

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE



المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

New Academy  
School

Celebrating  
10 years of  
inspections

NEW ACADEMY SCHOOL

AMERICAN CURRICULUM

## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	13
1. Students' achievements.....	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment .....	18
4. Curriculum .....	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	22
6. Leadership and management .....	23
The views of parents, teachers and senior students.....	24



## School information

General information	
Location	Al Raffa
Type of school	Private
Opening year of school	1987
Website	www.newacademyschool.com
Telephone	04-398-8873
Address	P.O. Box 11439
Principal	Nazia Doha (Acting Principal)
Principal - Date appointed	2/15/2017
Language of instruction	English

Inspection dates 30 to 02 November 2017

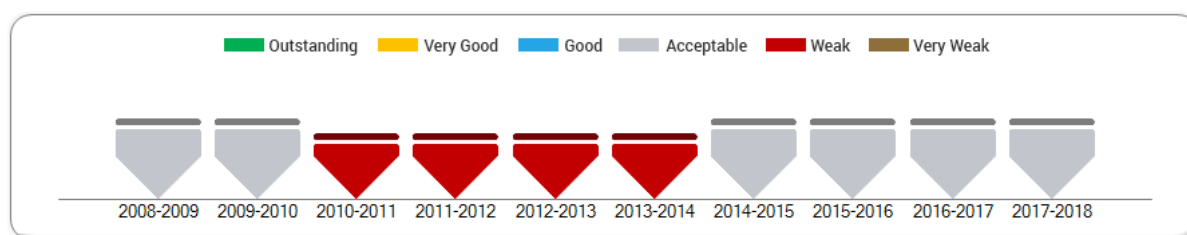
Teachers / Support staff	
Number of teachers	92
Largest nationality group of teachers	Egyptian
Number of teaching assistants	29
Teacher-student ratio	1:14
Number of guidance counsellors	0
Teacher turnover	25%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1333
Number of children in pre-kindergarten	0
Number of Emirati students	775
Number of students with SEND	36

Largest nationality group of students Emirati

Curriculum	
Educational permit / License	US
Main curriculum	US
External tests and examinations	MAP, CAT4, PISA, SAT, TOEFL, PSAT
Accreditation	Candidate for NEASC
National Agenda benchmark tests	IBT, MAP

## School Journey for New Academy School



## 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

Our 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 Academy School** was inspected by DSIB from 30 October to 02 November 2017. The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The school has improved since the previous inspection. The Kindergarten (KG) features better teaching and learning than the rest of the school. The school's leaders generally know what needs to improve and are committed to achieving better results. The quality of governance is weak. The school is understaffed in important posts. The facilities and resources support the delivery of the curriculum, but access to learning technologies is limited.

### Students' achievement

Students' achievements are broadly acceptable, but they are better in the KG. The progress made by students learning English as an additional language has improved, as has the progress made by students learning Arabic as their first language. Students' learning skills are broadly acceptable, but they are good in the KG.

### Students' personal and social development, and their innovation skills

Students' personal development is good in all phases of the school, but a very few boys and girls show disrespect for their teachers. Attendance rates are generally good, but again, a very few students arrive late to school almost every day. Students' understanding of Islamic values and Emirati culture are good. Their social responsibility and innovation skills are mostly acceptable, but they are good in the KG and the high school.

### Teaching and assessment

The quality of teaching is generally acceptable, but it is better in the KG. Some teachers misunderstand how students learn their subjects and talk for too long in lessons. The quality of assessment is broadly acceptable, but it is better in the KG. Teachers know their students' strengths and weaknesses but do not use this information effectively.

### Curriculum

The curriculum is of acceptable quality in Grades 1 through 12, but it is good in the KG. It provides students with a variety of learning experiences beyond the key subjects. It is reviewed regularly, but the adaptations made by teachers often fall short of meeting students' needs, especially the needs of those with special educational needs and disabilities (SEND).

### The protection, care, guidance and support of students

The quality of health and safety provision is good across the school. Students are safe and cared for at all times, including when on buses. The food offered at school is healthy. The premises are clean. The support provided to students is generally acceptable, but again, it is good in the KG. The support for students with SEND is acceptable.

### What the school does best

- The quality of provision and outcomes for the children in the KG
- Students' progress in Arabic in the elementary school
- Students' personal and social development and their understanding of Islamic values and Emirati culture
- The provision for students' health and safety.







### Key recommendations

- Raise students' attainment in English in Grades 1 through 12 so that it is at least acceptable.
- Improve the quality of teaching so that it is consistently good in all four phases of the school.
- Accurately identify students' special educational needs, including those of students with special gifts and talents, then provide them with appropriate learning experiences.
- Improve governance so that:
  - all stakeholders are represented
  - governors have detailed knowledge of the school
  - there is a process for holding school leaders to account
  - all regulatory requirements are met.
- Ensure that the school is fully staffed with appropriately-qualified people, especially in leadership and guidance roles.

## Overall School Performance

Acceptable

### 1. Students' Achievement

		KG	Elementary	Middle	High
<b>Islamic education</b> 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<b>Arabic as a first language</b> 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Acceptable
<b>English</b> 	Attainment	Good	Weak	Weak	Weak
	Progress	Good	Acceptable ↑	Acceptable ↑	Acceptable ↑
<b>Mathematics</b> 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
<b>Science</b> 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable

	KG	Elementary	Middle	High
Learning skills	Good	Acceptable	Acceptable	Acceptable



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

	KG	Elementary	Middle	High
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	Good ↑	Acceptable	Acceptable	Good ↑

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

	KG	Elementary	Middle	High
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	Weak
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 success of the school in meeting the National Agenda Parameter (NAP) targets:**

- Students' attainment on the National Agenda Parameter meets expectations in mathematics and is below expectations in English and science.
- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- The senior leadership team is strongly committed to the understanding of data analysis relative to the quality of the school's N.A.P. plan. The implementation and monitoring of the plan is only in its early stages.
- Teachers are encouraged to consider data in lesson planning. Teachers implement lessons that are aligned with curriculum standards, but the curriculum has not been modified as a result of this analysis.
- There have been very few modifications made as result of data analysis relative to students' strengths and weaknesses. However, PISA- and TIMSS-style questions are now included in internal assessments.
- A number of teachers have adjusted their teaching strategies to include critical thinking, research and independent learning. While not all attempts are effective, teachers are becoming more aware of the need to develop these skills.
- Although students' performance in the N.A.P. assessments have been analysed, not all students are aware of their strengths and weaknesses in learning. Students' use of technology resources is improving.

**Overall, the school's provision for achieving its 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 prioritize 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 prioritize 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 achievements of

Emirati students.

**Three strands are reported on: Governance and Leadership; Learning and Intervention; and, Personalization.**

- School leaders and governors have limited plans to influence the Emirati students' academic and personal development. Data related to their achievements is collected and new strategies are being developed. Support is provided, but it is not effective enough to raise their verbal reasoning in mathematics and English.
- During lessons students only take responsibility for their learning when encouraged to do so. They rarely exhibit independence, except in the elementary school where they are motivated to develop higher-order skills. The CAT4 data are not analyzed and shared with all stakeholders. The school does not monitor the achievements of Emirati students using the data.
- The school is implementing basic curricular adaptation for Emirati students. The interventions are not being adequately monitored. The individual CAT4 student profiles and the N.A.P. test results are not used to support Emirati students. Their verbal reasoning weaknesses negatively affect their achievements.

**The provision for raising the achievements of Emirati students needs improvement.**

### Moral Education

- The moral education program (MEP) is taught in English as a discrete subject. Parents are involved through take-home journals and shared projects.
- Most lessons are teacher directed. Teaching strategies such as facilitating discussion among students are underdeveloped. Insufficient time has been allocated per week for teaching the MEP.
- Although students are engaged in MEP lessons and enjoy the content, a minority of students do not listen respectfully or participate fully.
- Formative assessments are conducted after each MEP lesson, but the results of these assessments are not reported to parents.

**The school's implementation of the UAE's MEP is underdeveloped.**

### Social Studies

- Social studies lessons are planned for students in Grades 1 to 9, based on the MoE curriculum, with an emphasis on the acquisition of knowledge. It is taught in English and Arabic as a discrete weekly class.
- Teachers have secure knowledge and plan appropriate lessons. Differentiation of instruction is of varied quality and frequency.
- Students collaborate, follow directions and complete tasks. There is some evidence of critical thinking and problem solving, although opportunities to develop these skills are limited.
- Assessments of learning are inconsistent. Assessment information is not used to inform teaching or modify the curriculum. Consequently, the needs of different groups of students are not adequately met.

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

### Innovation in Education


- Almost all students lack any opportunities for innovative learning. Although the school has laptop computer carts, their use is limited across the different subjects and phases.
- The school encourages students to initiate projects, listens to their ideas and promotes them carefully.
- Most teachers do not promote students' critical thinking or problem-solving skills. Although lesson plans have been revised to include innovation skills, these skills are not evident in lessons.
- The range of extra-curricular activities is limited and does not nurture innovative skill development. As a result, students' leadership and entrepreneurship are not developed.
- School leaders have an understanding of innovation, but it is not expressed consistently in lessons and in the school's culture.

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



## Main inspection report

### 1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In Islamic education, most students attain levels that are in line with curriculum expectations. In upper grade levels, girls' achievements are stronger than boys', particularly in the knowledge of Seerah and the life of the Prophet (PBUH). In addition, students organize Islamic exhibitions independently.
- Although students show improving understanding of Islamic morals and Seerah, their recitation and memorization skills are only in line with the curriculum standards. Overall, most students have an appropriate grasp of key concepts.
- Slight improvements in teaching have led to small gains in achievements for some groups of students, particularly in the upper grade levels. However, not all students have benefited, and this has resulted in slower progress for the majority of them.

#### For development


- Develop students' recitation skills to support their achievement in Islamic education.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable

- Most students attain levels and make progress in line with the MoE curriculum expectations in the middle and high schools. Students' achievements are stronger in the elementary school, because of the engaging teaching and learning strategies used.
- Many students are not confident to speak grammatically-correct classical Arabic. They are good in reading and listening, but their speaking skills are not as strong. Younger students are more engaged in learning the language than the older ones.
- Students' learning is stronger when it is linked to the UAE cultural context. This helps students practice the language in real-life situations and enables them to reflect upon their own experiences.

#### For development


- Improve students' attainment and progress by engaging them more in learning and by providing them with more opportunities to practice their spoken Arabic.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Acceptable

- Students make good progress in the elementary and middle schools when measured against their starting points. They are more engaged in lessons when topics are age appropriate. In these lessons, their attainment is better.
- Students demonstrate secure competencies in speaking familiar words and short sentences. They are better at reading and listening than at the other skills. Younger students can sing Arabic songs and explain the meaning of the lyrics.
- Effective learning strategies are evident in some of the elementary and middle school lessons. However, learning is not consistently related to real-life contexts which limits students' language acquisition and prevents some groups of them from achieving at a higher level.

#### For development


- Improve students' writing skills, especially in the high school.

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

- Students' achievement in English is strongest in the KG, where teachers have secure subject knowledge and know how children learn best. In the other phases, most students' achievements are inconsistent because the work lacks challenge and is not matched to students' needs.
- Students' speaking skills are more developed than their other language skills. Their reading and writing skills are not strong, particularly in the elementary school. Too few opportunities are provided for students to independently read a range of texts and explore their meaning.
- The rate of progress has improved slightly in all three upper phases as a result of increased opportunities for students to work collaboratively. However, students' verbal reasoning has not sufficiently improved, and students are not able to access learning technologies to support their learning.

#### For development


- Provide students with more opportunities to develop their reading and writing skills.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

- Nearly all students develop their skills and knowledge from one grade to the next and attain at a level that is in line with curriculum standards. In a small number of high school classes, students' achievements are higher as they use critical thinking skills to solve real-life problems.
- Although understanding of number is consistently developed in all grades and phases, students' use of mental mathematics strategies is less consistent. The lack of real life applications limits students' understanding of other aspects of mathematics such as algebraic thinking.
- The mathematics curriculum is being modified to incorporate opportunities which extend students' mathematical thinking and reasoning. However, the inconsistent implementation of this modification is preventing most students from benefitting and improving their attainment.

#### For development

- Increase the amount of time for students to apply their analytical and mathematical skills to solve problems, think critically and complete activities that are related to real-world situations.

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

- Children's achievement is better in the KG, due to effective teaching. In addition, strong assessment processes enable teachers to evaluate children's progress daily and to identify their next steps in learning accurately.
- Although students in all phases gather data, analyze it and report their findings effectively, they do not develop an understanding of all aspects of the investigative process. As a result, their scientific knowledge is generally stronger than their scientific skills.
- Improved data analysis is enabling teachers to plan lessons which match the abilities of all groups of students. However, the implementation of these plans is not consistent. Consequently, attainment and progress for the majority of students has not improved.

#### For development

- Provide challenge and support for students to enable them to improve their attainment and progress.

	KG	Elementary	Middle	High
Learning Skills	Good	Acceptable	Acceptable	Acceptable

- Learning skills are better when students collaborate in groups, which is more evident in the KG. In a small number of high school classes, 'flipped' lessons enable students to assume the role of a teacher and engage their peers in the learning.
- In the majority of subjects, students can make connections between the different areas of learning. This is less evident in mathematics in the elementary and middle schools. Learning technologies are not used consistently, limiting the development of students' skills.
- Students' innovation skills are promoted throughout the school and are included in lesson planning. However, critical and analytical thinking is not a common feature of the learning of most students. The result, in the high school, is that a few students become consistently disengaged.

#### For development

- Develop students' critical thinking skills and their use of technology to support classroom learning and independent research.



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

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

- Personal development is strongest in the KG. Students have positive and responsible attitudes towards the school and their learning. There is a focus on self-discipline and being positive. However, some teachers do not always give students opportunities to demonstrate this.
- Students are respectful towards their peers and teachers. They respond well to critical feedback. Their rates of attendance are good across all the phases, but a small number of them arrive late to school every morning.
- Students have responded well to the school's promotion of healthy lifestyles. They understand the value of healthy eating and are keen to participate in activities that support their wellbeing.

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

- Students' understanding of Islamic values and their own culture are good overall, and it is strongest in the high school. Their understanding of other worldwide cultures is less secure.
- The strongest element, across all phases, is students' appreciation and respect for the values of the UAE. They feel proud about their own culture, heritage and traditions. They celebrate a multicultural day as 'one humanity.'
- The school's focus on developing students' understanding of heritages and cultures has improved their awareness of global cultures, art, and folklore. It has also improved their tolerant attitudes.

	KG	Elementary	Middle	High
<b>Social responsibility and innovation skills</b>	Good ↑	Acceptable	Acceptable	Good ↑

- Students have a positive work ethic. This is evident in their organization of an exhibition in the high school. The students' council plays an effective role in promoting and implementing a new code of conduct across the school.
- Students care for their school and seek ways to improve their environment. In the KG, they can sort waste between recycling and composting. In the high school, they address global environmental issues by developing solutions to reduce carbon pollution.
- Student leaders in the high school help others by promoting a sense of responsibility and developing leadership skills across the school. Students willingly participate in programs to keep the school clean and well organized.

#### For development

- Provide opportunities for students to develop their social responsibility and innovation skills in the elementary and middle schools.

### 3. Teaching and assessment

	KG	Elementary	Middle	High
<b>Teaching for effective learning</b>	Good	Acceptable	Acceptable	Acceptable

- Teachers generally have secure subject knowledge. However, many teachers are less confident in their understanding of how students learn best. Differentiation of instruction to meet the needs of different groups of students is in the plans, but it is not sufficiently evident in lessons.
- Teachers' questioning techniques vary across the subjects and phases. In the better lessons, teachers promote students' critical thinking, but this remains a developing feature. Most teachers ask close-ended questions that require students to recall facts.
- Although lesson planning has improved to include a range of teaching strategies, these are rarely deployed in the upper three phases. Many classes in those phases feature individual activities in whole-class learning environments with few opportunities for students to work independently or collaboratively.

	KG	Elementary	Middle	High
<b>Assessment</b>	Good	Acceptable	Acceptable	Acceptable

- Assessment practices are stronger in the KG, where teachers have secure knowledge of children's strengths and weaknesses, due to ongoing assessment. The timely feedback teachers provide children with, enables them to maximize their learning.
- In all phases, students' outcomes are assessed by a range of assessment tools. However, the use of the resulting data to craft lessons that are focused on students' weaknesses is not sufficiently evident.
- Greater congruence has been achieved between the internal and external assessments. Although a wide selection of assessment information is available to teachers, this information has not been used consistently to improve lesson planning and students' learning outcomes.

#### For development

- Ensure that teachers use assessment data in their planning and enable them to implement the most effective teaching strategies.

## 4. Curriculum

	KG	Elementary	Middle	High
<b>Curriculum design and implementation</b>	Good	Acceptable	Acceptable	Acceptable

- The curriculum in the KG is developed to a greater degree than in the other phases, providing cross-curricular links, investigative activities and opportunities for children to apply what they learn. These aspects are less evident in the higher grades, which limits students' abilities to develop their learning skills.
- Although the curriculum in all the phases provides for continuity and progression, opportunities for students to participate in critical thinking and analytical tasks in real life contexts are not consistently implemented. This limits their ability to apply knowledge and skills in practical ways.
- As a result of the curriculum review process, lesson planning has improved. Data analysis is used to identify some necessary changes to the curriculum. However, changes to the curriculum and to lesson plans are not consistently implemented by teachers.

	KG	Elementary	Middle	High
<b>Curriculum adaptation</b>	Good ↑	Acceptable	Acceptable	Acceptable

- In the KG, the curriculum is planned to meet the learning needs of most children. In the rest of the school, the curriculum adaptations do not address the educational needs of all groups of students.
- Emirati heritage and culture are embedded across the entire curriculum, with a strong focus in social studies and Islamic education. Most opportunities for innovation and creativity are provided in the KG, where subjects are integrated.
- Students' participation in community and charitable activities across the school is very limited. Only very few students enhance their learning through social engagement. The new sports facilities have increased the availability and range of after-school activities, but only a small number of students benefit from this.
- Arabic as a first language is taught in KG2. The Arabic curriculum is themed and linked with other subjects.

#### For development

- Modify the curriculum to meet the learning needs of all groups of students to allow effective differentiation of tasks in all lessons.

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

	KG	Elementary	Middle	High
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good ↑	Good ↑	Good ↑	Good ↑

- The school has effective policies and procedures for keeping students and staff safe. All are aware of these and, consequently, they are all protected from abuse. The school is clean, and there are regular checks for safety in the building and on buses.
- The supervision of students is very effective. There are comprehensive records of maintenance, students' health, incidents and follow-through actions. The premises are accessible for students with different needs, and support is provided when needed through the SEND and ELL departments.
- The school promotes safe and healthy living well through proactive measures by the security and medical staff. The school has participated in a well-being census. The results are being incorporated in various activities organized around the school.



	KG	Elementary	Middle	High
Care and support	Good	Acceptable	Acceptable	Acceptable

- In the KG, clear expectations support the development of good relationships between children and staff. In the upper phases, mutually respectful relationships are evident but are less consistent.
- The low-quality identification of students with SEND and the absence of any system to identify those with gifts and/or talents reduce the school's ability to support all groups of students to achieve their full potential.
- Students' poor punctuality to lessons and an inconsistency in behavior management undermine learning in the upper phases. The school promotes students' wellbeing and takes account of students' views when developing activities that support it.

#### For development

- Develop and implement a consistent school behavior management policy which rewards good behavior and sanctions inappropriate behavior.
- Streamline the identification process for students with SEND and for those who are gifted and talented across all phases.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Acceptable

- The school has appointed a governor for inclusive education, and the vice principal is a strong champion for it. The coordinator and the small team are in the early stages of implementing an improvement plan. As a result, training for teachers and monitoring systems have not been fully implemented.
- The changes in SEND staffing have reduced the quality of identification over the last year. Students are identified with SEND upon entry when possible. Identification using the eight KHDA categories is not always accurate. Consequently, interventions are often not well matched to students' needs.
- Parents are generally pleased with the communication, support and guidance provided by the school.
- Teachers have received initial training on how to accommodate students with SEND in their lesson planning and delivery. However, most teachers do not modify their teaching strategies appropriately. This results in reduced progress for those students.
- Most students who function within their class ability range make acceptable progress. Students with more serious needs and impairments make weaker progress, since the work they are given is often inappropriate. When sufficient support is not available in the classrooms, students struggle to achieve their potential or even to enjoy the lesson.

### For development

- Provide all classroom teachers with high quality training on SEND, useful individual learning plans (IEPs) and well-trained learning support assistants when needed.

## 6. Leadership and management

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

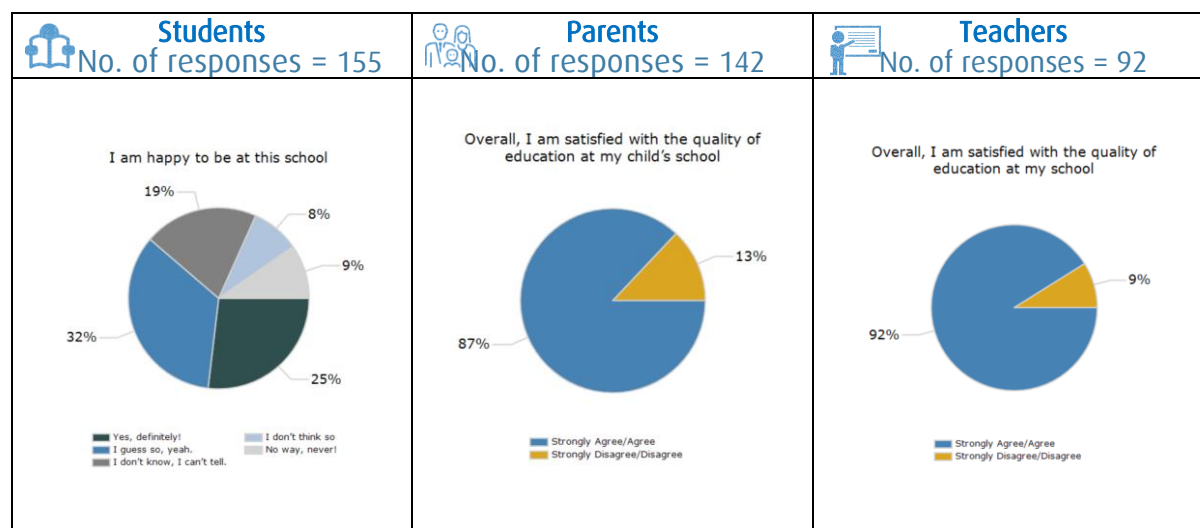
- The quality of leadership in the school is generally acceptable, but it is good in some respects. School leaders share common goals and are committed to achieving the priorities of the UAE and Dubai. Most of them demonstrate appropriate understanding of curricula, teaching, learning and assessment. Relationships among them are positive, but not all know precisely what is expected of them. The acting principal manages the school well, promoting change and making improvements.
- The school's self-evaluation judgments are realistic and form the basis of improvement plans. A majority of school leaders know the priorities for improvement in their part of the school and what to do next. Monitoring of teaching and learning is evident across different subjects, and the evaluations are useful but infrequent. The school's action plan and self-appraisal plans are adequate and have resulted in improvements since the previous inspection.
- Parents are satisfied with the school. Represented by a parents' council, they are involved in many school activities, especially the national celebrations. Their views and suggestions are taken into consideration when possible. An example is their suggestion about improving procedures for attendance and punctuality. They have some concerns about the purpose of homework and about school leaders' readiness to listen to their children's views.
- The quality of governance remains weak for several reasons. There is only narrow representation of school stakeholders on the governing body; parents, teachers and students are excluded. Governors currently have only limited knowledge of the school. The method for holding school leaders to account for their performance is unclear. Governors provide only limited support to the school leaders. Key posts remain unfilled since the previous inspection.
- The school operates smoothly on a daily basis. Staffing is adequate to deliver the curriculum, but some key posts are unfilled. Teachers have been provided with useful professional development experiences, but these have not resulted in consistently better teaching. The facilities and resources are sufficient to support the delivery of the curriculum. Students lack sufficient access to learning technologies to support their independent research skills.




### For development

- Ensure the governing board represents more stakeholders and sets a clear and transparent method for holding school leaders to account for the school's performance.
- Ensure all school leaders collaborate on the process of self-assessment, clarifying each person's role and responsibility.

## 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Almost all senior students responded to their survey. Most are very positive in their opinions about the school, but about one third disagree that they are treated fairly. More than a few disagree that they are developing leadership skills, using a wide range of learning resources and receiving reports that tell them how to improve their learning.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>A significant number of parents responded to their survey. They express positive opinions about almost all aspects of the school's provision and outcomes. More than a few disagree that the school provides quality counselling, that their children are learning to use technology to conduct research, that teachers know their children's strengths and weaknesses, and that there is a wide range of extra-curricular activities for their children to choose from.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Almost all teachers responded to their survey. They are very positive in their opinions about the quality of the school's provision and outcomes. About one third disagree that students are well behaved and respectful to adults. More than a few disagree that students are offered a wide range of activities, and a similar proportion disagree that students with SEND are well supported in their learning.</li> </ul>



### 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](mailto:inspection@khda.gov.ae)