

ACCEPTABLE



2019-2020



























INSPECTION REPORT

US CURRICULUM

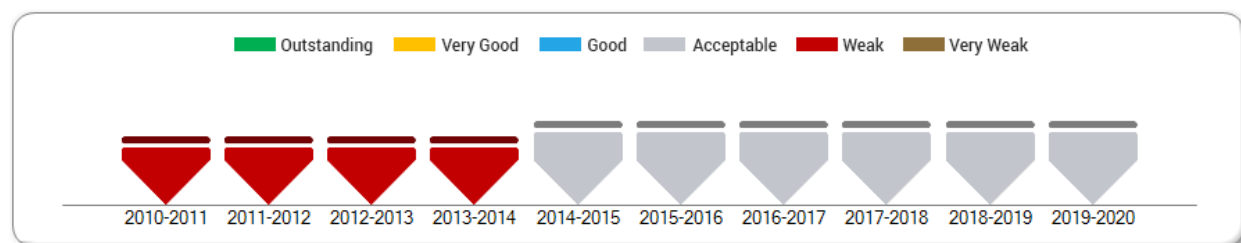
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School Information

General Information	 Location	Al Raffa
	 Opening year of School	1990
	 Website	www.nas-dxb.net
	 Telephone	+971 (0)43988873
	 Principal	Nazia Daha
	 Principal - Date appointed	1/31/2018
	 Language of Instruction	English
	 Inspection Dates	24 to 27 February 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1298
	 Number of Emirati students	683
	 Number of students of determination	128
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	97
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	26
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	2
	 Teacher turnover	23%
Curriculum	 Educational Permit/ License	US
	 Main Curriculum	US
	 External Tests and Examinations	SAT1, SAT2, AP
	 Accreditation	NEASC
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for NEW ACADEMY SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> Achievement across the school in Islamic education and Arabic is strong. In all key subjects, children's achievements in the Kindergarten (KG) are strong and continue to improve. High school students' attainment and progress are almost always good. Due to some weaker standards of teaching, including classroom management, achievement in the upper elementary and middle phases falls behind those seen elsewhere in the school. Across the school, students' personal and social development, and their innovation skills are at least good. In both KG and the high school, these are very good. Students understanding of Islamic values, and awareness of Emirati and world cultures, are very good in most sections of the school. The behavior and readiness for learning, of some students, in upper elementary and middle schools, are less than ideal.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Standards of teaching are good across KG, elementary and the high school. Assessment systems are at least good, across most phases. The use of assessment information in Elementary is inconsistent. In elementary and middle schools, the quality of teaching is occasionally affected by low-level disruption by a few students, or by planning that does not take into account student's individual needs. The curriculum and its adaptation for different groups of students continues to improve. It follows closely the required State standards. Programs and extra-curricular activities provide sufficient choice for students and promote interest and enjoyment. The curriculum is regularly reviewed by leaders who give consideration to the aspirations and needs of students, including students of determination. The procedures in place for the health, safety and safeguarding of students are very strong. Managers undertake careful risk analyses and ensure that staff receive regular updates and training. Supervision is effective, including on school transport. Although some students admit that they do not always make the best lifestyle choices, the school considers the promotion of healthy eating and adequate exercise to be important.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> This is a rapidly improving school, with many good and very good features, led by a highly knowledgeable and determined principal, with the highest of expectations. The principal is well supported by parents and increasingly strong governance. While self-review practices are systematic, and the school knows its areas for development well, evaluation judgements made by the school are too frequently inaccurate.

The best features of the school:

- The very strong systems in place to ensure the safety and safeguarding of students
- Effective governance and supportive parents, accompanying the strong, senior leadership team is leading to rapid improvements in most aspects of the school's performance
- The good standards of education across the high school
- The good and improving education standards in the KG
- The good, and improving, personal and social development and learning skills of students across the school.








Key recommendations:

- Promote consistently good and better teaching and raise students' achievements in external and internal assessments, across the upper elementary and middle school phases by:
 - Identifying and sharing the best practice to ensure that the quality of teaching in the upper elementary and middle schools matches that seen elsewhere in the school
 - improving teachers' effectiveness in their use of assessment information when planning personalized learning activities and ensuring that this is a more consistent feature of provision
 - improving some teachers' classroom management skills and, as a school, addressing the poorer behavior of a small number of students across the elementary and middle phases
 - teachers more consistently developing students' higher order and critical thinking skills.
- Improve the accuracy of self-evaluation by aligning the school's judgments more reliably to the descriptors of the framework and, linking the developmental priorities more explicitly, to simplified school improvement planning.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good ↑
 English	Attainment	Very good ↑	Acceptable	Acceptable	Acceptable
	Progress	Very good ↑	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable	Good ↑
 UAE Social Studies	Attainment	Acceptable			

	KG	Elementary	Middle	High
Learning skills	Very good ↑	Good ↑	Acceptable	Good ↑

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

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

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good ↑	Good ↑	Acceptable	Good ↑
Assessment	Very good ↑	Acceptable	Good ↑	Good ↑

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑
Care and support	Good	Good ↑	Good ↑	Good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments **is above expectations**

- The Trends in International Mathematics and Science Study (TIMSS) scores are improving and well above the school's targets. The school's average score in the Progress in International Reading Literacy Study (PIRLS) international assessment improved in 2016. The outcomes of the National Agenda Parameter (N.A.P) benchmark assessments for all three subjects in 2019 continues to be widely variable across the grades, with outcomes having declined in English and mathematics to be lower than those in science. When comparing N.A.P outcomes against CAT4 measures of cognitive potential, on average most students attain substantially above what is expected of them.

The impact of leadership **meets expectations**

- The school's action plans demonstrate the leaders' commitment to the UAE National Agenda. External assessment results are analyzed thoroughly. The curriculum is aligned with the requirements of the TIMSS, PIRLS and Measure of Academic Progress (MAP) tests. Although there are examples of good practice, assessment information is not used consistently well by teachers in Elementary to guide lesson planning.

The impact on learning **is approaching expectations**

- Action to promote and develop students' problem-solving skills is beginning to have an impact on their learning. Students' critical thinking, enquiry and research skills are underdeveloped in some areas and are stronger in the high school than in the elementary and middle schools. Students' use of technology is an increasingly common feature of learning activities in all subjects.

Overall, the school's progression towards achieving their UAE National Agenda targets meets expectations.

For development:

- Raise students' attainment in English in the elementary and middle schools so that they attain what is expected of them based on their measured potential.
- Ensure that students' problem-solving, critical thinking, enquiry and research skills are effectively promoted in all subjects, especially in the elementary and middle schools.

Moral education

- The moral education program is aligned to the Ministry of Education (MoE) curriculum standards and taught weekly. Lessons are well planned to include some features of critical thinking, challenge and connections to personal experiences. Integration across other subjects is evident.
- Teachers actively engage students in lessons and provide opportunities for them to demonstrate their learning, and to relate this to their own attitudes and behavior.
- A range of assessments is used to determine students' understanding of curriculum themes. Information of students' progress is included in reports to parents.

The school's implementation of the moral education is meeting expectations.

For development:

- Ensure that teachers make use of assessment information to plan activities that meet the learning needs of all students.

Reading across the curriculum

- Across most grades, students are showing steady improvement in reading achievement in Arabic and English. However, in some elementary classes' students are not yet reading at the grade level.
- Students' increased understanding of how reading strategies help with the successful comprehension of texts is beginning to build their skills and confidence in reading.
- Reading specialists are contributing effectively to the development of students' reading skills. Intervention strategies are being used effectively to address the needs of lower achieving readers.
- The school strategy for developing reading across all subjects includes the provision of online resources for research, a new library, teacher training, assessments to track growth, and home-school initiatives.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Ensure that all teachers purposefully teach reading strategies that focus on the particular skills and vocabulary required to read and understand the texts in their subjects.
- Ensure that the Learning Resource Center for middle and high school students promotes reading in a welcoming environment.

Innovation

- The increasing use of technology is beginning to support students' research skills across most subjects and especially in English.
- Students' social responsibility is shown through their participation in activities such as, the NAS Entrepreneur program, and for those who develop their own business plans.
- In KG, teachers prepare activities to develop problem-solving, allowing children to use their initiative. In the high school, students are challenged to examine and critique various texts. Although there are some examples of innovation within teaching its application is inconsistent.
- The curriculum provides enrichment, intervention, and academic activities alongside extra-curricular programs. Some students are becoming engaged in developing solutions through problem-solving and real-world applications.
- Supported by the investment of governors, senior leaders are dedicated to promoting innovation in the school.

The school's promotion of a culture of innovation is emerging.

For development:

- Broaden students' use of technology so that they develop their skills of enterprise and entrepreneurship.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Most students in the high school are making stronger progress in improving their understanding of Islamic concepts and enjoying opportunities to collaborate and share their opinions. Students in the elementary and middle phases display age-appropriate knowledge and understanding of Islamic values and traditions.
- Students' recitation skills of the Holy Qur'an are developing. High school students are beginning to link verses from the Holy Qur'an and Hadeeth to enhance their levels of understanding.
- Improvements in the quality of teaching, especially in the middle school, are impacting positively on students' recitation skills and their ability to link Islamic values to their daily lives. Non-Arab students demonstrate a secure knowledge of the Pillars of Islam.

For development:

- Ensure that elementary school students extend their recitation skills and meaning of the Holy Qur'an.

Arabic as a First Language

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

- Although the progress of the majority of students in the middle and high grades is improving, attainment still remains broadly in line with expected curriculum standards. The language skills of students in the elementary school are strong.
- Elementary school students use electronic as well text-based reading material. By Grade 3 students are able to write at increasing length. In the high school, students engage in the analysis of literary texts, with increasing skill. However, reading comprehension is variable in the middle grades.
- The department's focus on raising students' aspirations, and focusing on extra reading and extended writing, is helping to enhance students' rates of progress.

For development:

- Enhance students' reading comprehension skills across all phases, but especially in the middle school.
- Focus more on addressing students' basic writing skills and providing more opportunities to write for a range of audiences.

Arabic as an Additional Language

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

- Across most phases, the majority of students demonstrate strong achievement. However, attainment in the middle school remains only in line with expectation, especially for the girls. Grade 9 students are rapidly improving their speaking and writing skills.
- In the elementary phase, students use electronic as well as text-based reading material. In the upper elementary grades, students are able to write a detailed paragraph. In the middle and high grades, students are increasingly fluent and confident in all four language skills, with some able to write well-constructed essays, with few mistakes.
- The raising of student expectations and focusing on extra reading and extended writing skills are helping to enhance students' rates of progress.

For development:

- Provide students with interesting reading materials and enhance their speaking, presentation and writing skills, especially in the middle school.

English

	KG	Elementary	Middle	High
Attainment	Very good ↑	Acceptable	Acceptable	Acceptable
Progress	Very good ↑	Acceptable	Acceptable	Good ↑

- Children make a positive start in KG, rapidly gaining good language skills. These develop well in lower elementary, but progress slows in the upper elementary and middle school because of inconsistencies in the quality of teaching. High school students read complex literary texts and write competently for a variety of audiences.
- Reading is developing well, and online programs are contributing to students' enjoyment of reading. Speaking and listening are improving because of the many opportunities that students have to collaborate in lessons.
- The school has reviewed the curriculum to ensure that units of work are matched more closely to the expected curriculum standards. More focused assessment procedures are also helping to track the progress of individuals and different groups of students.

For development:

- Improve the quality of teaching and learning in the upper elementary and middle schools.
- Extend the use of self and peer assessment to involve students more fully in their learning.

Mathematics

	KG	Elementary	Middle	High
Attainment	Good ↑	Acceptable	Acceptable	Good ↑
Progress	Good	Acceptable	Acceptable	Good ↑

- Children's understanding of numbers and their ability to count independently develop rapidly in KG. Students generally make acceptable levels of progress in the elementary and middle phases. Progress accelerates in the high school, as teachers apply their subject knowledge more effectively to promote learning.
- In KG, children can add single digit numbers and understand the concepts of more and less. Through elementary and middle, most students develop basic computation skills. High school students are developing their skills of analysis and interpretation very well indeed.
- Most students are able to solve simple mathematical problems. Mathematical reasoning develops fastest in the high school. Activities to promote students critical thinking skills are neither demanding nor frequent enough.

For development:

- Accelerate students' achievement in the elementary and middle schools by providing learning activities which extend their mathematical knowledge and develop their reasoning skills.

Science

	KG	Elementary	Middle	High
Attainment	Good	Acceptable	Acceptable	Acceptable
Progress	Good	Good ↑	Acceptable	Good ↑

- In all grades, students benefit from the increased focus on scientific investigation and inquiry-based learning. In KG, students use hands on investigative learning while older students make predictions, collect data and use more developed skills of science inquiry.
- Critical thinking skills vary in lessons. Students in KG, elementary school and high school have many opportunities to conduct independent research and make real-world connections, enhancing their progress in learning. This is not a strong feature in the middle school.
- The focus on the acquisition of vocabulary and scientific literacy is strengthening students' skills, knowledge, and understanding. Most high school students use terminology correctly and can communicate complex ideas effectively.

For development:

- Introduce more challenging learning environments with higher expectations for independent learning and critical thinking in the middle school.

UAE Social Studies

All phases

Attainment

Acceptable

- The UAE social studies curriculum is being implemented throughout the school. It enables students to acquire appropriate knowledge of the history, geography and culture of the UAE and wider world.
- Students make some connections between areas of learning and real life and do basic research, but they generally require extensive support and direction from their teachers. The use of technology is beginning to support research and students' skills in critical thinking and problem-solving, particularly in the girls' section.
- Most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards for UAE social studies. Attainment information is used adequately to guide teaching and curriculum planning.

For development:

- Provide more opportunities for the use of case studies and research to improve students' critical thinking skills.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Very good ↑	Good ↑	Acceptable	Good ↑

- Children in KG can choose and direct their own activities. Students in elementary classes and the high school are highly engaged and often take responsibility for their own learning. Girls in the middle school mostly focus well in lessons, but boys are frequently too dependent on teachers to direct their work.
- Students in the high school can find things out for themselves, work well collaboratively and communicate their conclusions clearly. They have a good understanding of the relevance of their work to the wider world, most notably in physics.
- The focus this year on developing the use of technology in lessons is having a positive impact on students' independent learning and is evident across all phases of the school.

For development:

- Improve boys' engagement in lessons in upper elementary classes and in the middle school and increase opportunities for them to take responsibility for their learning.

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

	KG	Elementary	Middle	High
Personal development	Very good	Good	Good	Very good ↑

- Students' show positive and responsible attitudes and respect towards teachers and their peers. Children in KG are highly motivated to learn and enjoy working independently. High school students are self-disciplined and mature, creating a harmonious learning community.
- The behavior of girls is generally more positive than that of boys. Attendance is good and almost all students are punctual in arriving to school and lessons. Although students are encouraged to make healthy lifestyle choices in diet, sleep and exercise, they do not always follow this advice.
- The school's emphasis on inclusion has created a caring ethos in the school. Students regularly show genuine concern and empathy towards others and especially for students of determination.

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

- Across the school, students show a clear understanding of how Islamic values are interwoven with UAE traditions. Students provide many examples of how the school involves them in Islamic events and in celebrations of the heritage of the UAE.
- Daily activities, including engaging assemblies, recitations, plays and displays, are having a positive impact on students' understanding of Islamic values, and awareness of Emirati and wider-world cultures.
- The school welcomes over forty different nationalities who show pride in their own cultures and respect for others. In the middle school, students have less well-developed awareness and understanding of their own, UAE and wider-world cultures.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Very good ↑	Good ↑	Good ↑	Very good ↑

- Students' have a clear understanding of their roles in both the school and local community. In school they undertake responsibilities through well-planned arrangements and know that their opinions are appreciated by staff. Almost all students show respect and consideration for the needs of others, for example, through volunteering.
- Students' have a positive work ethic and enjoy their school and wider community work. They are happy to be involved in activities and make valid contributions. They often lead projects, particularly in the high school, such as, 'Entrepreneur week' and the 'NAS Durham project',
- Students' understand the importance of environmental sustainability. They take care of their school environment through recycling material and through the garden in KG.

For development:

- Provide more opportunities for the students to explore and appreciate wider-world cultures, particularly in the middle school.
- Encourage more students, especially in the elementary and middle schools, to engage in innovative projects.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Very good ↑	Good ↑	Acceptable	Good ↑

- Teachers in KG have very strong subject knowledge and experience in early childhood education. Those in high school have a secure knowledge of their students and the best ways in which they learn. Teaching in mathematics is undemanding in many elementary classes.
- Across some upper elementary lessons and in the middle school, teachers do not always plan to meet the learning needs of students. Some teachers also experience difficulty with classroom management and in ensuring that students always have the opportunity to take responsibility for their own learning.
- The school is working to improve teachers' questioning skills in order to promote more critical thinking in lessons. This is successful in the high school and in lower elementary school. Teaching in KG has been improved through individual professional training.

	KG	Elementary	Middle	High
Assessment	Very good ↑	Acceptable	Good ↑	Good ↑

- In KG, assessment systems generate comprehensive and reliable measures of children's academic, personal and social development. Regular assessments of students' attainment in all subjects are providing clear and reliable measures of students' progress.
- External assessment results are analyzed extensively, interpreted accurately and used to create class summaries for teachers. These are used as benchmarks against which the school judges the accuracy of its own assessments of students' attainment.
- In KG, teachers' assessments of children's development are central features of every lesson. In the elementary school teachers do not consistently use assessment information to guide the planning of their lessons. This is done more effectively by teachers in the middle and high schools.

For development:

- Improve the consistency with which teachers in the elementary school use assessment information to guide the planning of the lessons.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good ↑	Good ↑	Good ↑

- The school adheres to the California Curriculum State Standards. Islamic education, Arabic, UAE social studies and moral education observe the MoE requirements. The curriculum provides a progression of knowledge and skills, beginning in KG and extending to conceptual development in the upper grades.
- The school offers a wide variety of curricular choices in high school, including advanced courses and choices in electives. The lack of qualified teachers to offer Advanced Placement (AP) courses is leading to a lack of challenge and college preparation for higher achieving students.
- The curriculum review process is thorough and consistently evaluated to ensure good provision for students. In Islamic education, progress is improving because more time is allocated during lessons to Holy Qur'an recitation and memorization, and bridging gaps in students' learning.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good ↑	Good ↑	Good ↑

- Curricular modifications are well-planned but there are some inconsistencies in practice. The differences in the performance of boys and girls, between Emirati and non-Emirati students, alongside the gifted and talented, are not yet sufficiently analyzed to ensure full curricular adaptation.
- Appropriate learning experiences are integrated throughout the curriculum that are enabling students to develop their understanding and appreciation of the UAE's culture and society.
- The curriculum provides a wide range of extra-curricular activities, sports, clubs and community events that encourage enterprise, innovation, creativity and social contribution. These opportunities occur regularly and enhance the personal and academic development of students.

For development:

- Ensure that modifications to the curriculum take account of relevant assessment information in order to meet the learning needs of all groups of students.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Leaders ensure that there are very effective and comprehensive health, safety and child protection procedures and policies in the school. Staff training in health and safety and safeguarding are secure and effective.
- Routine fire drills and the recording of any health and safety related issues are all up to date. The school's premises are not fully inclusive to meet the needs of all students.
- The and safety management team have meticulous arrangements to ensure the well-being of the school community and visitors. They have ensured that all recommendations from last year's inspection have been adequately addressed.

	KG	Elementary	Middle	High
Care and support	Good	Good ↑	Good ↑	Good ↑

- The well-being of students and staff is given high priority. Relationships between adults and students are mostly positive. Systems for managing students' behavior are effective in most, but not all, lessons. Procedures for promoting regular attendance and punctuality are effective.
- The identification of students of determination is administered effectively by staff and supported by external specialists. Effective classroom support is provided for many students of determination. Gifted and talented students are also identified but provision is limited to the extra-curricular programs.
- The school's head of inclusion and the social worker monitor students' well-being and personal development on a routine basis. Career advice and counselling are available. Alternative pathways for students of determination have not been sufficiently explored.

For development:

- Ensure that all classroom teachers provide a more personalized approach to the planning of learning for students with particular gifts and talents in their lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Leaders, at all levels, welcome students of determination into this inclusive school. Support provision is mapped showing the individualized nature of the provision and through a three-level intervention approach.
- The school uses a broad range of relevant and effective indicators to support the identification of students of determination. These include a computerized test for the identification of potentially dyslexic students, a research-based language screening test and a test for identifying basic reading difficulties.
- Staff make every effort to communicate with parents, who are appreciative of the support they receive. Parents are aware of their children's individual education plans (IEPs), target setting and plans for improvement.
- Students' IEPs are well-constructed and accurately identify the individual's learning needs. While lesson plans allow for the needs to be met, teachers are not always successful in ensuring that all students of determination are able to access the curriculum.
- Students' work and teachers' assessments indicate that, both in lessons and over-time, most students of determination make acceptable progress from their differing starting points. Nevertheless, there are inconsistencies in the progress students make across the subjects and phases.

For development:

- Ensure that the curriculum is well-planned to meet the needs of all students of determination.
- Make certain that teachers enable students of determination to make at least good progress, in relation to the learning targets in their IEPs.

6. Leadership and management

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

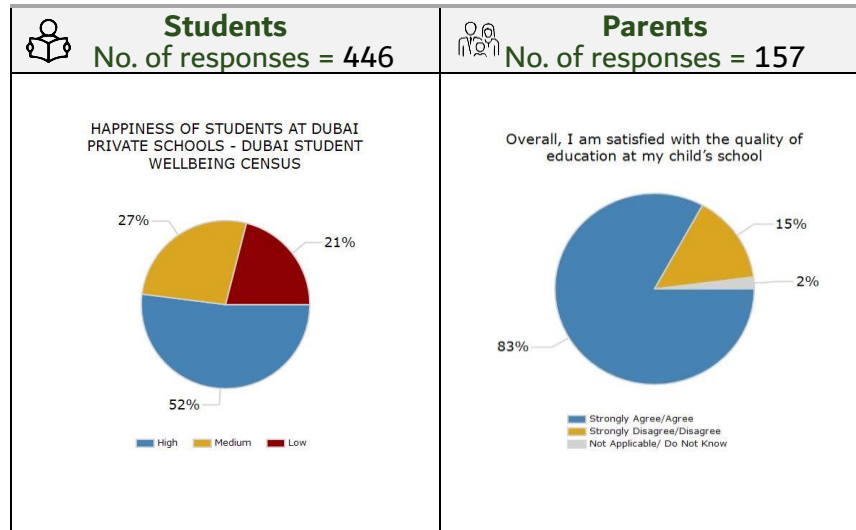
- Very strong leadership from the principal continues to drive positive change in this rapidly improving school. There are notable strengths across senior and middle leadership. Leaders oversee significant improvements in the personal and social development and learning skills of students, and in raising achievement, particularly in KG and the high school.
- Although leaders know the school's strengths and areas for improvement, in too many areas there is a poor match between school's judgements and the inspection framework. When monitoring teaching, there is insufficient evidence to support the judgements made on students' actual progress in lessons. The school's improvement plans identify the appropriate development priorities. However, the improvement priorities are not always as explicitly linked to the identified weaknesses as they should be.
- The school provides many opportunities for parents to be actively involved in the life of the school, including in governance. Parents appreciate the systems in place for effective communication, from the accessible principal and senior leaders to the regular reporting of the progress and personal development of their children. The school benefits from the increasingly strong links that exist with the local community, including those with other schools.
- The governing board meet regularly and are well represented by all members of the school community. They have a good knowledge of the school, its challenges, successes and priorities for improvement. Governors are involved in supporting self-evaluation and in the monitoring of the quality of teaching and the professional training of teachers. They are well-informed and continue to oversee a long, but increasingly successful program, of school improvement.
- The school is very capably managed during the day with ample supervision and effective administrative procedures. Overall, staff are well qualified and appropriately deployed. They benefit from regular professional training, although this is not always sufficiently personalized to their individual needs. Many areas of the school have been enhanced or added to, including the commissioning of the swimming pool and improvements to the science laboratories and libraries. More recently technology has been improved through more resources to support independent and collaborative learning.



For development:

- Embed the very best practices in teaching and assessment found in KG and high school to ensure that the quality of teaching is consistently good and better, in all lessons.
- Ensure that the improvement priorities identified through school self-evaluation link more explicitly to school improvement planning and ensure that the impact of subsequent actions are fully evaluated.

Views of Parents and Students

Before the inspection, the views of parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgments.



 Students	<ul style="list-style-type: none"> Students see positive relationships with adults and their peers at schools as important. They report that they feel safe at school, and there is at least one person that they can talk to. A number indicate that they have experienced cyberbullying. Inspectors found that the school takes a firm approach towards bullying and that any reported incidents are investigated and dealt with promptly.
 Parents	<ul style="list-style-type: none"> Almost all parents indicate that their children are kept safe at school. The majority of parents disagree that bullying is an issue in the school. Most parents feel that their children work hard and are academically confident, enjoy life, and are cheerful and positive about their future. The inspection team concurs with these views.

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 inspection@khda.gov.ae