

Inspection Report



New Academy School

2014-2015



إكسبو 2020 دبي
جاءت الإمارات المزمجة بالمتاحه
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



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School information



General information

Location	Al Raffa
Type of school	Private
Opening year of school	1997
Website	www.nas-dxb.net
Telephone	04-3988873
Address	Dubai, UAE
Principal	Al Anoud Ali Obaid
Language of instruction	English
Inspection dates	16 th - 19 th March 2015



Students

Gender of students	Boys and Girls
Age range	4 - 17
Grades or year groups	KG 1-Grade 12
Number of students on roll	994
Number of children in Pre-K	0
Number of Emirati students	653
Number of students with SEN	12
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	80
Largest nationality group of teachers	Egypt
Number of teacher assistants	21
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	41%



Curriculum

Educational Permit	US
Main Curriculum / Other	US
Standardized tests / board exams	Measures of Academic Progress (MAP)
Accreditation	None



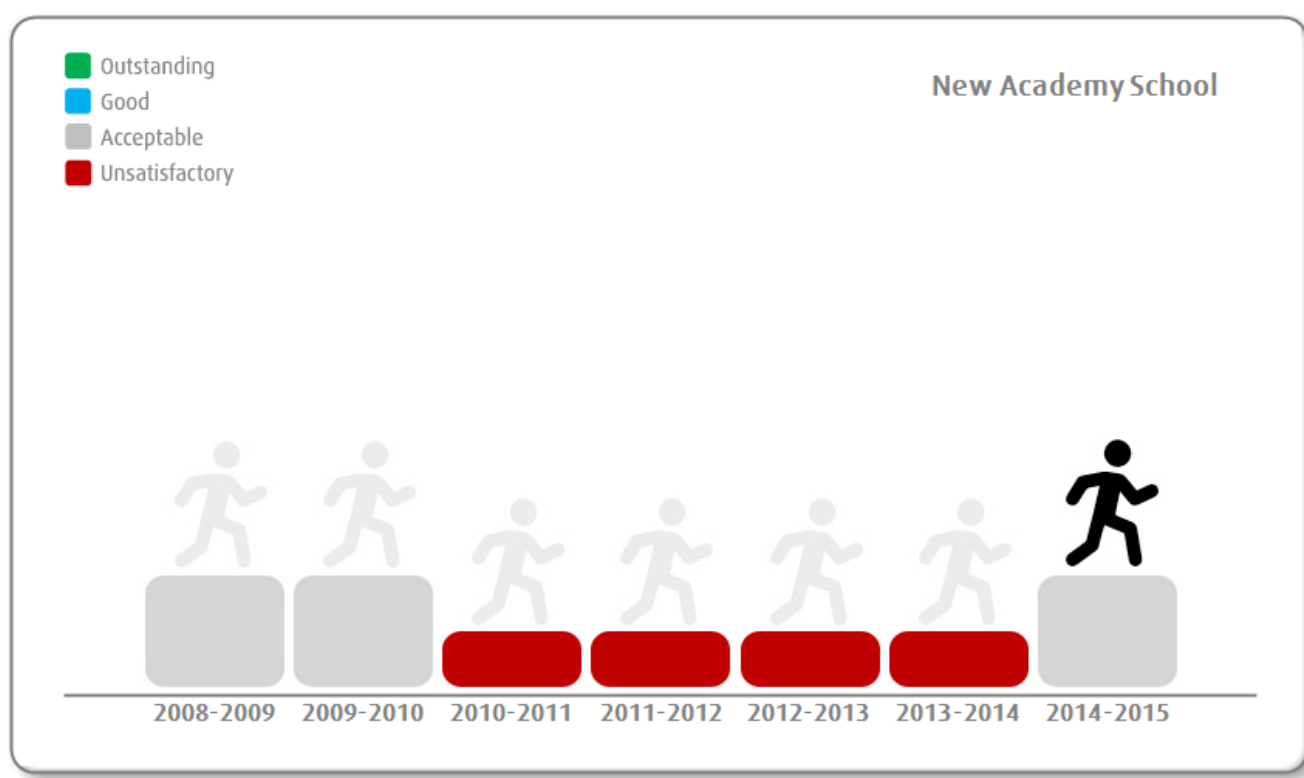
Parents' Report



Dear Parents,

New Academy School was inspected by DSIB from 16th - 19th March 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgments were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students demonstrated a good understanding of Islamic values and of the culture and heritage of the UAE.
- The quality of the school's provision for health and safety was good.
- The school and parent community had established a productive relationship for the benefit of students.

Areas for improvement

- Improve teaching practices by providing teachers with effective professional development, including coaching, and frequently monitoring their performance in lessons.
- Ensure that teachers:
 - modify lessons skillfully to meet the range of student needs
 - guide students to collaborate well in learning situations
 - better develop students' skills of enquiry, critical thinking and the use of technology.
- Improve support for students with special educational needs by providing sufficient expert staff and necessary resources.
- Provide sufficient spaces for support lessons, student counseling and other student needs.
- Ensure that all staff are suitably qualified.
- Improve the effectiveness of school governance by including a more diverse membership and monitoring more closely the school's actions and performance.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at New Academy School



How well does the school perform overall?

Overall, the New Academy School provided an **acceptable** quality of education for its students.




- Students' attainment and progress were almost exclusively of acceptable quality in all phases and subjects. There had been noted improvements in the learning outcomes of the Kindergarten children. Students were generally enthusiastic learners. High School students made good use of technology to support their learning.
- The quality of students' personal and social responsibility was variable. There had been a decline in the level of students' personal responsibility across all phases. Students' understanding of Islamic values and awareness of Emirati and world cultures was consistently good across the school. Most students understood the benefits of living in a culturally diverse community. However, the level of their community and environmental responsibility was acceptable, except in High school where it was good.
- The majority of teachers had good subject knowledge and a secure understanding of how students learn. They planned lessons well. The best lessons provided students with challenge, pace and excitement. However, those were not consistent practices. Improvements in the school's assessment practices had ensured a more rigorous, valid and reliable system. Teachers had a more secure knowledge of their students' learning needs. They were better able to modify their lessons based on their knowledge of students' strengths and areas for development.
- The curriculum was generally broad and balanced; it had a clear rationale. There had been some attempt to modify the curriculum to meet the individual needs of students, including those who had special educational needs.
- The provision for health and safety was good; it was a strength of the school. Levels of support across all phases were adequate. Older students were provided with appropriate advice and information about post-school educational and career opportunities.
- School leaders had developed effective teams. Professional relationships were productive, leading to significant improvements in a range of areas. The school had more realistic self-evaluation processes, and improvement planning provided a good basis for effective action. There were strong links with parents, including good two-way communication. Governance provided substantial resources for school improvement. However, it did not closely monitor the school's actions and performance.

How well does the school provide for students with special educational needs?



- The academic progress and personal development of students with special educational needs were acceptable overall. Inconsistencies in students' performance were generally linked to the quality of teaching.
- In better lessons, teachers used their understanding of students' needs to modify the resources and tasks and to provide appropriate support to meet the different needs of students.
- The level of classroom teacher expertise in supporting students with special educational needs was developing. Though limited in number, the specialist support staff generally had a positive impact on students' progress when they supported their learning.

• How good are the students' attainment, progress and learning skills?

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable ↓
	Progress	Not Applicable	Acceptable ↓	Acceptable ↓	Acceptable ↓
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable ↓	Acceptable	Not Applicable
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable
		KG	Elementary	Middle	High
Learning skills		Acceptable ↑	Acceptable	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection

• How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable ↓
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good ↑

• How good are teaching and assessment?

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

• How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

• How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good ↑	Good ↑	Good ↑	Good ↑
Quality of support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

• How good are the leadership and management of the school?

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



School **Inspection** Report

Overall school judgement

Acceptable 

Key strengths

- Students' understanding of Islamic values and their awareness of Emirati and world cultures were good.
- The school's provision for health and safety was good.
- The school and parent community had established a productive relationship for the benefit of students.

Changes since the last inspection

- The school's leadership team had been restructured.
- Attainment and progress of the kindergarten children in English, mathematics, and science had improved.
- The quality of teaching and learning skills in the Kindergarten had improved.
- Attainment in Islamic Education changed from good to acceptable in the High School, and progress changed from good to acceptable in the Elementary, Middle, and High Schools.
- Personal responsibility was downgraded to acceptable across all school phases. Community and environmental responsibility had improved in the High School.
- Assessment and curriculum quality had improved at all levels.
- Health and safety and the quality of support had improved at all levels.
- The effectiveness of leadership, self-evaluation and improvement planning, links with parents and the community and the school governance had all improved.







Recommendations

- Continue to improve teaching practices by:
 - frequently monitoring the implementation of targeted practices
 - providing a more rigorous professional development program on effective teaching strategies
 - coaching teachers towards the mastery of those strategies.
- Improve students' progress and learning skills by ensuring that teachers:
 - differentiate instruction to meet students' various needs
 - develop more effective student collaboration in lessons
 - improve students' skills of enquiry, critical thinking and use of technology.
- Further improve the quality and consistency of support for students with special educational needs by recruiting, developing, and deploying high quality members of staff.
- Improve staffing and facilities by:
 - providing sufficient instructional spaces for support lessons and office spaces for student counseling and other student needs
 - ensuring that all staff are suitably qualified.
- Improve the effectiveness of governance by:
 - including parent and community representation on the Governing Board.
 - monitoring closely the school's actions and performance.



 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?


KG		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable 	Acceptable 
Mathematics	Acceptable 	Acceptable 
Science	Acceptable 	Acceptable 

- The children were making acceptable progress in English, considering that for most of them, English was their second language. The older kindergarten children were able to recognize the letters of the alphabet; they knew most of their sounds. Most children were able to recognize and say a small selection of high frequency words. In communication, the children listened attentively and followed instructions during group activities. They understood the meaning of books and talked about features such as the title and characters. They were able to sequence a story. Their writing skills were developing; they were given some opportunities to write for meaning and purpose. Most of the older kindergarten children were writing two and three sentences, some in story fashion.
- In mathematics, most children demonstrated an age-appropriate understanding of mathematical concepts and skills that were in line with the US Common Core State Standards. Most made acceptable progress in relation to their assessed starting points and as measured against learning objectives. Most children counted and added numbers in play; they used 'more than' or 'less than'. They were able to identify shapes and colors using real objects.
- In science, most children made acceptable progress in their understanding of the world. They understood the weather and seasons and knew foods that supported healthy living. A few children were able to make a prediction when presented with a real-world problem and could investigate it using simple testing and observation.

Elementary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable 
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Acceptable	Acceptable 
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students knew and understood how and why the Prophet (PBUH) had Al-Israa and Al-Miraj. Most students knew how the behavior of a Muslim should be and how to fast. They understood the meaning of Surat-Al-Qader and Surat-Al-Qiyamah. Most students were making acceptable progress in learning the meanings of words from the Holy Qur'an.

- In Arabic as a first language, most students demonstrated secure listening and responding skills. They showed clear understanding of their teachers' standard Arabic and responded well to their questions. In the lower grades, most students could speak short standard Arabic sentences about the topics under study. Most older students could interpret ideas to answer comprehension questions. Their ability to answer higher-order and critical thinking questions was still developing. Writing was a less developed skill for a large minority of students. Their writing was characterized by some mistakes in spelling, grammar, and word choice.
- Most students in Arabic as an additional language were able to attain levels that were in line with curriculum expectations. Their listening for understanding, speaking and reading skills were developing. Most students could write a sentence to describe the meaning of a picture. However, their writing skills were still underdeveloped overall.
- By the end of this phase, most students in English could write acceptably for a range of purposes. They created their own short stories, wrote letters and simple essays. Their handwriting was generally underdeveloped. Spelling and punctuation errors were frequently made by a minority of students.
- Students in early grades were developing numeracy skills; they could count, add and subtract, and recognize basic patterns. By the end of this phase, students could combine fractions and had acceptable skills in numeration, multiplication, and division.
- Most students conducted age-appropriate scientific investigations and could draw conclusions. They met curriculum expectations, displaying a knowledge and understanding of key concepts such as magnetism, the states of matter, and parts of a plant and animal cell.


Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most students in Islamic Education knew and understood the benefits of having good friends. They identified expected social etiquettes between Muslims; they knew how a Muslim should apply those in real life. Most students made age-appropriate progress in applying Tajweed rules when they recited the Holy Qur'an.
- In Arabic as a first language, the listening and speaking skills were secure for most students. Their speaking skills were adequate; however, they included the use of some colloquial Arabic. Most students showed an expected level of skill in reading prescribed Arabic texts, whether prose or poetry. Writing was a less developed skill for most students across the phase. Students' writings were characterized by mistakes in spelling, grammar, and word choice. Most students made expected progress in all language skills as measured against appropriate learning objectives and in relation to their starting points.
- In Arabic as additional language, most students' listening, speaking and reading skills were developing at an acceptable pace. Students understood and responded reasonably accurately to simple questions about learned topics. Students' writing skills were in line with expectations.
- By the end of this phase, students wrote at length in English for a range of purposes, including creative writing. They were developing well their understanding of characterization and plotting; more able students could sustain style and tone.





- Students in mathematics developed their algebraic knowledge and application according to curriculum expectations; they were in line with curriculum standards. They could graph linear equations and determine slope and X and Y intercepts. They were able to apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers.
- In science, students attained acceptable levels of knowledge and skills. They could conduct experiments and research various scientific topics. They understood concepts of weather and could list the steps in cloud formation. Students were able to explain how cells exchanged material, and they understood active and passive transport.

High		
Subjects	Attainment	Progress
Islamic Education	Acceptable ↓	Acceptable ↓
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, most students knew and understood Hajj and how it was conducted. They explained how the Holy Qur'an defends non-Muslims. They understood and applied the meaning of Surat Sajdah. They showed an acceptable progress in the application of Islamic concepts to real life.
- In Arabic as a first language, most students demonstrated secure listening and speaking skills. Although their speaking skills were adequate, there was some noted use of colloquial Arabic. Most students showed an expected level of skills in reading prescribed Arabic texts, whether prose or poetry. Writing was the least developed skill as most students' writings were characterized by mistakes in spelling, grammar, and word choice.
- In English, students' listening and speaking skills were well-developed. Students were engaged in class discussions and carefully-prepared presentations to peers. Students read with interest and demonstrated acceptable understanding of the selected range of genres. They wrote creatively in both prose and poetry. However, the level of their writing skills was variable. Girls wrote better than boys and spelling and punctuation skills were poor for a minority of students.
- In mathematics, students made acceptable progress in their skills, knowledge and understanding. They applied their abilities to solving complex algebraic equations, geometric theorems, trigonometric equations and differential and integral calculus. They demonstrated acceptable levels of competency in statistical analysis. They could apply higher-order thinking skills to solving mathematical problems.
- Most students in science attained levels and made progress in line with curriculum expectations. Students of physics understood the laws of reflection. Students of biology gave formal presentations on fermentation; they identified dependent and independent variables. In chemistry, students made three-dimensional models of elements and compounds. Most students used appropriate scientific vocabulary and conducted formal investigations to support their theoretical understanding.

	KG	Elementary	Middle	High
Learning skills	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Most students showed enthusiasm for learning and engaged well in lessons; they were able to sustain this engagement for extended periods. However, in some classes, where there was excessive teacher talk, students became disengaged and passive. This was especially true of boys in the Elementary School. When given sufficient opportunity, the majority of students of all ages took responsibility for their own learning; they found things out for themselves. Almost all students were comfortable collaborating in paired and group work. However, they were not always confident at assuming various roles in a group and contributing in a meaningful manner. The majority of students, most often in the High School, applied their learning to the real world and made some connections between different areas of learning. However, such applications and connections were underdeveloped for many students. Most students were familiar and comfortable with the use of technology in the classroom. They used tablets and laptops to do research, created power point presentations and communicated with teachers from home. This was most developed in the High School. The use of critical thinking and problem solving skills in lessons was seldom observed. 				

2. How good is the students' personal and social development?

	KG	Elementary	Middle	High
Personal responsibility	Acceptable 	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> Students demonstrated mature and sensible attitudes in the upper phases; such attitudes were less consistently observed in other phases. Students in the High School exhibited acceptable behavior; a few demonstrated exemplary behavior. In the other phases, students' behavior was generally acceptable. It was better in well-managed lessons. Children in the Kindergarten were learning about relationships. Students in the elementary and middle grades were cordial to each other and to adults. In the High School, students exhibited positive relationships with other students and staff. Students understood the reasons for making healthy eating choices and generally followed the school's extensive advice on keeping fit and maintaining good levels of health. Punctuality was good and attendance was acceptable. 				

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students across the school phases exhibited a clear understanding of how Islamic values influenced life in Dubai. Most students across all phases developed a clear understanding of the local culture of the UAE through their effective participation in events such as the Islamic and National Day celebrations. Students appreciated their own culture but their understanding of other cultures was less developed across the school. 				





	KG	Elementary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good ↑

- In all phases, students were responsible members of their school community. Students talked enthusiastically about the range of initiatives they had helped develop and the roles they played in their implementation, both in and out of school. High school students regularly and constructively contributed to the local community.
- Most students displayed a good work ethic and enjoyed participating in worthwhile projects.
- There was a clear awareness of the need to care for the environment. Almost all students had been active in the schools "Can Collection Campaign"; some were engaged in the schools new Hydroponics Project.





3. How good are teaching and assessment?

	KG	Elementary	Middle	High
Teaching for effective learning	Acceptable ↑	Acceptable	Acceptable	Acceptable

- Teachers, particularly at the upper phase of the school, had strong subject knowledge. Most teachers showed a developing understanding of how students learn. However, this was not consistent across all grades and subjects. Teachers often relied on a traditional teacher-centered format for their lessons.
- Most lessons were well planned, and teachers matched tasks and activities to grade level curriculum expectations. In the best lessons, teachers provided sufficient challenge, good pacing, and exciting, and independent learning environments. In other lessons, the pace was slow and teacher expectations were too low. Opportunities for students to take responsibility for their own learning and develop greater independence were inconsistent, especially in the lower grades.
- Teacher-student interactions were generally acceptable and positive. Teachers used dialogue and questioning; this was often at a superficial level.
- Teachers planned appropriate tasks for students of different ability levels. However, they were often unclear about how best to promote this form of instruction in the classroom.
- The development of deep enquiry, reflection and critical thinking was not a strong feature across the school.
- In teaching Arabic as a first language, most teachers had strong subject knowledge. They planned for their lessons, shared clear objectives with students, provided adequate challenge and used the available resources effectively. However teachers' knowledge of students' strengths and weaknesses was unclear. Arabic language teaching was better in the Elementary phase.

	KG	Elementary	Middle	High
Assessment	Acceptable 	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> Internal assessment processes were in place in all key subject areas; they were well-linked to curriculum standards. The school had begun using the international Measures of Academic Progress (MAP) testing and had begun benchmarking students' outcomes against the MAP expectations. The school was able to track and record progress of groups and individual students. Analysis of data gave teachers a generally accurate picture of progress. However, integrating behavior data with attainment data reduced the school's ability to measure academic progress accurately. Teachers routinely used assessment data to inform curriculum and lesson planning under the direction of department heads. The learning needs of students were identified. However, planned modifications to meet student needs were not always fully implemented. Teachers had a good knowledge of their students' strengths and weaknesses and generally provided appropriate support during class group work. Opportunities for students to assess their own work were emerging. 				

4. How well does the curriculum meet the educational needs of all students?

	KG	Elementary	Middle	High
Curriculum quality	Acceptable 	Acceptable 	Acceptable 	Acceptable 
<ul style="list-style-type: none"> The curriculum was generally broad and balanced; it was based on a clear rationale. There was an emphasis on the development of both skills and knowledge in most subjects across the school. The school ensured the continuity and progression of the curriculum across subjects and between phases. Curriculum mapping identified and targeted gaps in learning. The school had a limited range of enrichment activities. However, the science fairs, field trips and use of technology increased student interest and motivation to learn. Additional courses were offered based on areas of student interest. Cross-curricular links were emerging. Evidence of linkages was more prevalent in the Kindergarten and in the upper grades. Subject and grade level teams regularly monitored and reviewed the curriculum using daily lesson plan reflections. The overall curriculum was formally reviewed at the end of each year. Adjustments were made based on student outcomes and informal changes that were made throughout the year. In Arabic as a first language, the curriculum used was the MOE curriculum which was broad and balance. It was reviewed according to the school internal policy. However the planning and use of cross-curricular links and activities were limited. Opportunities for critical thinking were inconsistent in the planned curriculum. 				

	KG	Elementary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Teachers planned for differentiated activities to meet the needs of individual students. Students identified as needing learning support were provided with additional help driven by their individual educational plans (IEPs). The school provided subjects that generally fulfilled an acceptable range of talents, interests and aspirations. However, the curricular options provided were limited. Students were engaged in the process of proposing and organizing viable courses. A range of sporting and artistic extra-curricular activities provided opportunities for students to enhance their academic and personal development. Links with the local community, such as businesses and official departments, enhanced the curriculum across the school. There were 228 Arab children in Kindergarten phase. The school weekly provided two 35-minutes lessons in Arabic language for children in KG1, and three 45-minutes lessons for children in KG2. The overall provision was suitable. The textbooks used were prepared by the school. 				

5. How well does the school protect and support students?

	KG	Elementary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> All staff valued and supported systems that ensured the health and safety of students. Students were well supported by supervisors and teachers who maintained positive links with parents. There was a well-established management of the bus transport system. This ensured safe travel to and from school. The school premises and equipment were in good repair. Systems were in place to maintain this high standard. Records of student's health and incidents were kept up to date in confidential files. Fire evacuation procedures were securely in place and fire equipment was regularly checked and maintained. The promotion of healthy living and a healthy diet was supported by teachers. These were integrated into the curriculum throughout the year. 				

	KG	Elementary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> There were positive and respectful relationships between staff and students. There was a caring atmosphere in all parts of the school. Attendance and punctuality were carefully managed with an effective system for checking on absent students and monitoring lateness. Overall, the school made good use of the available indicators, teachers' referral documentation, and assessment materials to enhance its identification procedures. 				


- There were variances in the levels of understanding of a minority of teachers of how to best support students with special educational needs, and this had led to inconsistent practices in the quality of support in the classroom settings.
- In most cases, students' needs were identified and support was provided which enabled them to make progress in their lessons. Older students were given advice and information about possibilities for their next post-school educational and career steps.

How well does the school provide for students with special educational needs?


	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable


- The school's leadership was committed to improving the quality of provision for students with special educational needs, as reflected in the school's ethos and admission procedures. Systems for evaluating the quality of provision were becoming embedded throughout the school.
- The school effectively used the available indicators, teachers' referral guidance, and assessment materials in its identification processes. These were generally well-understood by the staff and shared with parents.
- The students' individual learning plans and individual educational plans (ILPs and IEPs) promoted curriculum modifications to meet students' needs. The level of teacher expertise in supporting students with special educational needs was not yet consistent throughout the school.
- Parents of students with special educational needs valued their close link and communications with the teaching staff and the School Counsellor.
- Progress of students with special educational needs was judged to be acceptable overall. The school had introduced and analyzed a range of data on long and short term progress.


6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable 

- Senior leaders were dedicated and committed to the improvement of the school. School leaders and staff had developed a vision and mission which were broadly owned by, and shared with, all stakeholders.
- The leadership structure was revised to provide an effective system of distributed leadership. Leaders showed a strong commitment to the success of the school.
- Relationships and communication among leaders were professional and led to significant improvements in the school.
- Leaders demonstrated a good capacity to plan and make required school improvements.
- The collective leadership had successfully improved important aspects of the work of the school, including the kindergarten program, assessment, curriculum quality, health and safety, and quality of support.

	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> The school had developed a workable system of self-evaluation processes. It involved the collection and analysis of performance data to arrive at a realistic view of key priorities. School leaders had observed lessons across the school and had identified professional development needs. They did not have an accurate picture of how well the practices targeted in the professional development workshops had been implemented and integrated into ongoing teachers' practices. The school had developed a comprehensive development plan using internal and external data. It identified high priority issues along with actions, clear success criteria, and persons accountable for outcomes. The school had made substantial progress in addressing all of the recommendations in the previous report. 	




	Overall
Parents and the community	Good 
<ul style="list-style-type: none"> The school had established productive links with parents, including an active Parents' Council. Parents felt that the school had been responsive to their concerns. The school had established effective avenues of communication with parents through emails, SMS messages, telephone calls, and its website. Parents were well informed and could easily contact teachers and leaders. Parents appreciated their children's report cards which they received regularly. The reporting format included next steps in learning for students. The school had established relevant links with the wider community, including other schools, and the links supported the educational growth of students. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> Governance did not include representation from stakeholders. The Governing Board, which included the school's owners, heard the views of stakeholders through reports from the Assistant Principal. The Governing Board held senior leaders accountable for the delivery of the school's goals for improved performance. However, the board had not been closely involved in monitoring details of the changing school performance. The Governing Board had a substantial and positive impact on the overall performance of the school. It focused on addressing identified weaknesses with financial support. The resources provided by the board allowed the school to be more effective in recruiting well-qualified teachers and leaders, providing additional professional development, making substantial improvements to the school facilities and providing a larger range of resources for learning. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The management of most aspects of the school's procedures and routines was strong, and consequently, the school ran smoothly. The school's policies had been improved. They provided clarity for staff and students. • Most staff were suitably qualified and appropriately deployed. The school lacked sufficient staff to support its special educational needs program. Staff training was a priority of the school. • The premises were adequate overall. However, there was a lack of space in some classrooms and insufficient instructional spaces for support lessons and meeting spaces. The school had no lifts for physically-disabled students. • Learning resources were sufficient and of good quality. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	151	32%
	Last year	0	0%
 Teachers	51		64%
 Students	116		91%

- A minority of parents, a majority of teachers and almost all students completed their surveys this year.
- Parents, students and teachers agreed that the school was well led and that the quality of education it provided was good.
- Parents agreed that their children were making good progress in Islamic Education, Arabic, English, mathematics and science.
- Parents and students agreed that the level of safety provided by the school was good, and that the school dealt well with bullying.
- Parents, students and teachers agreed that the school listened to their concerns and responded to their views.
- Parents and students agreed that the school offered a wide range of subjects and activities.
- Parents agreed that the school offered a good range of extra-curricular activities. Most students agreed to this as well.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae