

# INSPECTION REPORT

2022-2023



**NEW ACADEMY SCHOOL**

**US CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Raffa
	Opening year of School	1990
	Website	www.newacademyschool.com
	Telephone	97143988873
	Principal	Nazia Bashir Daha
	Principal - Date appointed	1/31/2018
	Language of Instruction	English
	Inspection Dates	05 to 09 December 2022

### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1383
	Number of Emirati students	541
	Number of students of determination	126
	Largest nationality group of students	Emirati

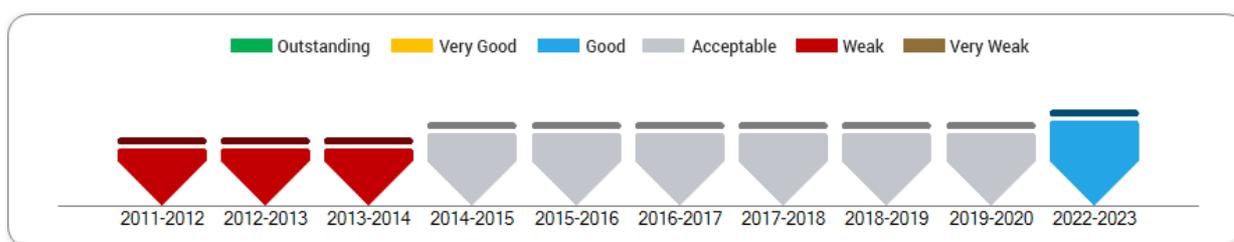
### TEACHERS

	Number of teachers	88
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	26
	Teacher-student ratio	1:16
	Number of guidance counsellors	2
	Teacher turnover	6%

### CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US
	External Tests and Examinations	Advanced Placement (AP)
	Accreditation	New England Association of Schools and Colleges (NEASC)

### School Journey for NEW ACADEMY SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Children in Kindergarten (KG) make consistent progress in all subjects and benefit from a rich, creative learning environment. Students taking Arabic as a first and as an additional language perform above expectations. The best progress is in English and science, along with an improving picture in mathematics, in the elementary and high schools. Attainment in all subjects lacks a focus on key literacy and language skills.
- Students have positive attitudes towards school and learning. Children in KG enjoy working independently. High school students are self-disciplined and mature. Students have a secure understanding of Islamic values. They demonstrate strong respect and acceptance of others. Younger children are eager to learn and take the initiative in completing their work. Older students sometimes lead their own learning in lessons and during entrepreneurial activities.

### PROVISION FOR LEARNERS

- Teaching, learning and assessment are good across all phases. In KG, almost all teachers have a strong awareness of how children learn. In the upper phases, teachers promote students' research and critical thinking skills. Information from assessments is well analyzed to inform teaching strategies and lesson planning. Teachers and subject leaders are also enabled to identify and address students' specific learning strengths and weaknesses.
- The school curriculum follows California Common Core Standards (CCCS) and Next Generation Science Standards (NGSS) in science, and the Ministry of Education (MoE) standards in Islamic Education and Arabic. In KG, the curriculum is very well balanced. The school provides a variety of extra-curricular activities to enhance students' academic and personal development.
- The school's policies and comprehensive procedures for health and safety are of high quality and rigorously followed. Child protection and safeguarding are priorities. Students and members of staff enjoy very positive and purposeful working relationships. Systems and procedures for managing students' behavior are well established and effectively implemented.

### LEADERSHIP AND MANAGEMENT

- The school is well led by a committed principal and an experienced team. Governors maintain a prominent level of support and commitment. The school is inclusive. The wellbeing of all is an important focus. The school has ensured that members of staff are fully qualified and receive professional training. Improving internet access for all students is a priority.

### The Best Features of The School:

- The school's care and support for the wellbeing of all.
- The school's inclusive ethos and culture that are shared among all stakeholders.
- The good progress that students are making in the key subjects.
- The school's effective procedures to secure students' health and safety.
- Students' personal development, social responsibility and understanding of Islamic values, and of the UAE and other world cultures.

### Key Recommendations:

- Raise students' attainment levels in all phases.
- Improve teachers' use of assessment information.
- Ensure that the school has all necessary resources, especially superior quality internet access.

## Overall, School Performance

**Good ↑**

### 1. Students' Achievement

		KG	Elementary	Middle	High
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
<p>English</p>	Attainment	Very good	Acceptable	Acceptable	Acceptable
	Progress	Very good	Good ↑	Good ↑	Good
<p>Mathematics</p>	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Very good ↑	Good ↑	Acceptable	Very good ↑
<p>Science</p>	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good ↑	Good
<b>Learning skills</b>		<b>KG</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
		Very good	Good	Good ↑	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

**The school meets the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>meets expectations</b>	<b>is approaching expectations</b>

- In PISA 2018, the school exceeded its targets in mathematics and science, but not in reading. The school is at proficiency Level 2 in both reading and science, and at proficiency Level 3 in mathematics. The school's performance has consistently improved over the years in the three subjects.
- In TIMSS 2019, the school dropped in performance from 2015. The school is performing at the intermediate benchmark in mathematics in Grade 4 and at the low benchmark in science in Grade 4, and in mathematics and science in Grade 8. The schools' overall attainment is acceptable, and progression is good.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>meets expectations</b>

- The school is aware of the value of analyzing students' results in external assessments. These analyses have resulted in the school taking adequate actions in terms of curriculum modifications and lesson planning to reduce gaps in students' learning.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>meets expectations</b>	<b>meets expectations</b>

- Reading literacy is promoted in almost all English lessons using the online platform Achieve 3000. In high school, students read and analyze a range of literary texts to broaden their exposure to literature. In other subjects, reading literacy is enhanced through integrated projects and in lessons. Evidence of critical thinking, problem-solving and reasoning varies in subjects and across phases.

**Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.**

#### For Development:

- Ensure that critical thinking, inquiry-led learning, research and problem-solving activities are fully embedded across all subjects and phases.
- Monitor teachers' use of assessment data in setting students' targets and in lesson planning.

## Wellbeing

### **The quality of wellbeing provision and outcomes is at a high level:**

- The school has created an inclusive learning environment for students that is welcoming. Through the vision of the governors and the senior leadership team, a strategic plan to promote practices, policies and provision which will ensure the wellbeing of all is in place. Governors hold leaders to account to implement changes and to provide appropriately for wellbeing, which is discussed at all meetings. Information is collected and analysed by a wellbeing committee. The analysis informs planning and provision and is routinely shared school wide.
- The school has implemented new behaviour policies and has raised expectations for behaviors of all students across all grades. This focus is now part of the strategic development plan to provide for the wellbeing of students. This has strongly supported student staff relationships. Well-informed members of staff at all grades accurately identify students with wellbeing issues. Personalised counseling is provided. Opportunities for parents to access in wellbeing support, advice and guidance is an area for further development. Parents support the school in terms of health and safety issues, schedules and external events.
- The school has implemented lessons in all grades and subjects which embed themes to support wellbeing using the social emotional learning (SEL) program. Children and students make healthy choices and know the importance of living a healthy lifestyle. As a result of the policies regarding wellbeing, students are motivated. They show this through their positive attitudes and engagement with others and with the curriculum. Students feel safe at school and that they have ample access to opportunities for physical activity.

## UAE social studies and Moral Education

- The curriculum for UAE social studies and moral education follows the Moral Social and Cultural (MSC) framework of the MoE. It is taught in English from Grade 1 to Grade 9 as a separate subject two or three times per week. The lessons follow the integrated approach adopted by the framework. From Grade 10 to Grade 12, it is integrated within other subjects, especially the social sciences.
- Teachers use the MSC framework in planning their lessons. They regularly seek students' opinions on topics and engage them in discussions. Students generally participate well, but a few listen to their teachers more than they do to one another. Students grasp the opportunities to express their opinions about topics of current interest. The school collects and analyzes assessment data and tracks students' achievement in the program.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Internal attainment data in the elementary school are accurate. In the middle and high schools, internal data are insecure and do not match the levels of attainment observed in lessons and students' work.
- Students have secure knowledge and understanding of core Islamic beliefs, practices of worship and values. In the high school, they demonstrate secure understanding of important social issues such as marriage and divorce. Students' research and independent learning skills are inconsistent.
- The school offers students morning recitation classes, leading to improved memorization of the Holy Qur'an, especially in the elementary school. In a minority of lessons, in the middle and high schools, teachers do not do enough to raise attainment through challenging tasks.

#### For Development:

- Ensure consistent planning and implementation of differentiated and challenging learner-centered tasks.
- In lesson planning, ensure that teachers prioritize students' research and independent learning skills.

#### Arabic as a First Language

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

- Students' attainment in the high school has improved since the previous inspection. This is due to the enhanced breadth of the curriculum and the integration of language skills during lessons, with a focus on independent writing.
- Students' reading skills and understanding of a wide variety of types of texts are strong across all grade levels. However, their oral responses using standard Arabic are inconsistent, particularly in the middle school.
- Students' independent creative writing abilities are particularly strong in the high school. They can write expressively and coherently about a wide range of topics. When writing, they consider planning, outlining, and organizing, as well as the application of grammatical rules.

#### For Development:

- Ensure that students use standard Arabic during lessons across all grade levels, particularly in the middle school.
- Prioritize students' critical thinking and research skills, and enhance their ability to express their ideas, analyze the logical structure of texts, and understand the information contained.

### Arabic as an Additional Language

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

- Students' attainment in the middle school has improved since the previous inspection. Their speaking and comprehension are stronger than their writing.
- Students' vocabulary acquisition is well developed across all phases. They can use new vocabulary to create compound words, longer sentences and short useful dialogues.
- Students' participation in differentiated activities has had a notable impact on their attainment across all phases.

#### For Development:

- Increase exposure to all four language skills and provide students with more stimulating experiences in class.
- Ensure that lessons are planned and delivered with differentiated learning objectives.

### English

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

- In KG, internal assessment processes are well developed. In the elementary and middle schools, students are making better than expected progress against their starting points. In the high school, the increasing enrolment in Advanced Placement (AP) literature and composition promotes highly effective challenge and rigor.
- Elementary and middle school students demonstrate improved progress in reading from their starting points, using appropriate digital platforms. Reading activities in lessons promote students' reading comprehension, especially when using self-assessment quizzes.
- Students track their own growth and set goals that support strong progress in the elementary, middle and high schools. Students' use of learning technology and project-based learning activities have positively impacted on their levels of progress during independent and collaborative activities.
- The overall performance of Emirati students is in line with that of others.

#### For Development:

- In the upper phases, provide students with more reading and writing opportunities in order to support greater levels of proficiency and accuracy and to attain more consistent outcomes.

## Mathematics

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

- In KG, children make very good progress in developing numeracy skills, including counting, sorting, and measuring. They effectively use different strategies to solve word problems.
- In the elementary school, students' calculation skills are adequate. Their mental mathematics and use of numeracy strategies are slowly developing. In the middle school, students can perform calculations and apply standard formulae. However, their ability to tackle problems that involve higher-order thinking is less secure.
- In the high school, students' knowledge and understanding of complex mathematical concepts accelerates their progress. The level of challenge is higher and allows students to develop their reasoning skills steadily. Achievement in MAP was weak in the elementary and middle schools.
- The overall performance of Emirati students is in line with that of others.

### For Development:

- Raise students' achievement in MAP assessments.
- Ensure that students' skills in number, reasoning and problem-solving are developed in the elementary and middle schools.

## Science

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

- Across the school, students demonstrate attainment levels that are in line with curriculum expectations. There is a substantial gap between attainment in external assessments and in school-based assessments. Students' scores on MAP have recently improved but are still below the expected levels.
- In lessons, students make better progress in acquiring knowledge of scientific facts than in developing their scientific skills. In the better lessons, students have opportunities to develop scientific skills such as predicting, analyzing data and drawing conclusions. Their progress is sometimes hindered by teachers' excessive intervention in learning.
- The school has introduced the Universal Design for Learning (UDL) to accommodate individual learning differences. This has yet to have an impact on students' outcomes.
- The overall performance of Emirati students is in line with that of others.

### For Development:

- Raise students' achievement levels in MAP in all the areas of science.

## Learning Skills

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

- Teachers consistently promote learning skills in KG, where children are enthusiastic learners and readily engage in their lessons. Middle and high school students effectively use technology to enhance their investigation, critical thinking and problem-solving skills.
- Across all grades and subjects, students reflect on their learning and determine their areas of strengths and development. Teachers use open-ended questioning to develop students' higher-order thinking skills. Project-based learning activities provide opportunities for students to make connections between areas of learning.
- In the middle school, some teachers provide opportunities for students to make links between areas of learning and everyday applications through different learning activities. Most students take responsibility for their own learning, especially in the middle and high schools.

### For Development:

- Provide more regular opportunities for students to develop creative and investigative skills, especially in the middle school.

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

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

- Students have positive attitudes towards school and learning. In KG, children are highly motivated to learn and enjoy working independently. High school students are self-disciplined and mature. Responsible behaviors contribute to a safe and harmonious learning community.
- Relationships between members of staff and students are mutually respectful. Students willingly help one another during lessons and at break times. Seating arrangements in a minority of rooms, especially in the middle school boys' section, make it difficult for students to engage in class discussions.
- Students have a clear understanding of healthy living. They participate in sports activities and regularly choose healthy food. Attendance in KG and the high school is better than in the elementary and middle schools. Attendance rates during the inspection were low in all phases.

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

- Students have a secure understanding of how Islamic values influence life in the UAE. They highly appreciate the Islamic values of charity, tolerance and kindness in their communities. They demonstrate strong respect for and acceptance of others from different cultures.
- Students respect the heritage and culture of the UAE. They understand the development that has taken place in the country since its foundation, and attribute that development to the visionary founders and leaders. Students enthusiastically participate in UAE celebrations.
- Students show deep understanding and appreciation of their own cultures. They are aware of important historical and cultural monuments in their home countries. Through international day and other events, students learn about different world cultures. They share their international travel experiences and what they learned from them.

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

- Students actively take on roles of responsibility in school and in the wider community. In KG, children enthusiastically participate in school fundraising. They enjoy helping their friends. Older students organize innovative school events. They are especially successful in leading the Student Council and ensuring that all students' opinions are heard.
- Children in KG are eager to learn and take the initiative in completing their work. In the elementary and middle schools, most students work well and take pride in developing their own classroom projects. Older students initiate and lead their learning in lessons and in entrepreneurial activities.

- Students are enthusiastic participants in programs to promote sustainability, recycling and conservation. Their initiatives, including flood relief fundraising for Pakistan and the Philippines, are well supported by all.

**For Development:**

- Improve attendance rates in all phases
- Provide students with opportunities to initiate and organize events which highlight their experiences of world cultures.

**3. Teaching and assessment**

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

- In KG, almost all teachers have a strong awareness of child development and how children learn through practical activities. In the elementary and middle schools, teachers extend students’ research skills. In the high school, teachers effectively develop students’ ability to analyze information and literature.
- Differentiated tasks to meet the needs of all students are often features in the better lessons. Interactions between teachers and students are very positive at all grade levels and promote supportive learning environments. Most teachers ask open-ended questions to challenge students and to encourage critical thinking.
- In Arabic as a first and as an additional language, teachers have strong subject knowledge and proficient methods of instruction. Classroom strategies are not consistently varied in Islamic Education, English, mathematics and science lessons. Lesson plans in general are detailed and comprehensively aligned to the CCCS.

	KG	Elementary	Middle	High
Assessment	Very good	Good ↑	Good	Good

- In most subjects, internal assessments are closely linked to the external requirements, as appropriate. Internal assessments are tracked against curriculum standards and provide mostly valid measurements of students’ achievement. In KG, teachers also use checklists and notes to track progress during lessons and over time.
- Assessment data are well analyzed to inform teaching strategies and lesson planning. Teachers and subject leaders can therefore identify and address students’ specific learning strengths and weaknesses. However, differentiation strategies to meet individual needs are not consistently applied across all subjects or phases.
- In lessons, teachers routinely check students’ understanding and correct any misconceptions. Students assess their work through reflection or through teachers’ feedback. However, this feedback is not always implemented or pursued by students or by teachers. In KG, children are regularly involved in assessing their own learning.

**For Development:**

- Ensure that teaching strategies are sufficiently varied to meet the needs of different groups of students.
- Ensure that teachers make full use of assessment information to provide students with appropriate challenge and support in all lessons, and monitor that use.

## 4. Curriculum

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

- The school curriculum follows CCCS, NGSS in science and the MoE standards in Islamic Education and Arabic. In KG, the curriculum is well balanced and meets the needs of almost all children.
- The curriculum offers students a good range of choices in the classroom and a good range of elective courses in the upper grades. They meet the interests and aspirations of most students. All teachers who teach AP courses are certificated.
- Cross-curricular links are evident in the better lessons. They allow students to find learning more interesting and meaningful. The curriculum is reviewed on a monthly and annual basis to ensure that it is balanced in terms of content and skills.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The school plans curriculum modifications to meet the needs of different groups of students. However, the modifications are not consistently implemented in classrooms. The curriculum offers opportunities for enterprise, innovation and social contribution in most areas.
- The school provides a variety of extra-curricular activities to enhance students' academic and personal development. The curriculum provides opportunities for students to develop their understanding of the values and culture of the UAE. This is especially evident in the integrated MSC lessons. The school has recently adopted a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This approach is starting to have a positive impact on students' learning experiences.
- The school provides 160 minutes of Arabic in KG for four periods per week.

### For Development:

- Ensure that planned curriculum adaptations are consistently implemented in all lessons..

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

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

- The school's policies and comprehensive procedures for health and safety are of very good quality and rigorously followed. Child protection and safeguarding are high priorities.
- The successful promotion of healthy living is a strength of the school. Students understand the importance of healthy food choices and exercise, and their impact on wellbeing. The physical education program supports components of healthy living.
- The overall ethos allows students to thrive personally and academically. Students are always safe while participating in a wide range of learning experiences and extra-curricular activities.

	KG	Elementary	Middle	High
Care and support	Good	Good	Good	Good

- Students and members of staff enjoy positive and purposeful relationships. Well-established procedures for managing behavior are effective. A program of social and emotional learning is embedded in lessons and has a positive impact. The school's expectations for attendance and punctuality are not consistently met.
- The school has thorough systems to identify students of determination and those with gifts and talents. A range of opportunities to extend students' learning is available in lessons in all grades. The rigorous monitoring of progress ensures that students receive generally effective support.
- School counselors address students' emotional wellbeing and academic needs. Students have access to well-designed personalized support. High school students are guided effectively through the college application process. Access to alternative pathways for students of differing abilities is available in the high school.

### For Development:

- Ensure that alternative pathways for all students are available from the middle school onwards.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good 

- The governor for inclusive education and school leaders ensure that a clear vision of inclusion permeates all school policies and practices. Led by an experienced head of inclusion, the school has a well-considered action plan to improve provision and outcomes for students of determination.
- The assessment procedures used to identify students' specific needs are accurate and well judged. All individual education plans (IEPs), learning support action and behavior intervention plans are carefully targeted to lower barriers to students' learning.
- The school places parents at the center of its provision for students of determination and values their contributions. Parents appreciate the exceptional communication and support, which strengthen home-school connections, and increase their children's academic and personal development.
- Classroom teachers work collaboratively with the inclusion team to plan appropriate modifications. This leads to enhanced learning both in classrooms and in personalized learning sessions. Students develop independence, resilience and confidence in their abilities, all of which contribute to their wellbeing.
- Progress towards the learning and behavior targets in IEPs is monitored frequently. Where necessary, adjustments are made to ensure timely progress. Differentiated teaching approaches and the effective work of the specialist team ensure that students of determination make appropriate progress overall.

### For Development:

- Ensure that all teachers differentiate provision within lessons in order to support fully students of determination.

## 6. Leadership and management

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

- Senior leaders, led by the dedicated principal, perform their duties diligently and professionally. Leaders share a clear sense of direction. They are fully aware of their academic and personal responsibilities. Their effectiveness is evaluated through regular appraisals, where feedback is provided and improvement targets agreed. Leaders are aware of the UAE National Agenda priorities. They engage fully in school development and action planning. Senior and middle leaders conduct frequent joint lesson observations and hold teachers to account for the quality of students' progress.
- Self-evaluation arrangements are comprehensive. They involve almost all stakeholders, including governors, parents, students and teachers. School improvement plans are extensive, evidence-based and analytical. Information is gathered from a range of sources, such as student outcomes, lesson observations, surveys and recommendations from regulatory authorities. In addition, leaders draft action plans with a key focus on recommendations from previous inspection reports.
- Parents have regular opportunities to be part of the life and work of the school, through parent-teacher consultations, learning activities, surveys and coffee mornings. Communication with parents takes a variety of forms, such as online systems to give information on students' performance. The school has established partnerships with external community organizations on environmental initiatives, inclusion, higher education applications and child protection and safety arrangements.
- Governance includes representation from students, parents and teachers. Governors meet quarterly to review school performance based on the analysis of student data and surveys. Governors who are experienced in teaching and learning guide school leaders and hold them accountable for students' outcomes. The inclusion governor supports and influences provision for students of determination. The wellbeing of students and staff is a key priority for governors.
- The school operates smoothly through efficient management routines. Timetabling and staffing protocols ensure timely transitions throughout the school day. School activities are organized carefully to avoid disruption to students' learning. The school has appointed qualified teachers and provided training on the effective use of online resources. The premises, classrooms and facilities are clean and well maintained, but they are inadequate to meet the requirements of a modern curriculum or to provide rapid internet access.

### For Development:

- Ensure that the school has all the resources to meet modern curriculum requirements, including high quality internet access.

## 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](mailto:QA.Schools@khda.gov.ae)