspects of school life and are thoroughly enjoyed by students.

	KG	Elementary	Middle	High
Care and support	Very good ↑	Good	Good	Good


- Relationships between staff and students are positive, respectful and friendly. Mutual trust and confidence are evident in interactions. Systems for management of the school's code of behavior work successfully. The approaches to attendance and punctuality are effective.
- There are systems for identifying students of determination and those who are gifted and talented. The inclusion leaders and teaching staff are committed to early identification and to designing interventions which are appropriately challenging to assist students' progress.
- Students receive targeted support and guidance on subject choices, and on career paths in the high school. Students' personal development is routinely monitored alongside provision for students of determination. However, support for students of determination is not consistently effective in all lessons.

For Development:

- Ensure that support for students of determination is consistently effective in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

 Good 

- The inclusion governor and inclusion team promote inclusion across the school. Inclusive provision has been strengthened by the recent assignment of teachers to students who are learning English as an additional language.
- All students are assessed using cognitive, reading and other measurements. The analysis of these data forms the basis on which individualized interventions are designed for each student. Comments are recorded in their learning plans. Barriers to learning are aligned with the KHDA categories.
- Parents and are involved in reviews of their children’s learning plans. Communications are regular and informative, and parents report that they very satisfied with the provision made for their children. They are regularly informed of their children’s progress through formal and informal methods.
- The school adapts provision for students of determination, promoting engagement across most subjects. Supportive classroom cultures develop independence and foster confidence and resilience. However, not all teachers have the necessary skills to support students of determination fully in lessons.
- Students’ progress against individual targets is systematically monitored, guiding their next steps in learning. The curriculum provides opportunities for appropriate qualifications and certification, and access to further education, training and employment.

For Development:

- Ensure that all teachers have the necessary skills to support students of determination fully in the classroom.

06 LEADERSHIP AND MANAGEMENT

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

- Guided by the principal, leaders at all levels have strengthened their understanding and capacity for leadership. A common vision shapes leaders' work to improve students' achievement in line with the curriculum standards and the UAE priorities. The wellbeing of students and staff is highly valued. Relationships are positive. School leaders communicate well with all stakeholders in the school community. Leaders have been successful in bringing improvements to students' performance and to the quality of education which the school provides.
- A thorough and complete overhaul of the process of self-evaluation and improvement planning has led to improvements over the last year. All staff participated. Increased understanding of the UAE Inspection Framework and assessment information have contributed to a more realistic view of the school's performance and students' achievement. The quality of teaching and learning is systematically monitored. Improvement planning is aligned to the outcomes of self-evaluation and to the recommendations from the previous inspection.
- Parents are greatly appreciative of the school, its leaders and teachers. They show a strong sense of community when describing their children's wellbeing. Parents highlight the way in which the school values the development of personality and character, as well as academic performance. They easily access their children's progress and performance online. If they have questions or issues, the school resolves them quickly. There is an increased number of partnerships with the wider community, across a range of topics.
- Governance includes the board of trustees and an advisory council, which includes representation from students, parents, teachers and the community. This structure benefits from the views of all stakeholders. The governing board monitors the work of the school and holds leaders to account for school improvement, students' progress and performance. Members support the school with improved staffing and additions to learning resources and technology in several areas.
- The school is managed very well. Regular routines contribute to the smooth movement of students around the school. Care is taken to ensure that new teaching staff hold appropriate teaching qualifications. Specialist staff bring additional expertise. Well-planned and systematic professional training for teachers matches the needs of the school and its development. The addition of smartboards across KG and Grades 1 to 4 increases the available of technology to support learning, as does the new research section in the library.

For Development:

- Fully embed the improved self-evaluation procedures and improvement planning in all subjects.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae