"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."

— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

New World School Private

Celebrating 10 years of inspections

NEW WORLD SCHOOL PRIVATE

MoE CURRICULUM

Contents

School information

General information

Location	Al Twar
Type of school	Private
Opening year of school	2005
Website	www.nwps.ae
Telephone	00971-4-2610033
Address	Al-Twar 1, Opposite Public Library, Opposite Terminal 2- P.O.BOX:56988
Principal	Moussa Ouarou
Principal - Date appointed	7/26/2015
Language of instruction	English and Arabic
Inspection dates	12 to 15 February 2018

Teachers / Support staff

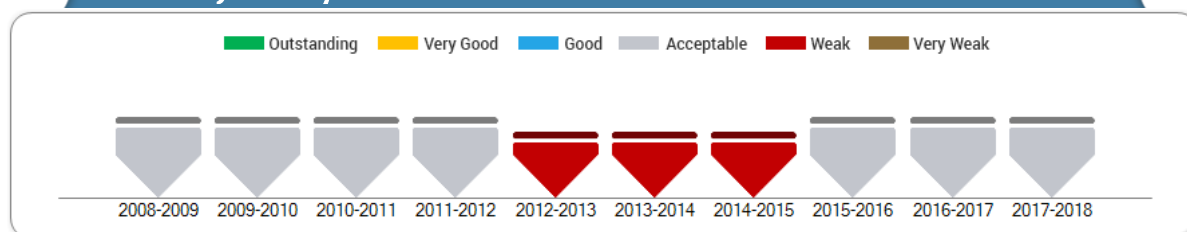|	
Number of teachers	94
Largest nationality group of teachers	Egyptian
Number of teaching assistants	5
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	14%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1363
Number of children in pre-kindergarten	0
Number of Emirati students	521
Number of students with SEND	75
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	MoE
Main curriculum	MOE /IBPYP
External tests and examinations	IBT, CAT4
Accreditation	None
National Agenda benchmark tests	IBT

School Journey for New World School Private

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable	Acceptable	Acceptable	Acceptable	Weak	Weak	Weak	Acceptable	Acceptable	Acceptable

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

New World School Private was inspected by DSIB from 12 to 15 February 2018. The overall quality of education provided by the school is acceptable. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal and senior leaders are clearly focused on students' academic progress and personal development. They promote an inclusive ethos. School leaders know the school's strengths and weaknesses. Since the previous inspection, training has been provided for heads of departments and teachers to improve the school's performance. This has yet to have a positive impact on the quality of teaching, learning and students' attainment.

Students' achievement

In all phases and most subjects, students' attainment is in line with curriculum expectations. In mathematics and science in cycle 2, attainment is weak. Students' progress is improving and is good in Islamic education and Arabic in the Kindergarten (KG), and in Islamic education in cycle 3. Throughout the school students develop learning skills to an acceptable level.

Students' personal and social development, and their innovation skills

Students' personal and social development is a good feature of the school. Most students have positive and responsible attitudes. They respect and appreciate Islamic values and their relevance to life in Dubai. Students have a good understanding of UAE culture. Too few opportunities are provided for students to develop innovation skills and develop a sense of social responsibility.

Teaching and assessment

Across the school, the quality of teaching and learning remains acceptable. Teachers' knowledge of their subjects is generally secure. KG teachers have a secure understanding of how young children learn. The quality of classroom management, planning for students' different learning needs and use of assessment, varies too much across the school. This limits students' progress.

Curriculum

The International Baccalaureate Primary Years Programme is being introduced in KG1. In other phases the Ministry of Education (MoE) curriculum is being followed. This provides a balanced programme of subjects with an emphasis on knowledge acquisition. Few opportunities are provided for students to develop skills of enterprise innovation and creativity.

The protection, care, guidance and support of students

Effective policies and procedures ensure the safety and care and welfare of students, both in school and on school transport. Most students with special education needs and disabilities (SEND) and those who are gifted and talented are identified by staff on admission. The support provided for students with SEND is improving but inconsistent.

What the school does best

- Students' personal and social development and their understanding of the importance of Islamic values to life in Dubai

- The improved curriculum, care and support, and children's progress in Islamic education and Arabic in the Kindergarten

- The effective policies and procedures which ensure students' safety

- The principal and senior leaders' focus upon the care and welfare of all students

Key recommendations

- Improve teachers' classroom management skills by ensuring that expectations of behaviour are consistently high, made clear to students and lead to exemplary standards of behaviour in all lessons.

- Improve the effectiveness of teaching and learning by:

  - checking students' understanding of learning objectives during and at the end of lessons

  - providing more effective feedback to students on their progress during lessons

  - wherever possible, making learning more relevant to students' everyday experiences to increase their motivation and engagement

  - making more effective use of assessment information to better meet the needs of all students and to track their progress over time

  - ensuring that subject leaders both model and expect high quality teaching in all lessons

- Improve the effectiveness of training provided for middle leaders and teachers by monitoring the impact of this training on students' progress and attainment.

- Ensure that governors provide the necessary resources to improve the promotion of inclusion, the quality of staff and curriculum development.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education	Attainment	Acceptable	Acceptable ⬇	Acceptable	Acceptable
	Progress	Good ⬆	Good	Acceptable	Good ⬆
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ⬆	Acceptable	Acceptable	Acceptable
Arabic as an additional language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Weak ⬇	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good ⬆	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak	Weak	Weak

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good ⬆	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.)

- Attainment, as indicated by the National Agenda Parameter benchmark tests, in Arabic, English, mathematics and science is below expectations.

- Leaders understand the importance of N.A.P test results for school improvement and are beginning to use this information more effectively.

- Teachers are at an early stage of analysing and using cognitive ability test information (CAT4) to improve students' achievement.

- Although some modifications have been made to programmes of study in English, mathematics and science, curriculum adaptations to raise attainment to international standards are inconsistent.

- Teaching is not generally adjusted following analyses of N.A.P. data and is mainly focused on knowledge acquisition.

- The impact of benchmark test results on learning and achievement is limited.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders, including governors, demonstrate some awareness of the achievements of Emirati students. Attainment targets are set for them and shared with teachers. Leaders monitor and analyse the test results relating to Emirati students, but the strategies for improvement are not effective enough to secure rapid improvement. Parents receive regular reports on the progress of their children.

- Emirati students exhibit a range of learning skills. Whilst many are attentive in lessons, they often fail to take responsibility for their learning. A determination to succeed is rarely seen, particularly in the boys' section. CAT4 test results are analysed, but not explained clearly enough for parents and students to fully understand. Not enough is done to raise Emirati students' aspirations.

- There is limited evidence of curricular adaptation for Emirati students. Although leaders and most teachers understand the implications of CAT4 test information, this does not lead to modifications of work in lessons. Targets for individuals and groups of Emirati students are not consistently linked to narrowing gaps in their progress and attainment. Teachers are beginning to focus on improving the verbal reasoning skills of all students.

The school's provision for raising the achievement of Emirati students' needs improvement.

Moral Education

- Moral education is planned as a separate subject and taught once each week. The school is beginning to engage parents and community members to support learning.

- The art and music departments manage the teaching of moral education. Coverage of moral themes is integrated into other subjects.

- When given the opportunity, students actively participate and explore moral concepts individually and in small groups, at their own level.

- Assessment procedures have been developed to measure students' knowledge of moral education concepts but do not assess how they feel, think and act.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies curriculum is effective in developing students' knowledge and understanding. The curriculum is enhanced by links across subjects.

- Collaborative planning by teachers from the boys' and girls' sections ensures that all students are provided with similar learning experiences.

- In some lessons students are actively engaged, and work effectively in collaboration with others. This is not a consistent feature of all lessons.

- Students' progress in social studies is assessed and reported to parents. However, not enough use is made of assessment to adapt the curriculum to the needs of all students.

The school's implementation of the UAE social studies programme is developing.

Innovation in Education

- Although older students are competent users of technology, most show little enterprise and have under-developed creative and independent learning skills.

- Most students do not demonstrate critical thinking or problem-solving skills. They have few opportunities to be innovative creative thinkers and to pursue independent investigations.

- Very few teachers modify lesson plans to promote or support the development of students' creative and innovation skills.

- The curriculum is largely driven by textbooks and there are few opportunities to engage in activities that promote enterprise and innovation.

- School leaders are beginning to promote innovation in the training provided for teachers.

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

Main inspection report

1. Students' achievements

Islamic education		KG	Cycle 1	Cycle 2	Cycle 3
	Attainment	Acceptable .	Acceptable ↓	Acceptable .	Acceptable .
	Progress	Good ⬆	Good .	Acceptable .	Good ⬆

- Students' understanding of Islamic concepts is in line with curriculum expectations in all cycles. Progress in cycle 2 is only acceptable as many lessons lack challenge and do not sufficiently engage students in their learning.

- Most students are able to discuss Islamic concepts and relate them to their daily lives. However, their skills of recitation and memorization, and ability to use the Holy Qur'an and Hadith as sources of evidence, are under developed.

- Progress in the KG and cycle 3 has improved because appropriate levels of challenge are offered to students. In these cycles, teachers make links with everyday life that help students to apply different Islamic concepts.

For development

- Increase the level of challenge for students in cycle 2 to enable them to make better progress.

		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ⬆	Acceptable	Acceptable	Acceptable

- Most students attain levels that are consistent with curriculum expectations. In the KG, children make good progress because teachers take account of their abilities and interests in their lesson planning. Girls generally make better progress than boys.

- Reading and listening are the most developed language skills. Writing skills are improving and students are increasingly able to write independently and at length. Students' ability to speak with accurate use of grammar is the least developed skill.

- Links to UAE culture and other subjects enable students to practise the language in realistic and meaningful contexts. When teachers use discussion and technology effectively, it impacts positively on students' progress.

For development

- Provide frequent opportunities for students to speak and write extensively, and with accurate use of grammar.

		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessments indicate very high attainment levels. However, this level of attainment is not reflected in students' work or in external test results.

- The progress and attainment of students who are taught science and mathematics in English are above that of other students. Drawing inferences from texts, using a variety of writing genres and practising speaking enables girls in cycles 2 and 3 to make better than expected progress.

- Access to an on-line library and inter-class competitions are motivating students to read more widely. Early indications are that reading levels are improving. In the KG, the introduction of a guided reading scheme is supporting the development of children's reading skills.

For development

- Extend on the reading programme and ensure that students read frequently and extensively.

Mathematics		KG	Cycle 1	Cycle 2	Cycle 3
	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Attainment and progress in lessons is improving but students' performance in external benchmark tests is weak. Improvement is more evident in the KG than in other phases.

- Students' knowledge of mathematical facts is improving but their ability to apply these to real-life situations is underdeveloped. Some students are able to explain connections between different branches of mathematics, but this is not consistent.

- While the progress of students is mostly in line with expectations, the progress of different groups of students varies significantly because of insufficient support and challenge at key points in many lessons.

For development

- Use external assessment information to identify and address gaps in students' learning and provide appropriate support and challenge for all groups of students.

Science		KG	Cycle 1	Cycle 2	Cycle 3
	Attainment	Acceptable	Acceptable	Weak ⬇	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Good

- Students' attainment is generally in line with curriculum expectations. However, in cycle 2, attainment is weak in comparison with international standards. The majority of students in cycle 3 make good progress because their scientific skills are developed well.

- Students' recall of knowledge is better than their ability to apply it in practical investigations. Students in all phases develop the use of appropriate scientific vocabulary as a result of opportunities to report the results of their investigations to their peers.

- Students' progress, especially in cycle 2, is slow and a minority make less than expected progress. Children in the KG develop basic scientific inquiry skills. Students in the lower cycle 1 classes are not provided with enough opportunities to engage in practical work.

For development

- Provide more opportunities, especially in cycle 1, for students to develop scientific investigation and problem-solving skills.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students occasionally take responsibility for their own learning. This is more evident in cycle 3. Some students, particularly the boys in cycle 2, are not sufficiently engaged in their learning.

- Collaborative learning is developing well. In many lessons students learn effectively together in small groups. In the best lessons students achieve well because they are encouraged to apply their knowledge to everyday life.

- In general, students are not provided with enough opportunities to make connections with other subjects. Critical thinking, verbal reasoning and innovative skills are under-developed. There are not enough opportunities for students to use technology to support their learning.

For development

- Provide frequent opportunities in all subjects for students to develop their critical thinking and problem-solving skills.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- Most students have responsible attitudes to school and to learning. They follow classroom rules and listen to feedback from their teachers. However, a few students show little enthusiasm for learning.

- Students of different nationalities are friendly towards each other. They are respectful and have positive relationships with their teachers. While most students are self-disciplined and behaviour is generally good, lower standards of behaviour are evident in some lessons in cycle 2.

- Students' attendance is very good and most are punctual at the start of the day. The majority of students display positive attitudes to healthy eating and the maintenance of healthy and active lifestyles.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students show respect for and appreciation of Islamic values by applying them to their daily lives. They celebrate all the Islamic festivals through a range of activities and at assemblies.

- Students have a good knowledge of and appreciate appreciation of UAE culture. They understand the development of modern Dubai and appreciate the vision for the future of the UAE. They celebrate and contribute to all of the national celebrations.

- Students initiate activities to celebrate their own cultural backgrounds. They are aware of some of the similarities between cultures, such as the concept of equality, but their overall knowledge and understanding of cultures other than their own is limited.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Across all grades there are few opportunities for students to participate in decision-making and leadership. This limits the development of students' skills of social responsibility and innovation.

- Students participate in some activities to support the school and local environment, for example the recycling programme and the 'Clean the World' conference. However, these are mostly initiated by adults. Students have a limited awareness of issues such as environmental sustainability.

- Newly established student councils include representatives from cycles 2 and 3. Their first initiative is to promote a 'values' month beginning with 'anti bullying'. The science club is working on the use of solar power in the science club room.

For development
- Increase opportunities for students to exercise leadership and involve the student council in the initiation, planning and implementation of activities.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- Teachers' subject knowledge is generally secure. In the KG, teachers have a good understanding of how young children learn. In all cycles, lesson planning takes into account the needs of some groups of students, but this planning is not always translated into practice.

- In the most effective lessons, teachers manage students' behaviour well. As a result the learning environments, particularly in cycle 3, are positive and supportive. However, in a significant number of lessons in the boys' section ineffective behaviour management is slowing students' progress.

- The use of questioning to extend students' thinking is developing. However, most questioning is aimed at the recall of knowledge. Few lessons conclude with the check and consolidation of students' learning. Not enough use is made of technology to support teaching for effective learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school analyses internal assessment information. However, this information does not match the results of external benchmark tests. The school is beginning to use assessment to identify gaps in students' learning so that work can be matched to their needs. This is developing well in the KG.

- The use of benchmark test results, including CAT4, to compare students' progress with their academic potential, is in the early stages. The information is used to identify gaps in broad areas of the curriculum, but not to identify gaps in individual students' progress and attainment.

- Although teachers know their students well, they do not make enough use of assessment information to ensure that work is matched to students' ability and attainment levels. Students are not given enough guidance, through assessment, on how to achieve their full potential.

For development
- Raise teachers' expectations of students' attainment and behaviour.
- Make effective use of assessment information to check and guide students' learning and progress.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Good ⬆	Acceptable .	Acceptable .	Acceptable .

- Starting in KG1, the school is gradually introducing the International Baccalaureate Primary Years Programme (PYP). The PYP places a strong emphasis upon the development of learning skills and is having a positive impact in the KG. The MoE curriculum is implemented appropriately in the other cycles.

- In cycles 1 to 3, there is an emphasis on the acquisition of knowledge. There is progression in the development of knowledge in each subject, as students move from one grade to the next. However, the development of skills varies across subjects and cycles.

- There is insufficient emphasis on links between subjects and the real-life applications of subjects in most lessons. Students have only a limited range of subject choices, especially in cycle 3, and in the number of extra-curricular activities.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable .	Weak .	Weak .	Weak

- In the KG, adaptations are made to the curriculum to meet children's differing learning needs. However, few modifications are made to the curriculum in other cycles.

- Students have too few opportunities to engage in activities that promote enterprise and innovation. The curriculum is largely driven by textbooks. This prevents students from extending their learning through independent inquiry and research.

- The curriculum provides cultural experiences for students through field trips and participation in national celebrations. Opportunities for developing students' knowledge of UAE society and heritage are integrated into the curriculum.

- The school meets the MoE requirements on the teaching of Arabic in the KG. Children are taught for four 40 minute lessons each week.

For development

- Provide more opportunities for students to develop critical thinking, problem-solving and innovation skills.

- Ensure that the curriculum is adapted to meet the learning needs of all groups of students.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- Well-constructed policies and procedures ensure the safety, care and protection of all students. These are communicated clearly to staff, parents and students. Security and health teams are alert to potential risks and take steps to minimise any health and safety concerns.

- The medical staff monitor the health of students, but not all students follow their guidance about food brought from home and strategies to avoid obesity. Maintenance and facilities staff ensure the buildings are kept clean and are well maintained.

- New procedures have been introduced to ensure the effective supervision of students' arrival at and dismissal from, school, together with the co-ordination of school transport. A risk analysis is carried before any out of school visit is approved.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good ⬆	Acceptable	Acceptable	Acceptable

- A secure foundation for the development of good behaviour is laid in the KG. However, the inconsistent implementation of the school behaviour management strategy and variability in teachers' expectations of students, results in a minority misbehaving, particularly in cycle 2.

- Early identification is made of students with SEND and those with particular gifts and talents. However, assessment procedures are not systematic enough to ensure that barriers to learning are accurately identified and students correctly categorised. The support received by students with SEND is improving but remains too inconsistent.

- The school provides a caring environment for students who, as a result, feel able to approach staff if they have any concerns. However, the appointed counsellor has limited opportunities to provide students with high quality personal, academic and careers guidance.

For development
- Ensure that counselling staff have sufficient time to provide students with high quality personal, academic and career guidance.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Weak

- Specialist staff have raised the profile of inclusion and identified key strengths and areas for improvement, the school has not appointed a governor for inclusive education.

- Leaders have developed a range of assessment procedures to support the identification of students with SEND, but do not use the KHDA criteria consistently. As a consequence, the barriers to learning for some students are neither identified nor removed.

- SEND staff maintain regular contact with parents to inform them of their child's progress. Parents value this communication. Parents are informed about the nature of their child's needs and encouraged to contribute to the construction of their IEPs.

- The personalised support provided in one-to-one sessions and from learning support assistants is generally effective in developing students' positive learning attitudes and skills. However, the support that many students with SEND receive in class is not matched to their needs.

- Internal assessments provide an unrealistic measure of students' progress and attainment when compared with the rest of the cohort. Although systems for monitoring students' progress are improving, there is little evidence of attainment gaps narrowing.

For development
- Appoint a governor with responsibility for promoting and monitoring the implementation of the inclusion strategy.
- Ensure the KHDA criteria are used consistently in the identification of students' needs.

6. Leadership and management

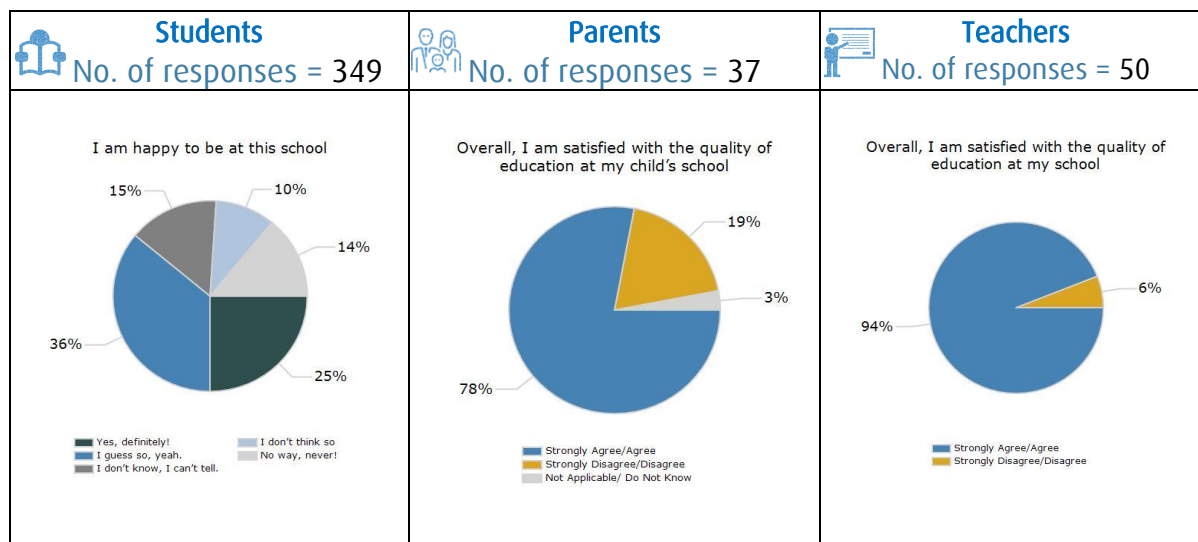|	
The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable ⬇
Management, staffing, facilities and resources	Acceptable

- The principal and senior leaders are appropriately focused on students' welfare and attainment. They provide a lead to the school and communicate the school's vision clearly. Senior leaders know good educational practice. Together they provide professional development for middle leaders and teachers. The school has an inclusive ethos.

- Senior leaders know the school's strengths and areas in which improvement is needed. This information is used to guide improvement planning in most areas of the school. Neither the work of middle leaders nor the training provided for teachers have led to significant improvements in the quality of teaching and students' progress and attainment.

- Parents are involved with their children's education and support the school, particularly in the KG. Communication between the school and parents is generally effective. They are informed about their children's progress and school events. Through the parent council and regular surveys the school receives information on the views of parents. The school has developing links with local organisations.

- Governors are generally aware of parents' views. Through reports from the principal and regular meetings, governors hold the school to account for its performance. However, the school's performance is not improving quickly enough. The governing body's recent investment in staffing and resources is having a positive effect in the KG.

- The school is managed efficiently on a day-to-day basis. It is staffed with a sufficient number of qualified teachers. Most have a good knowledge of their subjects but lack an understanding of how the subjects are best taught. The premises and specialist facilities provide an adequate learning environment. Technological resources are adequate for the school's current needs.

For development
- Ensure that training for middle leaders and teachers brings about improvements in teaching, learning and students' attainment and progress.

The views of parents, teachers and senior students

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

Students No. of responses = 349	Parents No. of responses = 37	Teachers No. of responses = 50
I am happy to be at this school	**Overall, I am satisfied with the quality of education at my child's school**	**Overall, I am satisfied with the quality of education at my school**
15% 10% 14% 36% 25%	19% 3% 78%	94% 6%
■ Yes, definitely! ■ I don't think so ■ I guess so, yeah. ■ No way, never! ■ I don't know, I can't tell.	■ Strongly Agree/Agree ■ Strongly Disagree/Disagree ■ Not Applicable/ Do Not Know	■ Strongly Agree/Agree ■ Strongly Disagree/Disagree

Students	• A majority of the students who responded to the survey think that the school provides a good education. Almost all acknowledge the importance of Islam to life in Dubai. A majority feel that there is a limited range of subjects and extra-curricular activities to choose from and teachers have not helped them enough to use technology for research.
Parents	• Almost all of the parents who responded to the survey think that their children are happy in school. However, approximately one third do not think that teachers know their child's strengths and weaknesses and one quarter do not think that adults care about students. Almost all think the school is well led.
Teachers	• Approximately half of the teachers responded to the survey. Almost all think that students are happy in school and the school is well led. Most think students are well behaved and that the school deals with incidents of bullying well. Inspectors found that a minority of boys did not behave well in some classes.

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