



المعرفة Knowledge



THE PHILIPPINE SCHOOL

PHILIPPINE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA PARAMETER





























ACCEPTABLE

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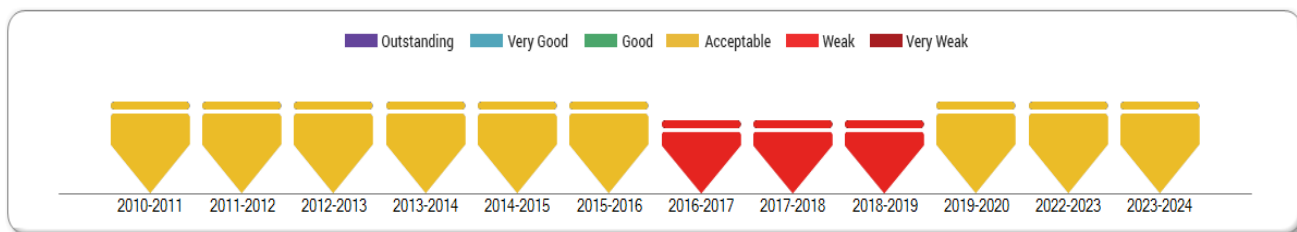
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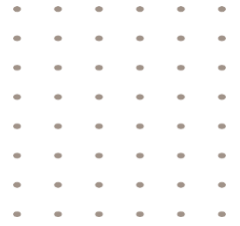
SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Twar
	 Opening year of school	2008
	 Website	www.tpsdxb.com
	 Telephone	97142844465
	 Principal	Benedict Malate Ocon
	 Principal - date appointed	9/26/2022
	 Language of instruction	English, Filipino
	 Inspection dates	04 to 08 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	2495
	 Number of Emirati students	0
	 Number of students of determination	101
	 Largest nationality group of students	Filipino
 <p>TEACHERS</p>	 Number of teachers	106
	 Largest nationality group of teachers	Philippines
	 Number of teaching assistants	0
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	Philippine
	 External Curriculum Examinations	NA
	 Accreditation	NA

School Journey for THE PHILIPPINE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Most students across the school are achieving in line with curriculum standards in Islamic Education, English, and mathematics. Senior high school students are making faster gains in science and mathematics. Students’ attainment and progress in Filipino are strong. Outcomes for students in Arabic are still below curriculum expectations. Students’ learning skills are stronger in the senior sections of the school than elsewhere.
- Students’ positive and responsible attitudes foster a collaborative atmosphere enabling constructive interactions with one another and teachers. Students demonstrate an understanding of the needs of others. They develop their personal, social, and innovation skills as they progress through the school. They show a good understanding and appreciation of the importance of Islamic values in the UAE and their personal responsibilities in the school and wider community.

Provision For learners

- Across the school, teachers’ subject knowledge is adequate and their interactions with students are positive. However, the level of challenge and support provided for students does not consistently meet the learning needs of all students. Questioning is not always used effectively. Critical thinking and problem-solving are underdeveloped. Internal assessment processes are consistent, linked to the school’s curriculum and provide appropriate measures of students’ attainment.
- The curriculum is structured appropriately to facilitate smooth transitions. In KG, the planning and delivery does not always prepare children for the next stages of their learning. The curriculum provides choices for senior students. Although cross-curricular links are planned, they are not always implemented in lessons. Curriculum adaptations are intended to meet the needs of students. There are limited opportunities for innovation and social contributions, hindering the development of creative thinking and community involvement.
- The school has adequate procedures for safeguarding. The school meets the general requirements for maintaining the health and safety of students and staff. Supervision of students is effective including on school transport. Buildings and equipment are well maintained. The school promotes safe and healthy living. Staff have strong knowledge of the social, emotional and academic needs of students in their care. Accurate records of attendance and punctuality are well-maintained.

Leadership and management

- School leaders align the school’s vision with the UAE national priorities, including inclusion. Most demonstrate a basic knowledge of the curriculum and best practices in teaching and learning, and the use of assessment. The school conducts systematic annual self-evaluation processes. Parents are highly supportive of the school. The governing body is in regular discussions with the principal about the school’s performance and involved in committees that support students. Most aspects of the school’s day-to-day management are well-organised.

Highlights of the school:

- Students' personal development
- Students' understanding of Islamic values and the culture of the UAE
- The strong relationships with parents

Key recommendations:








- Promptly and urgently address any health and safety issues by providing thorough training to all school staff.
- Raise students' achievement in all subjects.
- School leaders and governors should immediately ensure that:
 - teaching is of a consistently high quality,
 - all assessment data are accurate and used to plan learning activities that meet the needs of all students,
 - improve the capacity of all leaders to drive improvement in their areas of responsibility,
 - teachers' ongoing professional training is linked to their individual and school improvement needs.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		KG	Elementary	Junior High	Senior High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 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	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
		KG	Elementary	Junior High	Senior High
Learning skills		Acceptable	Acceptable	Good	Good

02 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	Very good	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Good	Good	Good	Good

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

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	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- With an average score of 537 points the school was close to its target in the Progress in International Reading Literacy Study (PIRLS) 2021 test. In benchmark assessments over two years students sustained a good level in English, improved from acceptable to good in mathematics, but declined from outstanding to very good in science.

C. Leadership: International and Emirati Achievement	Acceptable	
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- A majority of senior and some middle leaders have an adequate grasp of subject skills and content in relation to proficiency standards (PISA) and international benchmarking (TIMSS/PIRLS). They recognise specific deficiencies as highlighted in benchmark assessment reports, especially in reading, and have taken initial steps to address these. However, these actions have not substantially influenced student improvement enough in all phases. Although the school's National Agenda plans are well-structured and establish explicit objectives, they lack sufficient details on interventions to be undertaken as result of data analysis.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- The reading literacy skills profile shows that most students have reached an acceptable level in reading literacy. Leaders and teachers are starting to apply data from reading benchmark reports to create specific interventions. However, the understanding of students' reading requirements among teachers is at an evolving stage, leading to improving but inconsistent intervention practice. The school is aware of the importance of developing a positive reading culture and has made adequate strides to achieve this.

Overall school standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that subject and reading benchmark assessments are used to systematically identify gaps in reading proficiency and guide improvement plans.
- Monitor interventions more rigorously to reduce gaps in learning identified from data analyses.

Wellbeing



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

Overall, the quality of wellbeing provision and outcome is at an acceptable level

- The school is building capacity and knowledge of wellbeing procedures and practices. Leaders are developing an understanding of the significance of wellbeing for all stakeholders. Policies include a wellbeing vision. Data collection exists but is limited in scope, informing some but not all decisions. Self-review by leaders identifies both strengths and weaknesses, but its impact on planning is inconsistent. Informal methods of information gathering are variable but have some impact on enhancing understanding.
- Stakeholders have some awareness of the wellbeing vision and have limited engagement. Students have basic avenues to communicate and express their voice. Staff receive sufficient training to perform their tasks, but wellbeing support is limited to addressing only common issues. Monitoring identifies basic wellbeing indicators, leading to some interventions but of varying quality,
- The curriculum plan inconsistently promotes wellbeing through general modifications and initiatives. Student understanding of their own wellbeing is developing. Teachers often establish a classroom climate that attempts to support wellbeing but does not always lead to students participating in their own wellbeing learning. With basic support and a generally caring approach, students exhibit moderate levels of engagement, resilience, and character development.

For Development:

- Ensure that curriculum planning consistently promotes wellbeing through general modifications and initiatives.

UAE Social Studies and Moral Education

- The UAE moral, social and cultural studies (MSCS) programme is taught in English across the school. Moral and social studies are offered as an integrated subject in KG and as separate subjects in Grades 1-12, where students have two lessons of MSCS and one lesson of social studies each week. For both subjects the MSCS framework is used. The Ministry of Education (MoE) textbook is supplemented by resources and field trips, for example, to the Museum of the Future.
- Teachers support students working together in groups, who then present their ideas and findings to the class. Celebration days including Flag Day and National Day are supplemented by school specific events including happiness and positive thinking days. Festivities are led by older students who support their younger peers to learn about the heritage, culture and sustainability goals of the UAE. Assessment processes ensure student achievement is tracked and reported regularly to parents.

Arabic in Early Years

- Arabic in Early Years is timetabled for 45 minutes weekly.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Elementary	Junior High	Senior High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- The school's internal assessments indicate that students achieve at least a good level of attainment. This contradicts what is observed in lesson observations and through work scrutiny which show only acceptable standards.
- Students in Elementary have an adequate understanding of Islamic values and the Pillars of Islam. In Junior High, students have an understanding of Fiqh, the significance of worship, and respect for neighbours. In Senior High, students debate the impact of divorce. In all phases students' Holy Qur'anic recitation skills are weak.
- Since the last inspection, the school has made plans to address the recommendations made in the previous report but has yet to be successful in achieving them.

For Development:

- Improve students' Holy Qur'anic recitation skills.
- Improve students' understanding and application of Islamic Education domains.

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

- External benchmark test results show variable standards of attainment from very weak to outstanding. This contradicts lesson observations which show achievement is weak. Most students have only a very basic knowledge of all language skills.
- Students in Elementary have adequate listening skills and can copy the alphabet but are unable to construct sentences. A few students are able to converse for a short while using simple Arabic. In Junior High, students are unable to write more extensively due to their limited vocabulary.
- Although the school has attempted to address the recommendation from the previous inspection it has not been successful yet in making any progress on raising students' achievement.

For Development:

- Raise students' achievement so that it is at least in line with the curriculum standards.
- Provide students with learning activities that match their abilities and starting points.

LANGUAGE OF INSTRUCTION

	KG	Elementary	Junior High	Senior High
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Filipino language skills are well-developed among the senior and junior high students. Listening, speaking and reading skills are secure in KG and Elementary as measured against the lesson learning objectives.
- Students in all phases demonstrate strong interactions, cooperation and collaboration which support their progress in Filipino lessons. Only a majority of the students can communicate and link their skills and experiences of the UAE and particularly in the lower grades
- A reading programme has been introduced and is now implemented across subjects. Results of reading assessments indicate improved reading literacy for all phases. Children in KG are steadily developing their reading comprehension, verbal and use of language and writing skills.

For Development:

- Improve students' reading comprehension and writing skills.

ENGLISH

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

- The school assessment data indicate that attainment and progress are above the expected levels for a majority of students. However, work seen in students' books and lessons, confirm that most students are achieving in line with curriculum standards.
- Speaking and listening skills are purposefully developed, although their articulation is not always consistently or effectively adjusted. Students can identify characteristics of different types of writing for example, persuasive and descriptive genres. They can also list literary devices used to make writing more interesting but do not practice these skills.
- Older children in the KG can select which two words from a sentence are the same. Reading practice is now included in all language lessons across school. However, reading comprehension skills are not yet consistently well-developed.

For Development:

- Improve students' reading comprehension and extended writing skills.

MATHEMATICS

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

- Students in Elementary develop foundational mathematical concepts and skills. They learn basic arithmetic operations, problem-solving strategies, and algebraic principles. As they progress through Junior and Senior High, students begin to use their skills to solve more complex mathematical problems.
- In Senior High, students' good progress is fostering their understanding of mathematics enabling them to demonstrate mathematical fluency and critical thinking skills. By the time students reach Grade 12, they have a solid understanding of mathematical concepts and applications.
- Across the phases, opportunities to present solutions to other students is developing analytical thinking and conceptual understanding. Regular engagement in everyday applications is improving students' practical problem-solving and enquiry skills, preparing them well for their next stages of education.

For Development:

- Ensure that there are regular opportunities for students to present mathematical solutions to one another to improve their knowledge, skills and understanding.

SCIENCE

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

- In KG and Elementary, students adequately acquire new knowledge and skills. This continues into Junior High where the skills of scientific inquiry improve further. In Senior High, students deepen their scientific understanding and application of skills and thus ensuring stronger achievement in science.
- Across all phases, students learn specific scientific terminology. This helps to support their understanding and application of science as well as their reading skills. However, this practice has yet to have a meaningful impact on students' progress across grades and phases.
- Leaders have supported teachers in introducing more opportunities for practical science learning. However, they have yet to consolidate this further with the inclusion of scientific methodology skills which will ensure clearer progression and achievement across the school.

For Development:

- Ensure that the skills of the scientific method are taught as a progression across all phases.
- Develop further the use of scientific terminology to enhance learning and students' reading literacy skills.

LEARNING SKILLS

	KG	Elementary	Junior High	Senior High
Learning skills	Acceptable	Acceptable	Good	Good

- Children in KG are given too few opportunities to share their ideas and interests. Students in Junior and Senior High regularly take responsibility for preparing their work before lessons and presenting ideas to their classmates. This supports the development of effective communication skills.
- Students work together well and consistently remain engaged in their tasks. When available students explore links between subjects for instance, during Islamic Education lessons. These connections are less frequent in other subjects, which limits students' ability to apply their learning.
- Since the last inspection students are making more use of digital devices to support learning in the classroom and using various platforms to access learning activities. However, problem-solving, innovation, and critical thinking skills remain underdeveloped across the school.

For Development:

- Provide students with more opportunities to apply their learning skills across different subjects.
- Improve students' critical thinking, innovation, and problem-solving skills.

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

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

- Students' positive and responsible attitudes foster a collaborative atmosphere enabling constructive interactions with other students and teachers. They demonstrate an understanding of the needs of others, which contributes to the supportive relationships within the school community.
- As students' progress through school, the all-inclusive approach to personal, social, and innovation skills, not only prepares them for academic success but equips them with the tools needed to succeed in diverse and ever-changing shared contexts.
- A sound understanding of healthy lifestyles contributes positively to students' wellbeing. They exhibit self-reliance and a constructive response to critical feedback.

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

- In all phases, students show a good understanding and appreciation of the importance of Islamic values in the UAE. They appreciate the diversity, the safety and the tolerance that is shown towards all inhabitants of the country.
- Through a variety of activities that the school presents annually students develop a secure understanding of Emirati culture and UAE heritage. They know for instance, the history of the importance of camels and falcons in the country.
- Students in Junior High have a stronger understanding and awareness of other world cultures than students in Senior High.

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

- Students understand their responsibilities to the school and wider community. The majority are eager to learn and know the importance of working hard. Opportunities to collaborate with a range of local companies to help students develop their work ethic and entrepreneurial skills are currently being developed.
- Students are willing volunteers and eager participants in school assemblies. They are keen to take on responsibility through the leadership roles available to them, particularly older students.
- Students show care for the school's environment. Most are aware of environmental and sustainability issues, particularly in the senior sections of the school. Students participate in events such as, World Clean-up Day and the Climate Ambassadors Programme.

For Development:

- Ensure that younger students are also provided with more appropriate opportunities to take on leadership roles.

03 TEACHING AND ASSESSMENT

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

- Teachers' subject knowledge is secure but their understanding of how students learn best is variable across the school. Teachers' interactions with students are mostly positive, but they do not consistently provide interesting learning environments for all students.
- The level of challenge and support that teachers provide does not always meet the learning needs of all students. Teachers do not usually ask students to explain or justify their answers or use questions to effectively assess students' learning.
- Teachers in KG are providing more outdoor play-based activities for children and teachers are developing students' reading and vocabulary more successfully across subjects and phases. However, these strategies are yet to have a positive impact on students' achievement.

	KG	Elementary	Junior High	Senior High
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes are consistent, linked to the school's curriculum standards and provide appropriate measures of attainment. However, the capability of the school's system to provide clear and accurate measures of progress is still evolving.
- Leaders' gather and conduct some analysis of internal and external assessment data. However, this information is not well used to inform teachers' planning of learning activities or to make modifications to the curriculum. As a result, the needs of all groups of students are not always fully met.
- Teachers' feedback to students is still underdeveloped, although, more opportunities for students' self-and-peer review in the senior phases are now being provided. In other phases this practice is too uneven.

For Development:

- Improve teachers' use of questioning so that students' learning builds on what they already know, understand, and can do.
- Ensure that measures of students' progress are accurate and used to inform lessons planning.
- Provide all students with clear feedback on the standard of their written work and guidance on how to improve.

04 CURRICULUM

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

- In KG, the planning and delivery of the curriculum content does not always prepare children for Elementary. Other than in Arabic, the curriculum in Elementary, Junior High and Senior High is structured appropriately to facilitate smooth transitions in learning.
- The Philippine curriculum provides curricular choices for senior high students. Particular strands for Senior High are integrated into the junior high curriculum. Elective subjects meet students' aspiration and interest. Cross-curricular links and the use of technology are planned but with limited success in practice.
- The recent introduction of intervention and improvement plans to the curriculum, have yet to have impact on the continuity and progression in learning for children as they move from KG to Grade 1.

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

- Curriculum adaptations are planned to meet the needs of a diverse student population by providing modifications to ensure inclusivity while accelerating students' knowledge, skills and understanding. There are limited opportunities for innovation and social contributions, which constrain the development of creative thinking and more complex problem-solving.
- In lessons, learning objectives, though present, are not sufficiently differentiated to personalise learning experiences for individual students, which impact on their overall engagement and academic progress.
- While the curriculum acknowledges the importance of understanding and appreciating Emirati culture, the implementation of these aspects primarily occurs during specific school events. The school's commitment to a well-rounded education is evident in a variety of extra-curricular activities such as the Drum Band and Baton Twirlers.

For Development:

- Ensure that in all lessons, learning goals are adequately differentiated to enable all students to be successful.
- Ensure that planned cross-curriculum links and use of technology are fully implemented. .

05 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 school meets the general requirements for maintaining health and safety for all. Systems and procedures to keep staff and students safe are in place but not well understood. Safety checks and risk assessments are not yet thorough enough. The maintenance of records of staff training and incident reporting lacks rigour.
- The supervision of students is effective including on school transport. The premises meet the needs of all students. Buildings and equipment are maintained in sound repair.
- The school promotes safe and healthy living within the curriculum and initiatives such as, the booster bowls of free fruit and the honesty shops on each floor, support this plan. The medical team oversee the students' physical health and their wellbeing effectively.

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

- The school operates in an atmosphere of mutual respect and courtesy. Staff across all phases have strong knowledge of the social, emotional and academic needs of students in their care. Accurate records of attendance and punctuality are maintained.
- The school is inclusive and provides a secure environment for students of determination. Student needs are identified, and plans put into place to ensure they receive support. The school also recognises those students who are gifted and talented and have taken some steps to address their needs.
- Each student has access to personalised guidance provided by the counselling staff. Students have confidence in the school's arrangement for their academic and personal development. However, advice about future pathways has yet to be extended to include a wider range of future study options.

For Development:

- Improve the rigor of all risk assessment and security checks and ensure that safety procedures are fully understood by all staff.
- Develop a stronger curricular programme for students with gifts and talents to match their interests and needs.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
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- The principal and governing board demonstrate a growing commitment to inclusive provision. Sufficient resources have been provided to accommodate students of determination. A qualified inclusion leader oversees the implementation of policy and practice.
- Teachers are generally knowledgeable about their students and have an awareness of the identification processes. A range of assessment strategies are used to identify students but addressing the needs of students with more complex needs is not fully established.
- Parents report having a positive relationship with the school and especially the inclusion team. Parents are involved in the personalised planning for their children. The school counselling team is highly regarded by parents for the quality of social and emotional support they provide.
- Individual learning support is provided but does not consistently ensure appropriate access to the curriculum, students' independence or resilience. Planning and support is variable for students of determination.
- Students of determination gain only a limited number of qualifications. This limits their access to further education, training and employment. The careers' guidance team are aware of this issue.

For Development:

- Improve the learning support plans for students of determination.
- Increase the range of curriculum pathways to better meet the needs of students of determination.



06 LEADERSHIP AND MANAGEMENT

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

- The principal and the leadership team align the school vision with the UAE national priorities. Most leaders demonstrate basic knowledge of the curriculum and best practices in teaching, learning and assessment. The school culture generally focuses on being inclusive and on students' personal development. Leaders are dedicated to the school's improvement, fostering positive relationships within the community and maintaining positive staff morale. They understand the need to enhance middle leaders' skills and capacity to ensure consistently high students' outcomes.
- Leaders conduct systematic self-evaluation, utilising internal and external assessment data. School strengths, areas for improvement, and key priorities are identified. The monitoring of teaching and learning emphasises teachers' actions and does not focus enough on students' progress in lessons and over time. Improvement plans lack specific quantifiable targets, checks on impact and next steps. While the school has made progress in addressing some of the previous inspection recommendations, these improvements are not yet consistently sustained or effectively monitored.
- The school is successful in engaging parents through the parent council with the chairman being a member of the governing board. All parents, including those of students of determination, are highly supportive and appreciative of the school and its welcoming nature. Effective communication and regular reporting allow parents to be actively involved in their children's learning. The school continues to widen its network of partners locally, nationally and internationally.
- The governing body, representing most stakeholders, engages in regular discussions with the principal on school performance and are involved in committees supporting students' outcomes. However, their contribution to the self-evaluation process and improvement planning is limited. They address staffing, resources and play a key role in enhancing inclusion and wellbeing. They do not yet act as a 'critical friend', offering both challenge and support to school leaders.
- Most aspects of day-to-day management of the school are well-organised. The premises are clean and well maintained, providing a safe environment. School procedures and routines are familiar to staff and students. While most members of staff are suitably qualified, ongoing internal professional training workshops are not sufficiently subject related to improve teaching and learning. The new enhancements around the campus are noted; yet, the modern learning facilities, though adequate, may not always be conducive to effective teaching and learning.

For Development:

- Improve the skills of middle leaders so that they are able to identify weaknesses and drive improvement in their areas of responsibility.
- Ensure that the self-evaluation process is rigorous and based on the accurate analysis of students' performance.
- Ensure that governors are provided with the support and training to enable them to act as a critical friend to the school.



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