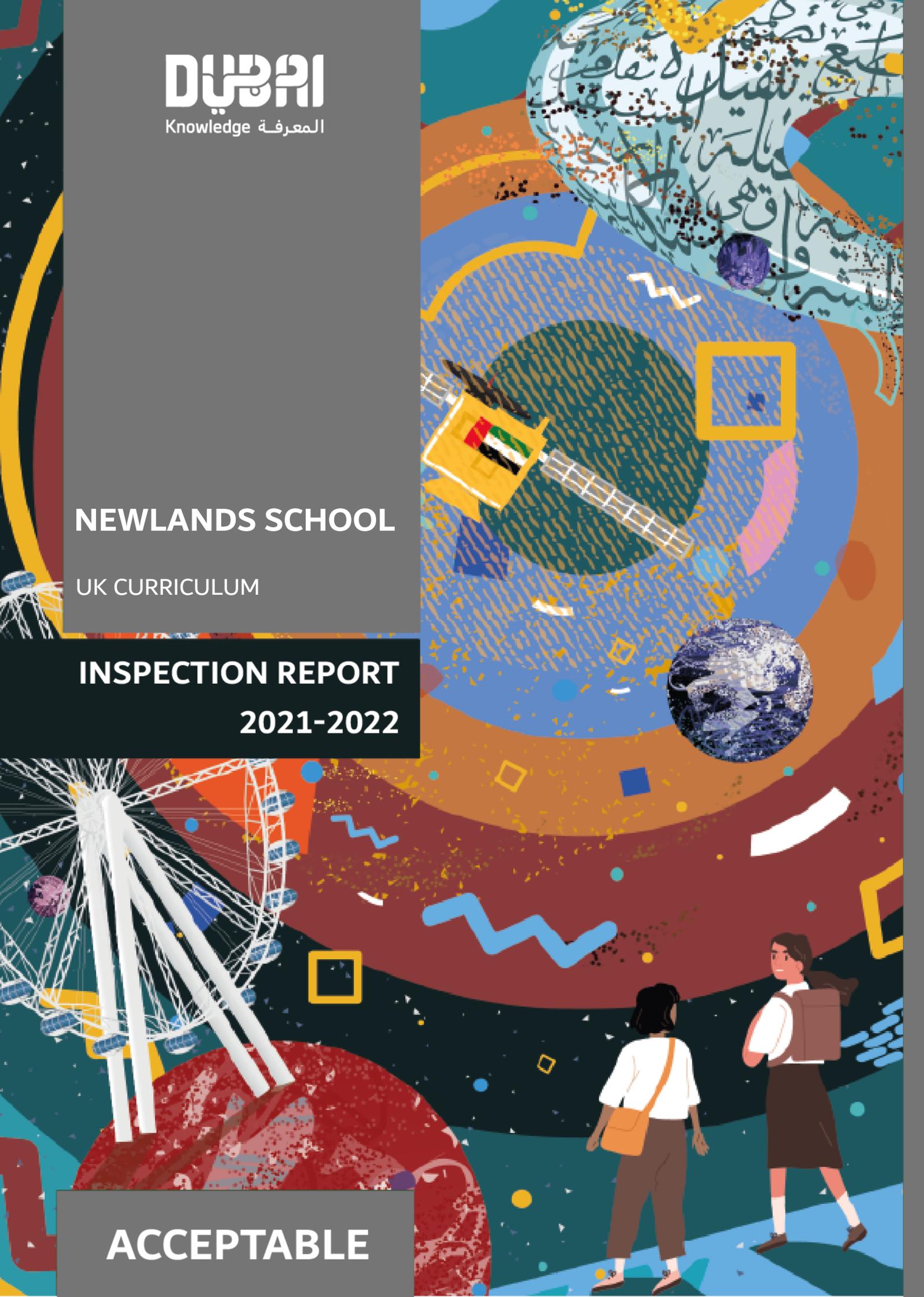


NEWLANDS SCHOOL

UK CURRICULUM

**INSPECTION REPORT
2021-2022**

ACCEPTABLE



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School Information

General Information	 Location	Al Warqa'a 1
	 Opening year of School	2017
	 Website	www.newlandsschool.ae
	 Telephone	97142821200
	 Principal	Matthew Adam Edwards
	 Principal - Date appointed	5/3/2021
	 Language of Instruction	English
	 Inspection Dates	16 to 19 May 2022
Students	 Gender of students	Boys and girls
	 Age range	3-15
	 Grades or year groups	FS1 to Year 10
	 Number of students on roll	737
	 Number of Emirati students	38
	 Number of students of determination	20
	 Largest nationality group of students	Pakistani
Teachers	 Number of teachers	70
	 Largest nationality group of teachers	Pakistani
	 Number of teaching assistants	28
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	0
	 Teacher turnover	39
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL Progress Tests
	 Accreditation	Not applicable

School Journey for NEWLANDS SCHOOL



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

- Across the school, the achievements of students in Islamic Education and Arabic are in line with expectations. In the Foundation Stage (FS), children's achievements are all acceptable although they make good progress in science. In secondary phase English, mathematics and science, student achievement is strongest and although in the primary phase their achievement in these subjects is broadly acceptable, they make good progress in English and science. Learning skills are good in the primary and secondary phases where students' enterprise, creativity and independence are well supported.
- Students' personal and social development, including their attitudes and behaviour, are good in the FS and the primary phase and very good in the secondary phase. Their levels of social responsibility are acceptable in the FS and good across the other phases. Students demonstrate a secure understanding and respect for Islamic values and Emirati culture. They contribute willingly and actively to the life of the school.

Provision for learners

- The quality of teaching is acceptable across the school. Lessons are very well planned. Teachers know their students well and relationships are positive and supportive. Across all phases, the management of assessment is good. Teachers make effective use of this assessment to guide teaching and reviews of the curriculum. They are aware of the strengths of individual students as well as what each should do in order to improve.
- The school follows the National Curriculum for England (NCfE) and fully meets statutory requirements in respect of this. The curriculum mostly promotes continuity and progression in learning effectively although the implementation of the curriculum in the FS is less well developed. The content of the Islamic Education curriculum is not appropriately age related. Although modifications to the curriculum for students of determination are secure, provision for gifted and talented students is underdeveloped.
- Health and safety, including school procedures for ensuring child protection are good. Minor issues identified during the inspection were very quickly addressed. The school provides a safe, secure and supportive environment. Parents agree that their children are safe. Care and support are good overall. While support for students of determination is good, support for those who are gifted and talented is less consistent.

Leadership and management

- The principal and vice-principal are highly effective. They know the strengths and weaknesses of the school, and these are articulated well through the extensive development plan. Relationships across the school are strong. Morale is high. Partnerships with parents and the community are good. Although the governing board is supportive, they do not ensure that the facilities and resources in some areas of learning are sufficient to adequately deliver a quality curriculum and promote effective teaching and learning.

The Best Features of The School:

- Secondary students' progress and attainment in English and science, and their progress in mathematics. Primary students' progress in English and science, and the progress of Foundation Stage children in science.
- Students' personal and social development, including their attitudes and behaviour, which are good across the school and very good in the secondary phase.
- The use of assessment to influence learning and the curriculum, and effective health and safety and child protection procedures.
- The leadership of the principal and vice-principal who oversee well-focused self-evaluation, and ensure supportive, impactful partnerships with parents.

Key Recommendations:

- Improve rates of students' progress and raise their attainment in all subjects and phases by:
 - improving the quality of teaching and learning; sharing the very best practice that exists in the school,
 - ensuring that teaching in Islamic Education and Arabic is adapted to meet the needs of all students, and
 - implementing the curriculum more effectively in the Foundation Stage.
- Ensure that the governing board includes representation from all stakeholders, and that the premises and resources more effectively support curriculum implementation and effective teaching and learning.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable 	Good 
	Progress	Acceptable	Good 	Good 
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good 
 Science	Attainment	Acceptable	Acceptable	Good 
	Progress	 Good	Good 	Very good 

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Good	Good 

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good
Social responsibility and innovation skills	Acceptable	Good ↑	Good ↑

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Good ↑	Good ↑	Good ↑

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Good ↑
Curriculum adaptation	Acceptable	Good ↑	Good ↑

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Good ↑
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](#)

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The scrutiny of students' work, lesson observations, and the school's internal assessments analyses combine to illustrate that achievement is broadly in line with expectations. Students in the upper primary phase and Arab students, perform particularly well in lessons. This is also reflected in their most recent work.
- Most students demonstrate well-developed memorisation of the Holy Qur'an and knowledge of the rules of recitation.
- As a result of the additional focus on Holy Qur'an recitation and supplications at the start of each lesson, students show considerable improvement in their knowledge of the rules of Tajweed, Seerah and memorisation of relevant verses.

For Development:

- Provide more opportunities for students to learn independently and plan for challenging activities that are appropriate to their ages and abilities.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students' attainment in the upper years of primary and lower years of secondary is slightly lower than other year groups. Girls' attainment is typically above that of boys. The progress of more able students is often below that of others.
- Although most students have well-developed listening and reading skills, their speaking skills are not as strong. Their free and creative writing skills are also less well-developed.
- The use of worksheet exercises are a common feature of teaching and learning in most lessons. However, these worksheets are not always well matched to students' differing abilities and often do little to improve their linguistic skills.

For Development:

- Provide students with more challenging opportunities to develop their writing and comprehension skills and to rapidly improve their speaking skills.
- Adopt a broader range of teaching approaches that are more closely related to the learning needs of students.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The progress of more able students is better than that of other groups of students. The attainment of primary students, in relation to the number of years of studying Arabic, is marginally better than that seen for secondary students.
- Most students have reasonable listening and responding skills. They read familiar texts competently, but not always with full understanding. Students' independent writing and speaking skills are underdeveloped.
- Teachers provide a variety of learning activities that students find engaging. However, these are frequently insufficiently focussed on student's individual learning needs and identified weaknesses in their language skills.

For Development:

- Provide more opportunities for students to improve their independent writing and speaking skills.
- Ensure that in all lessons, teaching and learning strategies are focused on students' individual learning needs and identified weaknesses in their language skills.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable ↑	Good ↑
Progress	Acceptable	Good ↑	Good ↑

- By Year 9, the majority of students are working above curriculum expectations and making rapid progress in all aspects of English. External tests for 2021 show that attainment is above curriculum expectations for students in the upper primary and secondary phases.
- Children in the FS and younger primary students learn letters and sounds which help them make good progress in understanding vocabulary in context. From their starting points as non-English speakers, progress for most students is good. By Year 3, they understand increasingly complex vocabulary and can speak and write descriptively, although not always accurately.
- Year 6 students' attainment is above curriculum expectations in writing, interpretation and speaking. Older students are keen readers, and they explore complex texts with understanding. Fluency in reading is not strong for younger students, partly because of their limited access to appropriate reading books.

For Development:

- Ensure reading books are readily available in classrooms and increase the frequency of independent student reading activities.
- Encourage primary students to respond to teachers' comments in notebooks and to take responsibility for reviewing their writing.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑

- In all phases, most students are attaining at the expected level. Secondary students are making better progress in their learning than are those in the other phases. This is helped by specialist mathematics teaching, which builds on students' more well-developed learning skills.
- Across the phases, number work is stronger than other areas of mathematics. Students do not perform so well in solving word problems. Many students are not adept at transferring their skills in English when required to develop their knowledge and understanding of subject-specific, technical language in mathematics.
- Over the last year, the school has organised a series of mathematics workshops for parents which has helped them to support their children. However, many students do not have sufficient opportunities to lead their own learning in class or to conduct mathematical investigations.

For Development:

- Promote students' understanding of mathematical language more consistently.
- Enable more students to lead their own mathematical learning and to develop their problem-solving and investigational skills.

Science

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good ↑
Progress	Good ↑	Good ↑	Very good ↑

- Across all phases, students' rates of progress are improving. This is because teachers now more consistently plan relevant and enjoyable lessons, with the aim of developing key scientific skills and understanding. Progress is more rapid in the secondary phase because teachers possess stronger subject knowledge.
- Teaching is improving students' skills in problem solving, investigation and research. Students' skills in writing up the findings of their scientific investigations, including the use of technical vocabulary, is an area for development. Assessment information is used well to guide learning.
- The implementation of the examination curriculum in the secondary phase is having a positive impact on students' progress and attainment. In all phases teachers know their pupils very well and most adapt learning tasks to improve their progress.

For Development:

- Ensure that there is a consistent focus on the development of students' scientific literacy skills – including the accurate use of technical vocabulary.
- Increase the level of challenge for all students, especially the more able.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Good	Good ↑

- Children in the Foundation Stage enjoy their learning experiences and most persevere with challenging tasks. Children’s inquiry skills are generally underdeveloped. Students’ learning skills are stronger in the upper primary and secondary phases, where there is greater collaboration learning than in the FS.
- In English and science, students take increasing responsibility for their own learning and their communication skills are well developed. Most students make some connections between their learning and the wider world and with other areas of learning.
- Increased use of information technology has been effective in supporting and extending learning. However, in a few instances, the use of technology obstructs the active participation of students in their learning.

For Development:

- Increase opportunities for children in the FS to develop their inquiry skills and for all students to develop their problem-solving and investigational skills.
- Ensure the use of technology is purposeful and supports students' active learning, as well as promoting greater awareness of links between learning activities and real-world situations.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Very good

- Across the school, and most notably in the secondary phase, students exhibit very positive attitudes and behaviour. Girls tend to be more self-reliant than boys and make more well-informed decisions.
- Students are respectful and friendly. They build and maintain supportive relationships with each other and with staff. In the secondary phase, they are particularly sensitive to and caring of each other’s needs.
- Most students are aware of the need to adopt a healthy lifestyle. They respond well to the school’s promotion of regular attendance and good punctuality, both at the start of the day and transition between lessons.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good

- Students demonstrate a secure understanding of, and respect for Islamic values. Most primary and secondary students show a well-developed knowledge of the values of Islam. They apply the values of patience and care for others. This is less evident in the FS.
- Students are highly respectful of Emirati culture. They participate in the school’s cultural events and support projects promoting the heritage of the UAE, such as National Day and Flag Day.
- Children in the FS are beginning to develop their age-appropriate knowledge of UAE culture. Their understanding and awareness of other world cultures is strengthening because the curriculum is under constant review.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Acceptable	Good ↑	Good ↑

- The development of students’ social responsibility and innovation skills is strong in the primary and secondary phases. It is supported well by the provision of age-appropriate opportunities for students to participate in activities and projects that develop their creative thinking.
- Students are actively involved in leadership roles such as the student council and the Model United Nations. Their awareness of environmental issues and involvement in recycling projects and initiatives are well-developed. This is less evident in the FS.
- The school’s focus on developing student leadership and the encouraging participation of students in extra-curricular activities has strengthened students’ social skills and enabled them to be more innovative and entrepreneurial.

For Development:

- Provide more opportunities for children in the Foundation Stage to develop an age-appropriate awareness of Emirati culture and heritage.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Teaching is most effective in the upper primary and secondary phases. Some teachers in the FS and the lower primary years are not as skilled in identifying gaps, or in deepening learning through impactful dialogue with children and students.
- Most teachers prepare detailed lesson plans which take account of different ability groupings. In the most effective lessons these are implemented effectively and accompanied by skilful questioning. However, teachers’ questioning is not always sufficiently challenging for the most able students.
- Many teachers now prioritise the promotion of student-led learning and problem-solving. While some impact is clearly seen in secondary English and science, the successful promotion of critical thinking and innovation skills is not so well developed across all areas of learning.

	Foundation Stage	Primary	Secondary
Assessment	Good ↑	Good ↑	Good ↑
<ul style="list-style-type: none"> School leaders have developed a clear system for gathering and analysing the achievements of students across all phases and subjects. This enables teachers to create learning profiles for all their students, based on reliable information. As a result, they know their students well. In some lessons, assessment information is used well to plan work that is well matched to students' abilities. However, insufficient use is made of assessment to ensure that the most able students are appropriately challenged. Although internal and external assessment information is cross-referenced well, monitoring does not consistently identify where assessments are not accurate, for example in Islamic Education, Arabic, and in the FS. 			
For Development:			
<ul style="list-style-type: none"> Ensure that through questioning and discussion, teachers deepens students' knowledge and understanding and encourage them to think more deeply and creatively. Ensure consistency in the use of assessment to plan work that is well matched to students' ability levels. Ensure that assessments of students' attainment and progress in Islamic Education, Arabic and the FS, are accurate. 			

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Good	Good ↑
<ul style="list-style-type: none"> The curriculum is well-planned to ensure continuity and progression in students' learning. The smooth transition between the FS and Year 1, with a focus on phonics, is having a positive impact on students' progress. Similarly, close links between primary and secondary underpin good progress. In the primary and secondary phases, most teachers have a very clear understanding of the National Curriculum units of work and these are frequently and appropriately reviewed. The implementation of the curriculum in the Foundation Stage is less secure. The introduction of the secondary curriculum has been well planned and implemented. A particular strength is the introduction of triple sciences in Year 9 and a range of additional subjects, such as psychology, business studies and economics, in Year 10. 			

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Acceptable	Good ↑	Good ↑

- Modifications to the curriculum are particularly effective in the secondary phase where different English language courses, for first and second language learners, are well-suited to students’ needs. The primary curriculum is frequently reviewed, leading to additional activities and retrieval weeks.
- The primary and secondary curricula are adapted well to meet the needs of most groups of students, particularly those with English as an additional language and students of determination. The curriculum remains insufficiently well adapted to fully meet the needs of more able students.
- The Islamic Education curriculum has been adapted to include recommendations from the previous inspection such as rules of Tajweed, Seerah and recitation of the Holy Qur’an. It is not sufficiently modified to provide appropriate age-related content.
- Arabic is taught in FS 1 and FS2 for two 45-minute lessons per week.

For Development:

- Improve the implementation of the FS curriculum with a greater emphasis on provisioning a learning environment to encourage more exploration and investigation.
- Ensure that the curriculum is suitably adapted to meet the learning needs of the most able students.
- Ensure that the Islamic Education curriculum is properly aligned to age-related expectations.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- The school regards health and safety as a priority for all students and staff. Monitoring systems are effective, and the health and safety team ensures that the policies and practices are well known and effective across all phases.
- Procedures for child protection and safeguarding are robust. Supervision of students on arrival and departure are effective, and action is taken to ensure safety on transport. The physical environment for children in the FS does not fully meet their needs.
- Improved emergency evacuation procedures and thorough risk assessments for all visits ensure students are safe. Effective communication with parents of children in the FS alongside well-planned initiatives in other phases, promote healthy lifestyle choices well.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- All staff place a high priority on promoting students' well-being. Systems to manage attendance and behaviour are effective and shared with the whole community, including parents. The supportive ethos evident in the school is based on the promotion of mutual respect.
- Increased staffing has improved the identification and assessment of students of determination as well as those at an early stage of learning English. Criteria to identify gifted and talented students are partly in place to ensure teachers are aware of their learning needs.
- Teachers provide reliable support and counselling, which is personalised to respond to individual students' needs and interests. The support provided during the period of home education was appreciated and contributed to most students returning to school with confidence.

For Development:

- Improve the physical learning environment for children in the FS
- Provide older students with advice and guidance about career and higher education choices, aligned to personal aspirations.

Inclusion of students of determination

Provision and outcomes for students of determination	Good 
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- The inclusion champion, governor and specialist teachers promote an inclusive ethos in the school. Although a plan of action has contributed to improved provision for students of determination, aims are insufficiently clear and the plan is not based on entirely accurate self-evaluation.
- The inclusion department implements limited assessment procedures. Use is made of whole school assessment information to identify students who would benefit from support. Specialist advice from external professionals is included in student's individual learning plans (IEPs). The additional needs of children in the FS are identified through teacher assessments.
- Parents are fully involved in regular discussions to review their children's progress and their IEPs. Learning targets are thoughtful and reflect the care and support given to students within the school's inclusive environment.
- In addition to specialist teachers, the school employs learning support assistants who work in every FS and primary school classroom to ensure students receive appropriate support. Support assistants are knowledgeable about a wide range of learning difficulties.
- Most students make good progress from their starting points. Personalised academic and social targets ensure identified students' progress well in relation to their peers.

For Development:

- Introduce more refined procedures to identify and assess students with special educational needs and their main barriers to learning.

6. Leadership and management

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

- Leaders at all levels offer a very clear strategic direction for the school which is shared by all staff. There is a commitment to inclusion and senior leaders facilitate an inclusive ethos. Leadership by the principal and vice-principal is particularly strong. Relationships are supportive and staff morale is high. Leaders have a clear understanding of what needs to be done, but significant staff turnover means that initiatives have not been embedded as quickly as senior leaders would wish.
- Leaders and staff know accurately the strengths and areas for improvement in the school. The school development plan is extensive, but priorities are not always clearly identified. The monitoring and evaluation of teaching and learning is well managed. Performance management is appropriately linked to improving classroom practice and to meeting school priorities. The school has effectively addressed almost all the recommendations from the previous report.
- The school is successful in engaging parents in their children’s learning. The views of parents are actively considered and addressed. Parents declare that they feel as involved in the life of the school as they wish to be. They also confirm that communication has improved considerably, receiving regular updates through informal and formal procedures. The school actively involves itself in the community and uses links with a school in Pakistan.
- Governors acknowledge that, although stakeholder views are regularly sought, the governing board itself does not include sufficient representation from all stakeholders. Governors regularly visit the school and exert a positive influence on the school’s leadership and direction. However, they have not ensured that resources are sufficient to meet the needs of the entire curriculum to promote consistently effective teaching and learning.
- The day-to-day management of the school is well organized. Staff are well qualified, receive regular training and are deployed appropriately. The premises are well designed with suitable specialist facilities including science laboratories and outdoor areas. However, many classrooms are too small and outdoor areas are not easily accessible in the FS. Mathematics is under resourced and reading resources are not readily available in all classrooms.

For Development:

- Reduce teacher turnover and take action to minimise the impact this has on school improvement.
- Ensure that the governing board includes representation of all stakeholders
- Ensure the school premises and resources adequately support the curriculum and teaching and learning.

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