

**RENAISSANCE
SCHOOL**

US CURRICULUM

**INSPECTION REPORT
2021-2022**


























ACCEPTABLE



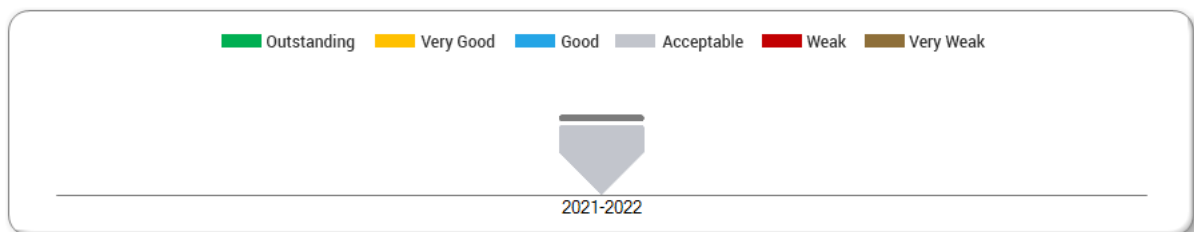
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School Information

General Information	 Location	Dubai Sports City
	 Opening year of School	2018
	 Website	www.renaissanceschool.ae
	 Telephone	97145897717
	 Principal	Salma Sidqi Eid
	 Principal - Date appointed	14 August 2019
	 Language of Instruction	English
	 Inspection Dates	7 to 10 March 2022
Students	 Gender of students	Boys and girls
	 Age range	4-11
	 Grades or year groups	KG 1 - Grade 6
	 Number of students on roll	557
	 Number of Emirati students	14
	 Number of students of determination	23
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	49
	 Largest nationality group of teachers	Syrian
	 Number of teaching assistants	26
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US (New York)
	 External Tests and Examinations	MAP, IBT, CAT 4
	 Accreditation	Not Applicable

School Journey for RENAISSANCE SCHOOL



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.

Students Outcomes

- Most students attain adequate levels of knowledge, understanding and skills in almost all key subjects and phases. Students' progress is mostly better than adequate. The good learning skills of students across the phases contributes to their progress. There is a gap between internal and external assessment results with external progress benchmarking data better aligning with the actual levels observed in lessons and in work samples.
- Students' personal responsibility and their understanding and appreciation of UAE and other nations' heritage and culture are better than their community and environmental action. Students show good behavior and participate in a range of curricular and non-curricular activities that promote appreciation of Emirati and world societies. The lack of projects and initiatives to engage students in environmental and innovative schemes hinders development in these areas.

Provision for learners

- Effectiveness of teaching is better in the kindergarten (KG) and elementary phases than in the middle school. Teachers have secure subject knowledge and understand pedagogy well. Their questioning techniques are mostly effective, but their skills in the delivery of differentiated activities, particularly in elementary, are still underdeveloped. The school has a robust system for gathering and analyzing data. However, the data are not used effectively to inform curriculum and teaching modification.
- The curriculum is well aligned to New York state standards. It is broad, with a good balance between knowledge, understanding and skills. Ministry of Education (MoE) subjects meet all requirements. Curriculum plans, scope and sequence and pacing charts are well aligned with teaching and learning activities. There are some inconsistent cross-curricular links. The curriculum enhances understanding of UAE culture. It is not adapted to meet the needs of all groups of students.
- School systems effectively ensure the health and safety of students. Premises are well maintained, providing a caring environment. Regular maintenance checks are not always rigorous. Students are well supported academically, personally and emotionally. Students of determination require additional support from expert staff. Systems to promote good attendance and punctuality are effective. The school ensures that students follow a healthy lifestyle.

Leadership and management

- Senior leaders provide clear direction for improvement. Middle leaders have the capacity to support school improvement, but this is hindered by unclear roles and responsibilities and high teaching loads. A key leadership position remains unfilled. Parent partnerships are good, but less developed are those with the community. The Governing Board effectively ensures the growth of student numbers and recruitment of qualified staff. The day-to-day management of the school is efficient. There is scope for more targeted staff professional development.

The Best Features of The School:

- The quality of provision and learning outcomes in the kindergarten.
- The students' personal and social development which contributes to their good learning skills.
- The recruitment of qualified effective teachers who have a positive impact on students' progress.







Key Recommendations:

- Improve the effectiveness of leadership by:
 - restructuring the middle leadership of the school and filling the vacant position in senior leadership;
 - clarifying roles, responsibilities and lines of accountability;
 - providing leaders with sufficient time and training to successfully perform their educational leadership duties.
- Develop the school's self-evaluation processes to ensure more rigorous, accurate and evidence-based evaluation of its performance.
- Ensure that data analyses are used more effectively to adapt the curriculum and inform teaching to meet the needs of all students, including students of determination.
- Improve the quality of support for students of determination and accelerate their progress by ensuring that the school has sufficient qualified staff.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Elementary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	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	Good	Acceptable	Acceptable
	Progress	Good	Good	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable

	KG	Elementary	Middle
Learning skills	Good	Good	Good

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	Acceptable	Acceptable

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
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

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

- In lessons and in recent work, most students demonstrate knowledge and understanding that are in line with MoE curriculum standards. Internal assessment data reflects higher levels of achievement. Students in elementary make better progress than middle school students. Boys perform slightly better in lessons than girls.
- Students show better understanding of Islamic values and principles of worship than of Islamic Law. Their understanding of The Holy Qur'an, Hadeeth and Seerah is adequate, however, referring to these sources for evidence requires development.
- The school has focused on improving students' Qur'anic recitation skills this year. The impact of this is still not evident, particularly in the middle phase.
- Emirati students make acceptable attainment and progress in line with their peers, although a few Emirati students in the lower grades make better progress.

For Development:

- Ensure that The Holy Qur'an, Hadeeth and Seerah are closely linked to all areas of learning.
- Improve students' Holy Qur'an memorization and recitation, by providing more opportunities for students to practice these skills.

Arabic as a First Language

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

- In lessons and recent work, students develop expected knowledge and Arabic language skills. Internal assessment data shows higher levels of achievement. Students in the elementary achieve better than those in the middle phase. All groups of students, including Emiratis, make similar progress.
- Students' listening and reading skills are the strongest. Speaking and writing are less developed, particularly the abilities to hold lengthy conversations and to write freely. Students understand and can use an appropriate range of vocabulary and text types. Their knowledge and application of grammar requires development.
- Increased opportunities for students to read extensively and apply language in real life situations have improved students' language skills. However, their ability to express themselves accurately using classical Arabic is underdeveloped.

For Development:

- Improve students' classical Arabic free writing and speaking skills.

Arabic as an Additional Language

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

- Most students attain expected MoE curriculum standards in lessons and in their recent work. Internal data overestimates the actual level of students' achievement. Students' progress in written Arabic is slightly better than that seen in their listening and speaking.
- Students' listening skills are developing. Students understand teachers' instructions and provide oral responses with some help. Currently, their answers are short, often being limited to single words or yes/no answers. Free writing skills are underdeveloped.
- Reading skills have improved this year, due to additional opportunities for students to practice reading about a range of everyday topics. These includes food, family and daily routines. Many students are still struggling to decode words and understanding texts.

For Development:

- Improve students' writing and speaking skills by providing them with more opportunities to practice language using real life situations and through role play.

English

	KG	Elementary	Middle
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Good

- Across all phases, the majority of students demonstrate better than expected levels of progress. Internal and external assessment data confirms this, although internal English assessments indicate better attainment than is observed in lessons and in work samples. External benchmarking assessments indicate that students' attainment is much lower.
- Students show strong listening and responding skills. In discussions and their responses to questions, students demonstrate good confidence and fluency in their oral skills. Their reading comprehension and writing skills are in line with expectations.
- Teachers provide ample opportunities for students to work both collaboratively and independently. The development of higher-order and critical thinking skills is not sufficiently developed due to lack of differentiation and depth of challenge in the majority of learning activities.

For Development:

- Improve reading comprehension and writing skills for all students by providing greater challenge and additional differentiated learning activities that suit the learning needs of all students.
- Ensure that in all lessons there are opportunities for students to develop their higher-order and critical thinking skills through skillful teacher questioning and well-planned activities.

Mathematics

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good

- Students develop an increasing understanding of mathematical concepts and skills. In the elementary and middle school, analysis of external benchmarking data shows students' attainment is not meeting expectations, but they are making good progress. This is verified through work sampling and classroom observations.
- The majority of students make better than expected progress in lessons, but insufficient challenge and rigor limit their ability to achieve their very best. Students' development of conceptual understanding in elementary is not always secure, because of inappropriate lesson pace.
- Students are developing their mental mathematics skills and number sense in elementary and making good progress in calculations and recalling of mathematical facts. Across phases, differentiated targets and activities are not consistently planned, and this effects attainment.

For Development:

- Utilize the school's rich data to better design lessons, establish differentiated targets and set student groups to meet all students' learning needs, and thereby increase their success.

Science

	KG	Elementary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Acceptable

- In the elementary and middle schools, external assessment data points to lower science attainment levels than internal assessments would suggest. Both internal and external assessments show that students make good progress in the KG and elementary. In KG, learning experiences involving investigation and exploration excite and engage children, leading to strong progress.
- In the middle school, students' progress is hindered by excessive step-by-step intervention by the teachers. Although students get ample opportunities to develop scientific skills, such as making a hypothesis and testing it, they do not always get to use these opportunities to learn actively or independently.
- The department is working to increase the number of practical, hands-on activities provided in the science laboratory, and to develop students' skills of writing in science.

For Development:

- Raise students' attainment in external assessments.
- Provide students with opportunities to learn actively and independently for prolonged periods of time, especially in the middle school.

Learning Skills

	KG	Elementary	Middle
Learning skills	Good	Good	Good

- Students in all phases are eager to learn. Most students, when given the opportunity, take responsibility for their own learning. They enthusiastically accept chances to work independently or collaboratively. They have the ability to demonstrate and communicate their understanding on topics that interest them.
- Students are confident learners in lessons and are keen to pose and answer questions to deepen their understanding. When suitable activities are available students often lead their own learning. Their ability to deepen learning is sometimes hindered by a lack of opportunity for investigation and critical thinking.
- As the school continues to embrace its vision and priority of building strong students' learning skills, more planned opportunities have allowed students to demonstrate greater creativity, innovation and independence in their learning.

For Development:

- Create more opportunities for students to develop their critical thinking and investigative skills across all subjects and phases.

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

	KG	Elementary	Middle
Personal development	Good	Good	Good

- Across all grade levels, students are independent, respectful and responsible learners. Active learning encourages them to be proactive and resilient and they welcome critical feedback from peers and teachers.
- Relationships between staff and students are supportive and courteous, contributing well to the school's learning ethos. Students have positive attitudes towards schoolwork. In class, students develop collaborative and interpersonal skills. They are self-disciplined, respectful and show confidence in expressing their views.
- Across all phases, the adoption of healthy lifestyles is evident. Most students make and understand healthy food choices and safety. The overall attendance rate of 94%, is good.

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

- Students across the school are aware of Islamic values and understand their impact and relevance to modern UAE society. In all phases, students can give examples of many of these values such as modesty, respect, and tolerance.
- Students are proud of their own countries. A few can give details concerning their own heritage and cultures. Students' knowledge of world cultures is stronger. Many can give details of other nations' food, art and tourist attractions.
- Students' knowledge and depth of understanding of UAE heritage and culture is enhanced by a range of school activities, such as assemblies and projects. They benefit from the links to UAE culture that are integrated into the school curriculum in most subjects.

	KG	Elementary	Middle
Social responsibility and innovation skills	Good	Acceptable	Acceptable

- Across the school, students are aware of their roles and responsibilities. They actively support school activities such as UAE National Day and Flag Day. However, in all phases, their contributions to communities outside of school are limited.
- Students act responsibly and contribute to school life. They display positive work ethics and enjoy participating in groups and working on projects. In the KG, children enjoy completing tasks and sharing their learning. When given opportunities students are creative and innovative, however, such opportunities are infrequent.
- Across all phases, students demonstrate a sense of pride in belonging to the school. They speak passionately about the environment and their commitment to help support its sustainability. Nevertheless, student action in this area is still underdeveloped.

For Development:

- Improve students' awareness of their own cultures by providing more inter-cultural activities in the school curriculum.
- Increase opportunities and experiences for students in all phases to initiate and participate in a wide range of activities and programs, including environmental sustainability.

3. Teaching and assessment

	KG	Elementary	Middle
Teaching for effective learning	Good	Good	Acceptable

- Across the phases, teachers demonstrate secure subject knowledge and understand how students learn best. In most lessons, they maintain a good pace and provide students with sufficient challenge. Teachers, especially in the middle school, do not provide enough opportunities to promote students' critical thinking and skills of innovation.
- In the better lessons, teachers differentiate instruction to meet the needs of all groups of learners., with strengths observed in KG. However, this is inconsistent elsewhere, especially in Arabic as an additional language. Teachers' questioning techniques are variable, but mostly effective. Most teachers use time and resources well and link objectives to the standards.
- Teachers are mindful of their students' potential and have realistic expectations of them. They work to ensure that students are motivated to learn and enjoy the experience of learning.

	KG	Elementary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- The school has consistent internal assessment processes in place. School leaders analyze the assessment data and use it to monitor students' progress. However, the use of analyses to differentiate instruction is inconsistent. In the KG, teachers use rubrics well to track children's progress.
- The school uses recognized international benchmarking of students' academic outcomes. Teachers have appropriate knowledge of their students' strengths and weaknesses. They provide students with sufficient support and oral and written feedback, as needed. Students are often involved in assessing their own learning and that of their peers.
- The school is working to develop a process for analyzing data from daily quizzes to better identify gaps in students' learning.

For Development:

- Provide students with more opportunities to develop their critical thinking and innovation skills, especially in the middle school.
- Ensure that the analysis of assessment information is used in lesson planning across all phases, to differentiate instruction and to personalize student learning.

4. Curriculum

	KG	Elementary	Middle
Curriculum design and implementation	Good	Good	Good

- The curriculum is reasonably broad and balanced, and it is generally aligned to New York state standards. It meets MoE curriculum requirements. The curriculum is planned and sequenced to adequately build on students' learning. There is a clear balance between knowledge and skills. Wellbeing is a focus in daily assemblies.
- Careful and regular reviews of the curriculum have led to better learning opportunities for all students. This results in enthusiastic, engaged and highly ambitious learners. Cross-curricular links are limited in some subjects. Critical thinking is underdeveloped across the curriculum.
- The school is beginning to use software to map the curriculum, to unify the standards and to plan more effective lessons. Tracking of standards and the mapping of vertical alignment in the curriculum are still developing areas.

	KG	Elementary	Middle
Curriculum adaptation	Good	Acceptable	Acceptable

- Curriculum modification, adaptation, enrichment, and enhancement strategies are strong in the KG where the curriculum provides better investigation and exploration learning experiences. Across the phases, the effective use of data to identify necessary modifications for various groups of students is developing.
- Opportunities to enhance and extend learning through the effective use of technology is evidenced across the phases.
- Infused throughout the curriculum as well as in the bespoke UAE Social Studies curriculum, students develop a deep appreciation, knowledge and understanding of UAE's values, history, culture and society.
- KG children have four lessons of Arabic each week. They learn basic sounds and Arabic lettering along with simple vocabulary.

For Development:

- Develop the opportunities the curriculum offers for students to engage in critical thinking and promote innovation.
- Ensure that the curriculum is appropriately modified to meet individual students' needs.

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 clearly communicates the child protection and safeguarding procedures to staff and parents. Concerns regarding students' wellbeing are reported to the named child protection officer. The school is proactive in protecting students from all forms of abuse.
- The school provides a clean and secure learning environment. Arrangements to keep all students safe and healthy are in place. Supervision of students is effective, including on school transport. Maintenance checks are regular but lack rigor.
- The school keeps accurate and secure records of incidents and subsequent actions. The premises and facilities provide a safe and inclusive physical environment which meets the needs of all. The school's promotion of safe and healthy living is systematically built into most aspects of school life.

	KG	Elementary	Middle
Care and support	Good	Good	Good

- Teachers and students have respectful and constructive relationships. The behavior policy fosters a positive approach focusing on personal responsibility. School management accurately tracks students' punctuality and promotes good attendance by linking it to academic success.
- Admission procedures allow the early identification and support for students of determination, especially those in KG. Identification of gifted or talented students is not fully embedded across the school. Individualized support is provided for most students with special educational needs, but insufficient support is given for the gifted or talented.
- The wellbeing and personal development of all students is monitored closely. The counselor and teachers collaborate to provide appropriate personal and academic guidance and support.

For Development:

- Ensure the monthly building maintenance audits are comprehensive and rigorous.
- Formalize the procedures for identifying and supporting students who are gifted or talented to ensure that every student's potential is realized.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The governors are committed to an inclusive ethos and hold the inclusion team accountable for student outcomes. The inclusion leader and the learning support assistants provide appropriate support and promote students' independence. The inclusion development plan does not include measurable targets.
- Students of determination are identified at entry as part of the admission process. The admission policy theoretically welcomes students of all abilities, but many sections of the policy are not enabling these students to enter the school. The identification rate suggests a need to review admission criteria.
- Most parents are pleased with the support provided and their children's progress. They receive academic reports but require better communication with the inclusion department. Parents welcome the guidance available but would like to be more involved with their children's education plans.
- Many teachers promote independent learning skills and provide personalized support that encourages task completion. This all impacts positively on student attitudes to learning. However, curriculum modification and effective differentiation in lessons are underdeveloped. KG teachers are adept at providing differentiated support.
- Academic progress is tracked and monitored. Students' assessment information and a review of student work shows that a majority of students of determination are making expected levels of progress. The inclusion team collaborates with teachers to foster the development of personal and social skills.

For Development:

- Review the admission policy and practices to ensure the diversity of students expected within the school population.
- Facilitate regular communication with parents and issue periodic progress reports 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	Good
Management, staffing, facilities and resources	Acceptable

- Based on shared vision, mission and aims, the leadership has a clear direction for development. A vital senior leadership position remains vacant. Recently appointed middle leaders are not able to perform effectively due to unclear roles and responsibilities and the absence of sufficient time and experience. Leaders collaborate efficiently to plan for improvement. Although educational leaders have evident capacity, the existing restrictions are hindering them from reaching their full potential and rapidly improving students' attainment.
- Self-evaluation processes involve most stakeholders, however, the senior leadership team and governors are not yet systematically making a rigorous and accurate evaluation of school performance. Parents' views are sought by school leaders and governors. Senior leaders are taking most of the responsibility for evaluating teaching effectiveness as middle leaders have insufficient time. The school's various action and improvement plans are of variable quality and can lack coherence and alignment. Good performance in various indicators shows that the school is enhancing the quality of its offering.
- Parents are involved in their children's education. Learning applications are effectively used to keep parents updated and engaged with their children's work and progress. Parents of students of determination are involved in discussions about their children's current support but have less input into future planning. Parental involvement in school activities and initiatives could be further developed. Parents receive regular reports about their children's achievement on internal and external assessment results. The school has few connections and relationships with local schools and community entities.
- The Governing Board is populated by representatives from various stakeholder groups. Each board member brings a range of different expertise. The board regularly seeks parents' views. They hold the leaders accountable for school performance. They oversee the schools self-evaluation but do not ensure the rigor and accuracy of the process. The board has had an impact on increasing student enrollment, effective teacher recruitment and providing technology and learning resources. It has not yet succeeded in establishing a strong functioning middle leadership or filling the senior academic leadership vacancy.

- The school runs smoothly on a day-to-day basis. Routines and timetables are well organized. Staff are adequately qualified and benefit from professional development provided by senior and middle leaders. The premises are kept clean and functional. Most learning areas are of adequate quality. Access into and within the school premises is appropriate for all students. Resources, including technology, are sufficient to support adequate teaching and learning. However, the science laboratory and the school library are under-resourced.

For Development:

- Reduce teaching loads for middle leaders and establish clear roles and responsibilities to enable them to effectively perform their duties.
 - Ensure the self-evaluation processes are systematic and provide a rigorous and accurate evaluation of school performance.
 - Ensure that specialist learning areas, especially the school library and science laboratory, are well resourced and provide staff with more professional development opportunities that are based on their needs and school priorities.
-

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