

INSPECTION REPORT

2022-2023



DEWA ACADEMY

MoE CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|---------------------------------------|---|
| | Location | Al Hudaiba |
| | Opening year of School | 2013 |
| | Website | https://academy.dewa.gov.ae/en |
| | Telephone | +971(0)43220113 |
| | Principal | Khalid Mohd Masood Bin Masood |
| | Principal - Date appointed | 9/1/2013 |
| | Language of Instruction / Engineering | Engineering |
| | Inspection Dates | 06 to 10 March 2023 |

STUDENTS

| | | |
|--|---------------------------------------|----------------------|
| | Gender of students | Boys |
| | Age range | 15 to 18 |
| | Grades or year groups | Grade 10 to Grade 12 |
| | Number of students on roll | 183 |
| | Number of Emirati students | 183 |
| | Number of students of determination | 0 |
| | Largest nationality group of students | Emirati |

TEACHERS

| | | |
|--|---------------------------------------|----------|
| | Number of teachers | 21 |
| | Largest nationality group of teachers | Egyptian |
| | Number of teaching assistants | 2 |
| | Teacher-student ratio | 1:19 |
| | Number of guidance counsellors | 3 |
| | Teacher turnover | 15% |

CURRICULUM

| | | |
|--|---------------------------------|----------------------------|
| | Educational Permit/ License | MoE/BTEC |
| | Main Curriculum | MoE/BTEC |
| | External Tests and Examinations | MoE / Pearsons BTEC |
| | Accreditation | BTEC Diploma Level 2 and 3 |

School Journey for DEWA ACADEMY



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students make very good progress in engineering, and all go on to achieve a full extended diploma. All students leave for higher education on full scholarships or to permanent employment in DEWA. Attainment in Arabic and mathematics remains acceptable. Attainment in all other key subjects is good.
- Students are highly disciplined and behave responsibly. They are aware of the connection between Islamic values and Emirati culture, actively participating in national and Islamic celebrations. They are proud members of, and strong ambassadors for, their community. They are involved in practical engineering projects and, during Ramadan, in food collection. The focus on renewable energy innovation helps students to understand sustainability and conservation issues in the UAE and beyond.

PROVISION FOR LEARNERS

- Teachers have good subject knowledge. Many plan interesting lessons which build on prior learning, particularly in engineering. However, not all lessons are highly motivating for students. Assessment processes in the Ministry of Education (MoE) curriculum do not always enable effective learning progression. Leaders track students' progress, but their approach to analysis is not always valid. The needs of a few students, some with barriers to learning and the most able, are not yet fully met.
- The MoE curriculum is compliant and shows good progression. Students learn systematically. There is an appropriate focus on both knowledge and skills. Cross-curricular links are not effectively made, particularly between the MoE and the vocational programmes. The curriculum includes appropriate learning experiences in the culture and heritage of the UAE. Students have opportunities for innovation and creativity through the vocational curriculum.
- The academy has effective procedures for safeguarding and protecting students. However, there are no student-friendly versions of the anti-bullying, safeguarding, and child protection policies. The buildings and equipment are very well maintained. Procedures for emergencies are documented and tested. The academy promotes safe and healthy living, and manages attendance and behaviour effectively. Punctuality to lessons remains a concern. The promotion of wellbeing is a strength.

LEADERSHIP AND MANAGEMENT

- The selected Emirati boys thrive under the good leadership of a capable team who successfully implement an ambitious curriculum. Teaching is regularly monitored, but inaccurate data analyses lead to inflated self-evaluation judgements. Governance is very strong. The BTEC engineering curriculum is delivered with exceptional facilities. Management is efficient, with impressive digital technologies and IT support. However, leaders have yet to address issues about the provision of inclusive education. Open-door communication channels exist with parents, who appreciate the facility.

The best features of the school:

- The very strong personal and social development of the Emirati boys who act as excellent ambassadors for the academy and for DEWA.
- A groundbreaking vocational curriculum for students, all of whom make very good progress and proceed to sponsored higher education or to a guaranteed position in DEWA.
- Successful commitment to promoting high levels of wellbeing for students and staff.
- The well-managed and safe premises, with highly effective day-to-day operations.





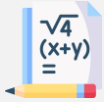

Key Recommendations:

- Improve levels of attainment in Arabic, mathematics and engineering.
- Implement fully the academy's established plans for improving inclusive education provision.
- Improve the accuracy and rigour of self-evaluation and review across the school.

Overall School Performance

Good

1. Students' Achievement

| | | Cycle 3 |
|---|------------|----------------|
|  Islamic Education | Attainment | Good ↑ |
| | Progress | Good |
|  Arabic as a First Language | Attainment | Acceptable ↑ |
| | Progress | Acceptable |
|  Arabic as an Additional Language | Attainment | Not applicable |
| | Progress | Not applicable |
|  English | Attainment | Good |
| | Progress | Good |
|  Mathematics | Attainment | Acceptable |
| | Progress | Good |
|  Science | Attainment | Good |
| | Progress | Good |

| | Cycle 3 |
|-----------------|---------|
| Learning skills | Good ↑ |

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

| | Cycle 3 |
|---|-----------|
| Personal development | Very good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good |
| Social responsibility and innovation skills | Very good |

3. Teaching and assessment

| | Cycle 3 |
|---------------------------------|------------|
| Teaching for effective learning | Good |
| Assessment | Acceptable |

4. Curriculum

| | Cycle 3 |
|--------------------------------------|-----------|
| Curriculum design and implementation | Good |
| Curriculum adaptation | Very good |

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

| | Cycle 3 |
|--|------------|
| Health and safety, including arrangements for child protection/ safeguarding | Very good |
| Care and support | Acceptable |

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.

NOT APPLICABLE

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- The academy has a secure vision for, and effectively promotes, wellbeing. The governing board and leaders view wellbeing as essential to enabling staff and students to have a healthy life. The school is in the process of gathering data to monitor and inform a whole-school approach to wellbeing. The governing board and leaders are aware of the wellbeing issues in the school. They regularly review the school's actions and hold senior leaders to account for the promotion of wellbeing.
- Well-informed members of staff identify students with wellbeing issues and are available to give advice, guidance and support. The school takes good care of its staff and treats them with care and respect. Parents are happy with the approach taken by the school to support their sons' wellbeing. Senior students support school routines and activities that focus on wellbeing matters, such as attempts to promote better punctuality.
- The school uses a diverse range of programmes, including a heart monitoring initiative, to support and ensure students' physical health. Students use a digital platform to monitor their levels of physical activity and make informed decisions about their health. They are content in the knowledge that they are building a secure future for themselves in the academy.

UAE social studies and Moral Education

- The academy provides a well-rounded education for students in UAE social studies and moral education, which are taught as two separate subjects, following the curriculum standards set by the MoE. In Grades 10 to 12, two 55-minute lessons are dedicated to UAE social studies each week. In these grades, moral education is integrated into a variety of subjects, including UAE social studies, Islamic Education and Arabic, with lessons focused on moral education themes.
- The provision for UAE social studies and moral education is thoughtfully designed, incorporating classroom instruction, MoE textbook and workbook material, digital and audio-visual resources and active dialogue and discussion. Assessment methods include on-going, final and project assessments. Students routinely express high levels of satisfaction with their UAE social studies and moral education classes and show a genuine enjoyment of the learning experience.

Main Inspection Report

1. Students' Achievement

Islamic Education

| Cycle 3 | |
|------------|--------|
| Attainment | Good ↑ |
| Progress | Good |

- Students achieve well in all aspects of the Islamic Education curriculum. Their willingness to engage with sensitive topics with depth and interest is evident in both their lessons and research. There is good alignment between students' achievements in lessons and their written work.
- In all grades, students have strong memorisation and recitation skills. In Grade 12, they debate different situations regarding obligatory and preferred deeds. In Grade 11, students learn how to evaluate the credibility and reliability of Hadiths.
- The majority of students participates with enthusiasm and conviction. Teachers' expertise and teaching styles support an engaging and effective learning environment, fostering a sense of curiosity and a desire to learn more. However, students have few opportunities to work independently.

For Development:

- Give students more opportunities for independent work.

Arabic as a First Language

| Cycle 3 | |
|------------|--------------|
| Attainment | Acceptable ↑ |
| Progress | Acceptable |

- Students' achievements align with the MoE curriculum expectations. In Grade 12, they demonstrate appropriate understanding and appreciation of literature, both poetry and prose. However, in Grade 10, students struggle with grammar and lack confidence when reading aloud.
- In the lower grades, students have difficulty with writing skills and grammar rules. In Grade 11, students can link what they learn to everyday situations.
- There are clear differences in rates of progress between classes. Independent learning is not well developed. The school is adopting an ambitious reading project to improve students' language skills. The effect remains to be seen.

For Development:

- Promote independent learning and more extensive reading for pleasure.

BTEC Engineering

Cycle 3

Attainment

Acceptable

Progress

Very good 

- Most students begin their studies with English as a second or third language, and with low skills in numeracy. Nevertheless, after three years, all students achieve passes in a full extended level 3 BTEC diploma in one of the engineering disciplines. A minority achieves the higher grades of merit or distinction.
- Across the mechanical and electrical streams of engineering, students achieve well. Their high levels of motivation coupled with mostly strong teaching lead to a large majority of students making progress above expectations.
- The demand of a full, level 3 extended BTEC diploma is high. Teachers often struggle to convince students to raise their aspirations above a pass to complete the course and move into work or higher education.

For Development:

- Raise attainment by motivating more students to aim for merit or distinction awards.

English

Cycle 3

Attainment

Good

Progress

Good

- Students increasingly express themselves well in English. All make sustained progress. When given the opportunity, they share their ideas in class discussions confidently and strengthen their knowledge of grammar. Their writing skills are increasing slowly.
- Reading is developing as students read for meaning and as more English is used in class. Students practise their skills regularly to deepen their knowledge and understanding. Mainly they read to gather information and to provide answers to questions.
- Lessons are planned to ensure that students develop their understanding of the necessary grammar. Although there is a strong emphasis on the spoken word, students do not engage regularly in discussion and debate in small groups.

For Development:

- Provide more opportunities for students to read a variety of texts in English across the curriculum and improve skills in research and note taking.

Mathematics

Cycle 3

Attainment

Acceptable

Progress

Good

- In all classes, there is a wide range of ability in mathematical conceptual awareness. Teachers know their students well and sensitively seek to address any barriers which they may have to mathematical learning. Attainment is held back for some by poor English skills.
- Students in Grade 10 learn to find key measurements of 3-dimensional shapes, such as a cylinder and prism. In Grade 11, students can solve rational and linear equations. In Grade 12, work relates to trigonometric functions and vectors.
- Students have opportunities through their pursuit of BTEC engineering courses in electronics and mechanics to apply mathematical knowledge, understanding and skills to a reasonably sophisticated level. However, there is no strategic planning for this purposeful application of mathematics.

For Development:

- Ensure appropriate help for those students who need additional support with their English language skills.
- Provide support for students whose mathematical understanding and application are not well-developed.
- Coordinate the planning for MoE mathematics and BTEC courses, so that units of work are mutually reinforced.

Science

Cycle 3

Attainment

Good

Progress

Good

- The majority of students makes better than expected progress because the quality of teaching supports learning effectively. Although activities are not always well differentiated, students are sufficiently challenged in their work.
- Students from all grades make good use of learning technology to research key ideas and specific industrial applications of science, such as the use of acids and bases in the DEWA desalination plants.
- Students' opportunities to carry out experimental investigations are very limited because of the lack of practical resources for science.

For Development:

- Ensure that the more able students have greater opportunities to work on more challenging activities to accelerate their progress in lessons.
- Extend students' practical skills by providing more opportunities for students to carry out experiments, working in pairs.

Learning Skills

Cycle 3

Learning skills

Good 

- Students have a strong desire to learn. Generally, they want to be successful in all their studies. In most lessons, although focused on clear learning objectives, the atmosphere is still relaxed and the environment welcoming and enabling.
- While they do not always show very high levels of motivation, students enjoy almost all of the learning activities planned for them. They do not have enough practical group or paired work in science. In engineering, students are highly occupied and engaged in hands-on activities almost all of the time.
- Teachers use resources effectively to develop students' ideas. This is particularly the case with technology and its applications in engineering workshops. Activities are not always fully developed to enable students to share their findings, knowledge and understanding, especially in Arabic and mathematics.

For Development:

- Increase the levels of students' participation in discussion, independent and group work.

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

Cycle 3

Personal development

Very good

- Across all grades, students are highly self-disciplined and very responsible. They are mutually respectful and enjoy positive relationships with their teachers. They have very positive attitudes to their learning, most especially in the BTEC engineering courses.
- Students are aware of the importance of pursuing a safe and healthy lifestyle. They follow a strict system of measuring weight and body mass. They participate vigorously in sports.
- Attendance is strong. The punctuality of a minority of students in arriving at lessons still poses a concern.

Cycle 3

Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- Students understand the close relationship between Islamic values and Emirati culture and attitudes. They are ambassadors for the academy. They admirably represent the values of openness, kindness and mutual respect.
- Students actively participate in many Islamic and national celebrations, including the Ramadan Iftar, the birthday of the Prophet (PBUH), and National Day. They show responsibility and good organisation in ensuring the success of these events.
- Since the students live in Dubai, they have experience of a global culture. They do not have sufficient opportunity to develop their appreciation of diversity through learning about similarities and differences in art, literature and attitudes.

Cycle 3

Social responsibility and innovation skills

Very good

- Students are responsible members of their academy community. The student council is active and its opinions are appreciated. Students are happy to offer constructive ideas for further development, and frequently do so.
- Many of the students' practical engineering projects are designed to provide solutions to actual problems experienced by persons of determination and people in care settings. During Ramadan, students collect food for families in need.
- Through their courses and supported by the academy's culture, students are aware of sustainability and conservation issues in the UAE and in the wider world. Some students' projects are focused on innovation in renewable energies, their development and application.

For Development:

- Improve students' punctuality to lessons and ensure that learning time is optimised for all.
- Develop students' awareness and understanding of global cultures by organising a variety of cultural activities and events.

3. Teaching and assessment

Cycle 3

Teaching for effective learning

Good

- Teachers have generally sound subject knowledge and convey it well. In some subjects of the MoE curriculum, lessons are not always engaging as they include much repeated material.
- Assessment for learning is not a strength in the MoE curriculum. Consequentially learning is not always sufficiently personalised to enable students to make their best progress. In some lessons, teachers focus too much on the acquisition of skills at the expense of interesting topics.
- Students have insufficient opportunities to lead discussions or to debate issues. Resourcing for science is not sufficient to support enquiry and investigation. Engineering practice develops divergent thinking. Lesson planning has objectives and is generally well prepared, but does not always include adequate challenge.

Cycle 3

Assessment

Acceptable

- Assessment systems are consistent across the different MoE subjects. They provide teachers with information that enables students' academic and personal development to be tracked. The school's internal assessments are closely aligned to relevant curriculum standards.
- Assessment procedures in BTEC subjects provide teachers with an accurate picture of students' progress. Teachers can then support those students who may be finding the work more challenging.
- Although students' progress is tracked, the analysis of information does not give an accurate picture of the progress which students are making in MoE subjects. Teachers do not always use assessment information effectively to match learning activities to the needs and abilities of students.

For Development:

- Increase the level of differentiation in lessons to provide greater challenge for the more able students.
- Analyse information from assessments more accurately to provide valid data on students' progress.

4. Curriculum

Cycle 3

Curriculum design and implementation

Good

- The academic and vocational curricula reliably address all requirements. The MoE curriculum subjects are focused on knowledge acquisition. The BTEC provision extends students' engineering skills and technical knowledge. The curriculum is reviewed annually.
- The BTEC engineering programme gives students a strong sense of purpose. It ensures that students are well prepared for work in DEWA, or for sponsored study at university.
- Although not strategically planned, cross-curricular links exist between English, mathematics, science and various aspects of the BTEC curriculum. These links assist students' transfer of learning between the different subjects.

Cycle 3

Curriculum adaptation

Very good

- The overall curriculum provision has been adapted to facilitate the two curriculum strands of BTEC and MoE. It is planned appropriately to suit the learning needs and career pathways of students who will work for DEWA.
- Students' educational experiences are enhanced with opportunities for innovation and creativity, mainly through the BTEC strand. Examples include the smart wheelchair, the smart tag, the solar-powered hand-truck and the solar panel cleaner. Students have limited opportunities to volunteer in the local community.
- DEWA Academy is an important public service. Its curriculum includes interesting, relevant programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values which influence UAE society.

For Development:

- Develop cross-curricular links more explicitly between the MoE curriculum and the BTEC courses to increase students' motivation.
- Provide more volunteering opportunities for students to enable them to make a greater social contribution.

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

Cycle 3

Health and safety, including arrangements for child protection / safeguarding

Very good

- The academy's formal policies and procedures for the safeguarding and protection of students are comprehensive and effective. However, they remain very corporate in their wording. Student-friendly versions of the anti-bullying, safeguarding and child protection policies and procedures have not been developed.
- The buildings and equipment are very well maintained. Procedures for dealing with emergencies are well documented and regularly tested. The premises and facilities provide a very safe environment for teaching and learning.
- The academy's promotion of safe and healthy living is effective. It includes input from the comprehensive medical service, as well as important contributions from the physical education department. The canteen and drinks dispensers generally support healthy eating and drinking.

Cycle 3

Care and support

Acceptable

- Staff and students enjoy positive and respectful relationships. Systems and procedures for managing students' behaviour are successful. Attendance is managed effectively, including prompt follow-up of unauthorised absences.
- The academy is in the process of appointing an inclusion leader. Individual learning plans (ILPs) for all students, in all subjects, have been prepared by leaders and teachers to monitor students' progress and to plan for interventions.
- The school provides appropriate advice and guidance to students about technical and engineering pathways for their future. Students' questions and concerns are efficiently dealt with, when appropriate, in confidence. Students receive advice and guidance from staff on a range of issues, including their academic and personal progress and health related matters.

For Development:

- Ensure the appointment of an inclusion leader.
- In conjunction with the school council, develop student-friendly versions of key policies.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- An executive member of the DEWA board is an inclusion specialist and is accountable for the outcomes of people and students of determination across the organisation.
- External benchmarks are used to identify the main strengths and weaknesses of a minority of students. Policies are in place to ensure the identification, intervention processes and support processes for a wider range of students.
- Parents are strong partners in supporting inclusion. However, they are not fully involved in the development of robust and appropriate individual education plans (IEPs).
- Personal support and promotion of wellbeing are strong features of the academy. A counselor has responsibility for advising and guiding students' social and emotional development. In addition, a career guidance counselor prepares students for future career pathways.
- The school's information shows that most students of determination are moving closer to achieving age-related expectations in areas of learning and development.

For Development:

- Ensure that there are identification and intervention processes and support systems for a wider range of students.

6. Leadership and management

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

- The director's strong leadership has enabled a capable team to implement an ambitious curriculum, resulting in the enrolled Emirati boys thriving and getting the best start in their young adult lives. The academy fosters professional relationships, effective communication and strong levels of wellbeing. All stakeholders share a clear and innovative vision rooted in the values of the DEWA organisation.
- Leaders prioritise improvement areas by identifying strengths and by setting clear objectives, appropriate timelines and success criteria in the improvement plan. However, accountability for evaluating actions and the timing of evaluations are unclear. Teaching is regularly monitored, but individual professional training is not always informed by this monitoring. Inaccurate data analysis, particularly regarding progress, leads to overinflated evaluations of standards.
- Parents are very supportive of the academy's positive learning and training environment. Open-door communication channels with the academy leaders and staff exist. There is no structured representative committee to reflect parents' opinions, or to report to governors. Relevant international partnerships for students are limited.
- Governance at the academy is very strong and follows DEWA's corporate best practices. The governing board supports and holds the director and leaders accountable. The BTEC engineering curriculum is delivered with exceptional facilities. The scholarship committee oversees standards for all students and awards university scholarships to the highest achievers.
- The day-to-day management of the academy is efficiently organised, creating a positive atmosphere. However, punctuality issues still affect teaching and learning schedules. The academy has a good range of digital technologies and high levels of information technology support for teaching and learning. A digital learning strategy and plan have not yet been developed to consolidate the impact of these technologies on teaching and learning.

For Development:

- Ensure the accurate analysis of students' progress and align self-evaluation more closely to the descriptors of the inspection framework.
- Consider the benefits of a formally organised body of parents to support the academy and to report directly to governors.

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