

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

**Inspection Report
2018-2019**

New Academy School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
US



Contents

Contents	2
School Information	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities	8
National Agenda Parameter	8
Reading Across the Curriculum	9
UAE Social Studies	9
Innovation	9
Main Inspection Report	10
The View of parents, teachers, and senior students	20

School Information

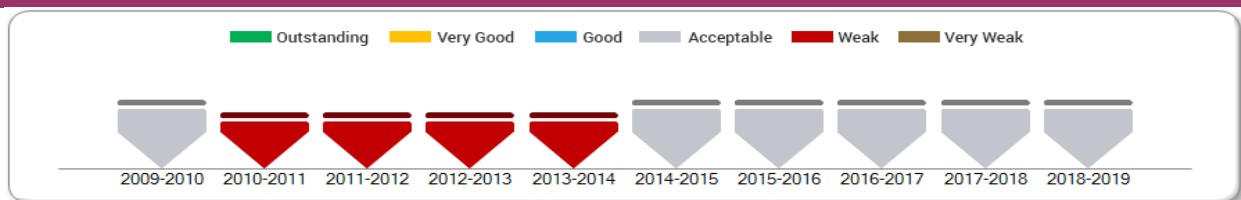
General Information	Location	Al Raffa
	Opening year of School	1987
	Website	www.nas-dxb.net
	Telephone	04-3988873
	Principal	Nazia Daha
	Principal - Date appointed	31/1/2018
	Language of Instruction	English
	Inspection Dates:	18 to 21 February 2019

Students	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	1302
	Number of Emirati students	712
	Number of students of determination	54
	Largest nationality group of students	Emirati

Teachers	Number of teachers	90
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	25
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	38%

Curriculum	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	MAP, CAT4, PISA, SAT, TOEFL, PSAT
	Accreditation	Candidate for NEASC
	National Agenda Benchmark Tests	MAP

School Journey for New Academy School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In the Kindergarten (KG) children make good progress, acquire effective learning skills and achieve well in most subjects. Attainment in English is improving and now acceptable. Students' attainment in Islamic education and Arabic is mostly acceptable. Progress in Arabic as a first language, is stronger in the elementary section. Progress in Arabic as an additional language, is more secure in the elementary and middle grades. Achievement in mathematics and science is mostly acceptable.
- In the KG, children are very well-behaved and show positive attitudes towards their learning. Most students' behavior, particularly that of girls, is courteous and respectful. A minority of middle school boys show limited respect for others. Most students demonstrate a very good knowledge of UAE heritage and traditions. Students participate in a variety of schemes that promote environmental sustainability and conservation.

Provision for learners

- Skillful teaching in the KG helps children develop good basic skills. Although there are examples of effective teaching in other grades, weaknesses in classroom management, allied to low expectations, slow the rate of students' learning. Teachers' assessments do not always provide reliable measures of students' attainment, and insufficient use is made of external information to ensure that work in lessons is matched to students' learning needs.
- The curriculum in the KG is well-adapted to meet children's needs and provides opportunities for creative and practical learning experiences. In the other grades, the focus is mostly on knowledge with fewer opportunities for the development of skills. Curriculum review is regular, leading to improvements in progression and transition between grades. More consideration is being given to strengthening and enriching the students' learning experiences through shared planning across subjects.
- Students are safe at school and when on the buses. There are security guards on duty at all times, but parents do not wear identification badges when entering the building. The school is well maintained and there are regular health and safety checks of all parts of the campus. Other than in the KG, support for students with particular learning needs and early English language learners is inconsistent.

Leadership and management

- The principal, with the support of the new senior leadership team, is determined to improve all aspects of the school's performance. However, the effectiveness of middle leadership is variable. Partnerships with parents are strengthening and most feel that they can approach the school if they have any concerns. Governance has improved and now includes representation of all stakeholders. The school is effectively managed on a daily basis.

What the School does Best:

- The clarity of vision of the principal and her determination to improve all aspects of the school's performance
- Students' understanding of Islamic values and their relevance to life in the UAE.
- The good introduction to education provided for children in KG.







Key Recommendations:

- Raise attainment and progress in all subjects and phases by ensuring that all teachers:
 - understand what constitutes high-quality teaching and aspire to reach this level in their everyday work
 - communicate clear and consistent expectations of students' behavior
 - make full use of assessment information to plan work that is suitably challenging for students of all ability levels
 - ensure that all lessons are taught as planned
 - make regular checks of students' progress to identify and tackle gaps in students' learning.
- Improve the effectiveness of middle leaders by ensuring that they have the skills needed to drive improvement in their areas of responsibility.
- Improve provision and outcomes for students of determination by ensuring that:
 - individual education plans contain concise learning objectives clearly focused on the student's main barriers to learning
 - teachers have the skills necessary to reduce those barriers to learning
 - effective support enables students to maximize their potential.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's Progression in International Assessments **is above expectations.**

- Although scores in the Program for International Students Assessment (PISA) test improved in 2015, they were below the school's targets. Scores in mathematics and science in the 2015, Trends in International Mathematics and Science Study (TIMSS), were well above the respective targets. The 2018 N.A.P. benchmark assessments show outcomes in English and mathematics to be above science. Comparisons of measures of cognitive ability (CAT4) with students' performance show that most students exceed their potential.

Impact of Leadership **is approaching expectations.**

- Leaders' commitment to the UAE National Agenda is demonstrated in their action planning. More use is being made of external assessments to benchmark the school's internal assessments. The curriculum is being aligned to the requirements of the TIMSS, PIRLS and Measures of Academic Progress (MAP) tests. However, insufficient use is made of external assessment information to influence teaching.

Impact of Learning **is approaching expectations.**

- The need to develop students' problem-solving skills is fully understood by school leaders. Across the school the development of critical thinking, enquiry and research skills is emerging. It is better in the high school, where a few students gather and interpret data, and communicate their findings clearly. The use of digital devices to support learning is not a common feature across subjects.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Ensure that students' problem-solving, critical thinking, enquiry and research skills are effectively promoted in all subjects.

Reading Across the Curriculum

- English and Arabic reading tests show that younger students in the elementary grades achieve higher standards and make better progress than middle grade students.
- Confidence in reading is improving. Boys read less frequently than girls. Although most students are persistent when faced with unfamiliar words, support for weaker readers in lessons is inconsistent.
- Despite regular liaison between class teachers and the library, there is no scheme for ensuring that students read at appropriate levels, or for encouraging students to read for pleasure in the learning resource center.
- Leaders' commitment to improving reading is seen in the exceptionally well-constructed development plan. However, the resources to support the implementation of the plan are very limited.

The school's implementation of reading across the curriculum is emerging.

For development:

- Encourage students to read for pleasure, and improve library and classroom resources for reading, including guided readers matched to reading levels.

UAE Social Studies

- The UAE social studies curriculum is offered in Grades 1 to 9 for 90 minutes a week. Some adaptations are made to meet the needs of different groups of learners using a range of interesting resources.
- Students work independently and collaboratively with their peers. In the more effective lessons, they are beginning to use critical thinking skills and make connections to their personal experiences.
- In lessons and recent work, most students attain levels that are in line with the UAE social studies curriculum standards.
- Most students make the expected progress in relation to their individual starting points and curriculum expectations.

The school's implementation of the UAE social studies program is approaching expectations.

Innovation

- Opportunities for students to engage in innovative learning are inconsistent. The use of personal devices has increased students' experience of using technology to support learning.
- Older students participate in a number of innovative projects and engage in external competitions. Student leaders also suggest ideas for benefiting the school community.
- In many lessons, teachers are successful in encouraging students to generate their own ideas. However, in a few lessons, weaknesses in classroom management impedes the development of critical thinking and problem-solving.
- A wider range of extra-curricular activities is providing students with more opportunities to engage in innovative projects. These also provide students with increased experience of leadership and entrepreneurship.
- Senior leaders are developing the school's capacity for leadership and innovation by improving middle leadership and introducing more innovative teaching strategies. This is at a very early stage of development.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students in all phases have adequate knowledge of Islamic concepts. They make steady improvement in Holy Qur'an recitations. Progress is above expectations in most elementary grades, apart from Grade 5, where it is more in line with expectations.
- The strong foundations set in the KG enable students in the elementary grades to make rapid progress with their knowledge of Seerah. In the middle grades, students have an adequate understating of Islamic morals. Students in the high school are able to explain with confidence the rationale underpinning Fiqh laws.
- While students make significant improvement in Holy Qur'an recitation, their knowledge of Seerah and Hadeeth is inconsistent. Nevertheless, most of their recent work shows an improving level of achievement with little difference in the attainment of boys and girls.

For development:

- Ensure greater consistency in students' knowledge of Seerah and Hadeeth, and make greater use of assessment information to match work to students' attainment levels.

Arabic as a First Language

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

- The attainment of most students in the middle and high grades, is in line with the Ministry of Education (MoE) curriculum expectations. Achievement of students in the elementary grades are better because lesson activities provide more opportunities for students to practice the language.
- In the elementary section, students are confident in expressing their ideas, and by Grade 2, they are able to write at a paragraph at length. In the high school students engage in analyses of literary text with increasing skill. Reading comprehension is a weakness in the middle grades.
- Although this year's inspection judgements have not improved, more effective approaches to the quality of teaching are beginning to have a positive impact on progress in the elementary and high school phases. Low expectations in class are limiting progress in the middle grades.

For development:

- Raise teachers' expectations of students' capabilities and provide more opportunities for independent learning.

Arabic as an Additional Language

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

- When measured against their individual starting points, students in the elementary and middle grades are making good progress. Internal and external assessment information show that attainment, although still acceptable, is steadily improving.
- In most lessons, students demonstrate good listening skills as they respond to simple questions in Arabic. In the elementary grades, the use of role-play is developing conversational skills. Writing is the least well-developed language skill in the school.
- Although more effective teaching strategies are resulting in improved progress in the elementary and middle grades, less rapid progress is being made in writing, particularly for students in the high school.

For development:

- Provide more opportunities for students to develop their writing skills.

English

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

- The attainment and progress of children in the KG are above those of students in Grades 1 to 12. Curriculum based assessments show acceptable attainment by students in the elementary and middle grades, and good attainment by Grade 12 students.
- The students' listening and speaking skills are the strongest in all grades. Although reading skills are variable, many students are persistent readers. Only a minority of students demonstrate the ability to write at length for different audiences.
- Improvements are evident in students' attainment since the previous inspection in the elementary, middle and high school grades. The main reasons for improvements are standards-based lesson planning and more effective teaching.

For development:

- Provide more frequent opportunities for students in all grades to write for a variety of purposes and at greater length.

Mathematics

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

- A strong emphasis on skill development and problem-solving ensures continuity and progression across the school. In the elementary and middle grades, students apply their understanding of mathematical concepts when solving problems. High school students' ability to apply mathematical procedures is stronger than their reasoning skills.
- In the KG, children are able to identify two-dimensional shapes. Elementary students are secure in mental calculation skills. In the high school, the application of mathematical operations in different contexts is helping to develop students' mathematical reasoning skills.
- Critical thinking and the understanding and use of mathematical vocabulary are currently being developed. Although these are adding to students' awareness of the practical use of numerical operations, it is too early to measure the impact on students' achievement.

For development:

- Provide students with more opportunities to apply their mathematical reasoning and problem-solving skills in everyday contexts, especially in the middle grades.

Science

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

- In the KG, children's skills of inquiry and observation develop rapidly. Progress through the other grades slows because students are not always sufficiently challenged by the learning activities in lessons. Students' external test results vary widely and show little or no improvement over time.
- Most children in the KG know the difference between living and non-living things. In the elementary grades, students can identify the parts of a plant and explain soil erosion and plant reproduction. In the high school, the skills of analysis and interpretation are underdeveloped.
- A few students have the opportunity to work in the science laboratory. Most students are not regularly engaged in practical activities, which not only limits the development of their investigative skills, but also restricts their ability to evaluate their work critically.

For development:

- Accelerate students' progress in Grades 1 to 12 by providing more challenging learning activities and increasing their experience of laboratory work.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable

- The development of learning skills is strong in the KG, where children are enthusiastic learners. In many elementary lessons, students are engaged and are beginning to take responsibility for their own experiences. These features of learning are less likely to be seen in the boys' sections of the middle and high school grades.
- Most students, particularly the girls, collaborate well when given the opportunity. They listen to their peers and exchange points of view. In a few lessons, students demonstrate the ability to relate their learning to the world beyond the classroom.
- A majority of students is able to explain what they have learned. With the exception of English lessons, few know what they need to do to improve. Limited access to technology restricts the development of independent learning, problem-solving and critical thinking skills.

For development:

- Provide more opportunities for students, especially in the middle school grades, to relate their learning to real-life situations that involve critical thinking and problem-solving.

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

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

- In KG, children are very well-behaved and have positive attitudes towards their learning. They are self-disciplined and show care for others. Many high school students, particularly in Grade 12, have a good sense of personal responsibility and are keen to succeed.
- Most students' behavior, particularly that of girls, is courteous and respectful. A minority of middle school boys show limited respect for others. Their irresponsible behavior means that some lessons are disrupted by their lack of consideration for their peers and teachers.
- Punctuality in lessons is generally good and most students arrive on time. A minority of high school boys are sometimes slow in arriving to lessons after break and change-over times, which leads to a delay in the start of lessons.

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

- Students' knowledge of Islamic values, although secure in most grades, is less well-developed in the middle school grades. Most students appreciate the impact of these values on everyday life in the UAE. The daily morning activities reflect their appreciation of Islam and cultural diversity.
- Most students demonstrate a secure knowledge of the UAE heritage and traditions. They participate in a range of cultural activities, such as national day and charity events. Students are confident in expressing their appreciation of living in a stable and harmonious country.
- Students are very keen to learn about the music, art and traditions of other cultures. The displays of their work reflect their understanding of Islamic values and UAE culture, together with their increasing knowledge of wider world cultures.

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

- Students are aware of their responsibility to take care of the school and community. However, elementary and middle school students' have too few opportunities to engage in activities of benefit to the wider community.
- Most students display a positive work ethic. An increased focus on enterprise and entrepreneurship is seen in the high school where older students participate in a science program at the Gulf Medical University. Participation in The Model United Nations is helping to develop student leadership, research and debating skills.
- Children's environmental awareness is a strength in the KG. They contribute to a recycling project aimed at reducing the use of plastic bottles. In other grades, students participate in a variety of schemes that promote sustainability and conservation.

For development:

- Extend opportunities for students, especially in the elementary and middle grades, to participate in projects of benefit to the wider community.
- Involve students in more organized activities that celebrate the diversity of world cultures.

3. Teaching and assessment

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

- Most teachers have good subject knowledge but, in a minority of lessons, this is not fully used to engage students in learning. While lesson plans often refer to the matching of work to students' attainment levels, these plans are not always translated into practice.
- Skillful teaching in the KG motivates children and helps them to develop good basic skills. Although there are examples of good, and very good teaching, in other grades, weaknesses in classroom management skills, allied to low expectations, slow the rate of students' learning.
- The impact of training to develop teachers' questioning skills is most often seen in the high school where questioning is used to probe students' understanding and reasoning. However, the use of teaching approaches that promote critical and higher-order thinking are underdeveloped.

	KG	Elementary	Middle	High
Assessment	Good	Acceptable	Acceptable	Acceptable

- In the KG, teachers' assessments provide reliable measures of children's personal and academic development. Although assessments of students' attainment in Grades 1 to 12 are linked to the curriculum, they do not consistently provide accurate measures of students' progress.
- External assessment results are analyzed sufficiently to identify the strengths and weaknesses of different groups of students. However, not enough use is made of this information to ensure that work in lessons is matched to students' learning needs.
- There is inconsistency in the marking of students' work and in the quality and usefulness of written feedback. In English, the provision of assessment guidelines is helping to improve outcomes for students. Supportive guidance such as this, is not often seen in other subjects.

For development:

- Ensure that all teachers understand and make full use of external assessment information to inform their daily lesson planning.
- Improve the quality of teachers' marking and the guidance given to students on how they can improve their work.

4. Curriculum

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

- The integrated curriculum in the KG provides children with a variety of creative and practical learning experiences. In the other grades the focus is mostly on the acquisition of knowledge with fewer opportunities for the development of skills.
- Regular curriculum reviews lead to improvements in progression and continuity between grades and phases. The number of choices available for students in the high school, based on their interests and preparation for life after graduation, is limited.
- More consideration is being given to strengthening and enriching the students' learning experiences through shared planning across subjects. An ongoing part of curriculum planning is progress towards the National Agenda targets. The curriculum is enriched through assemblies, field trips and parent speakers.
- Moral education is taught in all grades and follows the MoE curriculum, using a range of appropriate resources.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum in the KG is effectively adapted to meet the needs of most children. It enables children to explore and develop curiosity. In Grades 1 to 12, the curriculum is less well adapted and does not consistently meet the needs of different groups of students.
- The annual Science Fair displays a range of innovative projects developed by older students. However, opportunities for students to engage in activities that promote enterprise, innovation and creativity on a day-to-day basis are less evident.
- Students' understanding of the culture and values of Dubai is enhanced through Islamic education, UAE social studies and school assemblies. The curriculum effectively promotes students' understanding of environmental sustainability and recycling, particularly in the KG.
- Arabic is taught in the KG for three 45-minute periods a week.

For development:

- Ensure that all teachers fully understand the US curriculum standards and plan for students to master them.
- Provide more opportunities for the development of innovation and enterprise in Grades 1 to 12.

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

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

- All students are safe at the school and when on the buses. There are very few instances of bullying and any that do occur are dealt with effectively by the school's leaders. There are security guards on duty at all times, but parents do not wear identification badges when entering the building.
- The school facility is clean and well maintained. The cafeteria and the clinics are hygienic and fit for purpose. Students are provided with healthy food to eat and the staff are proactive in promoting healthy living. The common areas and toilets are cleaned several times a day.
- There are regular health and safety checks of all parts of the campus. The records show that action is taken quickly to address any problems that arise. The school is compliant with all government regulations relating to students' health and safety.

	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- The school operates in a relatively calm atmosphere, with most students showing care and respect. However, this is less evident in the boys' section in the middle grades and occasionally in the boys' section of the high school.
- In the KG, children with particular learning needs, and early English language learners, are supported well. In the rest of the school, the support for these students, either by teachers or support assistants, is inconsistent. Those with particular gifts or talents are not challenged sufficiently.
- The identification and assessment of students of determination has improved. The number identified is now more accurate, although only a few students with specific learning difficulties are identified. Effective social, academic and careers guidance is provided by the counsellors.

For development:

- Ensure that the designated emergency exits are unlocked at all times.
- Ensure that in all lessons, appropriate support is provided for students of determination, those with gifts and talents and early English language learners.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- The principal, who is also the inclusion champion, and the inclusion governor support the special educational needs coordinator well. The admissions policy states clearly that all are committed to developing an inclusive school. This is supported by a comprehensive inclusive education improvement plan.
- Systems for the identification of students of determination have improved. A range of assessments, including reports from outside specialists, are used to identify individual barriers to learning. The school is beginning to identify students with particular gifts and talents.
- Partnerships with parents are positive. Parents interviewed value the improved communication and the sharing of ideas. A specific parental committee has been formed and the sharing atmosphere, along with the ongoing support for their children, is appreciated.
- There is little evidence of purposeful support being provided for students of determination in many lessons. Individual education plans (IEPs) contain too much information, which means that the action teachers need to take to reduce barriers to learning is not sufficiently targeted and lacks clarity.
- The recently established monitoring procedures enable the inclusion team to check students' progress over time. Although the information is used to guide planning, overgenerous assessments of students' attainment lead to inflated views of the progress they are making.

For development:

- Create IEPs with clear, targeted actions that provide guidance on how to support students effectively in lessons.
- Ensure that all assessments provide an accurate evaluation of the progress of students of determination.

6. Leadership and management

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

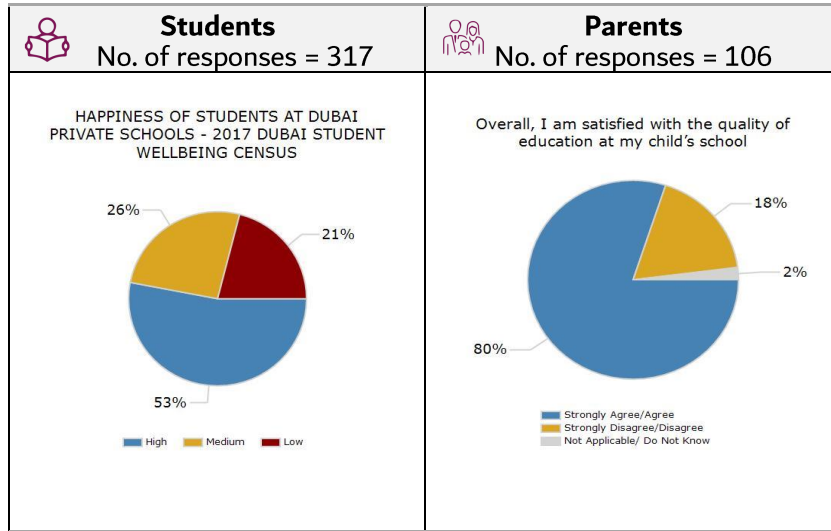
- The principal, with the support of the new leadership team, provides a clear vision for the future direction of the school. The vision includes a determination to improve all aspects of the school's performance, particularly in respect of students' academic achievement. Variability in effectiveness limits the ability of middle leaders to make meaningful contributions to the drive for school improvement.
- The school improvement plan provides a well-constructed guide to the action that needs to be taken in order to raise the school's performance. However, because of over-generous internal assessments, middle leaders are not accurately identifying and tackling weaknesses in provision. More rigorous procedures for monitoring teaching, with an increased emphasis on students' learning, have been introduced.
- The school involves parents in aspects of their children's learning and school life. Parents are keen to support their children's academic progress, and many would like more detailed guidance in reports on what their children need to do to improve. They appreciate the improved frequency of communication through the new electronic messaging system. Most parents are satisfied that they can approach the school if they have any concerns or suggestions.
- Weaknesses in governance identified in the previous report, are being tackled diligently. The governing board has been extended and now includes representation of all stakeholders. Systems are in place to obtain stakeholders views, particularly those of parents. Governors are more fully informed of the school's work and in a better position to hold leaders to account for its performance.
- The school is effectively managed on a daily basis. Staffing has improved since the previous inspection, but not all teachers are able to teach a US curriculum effectively. Although the facilities are well-maintained, some classrooms are too small for the size of the groups. Resources for learning are good in the KG, but barely adequate in other areas. Teachers do not make enough use of the electronic boards in classrooms.



For development:

- Ensure that reports to parents provide more detailed advice on how they can support their children's learning at home.
- Ensure that in all subjects, there are adequate resources to support learning.

The View of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> In general, students are satisfied with life, are willing to work hard at school and are engaged in extra-curricular activities. Compared to other Dubai schools, slightly fewer students are positive about the school climate and a few also say that there is bullying at school. Inspectors found that the school takes a firm stance against bullying and that any reported incidents are fully investigated.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all of those who responded to the survey are satisfied that their children are kept safe, but a few consider that bullying is an ongoing issue. They recognize that this is an inclusive school and have confidence in their children's academic ability. Issues raised include the quality of education and the approachability of school leaders. Inspectors found that leaders are approachable and are having a positive impact on both provision and outcomes for students.

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