DUBAI
Knowledge المعرفة

IGNITE SCHOOL

US CURRICULUM

INSPECTION REPORT

2021-2022

ACCEPTABLE

Contents

School Information

General Information

Location	Al Warqa'a 3
Opening year of School	2018
Website	www.igniteschool.ae
Telephone	042110777
Principal	Ms. Wedad S Saada
Principal - Date appointed	14 April 2021
Language of Instruction	English
Inspection Dates	21 to 24 February 2022

Students

Gender of students	Boys and girls
Age range	4 - 14
Grades or year groups	KG 1 - Grade 8
Number of students on roll	686
Number of Emirati students	239
Number of students of determination	57
Largest nationality group of students	Arab

Teachers

Number of teachers	56
Largest nationality group of teachers	American
Number of teaching assistants	20
Teacher-student ratio	1 : 12
Number of guidance counsellors	1
Teacher turnover	39%

Curriculum

Educational Permit/ License	US
Main Curriculum	US/New York
External Tests and Examinations	MAP
Accreditation	NEASC candidate

School Journey for IGNITE SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak
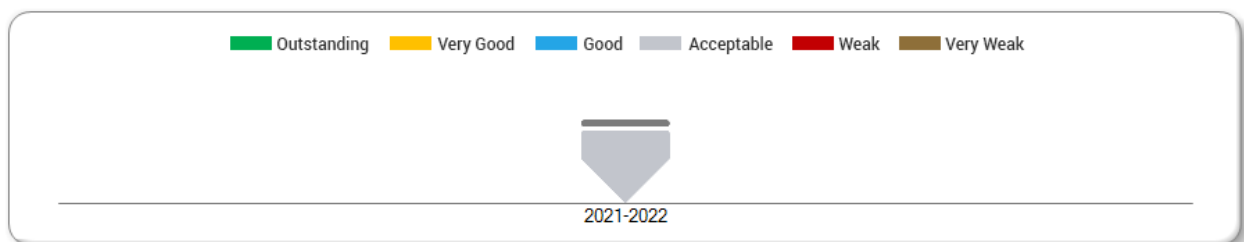
2021-2022

Summary of Inspection Findings 2021-2022

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

<table>
<tr>
<td>Student Outcomes</td>
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- Most students' attainment and progress are in line with curriculum expectations. Their achievement in Arabic as an additional language is weaker than in other subjects. Students enjoy learning but do not get enough opportunities to collaborate, solve problems or think critically. They often connect their learning to the real world and use technology to enhance this learning.

- Students demonstrate positive attitudes towards learning in most lessons. They behave well and treat each other with respect throughout the school. Their attendance is only acceptable. They demonstrate solid understanding of Islamic values and Emirati and world cultures. They show a positive work ethic and volunteer in activities to improve both the school and the wider environment.

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<tr>
<td>Provision for learners</td>
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- Teachers plan lessons that are linked to the curriculum standards. Many of the lessons are often too slow or lack challenge, which affects students' achievement. Teachers consistently involve students in discussions about the targeted topics. The school has appropriate systems in place to collect and analyze assessment data, however, they do not use the available assessment data effectively to differentiate instruction or personalize learning.
- The school curriculum follows New York State Common Core Learning and Next Generation Science Standards. The school develops the curriculum by producing and following scope and sequence documents, weekly lesson plans and unit plans. These have a positive impact on learning when implemented consistently. Modifying the curriculum to result in differentiated instruction is not evident in most lessons. Curriculum efforts to foster opportunities for enterprise and innovation are emerging.
- The school has effective procedures in place to protect students. It provides a safe, hygienic and secure environment for students and staff. It keeps secure records that include the documentation of incidents and subsequent actions. The school canteen provides healthy food. The school has a process to support the early identification of students of determination and provides support for them inside and outside the classrooms.

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<td>Leadership and management</td>
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- School leaders demonstrate the capacity to move the school forward. The school's self-evaluation process uses internal and external data but has not produced a realistic assessment of the school's current position. The school's partnership with the parents and community is a strength. The board has sufficient representation of stakeholders and has some impact on school performance. The school resources and staffing are sufficient to enable the school to move forwards.

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The Best Features of The School:

- Students' personal development, social responsibility, understanding of Islamic values and awareness of Emirati and world cultures
- The school's arrangements to ensure the health and safety of all students
- The school's effective partnerships with parents and the community
- The school's commitment to inclusive education.

Key Recommendations:

- Improve teaching across the phases by ensuring that teachers:
    - build on students' prior knowledge to bridge gaps in learning
    - raise the level of challenge in planning and delivering lessons
    - provide more collaboration, investigation and independent problem-solving opportunities
    - use assessment information more effectively to differentiate instruction to meet the needs of all groups of learners.
- Develop students' learning skills to improve external assessment results and accelerate their progress in all subjects, especially in lessons.
- Ensure that the self-evaluation process makes better use of the available data to produce a more realistic assessment of the school's performance.
- Develop the school's improvement plans to be better linked to the self-evaluation process and contain success criteria that are more focused on the impact actions have on student outcomes.
- Ensure the governors use valid and reliable processes to hold the senior leadership team to account for the school's performance.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle
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	Weak
	Progress	Not applicable	Acceptable	Weak
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

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

	KG	Elementary	Middle
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	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	Elementary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In lessons, most students demonstrate knowledge, understanding and skills that are in line with curriculum expectations. However, internal attainment data in both phases shows lower attainment levels than seen in lessons. Internal progress data is inflated.
- In both phases, students can read and recite required verses from the Holy Qur'an and Hadith. Elementary students have a secure understanding of key Islamic creed principles. Middle school students learn how to be compassionate and tolerant.
- The school provides Islamic education from Kindergarten (KG) promoting Muslim children's understanding of key Islamic principles and values. In addition, the school has added a new digital resource to enhance the curriculum and access online learning materials.

For Development:
- Improve students' learning skills such as collaboration, reflection and critical thinking to enable students to extend their learning beyond basic textbook drills.

Arabic as a First Language

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

- In lessons, most students demonstrate knowledge, understanding and skills in line with curriculum expectations. While internal attainment data shows lower attainment levels in both phases than observed in lessons, data from Elementary is slightly better.
- Students in both phases can read level-appropriate text to comprehend meaning and analyze the main features. Work samples show limited ability to write freely for different curriculum purposes. Elementary students are more eager than Middle school students to speak and communicate their learning in Arabic. Dialect words are a common feature in students' speech.
- The school has started implementing an online Arabic reading program at school and at home. The program includes training parents to use online resources such as Iqra'a and Bravo to support students' reading at home. The impact of this program is still limited.

For Development:
- Improve students' writing skills by aligning the teaching of writing to the curriculum standards.
- Improve students' speaking skills by providing them with more opportunities to communicate, present and discuss their learning.

Arabic as an Additional Language

	KG	Elementary	Middle
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Weak

- Internal and external data from both phases indicate that students attain below curriculum expectations. However, in lessons, Elementary students show knowledge, understanding and skills that are in line with curriculum expectations. In middle school, students' attainment is below expectations as evident in lessons.
- In lower Elementary, students read single words and can respond to simple questions about themselves. At the end of Elementary, students can write simple paragraphs on familiar topics using familiar words and structures. Students' reading, writing and speaking skills in middle school are underdeveloped.
- Planning of the curriculum in the middle school is not aligned to curriculum standards or years of study.

For Development:
- Ensure the middle school curriculum aligns to the years of study and the Ministry of Education (MoE) standards to raise attainment and accelerate progress in speaking, writing, reading and listening skills.
- Provide more support and regular monitoring of teaching.

English

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Children's rapid acquisition of English language skills in KG facilitate their attainment and progress. Although the large majority of students are not native speakers of English, they are able to successfully learn through the English language curriculum.
- In Elementary, students' listening and speaking skills are refined, facilitating learning across subjects. Their reading skills are developed systemically, and students speak with increasing confidence and clarity. Writing is the least developed of the language skills. Students have too few opportunities to develop their drafting, revising and editing skills.
- Students' critical thinking and inquiry skills are underdeveloped across all phases. Work scrutiny, internal assessments and classroom observations show stronger attainment and progress than external assessments.
- Emirati students blend seamlessly with their classmates. There is little difference between their attainment and progress and those of their peers.

For Development:
- Utilize the analyzed assessment data to consistently challenge students with appropriately differentiated activities that provide sufficient rigor and challenge for all learners.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In the KG and the better Elementary lessons, students use hands-on mathematics manipulatives and engage independently with activities that promote their higher-order thinking. In other lessons, students more often utilize skill-driven worksheets that are focused on knowledge and recall.
- Students get limited opportunities to develop critical thinking skills, engage in cross-curricular learning or make real-life applications of the mathematics learnt in lessons. Lesson plans describe connections and links but these rarely use authentic examples relevant to the students' life.
- Improvements in curriculum development and lesson planning have enhanced the organization and cohesion of students' learning. The impact of this on student outcomes is not yet evident.

For Development:
- Provide opportunities for students to connect and optimize their learning through real-world applications.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- In lessons, students demonstrate appropriate understanding of scientific concepts across the phases. Their external assessments show levels of attainment and progress that are below expectations. There is a substantial gap between the internal assessment data and the external assessment data, especially when considering students' progress.
- Students' scientific skills are less developed than their knowledge of scientific facts. They can conduct simple experiments and collect and analyze data, but this feature of their achievement is inconsistent.
- The department is working to provide students with more opportunities for hands-on activities and investigative work. However, these are not sufficiently challenging or focused on developing students' scientific skills.
- According to internal and external assessment data, Emirati students make progress that is in line with that of their peers.

For Development:
- Plan lessons that consistently help develop students' scientific skills, not just their knowledge of scientific facts.
- Ensure that tasks provide higher levels of challenge in lessons, especially in the middle school.

Learning Skills

	KG	Elementary	Middle
Learning skills	Acceptable	Acceptable	Acceptable

- Students use their learning skills to generate ideas and solve problems, but they are not always aware of their individual strengths and weaknesses. They are not always confident in what they need to do next, limiting their ability to lead their own learning.
- Students get limited opportunities for effective collaboration and critical thinking. In many lessons, they excessively depend on the teacher for their learning. In the better lessons, students participate with enthusiasm, listen to their peers, exchange viewpoints and make connections to the real world.
- Students' collaboration and inquiry-based learning are slowed down by the inconsistency in the effectiveness of teaching, including use of technology, across the different subjects and phases.

For Development:
- Provide more opportunities, in all subjects, for students to think critically, work collaboratively and utilize technology to explore, research and independently draw conclusions.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- In all phases, students show positive attitudes towards the school and learning. They display self-discipline and follow school rules inside and outside classrooms. Their behavior and self-discipline contribute to a safe and orderly learning environment. They participate in physical education and are involved in school sports activities.
- Relationships between staff and students are mutually respectful. Students willingly help each other during lessons. Staff, teachers and students warmly welcome visitors to the school.
- The attendance rate throughout the year is acceptable. There are a few instances when students arrive at the classroom after instruction has started.

	KG	Elementary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students have secure age-appropriate knowledge and understanding of Islamic values and how they influence life in the UAE. They appreciate the atmosphere of tolerance and high levels of safety they enjoy in the UAE.
- Students appreciate Emirati culture and customs. They understand the history of the country and the great impact of its founders on their lives today. They can cite examples of the rapid development and features of economic prosperity in Dubai.
- The great diversity within Dubai and the school contributes positively towards students' deepening understanding of their own culture and identity, and the cultures of others around them. Cultural events and celebrations at school widen their world perspective.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students in all phases are aware of their responsibilities as members of the school community. They help new students integrate into the school and help students of determination to feel included.
- Students have a positive work ethic. When given opportunities, they demonstrate initiative, think creatively and make independent decisions. Students in middle school demonstrate innovation and entrepreneurship, such as when exploring whether farms in the future are going to be underground or in space.
- Students in all phases are active participants in efforts to enhance the school environment and the wider world. They promote social responsibility and conservation through a range of projects which explore topics such as sustainability and recycling.

For Development:
- Improve rates of attendance and ensure that students arrive at their classes on time.
- Integrate opportunities for innovation, enterprise and entrepreneurship through problem-based learning and problem-posing approaches in all lessons.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Acceptable .	Acceptable .	Acceptable .

- Teachers are qualified and hold teaching licenses. They create positive classroom environments with well-established routines that facilitate learning across all phases. In lessons, they sometimes use technology to extend and enhance the curriculum, but this is inconsistent.
- Teacher learning objectives do not always contain clear success criteria that enable students to understand what they are expected to learn. Planning does not consistently include differentiated learning tasks, resulting in insufficient challenge for most learners. The overdependency on worksheets and the slow pacing in lessons limit student progress.
- Although teachers have expectations of what students can achieve, students are capable of achieving more. Classroom activities are more focused on closed questioning rather than tasks that promote critical thinking and problem solving. Lessons can lack challenge.

	KG	Elementary	Middle
Assessment	Acceptable .	Acceptable .	Acceptable .

- Assessment data is systematically collected and analyzed across the phases. Teachers do not make full use of the analysis in lesson planning to match work to students' learning needs. In the better lessons, students self-assess and recognize their own strengths and areas for improvement.
- External assessment data for each subject is analyzed, but it is not used consistently as a benchmark to evaluate student outcomes. It is sometimes used to track students' progress over time, although teacher feedback on progress is inconsistent.
- The use of external assessment information to inform curriculum development and to plan lessons is underdeveloped. In the KG, teachers have reasonable knowledge of the capabilities of their students. In lessons, teachers' use of ongoing assessment is evident, but this is not an embedded best practice.

For Development:
- Plan lessons that provide opportunities for students to develop critical thinking and problem solving. Ensure teachers have high expectations in terms of pacing and challenge and that learning opportunities are varied and demanding and develop the full range of student skills.
- Ensure all staff understand and implement effective assessment processes and provide students with regular, accurate and personalized feedback on their progress.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school curriculum has a clear rationale and follows New York Common Core State and Next Generation Science Standards. The school is actively working to improve curriculum design and implementation to achieve better alignment vertically and horizontally.
- In the KG, the curriculum is generally interpreted through a subject focused lens which limits opportunities for play, experimentation, initiative and independence for children.
- The school has focused curriculum development on pacing guides, scope and sequence documents, lesson plan templates, units plans and cross-curricular links. These enhancements have a positive influence upon learning when implemented consistently.

	KG	Elementary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Teachers are responsible for modifying the curriculum to ensure educational programs are effective and all students' needs are met. However, curriculum modifications to meet the needs of all students were not sufficiently evident in lessons.
- Efforts to enhance learning experiences and to foster opportunities for enterprise and innovation are emerging. The recent Innovation Fair and clubs, such as robotics and the friendship bracelet sale, promote students' academic and personal growth.
- Links with Emirati culture and UAE society are found across the school and classrooms through posters, pictures and displays. These links are less evident in lesson planning and delivery. Arabic and Islamic education teachers are enhancing the curriculum by using online resources.

For Development:
- Develop and implement a process to ensure that curriculum modification meet the needs of all groups of students through carefully constructed learning activities.

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

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

- The school has effective procedures for the safeguarding, protection and care of students. The school provides a safe, hygienic and generally secure environment for students and staff. However, arrangements are not consistently in place to ensure that students are always supervised when in classrooms or walking towards the buses.
- Buildings and equipment are well maintained. Accurate and secure records are kept, including the documentation of incidents and subsequent actions. Recent upgrades to the premises and facilities have improved accessibility and enhanced safety, although additional handrails would improve it further.
- The school actively promotes safe and healthy lifestyles through a coordinated approach that includes classroom teaching and health services provided by the school doctor and nurse. Healthy food is provided in the school canteen.

	KG	Elementary	Middle
Care and support	Acceptable	Acceptable	Acceptable

- Staff-student relationships are respectful, and most students have positive attitudes towards learning. Students generally behave well, but the school policy does not promote positive behavior. Punctuality to lessons is not a strength.
- There is a process in place to support the early identification of students of determination, and the school provides support for them in and out of lessons. The school's policy for identifying and supporting students with gifts and talents is not implemented, and these students are not sufficiently supported.
- Teachers monitor the well-being and personal development of their students. The school counselor ably supports students, parents and staff by promoting good mental health and providing students with appropriate personal and academic guidance.

For Development:
- Review and improve procedures for students exiting the school for collection by buses and upgrade safety features, such as handrails for steps.
- Review and implement arrangements to ensure that students are never left unsupervised.
- Review and fully implement the school policy on identifying and supporting students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school embraces a commitment to inclusion, and this is reflected in policies and the diverse enrolment. The inclusion department's action plan is not sufficient to address the future development of the provision.
- Students of determination are identified at enrolment, but the process is limited and does not yield the comprehensive information that would be available using diagnostic assessment tools.
- Parents participate in planning meetings and are consulted in the development of Individualized Educational Plans (IEPs). They appreciate the efforts the school makes for their children and welcome the support and advice they receive. Parents feel that not all teachers fully understand their children's needs.
- Many teachers do not provide the personalized support that students need. They do not utilize differentiated instruction or curriculum modifications in their lessons. The impact of the work of the learning support assistants on student outcomes is not evaluated.
- Internal examinations and Measures of Academic Progress (MAP) data suggests progress for those who take these assessments is very good. However, the majority of students make only acceptable progress in lessons. Annual IEP goals are mainly academic. The lack of personal, social and communication targets in many IEPs means that these skills are not targeted in teaching.

For Development:
- Enhance teachers' skills in planning and implementing differentiated instruction and in modifying the curriculum.
- Develop a strategic inclusive education plan to improve provision and to measure outcomes for students of determination.

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

- Most school leaders, including the principal, demonstrate secure understanding of the curriculum and the best practices in teaching and learning. However, this has not been sufficiently transferred into classroom practice. School leaders have established clear lines of accountability and work to ensure staff's morale remains generally positive. Although there is inconsistency in their approach to improving the school, they demonstrate the potential to move the school forward. They work to ensure the school is compliant with regulatory requirements.
- The school's self-evaluation process makes proper use of the available evidence, including external assessment data. However, this process has not produced a realistic view of the school's strengths and weaknesses. The school has systems in place to monitor teaching and learning, but it does not sufficiently measure the impact of these on student outcomes. Although the school's improvement plans are based on identified school goals and recommendations from previous visits, they are not appropriately linked to the current self-evaluation document.
- Parents are actively involved in the life of the school and participate in school events, such as the Parent Teacher Association (PTA) meetings and Book Drive. The school's frequent and ongoing communication with parents is a strength. Parents are regularly informed about their children's progress and academic challenges. Teacher conferences proactively provide solutions to problems. The partnerships between the school and the community are effective in enhancing students' learning experiences.
- Governance has appropriate representation of stakeholders, including students. Members of the governing board seek stakeholders' opinions in different ways to help them understand the school's strengths and areas for improvement. However, their view of the school is excessively influenced by the views of the school's senior leadership team. The board holds school leaders to account for the performance of the school although that is not sufficiently rigorous. The governing board has demonstrated some positive influence on the performance of the school.
- Most aspects of the management, staffing, facilities and resources of the school are well organized and deployed. However, not all teachers consistently follow the school timetables. The school is appropriately staffed with qualified employees. However, teachers do not receive sufficient professional development. The premises are well designed, bright and spacious with specialist facilities that enable access to learning for all. Resources are available to support teaching and learning.

For Development:
- Use leadership capacity to ensure accelerated school improvement and adherence to the official school timetable.
- Develop self-evaluation processes to reflect the school's performance and student outcomes more realistically, and that the self-evaluation is directly linked to improvement planning.
- Ensure governors' actions always impact positively on student outcomes and improve the relevance and quality of teacher professional development.

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