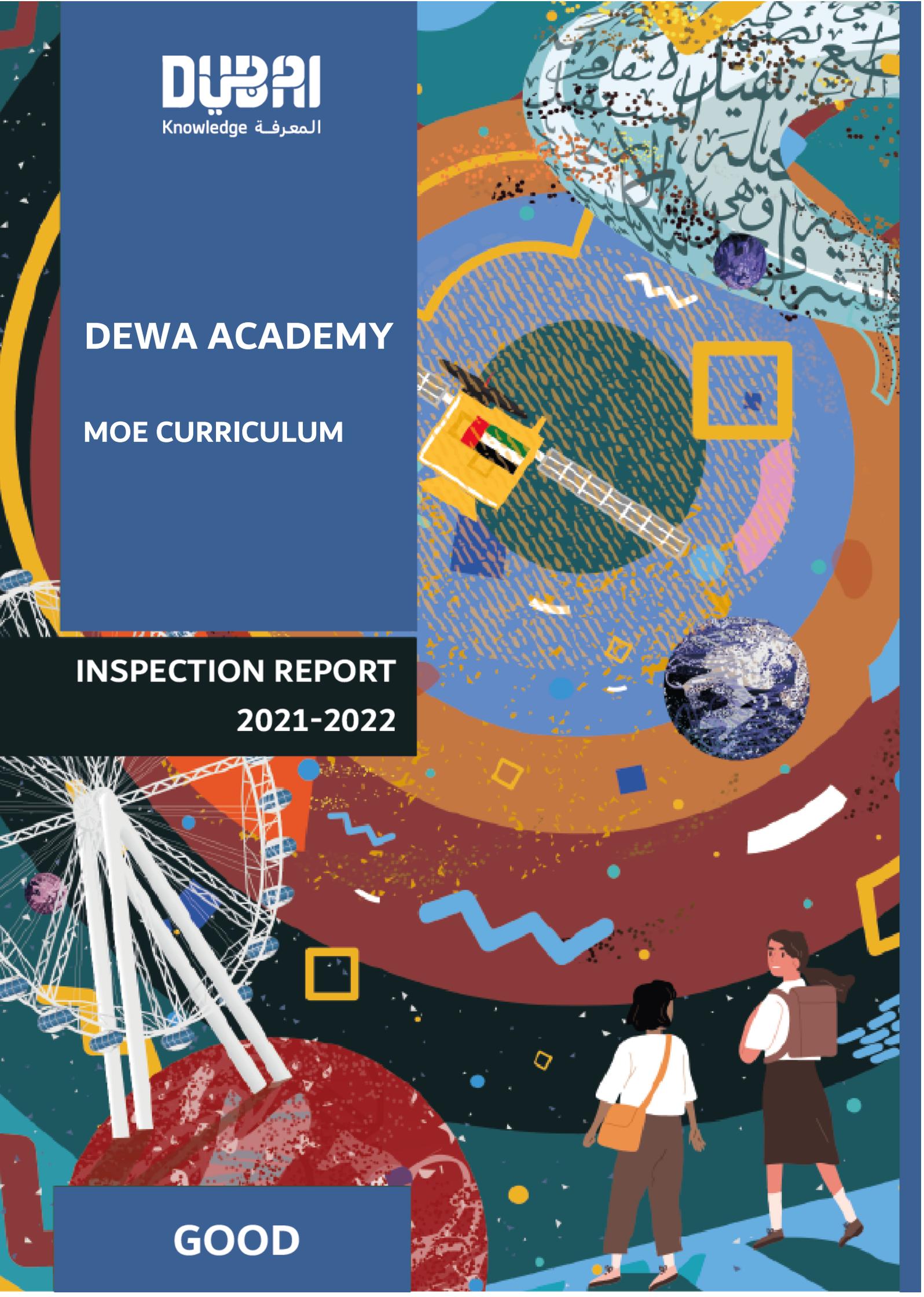


DEWA ACADEMY

MOE CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



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School Information

General Information	 Location	Al Hudaiba
	 Opening year of School	2013
	 Website	https://academy.dewa.gov.ae/en
	 Telephone	+971 4 322 0111
	 Principal	Khalid Mohd Masood Bin Masood
	 Principal - Date appointed	September 1 st 2013
	 Language of Instruction	English, Arabic
	 Inspection Dates	21 to 24 February 2022
Students	 Gender of students	Boys
	 Age range	15-18
	 Grades or year groups	Grade 10-Grade 12
	 Number of students on roll	199
	 Number of Emirati students	199
	 Number of students of determination	0
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	24
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	2
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	1
Curriculum	 Educational Permit/ License	Ministry of Education (MoE)/BTEC
	 Main Curriculum	MoE/ BTEC (UK)
	 External Tests and Examinations	MoE/ BTEC (UK) Level 2 and 3 Engineering
	 Accreditation	Pearson (BTEC)

School Journey for DEWA ACADEMY



Summary of Inspection Findings 2021-2022

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Most students enroll at the school with low skills in English literacy and numeracy. However, a majority of students goes on to make better than expected progress across almost all subjects in the MoE curriculum and across all of the BTEC engineering programmes. All BTEC students leave the school with pass grades in a full BTEC extended diploma in engineering, with many students achieving merit and distinction grades. • Students are strong ambassadors for the school and for Dubai Electricity and Water Authority (DEWA). They have harmonious relationships with each other and they show great respect to staff and to visitors. They value the facilities, behave in a safe and mature fashion, and generally make healthy lifestyle choices. They possess a very strong understanding of Islamic values and local culture. For a few students, punctuality is a concern.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Across almost all subjects, teaching is mostly effective in ensuring at least good progress. In most cases, lessons are thoughtfully planned and many possess a good balance of knowledge acquisition and skill mastery. Assessment processes are adequate, although better developed in the BTEC section. However, a minority of teachers and leaders could make more effective use of assessment data to differentiate teaching and to adapt the curriculum. • The high-quality vocational BTEC curriculum fully meets the needs and aspirations of students in preparing them for the workplace, or for higher education. The MoE curriculum is a general stream and most students make good progress in this, their last three compulsory years of education. • On-site security is very well managed. Students feel safe and know what to do in an emergency. The provision for academic and work-related guidance is very strong. Most students are well supported. However, the identification, provision and support for any students who might align with KHDA Inclusion categories for students of determination is not yet sufficiently developed.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • A very strong governing body, representing DEWA, delivers on its pioneering vision to meet the needs of a cohort of Emirati boys who aspire to work in the company. Strategically, the school is well led by the founding director. He has built a strong senior team. Very satisfied and highly engaged parents appreciate high quality communications. They report that senior leaders are accessible and highly supportive.

The Best Features of The School:

- A very well provisioned and maintained technical educational facility, with very secure risk management processes in place; creating a school where students feel safe and make good progress.
- DEWA governors have invested in and successfully delivered a pioneering offer of vocational education for Emirati boys. They guarantee a position in the company, or sponsored higher education enrolment, upon graduation.
- Capable senior leaders manage the campus very well on a day-to-day basis.
- The Emirati boys, act as effective ambassadors for their school, and for DEWA itself.
- The school has very good relationships with parents, most of whom are very satisfied with the personal, social, and educational development of their sons.

Key Recommendations:

- Raise attainment across all subjects, especially standards of both attainment and progress in Arabic.
- Improve students' learning skills particularly those of critical thinking, inquiry-led learning and problem solving in the MoE curriculum.
- Improve the manner in which school-wide self-evaluation is conducted, and involve all stakeholders. Ensure that this then leads to the creation of a single, evidence-based, and regularly reviewed, medium-term school improvement plan.
- Ensure the full implementation of the Dubai guidance and directives relating to the provision of inclusive education in schools, and include the appointment of a well-qualified and experienced inclusion leader.
- Ensure that curriculum design and adaptation, teaching, assessment and students' learning skills are evaluated as good or better throughout the school.

Overall School Performance

Good

1. Students' Achievement

		Cycle 3
 <p>Islamic Education</p>	Attainment	Acceptable
	Progress	Good
 <p>Arabic as a First Language</p>	Attainment	Weak
	Progress	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable
	Progress	Not applicable
 <p>Engineering</p>	Attainment	Acceptable
	Progress	Good
 <p>English</p>	Attainment	Good
	Progress	Good
 <p>Mathematics</p>	Attainment	Acceptable
	Progress	Good
 <p>Science</p>	Attainment	Good
	Progress	Good

Cycle 3

Learning skills

Acceptable

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

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

3. Teaching and assessment

	Cycle 3
Teaching for effective learning	Good
Assessment	Acceptable

4. Curriculum

	Cycle 3
Curriculum design and implementation	Good
Curriculum adaptation	Very good

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

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

6. Leadership and management

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

Main Inspection Report

1. Students' Achievement

Islamic Education

Cycle 3

Attainment

Acceptable

Progress

Good

- Across the school, students demonstrate age-appropriate knowledge and understanding in relation to most aspects of Islam. A majority of the most able can competently deduce, conclude, and infer rulings and guidelines from the Holy Qur'an, Hadeeths, and Seerah.
- Grade 10 students understand the views of Islam about conditions for a successful marriage. Grade 11 students discuss how to evaluate the credibility and reliability of Hadeeths. In grade 12, students debate different scenarios regarding obligatory and preferred deeds. Only a minority accurately use their knowledge of Islam to support their views.
- The teacher monitors the development of recitation and memorization skills. Students need more practical experience and focused guidance on how to apply their recitation skills successfully.

For Development:

- Improve students' memorization skills and their ability to understand and recite the Holy Qur'an in line with curriculum standards.
- Raise expectations, so that students' answers are supported with evidence from their existing knowledge of Islam and from their own research.

Arabic as a First Language

Cycle 3

Attainment

Weak

Progress

Acceptable

- Students' listening skills are stronger than their skills in speaking, reading and independent creative writing. Across the school, students struggle to develop their understanding of grammar.
- Students demonstrate the ability to analyse short literary and informational texts and to suggest titles for them. They are less secure when reading aloud, having only adequate understanding of what they are reading. In lessons, most identify the explicit and implicit meanings of simple texts.
- Teachers' attempts to encourage students to read widely, beyond the Arabic textbooks, are not always successful. Thus, students' development of most language skills is limited. Teachers' expectations are generally not sufficiently high, negatively impacting attainment levels.

For Development:

- Strengthen assessment processes and collect valid information on students' strengths and areas for development across all four language skills, and use this information to improve the planning of teaching for effective learning at appropriate levels of challenge.
- Ensure that students redraft their work once they receive feedback.
- Encourage students to read a wider variety of relevant literary texts.

Engineering

Cycle 3

Attainment

Acceptable

Progress

Good

- Despite low starting points in English literacy and numeracy skills, all students achieve a full extended BTEC diploma in one of three engineering disciplines. A minority achieves the higher grades of merit or distinction.
- Students achieve well across the mechanical operations and electronic streams. Their interest in the subject and their ability to work well, both independently and in collaboration, lead to a majority of students making progress above expectations. They work with the required precision and accuracy. The attainment of a minority of students is negatively impacted when they face completing a full, extended diploma.
- Teachers do not use baseline data sufficiently well to set targets or to co-construct individual learning plans for students. This also negatively impacts attainment.

For Development:

- Review the curriculum with the aim of securing a higher proportion of merit and distinction outcomes.
- Raise attainment by ensuring that some students are not overwhelmed by being required to complete a full extended diploma.
- Make more effective use of assessment data to set targets and develop individual learning plans to improve students' progress.

English

Cycle 3	
Attainment	Good
Progress	Good

- Attainment and progress, when measured by MoE curriculum assessments, are very strong in all grades. However, such achievements are not always reflected in international linguistic assessments, such as IELTS.
- Students' listening skills are stronger than their reading, writing, and speaking skills. All four of these core skills are progressively developed, although many students lack confidence and clarity when presenting their work orally. Students' higher order writing and debating skills are less developed.
- Students mostly enter the academy with low verbal reasoning skills, but they make good progress in the development of their literacy skills.

For Development:

- Provide more opportunities for students to engage in collaborative language development activities such as debates and oral presentations.
- Increase opportunities for students to develop their skills in extended and creative writing.

Ensure that teachers make better use of assessment information to plan learning for individual students more effectively.

Mathematics

Cycle 3	
Attainment	Acceptable
Progress	Good

- There is an even spread of achievement across the three grades in mathematics. A linguistic challenge exists for those students coming from Arabic-medium schools to gain confidence and competence in understanding mathematical terminology in English.
- Across the different skills in mathematics, students' attainment in algebra is stronger than that in other areas. This is due to the particular focus on algebra in the curriculum. Geometry is less well developed.
- Over the last year, teachers have developed online portfolios of students' work in mathematics. This enables the teacher to monitor the work of individual students and to provide constructive feedback. This has a positive impact on rates of progress.

For Development:

- Ensure that all students fully understand the grade relevant, mathematical terminology in English.
- Ensure that the work set in mathematics meets the starting points and individual needs of students, and is informed by accurate, prior assessment information.
- Provide more opportunities for students to construct and solve mathematical problems.

Science

Cycle 3

Attainment

Good

Progress

Good

- Most grade 10 students achieve expected standards in biology, while a majority exceeds expected standards in physics. In Grades 11 and 12, most students achieve at least expected standards, with a majority achieving above expectations in both physics and chemistry.
- Students can follow instructions. They carry out practical tasks and use computer simulations to good effect. Through lack of opportunity, students' skills in the formation of reasoned hypotheses, and skills in laboratory investigations to test these, are underdeveloped. Their skills of drawing conclusions and suggesting improvement strategies are not secure.
- Students effectively use the online MoE resources and demonstrate good recall of topics. The more able carry out challenging calculations and answer questions which require deeper mastery. Students rarely conduct extended research, which results in a lack of development of skills in topic analysis, inference and justification.

For Development:

- Improve opportunities for students to reinforce their understanding of topics by carrying out practical laboratory investigations.
- Improve students' understanding of scientific methodology, by enabling them to plan controlled investigations to test their own hypotheses.

Learning Skills

Cycle 3

Learning skills

Acceptable

- In their BTEC engineering lessons, students display strong learning skills. They work both independently and collaboratively and demonstrate good problem-solving abilities. However, in the MoE curriculum, with the exception of science and Islamic Education, students often appear less enthusiastic and some learning skills are less apparent.
- Higher order thinking, particularly analysis, creativity and evaluation, are commonly witnessed in engineering lessons. Students have fewer opportunities to develop these skills in other subjects. Students apply some of their learning in mathematics, English and physics to their BTEC engineering lessons.
- During the pandemic, students developed skills of independent learning and the use of learning technologies. They use devices well for research and completion of work. Social distancing has restricted opportunities for collaborative work, although, when permitted, students work very well together.

For Development:

- Ensure that all teachers promote the active and successful development of students' learning skills.
- Provide opportunities for students to work independently and collaboratively to develop their critical thinking skills across the curriculum.

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

Cycle 3

Personal development

Very good

- Students demonstrate very mature, well formed, responsible attitudes. They are self-reliant and both think and act as employees of DEWA. Bullying is very rare. Students have regular and increasingly effective meetings with their supervisors, to check on their progress and well-being.
- Students' behaviour is excellent. They are courteous to adults and to fellow students. Almost all exercise self-control, and demonstrate a work ethic and discipline in line with the ethos of the workplace.
- Students make safe and healthy life choices. Most make use of the healthy snacks and meals in the canteen. The large majority are active, willing participants in physical education classes. A small number of students struggle with punctuality, particularly at the start of the day.

Cycle 3

Understanding of Islamic values and awareness of Emirati and world cultures

Very good

- Students fully understand how Islamic values influence contemporary UAE society. They regularly pray and attend the mosques. They understand the values of Islam in terms of diversity, tolerance, respect, and the importance of providing for the less fortunate.
- Students are very knowledgeable and respectful of the heritage and culture of the UAE. They understand "Alsana'a Al Emirati". They refer to themselves as "the children of Zayed" and acknowledge that they are the generation of the "Mars Mission" and the "Museum of the Future".
- Students show a deep understanding and appreciation of other world cultures. Their visit to the EXPO 2020 inspired a discovery of cultural diversity. Their visit to the Global Village promoted an understanding of cultural traditions in respect of food, dress, music and literature.

Cycle 3

Social responsibility and innovation skills

Very good

- Across the grades, students take very seriously their responsibilities in maintaining safe, clean working conditions in workshops and classrooms. They are involved in a variety of initiatives within the DEWA community, including sporting challenges. During Ramadan, they collect food for Iftar, for less fortunate families.
- All students demonstrate creativity in their BTEC project work. They ensure that projects incorporate principles of environmental sustainability. They displayed a smart recycling bin at the WETEX regional exhibition and a smart traffic light design at EXPO 2020.
- Plans are in place to reinstate the previously active student council. This will enable students to have opportunities to take on leadership roles once more.

For Development:

- Improve students' attendance and punctuality.
- Reinstate the student council, and provide students with opportunities to participate in leadership roles, especially when planning and executing social outreach and enterprise.

3. Teaching and assessment

Cycle 3

Teaching for effective learning

Good

- Teachers' planning and implementation are effectively developed thoughtful. Consequently, there is effective teaching in almost all subjects across the school. In a few instances, teachers do not plan stimulating lessons and fail to motivate all students.
- In the best examples of teaching across the school, effective questioning is used to promote learning and to determine the students' understanding, and their achievement of the learning objectives. This often occurs during end of lesson plenaries.
- Teaching is often not sufficiently differentiated to meet the needs of all learners in a class. Those with learning needs, and linguistic challenges, often require support, while the most able often need additional challenge.

Cycle 3

Assessment

Acceptable

- Leaders' benchmarking of the academic outcomes of students against external, national, and international expectations, is underdeveloped. Consequently, they lack clarity on how students are typically achieving in comparison with other similar schools.
- Teachers are diligent in compiling and analysing assessment information. In the MoE section of the curriculum, they do not give students sufficient opportunity to evaluate their own work, to reflect on their strengths and weaknesses as learners, or to evaluate critically the work of their peers.
- The school does not make effective use of the large amount of assessment information to create individual learning plans, or to ensure that lessons are matched appropriately to the needs and abilities of each student.

For Development:

- Use assessment data more effectively to develop individual learning plans, set individual targets for each student, and support e teachers' planning to be more purposeful.
- Ensure that the well-developed skills of self- and peer- assessment, found in the BTEC section, are consistently developed across all parts of the school.
- Benchmark students' academic outcomes against external national and international expectations.

4. Curriculum

Cycle 3	
Curriculum design and implementation	Good

- The BTEC engineering programme is the strongest feature of the curriculum. It succeeds in delivering the clear vision and mission of the school, of DEWA and of Dubai. Students are very well prepared for their next steps in the DEWA workplace as technicians. Some of the highest achieving students are sponsored through their higher education pathways, going on to become fully qualified engineers.
- The MoE curriculum allows students to complete their last three years in the general stream. It meets the needs of most students, closely following national statutory requirements.
- A number of useful cross-curricular links exist between mathematics, science, English and the BTEC curriculum. They could be developed to enhance the transfer of learning and skills between subjects.

Cycle 3	
Curriculum adaptation	Very good

- The school has effectively adapted the curriculum to incorporate a specialized vocational pathway alongside the authorized MoE curriculum. BTECs in mechanical, operations and electrical engineering have been effectively integrated into the curriculum. They meet the interests of students wishing to develop a career with DEWA.
- Various projects have been incorporated into the curriculum that promote the development of students' enterprise and innovation skills. For example, students designed an eco-friendly house, a smart wheelchair and an umbrella with rain sensors.
- The school is a specialist training institute for DEWA, and as such it is fully integrated into Dubai's public sector infrastructure. The internship program provides a direct link into the workplace and UAE society for students.

For Development:

- Review and respond to whether the full BTEC extended diploma at Level 3 is the optimal pathway for all students.
- Ensure that managers at all levels use information from assessments and other data to adapt the curriculum more effectively to meet the needs of individual and groups of students.
- Broaden the scope and impact of cross-curricular work between the two curricular strands.

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

Cycle 3

Health and safety, including arrangements for child protection / safeguarding

Very good

- A clear and appropriate safeguarding policy is very well implemented across the school. Measures are in place to prevent bullying, including cyber-bullying. The school promotes safe and healthy living through a range of innovative intervention programs.
- Systems are in place to ensure that students are safe. At the time of the inspection, the school met all regulatory requirements.
- The school premises and facilities are very secure, well-maintained, and fit for purpose. Effective systems are in place to assess and manage risks and to ensure accident prevention. A part-time doctor and two full-time nurses work in the school's clinic. They ensure that medications and medical records are securely stored.

Cycle 3

Care and support

Acceptable

- Staff enjoy very good relationships with all students, with mutual respect evident. Attendance is monitored effectively through a smart application. Punctuality is good for the large majority of students.
- The school uses a wide range of assessments, both formative and summative. Targets for improvement are generalized. They are not sufficiently focused on the needs of individual students. The level of support enables the majority of students to make at least good progress academically, vocationally, and in their personal and social development.
- Procedures to identify the specific needs of students of determination and those who are gifted or talented are underdeveloped. Interventions only take place in exceptional circumstances. Students' well-being and pastoral guidance are strong elements of the school's provision.

For Development:

- Put arrangements in place to encourage all students to take greater personal responsibility to attend well and to be punctual.
- Enable greater collaboration between academic staff and the medical team to promote healthy lifestyles.
- Develop a comprehensive system of identification of students of determination, in line with the KHDA Inclusion Guidelines, and implement individualized plans to ensure students can access the best possible learning opportunities

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Senior leaders demonstrate a commitment to an ethos of inclusion in the school. The school has appointed a governor for inclusive education and an inclusion champion. A development plan has been constructed. It includes the appointment of a qualified and experienced coordinator for special educational needs provision (SENCO).
- Teachers have received professional training in inclusive education practices. The school uses formative and summative assessment tools, including cognitive abilities testing (CAT4). The information gathered from this is not presently used effectively to identify students of determination. Consequently, these students are not provided with adequate support.
- Some teachers adapt the curriculum to support their students when the need arises. However, curriculum and teaching plans are generally not formally modified to reflect individual students' learning needs.
- Almost all parents have positive relationships with the school. Information is continually exchanged. The school is not well placed currently to provide adequate support and direction for parents of students of determination.
- In general, students identified by the inspection team as being most in need of learning support make progress in line with expectation. However, the school has not yet adequately identified these students, because appropriate tracking and monitoring tools is underdeveloped

For Development:

- Prioritise the appoint of a qualified, experienced SENCO to ensure that the school addresses and fully complies with the Dubai guidance and directives in relation to students of determination.
- Implement appropriate systems to identify needs, map provision, track progress and, if necessary, intervene, to enhance the attainment of students of determination.

6. Leadership and management

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

- The director demonstrates strong leadership. He is successful in delivering the compelling vision and mission for DEWA Academy. He has built a capable team of senior leaders. Relationships are professional. While there is some delegation to middle leaders and a good level of consultation, there is room for an even greater degree of distributed leadership and collective decision making. Leaders have been innovative in the creation of a successful, novel approach to educational provision in Dubai.
- The senior team carries out a form of self-evaluation which identifies some of the key priorities for improvement. Although the views of stakeholders are considered, middle leaders are not yet sufficiently engaged in the process of self-evaluation and improvement planning. In some areas of self-evaluation, leaders have an unrealistic view of school standards. Although some relevant next steps are documented in the self-evaluation document, and several action plans are in place, currently there is no single, comprehensive, whole-school improvement plan in place.
- The school is highly successful in engaging most parents. Leaders address their concerns and consider their views when shaping the vision of the school. Communication channels and the manner of reporting to parents work very well. Leaders also very effectively raise parents' awareness of the opportunities which their sons have, both during their time at the school and in the workplace or in higher education. As an integral part of DEWA's social and community commitment, the school makes very significant contributions to the local and regional entities.
- Governance is modelled on best practices established in DEWA. Their investment in this initiative is considerable. The positive impact on the lives of several hundred students over this first decade is significant. The facilities to deliver the engineering curriculum is of a very high standard. Governors are very well informed of the standards and improvement priorities that exist within the school, and of the views of all key stakeholders. A scholarship committee oversees standards of achievement for all students and makes decisions about offering university scholarships to the highest achieving students.
- The school is well staffed across almost all subject areas, and aligns with the innovative mission of the school. It ensures that standards of teaching, assessment and the progress of students are broadly good. The day-to-day management of the school is extremely well organised. While almost all school procedures and management interventions appear to be highly effective, attempts to improve punctuality for a small number of students are not yet having the desired impact. The premises are of very high quality and extremely well maintained. Displays of visual resources and students' work in class are sparse. The lack of a dedicated science laboratory restricts the potential for students to achieve excellence in investigative science, including chemistry and biology.

For Development:

- Employ models of distributed leadership and management more effectively so that all senior and middle leaders work together to enhance all aspects of provision and students' outcomes to at least good.
- Ensure that leaders at all levels are well trained to be involved in quality assurance and in the creation of a regularly reviewed, strategic school improvement plan.

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