DWIGHT SCHOOL LLC

IB CURRICULUM

INSPECTION REPORT

2021-2022

ACCEPTABLE

Contents

School Information

General Information		
	Location	Al Barsha 2
	Opening year of School	2018
	Website	www.dwightschooldubai.ae
	Telephone	00971-4-3714600
	Principal	David John Hutson
	Principal - Date appointed	9/1/2020
	Language of Instruction	English
	Inspection Dates	07 to 10 March 2022

Students		
	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	PreK-Grade 12
	Number of students on roll	404
	Number of Emirati students	15
	Number of students of determination	26
	Largest nationality group of students	US

Teachers		
	Number of teachers	56
	Largest nationality group of teachers	UK/USA
	Number of teaching assistants	18
	Teacher-student ratio	7:1
	Number of guidance counsellors	2
	Teacher turnover	45%

Curriculum		
	Educational Permit/ License	IBDP
	Main Curriculum	IB
	External Tests and Examinations	MYP, DP
	Accreditation	IB

School Journey for DWIGHT SCHOOL LLC

■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak
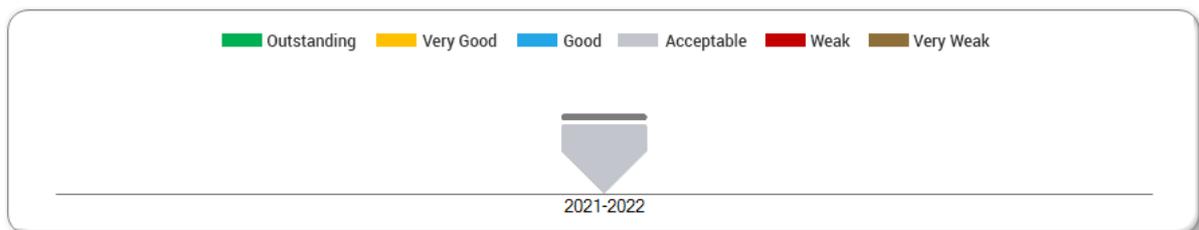
2021-2022

Summary of Inspection Findings 2021-2022

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	
	• Students achieve well in the Diploma Programme (DP) but only acceptably in the Kindergarten (KG). From low starting points, students achieve expected rates of progress in Arabic and Islamic Education. In English, mathematics and science, students' achievement is variable across Primary Years Programme (PYP) and Middle Years Programme (MYP). Students are co-operative in lessons and use technology well but do not regularly demonstrate high levels of critical thinking.
	• Students display positive attitudes to learning and enjoy good relationships with other students and teachers. They have an appreciation of the values of Islam, life in the UAE, and willingly participate in charitable projects and national celebrations. Students appreciate their own and other world cultures. They enjoy the opportunities provided for enterprise learning and innovation, alongside projects to promote sustainability.

Provision for learners	
	• The quality of teaching is variable across the school, except in the DP where it is more consistently good across areas of learning. Teachers generally know their students well and develop learning targets for individuals. However, teachers' planning does not always sufficiently meet the needs of all students. When strong, teaching also incorporates student use of technology, and a range of higher order skills are developed.
	• The IB programmes offer a breadth of learning experiences. Provision within the DP ensures students have a variety of subject choices and appropriate curriculum progression. Within PYP and MYP, the written curriculum begins to promote inquiry-based learning effectively. The curriculum is currently being reviewed to ensure that, in the future, the diverse needs of all students are met, and high achievement is assured across all areas of learning.
	• The procedures to ensure the safeguarding of students are effective. The campus is safe, accessible and very well maintained. Procedures for record keeping and reporting are robust. Healthy life choices are actively promoted by the school. Students and staff enjoy purposeful, working relationships, and behaviour is well managed. The school is focused on increasing levels of attendance and punctuality. There are effective systems in place for the identification of students of determination and those who are gifted and talented.

Leadership and management	
	• Leaders set a vision for learning and teaching based on the IB programmes. This vision embraces innovation in promoting the effective use of technology. The quality of educational leadership is inconsistent, and it is strongest is phases 3 and 4. Communication with parents is effective, engaging them in the life of the school as well in the support of their children's learning. Governors are well informed about the school, but their impact on school improvement is presently limited.

The best features of the school:

- The healthy, safe and well-resourced learning environment
- The good progress of students in a majority of subjects in DP
- Students' ability to co-operate in lessons and their skilful use of technology
- Relationships between students and their willingness to engage in opportunities that promote leadership.

Key Recommendations:

- Governors should provide greater clarity of vision, lines of accountability and additional support to ensure high levels of student achievement across all areas of learning and most notably, in the core subjects.

- Senior leaders should work strategically to:

  - ensure that middle leaders possess the skills and have sufficient time to collaborate in the raising of standards,
  - provide robust monitoring, support and challenge to ensure greater consistency in high-quality provision and excellent outcomes for students, and
  - engage middle leaders in developing further a school-wide model of high-quality learning and teaching.

- Teachers should work to improve the consistency of teaching, so that in all lessons:

  - they use questioning strategies effectively to develop critical thinking,
  - teaching strategies are carefully selected to meet the needs of all students, and
  - assessment data are used to focus learning interventions and advance the rates of progress for all students.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	PYP	MYP	DP
Islamic Education	Attainment	Not applicable	Acceptable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Good	Acceptable	Acceptable
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Good

	KG	PYP	MYP	DP
Learning skills	Acceptable	Good	Good	Good

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

	KG	PYP	MYP	DP
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Good	Good	Good

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

6. 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	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- PYP students possess stronger skills for their age than do MYP and DP students. The majority of students have a basic understanding of Islamic concepts. A significant number of MYP and DP students do not fully understand many key principles in Islam. Recitation and memorisation skills from the Holy Qur'an and Hadeeth are generally weak.
- Most students make adequate progress in establishing connections between their knowledge and real-life applications and especially when English is the language of instruction. Across the school, students' progress in developing a deeper understanding of concepts and rulings from the Hadeeth is not strong.
- Students' written work does not show more than adequate progress over time. This is mostly due to low levels of teacher expectation.

For Development:
- Improve students' knowledge and understanding of the key areas of Islamic principles and concepts.
- Enhance students' memorisation, recitation and understanding of Holy Qur'an and Hadeeth.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- A majority of students attain below the expected curriculum standards of Arabic. Writing and speaking skills are below the expected levels across all phases. Basic reading comprehension skills are broadly in line with expectations for the majority of students.
- Most students make expected levels of progress in reading, inquiry and extended writing tasks. Their skills of literary analysis are steadily improving, where this is promoted. Although yet to be fully embedded, this also begins to have a positive impact on the quality of writing.
- In recent months, changes in curriculum development and improved assessment processes are leading to improving student progress.

For Development:
- Ensure students make more rapid progress, by improving teachers' classroom practice and their use of assessment data.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Weak	Weak	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Students' development of reading comprehension and listening skills are adequate. Speaking and writing skills, however, are below the expectations of the Ministry of Education (MoE) curriculum, in relation to the number of years of studying the Arabic language.
- In lessons, most students are only beginning to make adequate progress in their speaking and writing skills. Listening and reading comprehension skills, are more developed. Students benefit from a range of opportunities to respond to a text and practise their speaking skills.
- The recent drive to develop teaching and assessment practices is promoting an acceptable level of student engagement and progress in lessons and in their recent work. The modest range of opportunities for speaking and writing in lessons is supporting the development of students' basic language skills.

For Development:
- Improve students' outcomes in all language skills by strengthening approaches to teaching and assessment and by raising the levels of challenge.

English

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Acceptable	Good

- In KG, children's speaking and listening skills develop at a faster rate than reading and writing. Reading skills improve as students move through the school. However, progress in writing is slower than other skills; it is the weakest skill across all phases.
- Most students, especially in the upper year groups, are articulate speakers and in DP, at least a majority of student achieve outcomes beyond curriculum-related expectations. In their written work, particularly in lower years, students' spelling, punctuation and grammar are frequently inaccurate, and the quality of presentation requires more care.
- The introduction of a structured phonics scheme, in both KG and early PYP, is helping to provide a more secure foundation for the development of students' literacy skills.

For Development:
- Raise the standards of students' written work by including success criteria and a consistent emphasis on correct spelling, punctuation and grammar, and quality of presentation.

Mathematics

	KG	PYP	MYP	DP
Attainment	Acceptable	Good	Acceptable	Acceptable
Progress	Acceptable	Good	Good	Good

- KG and early PYP students demonstrate age-appropriate skills in numeracy. Upper PYP students work at a more complex level as they explore mathematics applied to real life. Across MYP to DP, students make good progress by steadily increasing their levels of mathematical understanding across a range of skills.
- Older students working with the Mathematics Exhibit show an impressive array of the use of mathematics in engineering, sport and other fields. PYP students are developing good reasoning skills in manipulating measurement and fractions. Lower MYP students' foundational skills vary considerably.
- A more structured approach to curriculum standards in line with external assessment is having a positive impact on learning skills in mathematics and use of mathematical language. In KG, children have not been part of these improvements.

For Development:

- Provide all students with frequent opportunities to build their understanding of number as they explore ideas, apply multiple problem-solving strategies, and enhance their skills in mathematical reasoning.

Science

	KG	PYP	MYP	DP
Attainment	Acceptable	Acceptable	Good	Acceptable
Progress	Acceptable	Acceptable	Good	Good

- Children make acceptable progress in KG where they gather knowledge about a broad range of topics. Progress is greater in MYP and DP because there is a more consistent focus on understanding and applying scientific ideas.
- In PYP, students make steady progress across a range of science themes, including environmental sustainability. However, their understanding of underlying scientific principles is not always secure. In MYP and DP, students have a deeper understanding of their work and in the application of scientific skills.
- The use of Measurement of Academic Progress (MAP) benchmark assessments is improving students' levels of attainment on external tests. In MYP and DP, students are developing skills in critical thinking in science.

For Development:
- Clarify the progression in scientific concepts and skills across the KG and PYP so that students make more rapid progress.
- Continue to extend the embedding of scientific and critical thinking across the senior phases.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Acceptable	Good	Good	Good

- Learning skills are equally well developed across the PYP, MYP and DP. The school is working hard to ensure that all students are aware of and understand the unique IB approaches to learning. Students are keen to learn and to take responsibility for their own work.
- Students interact and collaborate purposefully and communicate their learning well. However, they do not always have sufficient opportunities to be innovative and creative in lessons. Critical thinking and problem-solving skills are less developed features in many areas of learning.
- In KG, children's skills in independent learning and problem-solving are still developing, and they remain overly dependent upon adults. At present, these children have few opportunities to use technology in their learning. In other phases, the consistent use of technology is supporting research and collaboration.

For Development:
- Promote students' critical thinking and problem-solving skills.

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

	KG	PYP	MYP	DP
Personal development	Good	Good	Good	Good

- Students show curiosity and demonstrate responsible attitudes towards learning. They are mostly self-reliant and, further up the school, increasingly able to complete their tasks independently. Students benefit from critical feedback and are keen to improve. They are self-disciplined and always respectful to others.
- Students have developed effective and supportive relationships with their peers and teachers. Older students willingly support the peer mentorship programme and report that they gain valuable learning experiences through mentoring younger students at school.
- Students generally make healthy food choices and increasingly commit to being punctual to lessons and in achieving high levels of attendance.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school, students understand how Islamic values influence UAE society. They understand that these universal values are an important component of community life in the UAE.
- Students involve themselves in an adequate range of cultural activities, reflecting their understanding and appreciation of the heritage and culture of the UAE. For instance, they take part in several charitable projects, National Day, and Ramadan celebrations.
- Students show an understanding and appreciation of their own and other world cultures. They believe that diversity is a pathway to openness and in gaining new experiences.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Acceptable	Good	Good	Good

- Students have opportunities to take on roles of responsibility including as members of the student council, digital leaders and involvement in a bespoke leadership programme. They support each other as peer mentors. Children in KG have more limited opportunities but look after their classrooms well.
- Across the school, students manifest a positive work ethic. Older students show initiative and creativity in designing the school uniform, house names and logos. Members of the Entrepreneurship Club develop enterprise skills by running businesses. The Spark Tank fosters high-quality innovation on a daily basis.
- Students are aware of sustainability issues with recycling initiatives championed by the Eco Warriors. They are knowledgeable about wider matters such as, how poverty can link to the fashion industry and water shortages in the Sudan.

For Development:
- Extend the opportunities for students to learning about the UAE and its heritage.
- Provide more opportunities for younger children to take on age-appropriate community engagement.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good

- The quality of teaching is broadly adequate but varies significantly between classes, especially within PYP and MYP. In the better lessons and where there is skilled questioning and planning, teachers provide opportunities for students to predict, make connections and explore ideas. Teaching in the DP is stronger because it builds more effectively on prior learning.
- Teachers generally know their students well, although not all sufficiently personalise the learning experiences for students. Where teaching is strongest, there are effective strategies deployed to support those who require help and to extend learning for the most able.
- Students' use of technology successfully provides access to a range of practical and higher-order skills in subjects where it is a regular part of learning. This is evident in most year groups, with the exception of KG.

	KG	PYP	MYP	DP
Assessment	Acceptable	Acceptable	Acceptable	Good

- The school has developed valid internal assessment processes, but these processes are not always consistently applied across subjects and phases. In classes, students' learning is assessed regularly and usually linked to lesson objectives. However, across phases, and within subjects, there is a level of inconsistency in terms of what is being assessed.
- The school benchmarks student learning across most year groups with external assessments, including IB assessments, and MAP. Assessment information is most effectively used in those subjects where learning gaps are identified, and appropriate interventions follow.
- Improvement is starting to be seen where assessment outcomes are linked to the future adaptation to the curriculum and to teaching. However, clear and long-term improvement plans with identified areas for assessment-informed planning, are only at an advanced stage of development in DP.

For Development:
- Increase opportunities in lessons for students to develop their skills in critical thinking and reasoning.
- Ensure that assessment data are being more consistently used across the school to adapt the curriculum and learning plans to personalise learning more effectively for students.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good

- The curriculum is compliant and aligned to both the IB and to UAE priorities. The DP curriculum offers students a wide variety of choices of subjects and learning experiences. In the KG curriculum, a structured phonics scheme is used to support the development of reading and writing.
- Within the PYP and MYP, the curriculum builds well on students' earlier achievements and promotes inquiry-based learning well. Although, there is continuity and progression in students' learning within these phases, this is not always the case between phases.
- Curriculum review, in relation to the outcomes of external assessments, is beginning to identify the gaps in students' learning. These gaps are at present, leading to less than good achievement being seen across much of the school.

	KG	PYP	MYP	DP
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- In KG, the curriculum is beginning to be adapted to sharpen the focus on children's personal, and social skills. In PYP and MYP the curriculum is not yet systematically modified to develop students' literacy skills sufficiently. In DP, the curriculum offers a range of opportunities designed to address the aspirations of most students.
- Through a range of engaging activities, students have opportunities to be enterprising and innovative. These include Model United Nations and a variety of extra-curricular activities. 'Spark Week' provides a platform for focused, innovative learning.
- School-wide events provide students with opportunities to celebrate the heritage and culture of the UAE. However, links to the UAE culture and the relevance of Islamic values to UAE society are not firmly integrated into all aspects of the curriculum.
- The school provides Arabic for all children in KG.

For Development:
- Ensure that there is continuity and progression in students' learning as they move from the PYP to the MYP, and cross-curricular learning enhances literacy skills.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school provides very good levels of support for children and students. Whole-school staff training in child protection, along with rigorous procedures and comprehensive policies, ensure that students are well protected from all forms of abuse.
- The very well-maintained, fully accessible site is safe and secure. Procedures for record keeping, reporting and resolving concerns are highly effective. Supervision arrangements for safe transport to and from school are well organised. The school clinic is well equipped although currently it is supported by a nursing agency rather than a permanent nurse.
- The school sees the promotion of healthy living as an important feature of its work. This includes supporting mental well-being, as well as physical exercise and healthy eating. Very effective measures for ensuring hygiene and infection control are in place.

	KG	PYP	MYP	DP
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Purposeful relationships exist between students and staff supported by an appropriate system for managing student behaviour. The school is focused on increasing levels of attendance and punctuality, which have been detrimentally affected by the pandemic.
- There is a system for the identification of students of determination, alongside those who are gifted and talented. The school does not use the KHDA categories of learning difficulties. Programmes for extending the learning for gifted and talented students are still developing.
- Students in the MYP and the DP have access to a well-designed and supportive individual programme of personal support, with counseling resources committed to promoting their well-being. Students are monitored by school staff who also provide appropriate personal and academic support. Guidance is provided to help senior students with career choices and higher education pathways.

For Development:
- Implement the KHDA categories for students of determination.
- Provide opportunities within the curriculum, and in all year groups, to meet the needs of the gifted and talented students.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The Governor of Inclusion, the Inclusion Champion, the Head of Quest and the inclusion department, are working to ensure that a vision of an inclusive school is evident in the policies and practices across the school.
- Processes to identify students who may need support are developing appropriately. Presently, students' Individual Education Plans (IEPs), goals and objectives are not always sufficiently well focused on reducing an individual student's existing barriers to learning.
- Parents are kept fully informed as to their child's progress and accomplishments. Parents are valued and supported by the school to enable them to be partners in their child's education.
- Skillful implementation of targeted modifications within the IEP is not a consistent feature of teaching and learning in the classroom. However, Learning Support Assistants (LSAs) do make a positive contribution to the support and guidance for students of determination with greater learning needs.
- Progress against IEP goals and objectives is ongoing and effective where targets are clearly defined. However, the rates of student progress are adversely affected by the variable quality of teaching and intervention.

For Development:
- Provide training for teachers so that they develop the skills to support the needs of students of determination.
- Ensure that all classroom teachers implement, and are accountable for, the recommendations in IEPs and that these IEPs are more accurately focused on reducing barriers to learning.
- Use the KHDA categories of learning difficulties, to match students' needs and their required support.

6. 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	Good

- Leaders set a vision for learning based on the IB programmes. They are committed to the priorities of the UAE, including inclusion. Their vision embraces innovation, particularly in design and the use of technology. However, the quality of educational leadership is variable and is only sufficiently strong in the DP phase. The school recognises the need to enhance leadership capacity particularly in phases and subjects where performance is below that to which the school aspires.
- The school has clear processes for self-evaluation. Senior leaders use internal and external data and consult with teachers and middle leaders before completing their evaluation. They are aware of the areas of strengths and areas in which to prioritise improvement. Senior leaders monitor teaching systematically although they frequently evaluate teaching and the progress of children and students as stronger than it actually is. A School Development Plan with suitable actions and short-term and medium-term goals is in place.
- Parents are involved in the school through regular in-person and online events. Their opinions are considered when decisions are to be made. Channels of communication include a weekly newsletter, coffee mornings, and social media. Parents are informed about their children's learning through conferences, written reports, and technology. The school benefits from educational links with other Dwight schools, the IB network and from collaborating actively with the local community.
- The well-represented governing body receives contributions before their meetings from a variety of stakeholders, including the community forum and student council. Governors are well informed about most aspects of the school's provision and performance. Governors' currently have limited impact on school improvement.
- The school's facilities and buildings are well equipped and foster a healthy learning environment. Most of the teaching staff have had professional development on the IB programmes. Whilst some resources are plentiful there is an uneven spread of the required materials in some areas of the school. For instance, the library has a balanced number of books in multiple languages. However, the KG department lacks the resources which provide opportunities for children to initiate their own learning and to be investigative and creative.

For Development:
- Governance must provide a clear vision and mandate for improvement and enable the school to make rapid progress in the core business of high-quality teaching and learning and at least good achievement across the school. They must then hold key leaders accountable for the realization of this vision.
- Ensure that school improvement planning fully addresses the areas of weaker performance.
- Ensure that senior leaders support all middle leaders to develop their areas of responsibility.

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 QA.Schools@khda.gov.ae