



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

New World Private School

Curriculum: MOE

Overall rating: Acceptable

[Read more about the school](#)



www.khda.gov.ae

‘Without challenges, we won’t feel the taste of success and happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Al Twar
	Type of school	Private
	Opening year of school	2005
	Website	www.nwps.ae
	Telephone	04-261-0033
	Address	Al-Twar 1, - PO BOX 56988
	Principal	Moussa Ouarou
	Language of instruction	Arabic
	Inspection dates	22 to 25 February 2016
Students 	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	1824
	Number of children in pre-kindergarten	0
	Number of Emirati students	544
	Number of students with SEND	19
	Largest nationality group of students	Arab
Teachers / Support staff 	Number of teachers	120
	Largest nationality group of teachers	Egypt
	Number of teaching assistants	11
	Teacher-student ratio	1:15
	Number of guidance counsellors	0
	Teacher turnover	42%
Curriculum 	Educational permit / Licence	MoE
	Main curriculum	MoE
	External tests and examinations	MoE
	Accreditation	None
	National Agenda benchmark tests	IBT

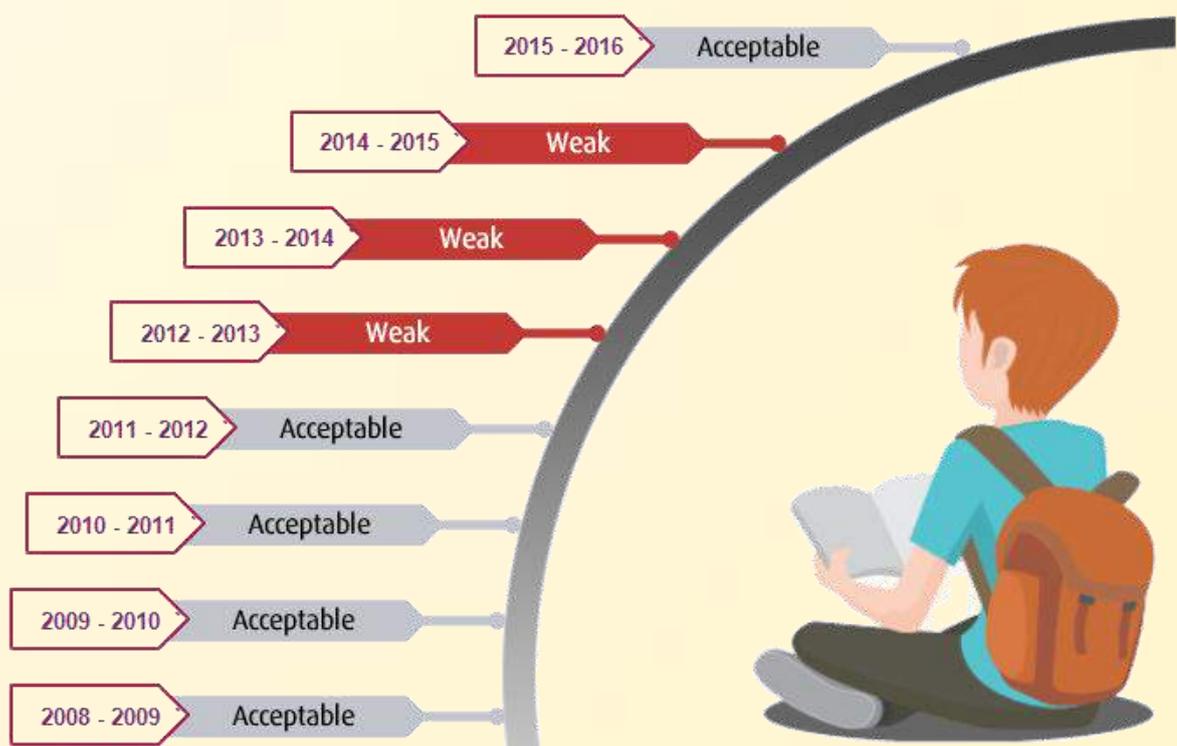


Summary for parents and the community

New World Private School was inspected by DSIB from 22 to 25 February 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **New World Private School** provided an 'Acceptable' quality of education for its students.

- Students' attainment and progress were acceptable in almost all key subjects and phases of the school. The only exceptions to this were in mathematics in Cycle 2 and in science in the Kindergarten (KG), where both the attainment and progress of the students were weak. Overall, students showed acceptable learning skills. They mostly had positive attitudes toward learning, but were not engaged as actively as expected. Across all phases, students' research, problem-solving and critical thinking skills were underdeveloped.
- The KG children demonstrated better personal development than students in other phases. Overall, behaviour among students was respectful. Students had good understanding of Islamic values and appreciation for Emirati culture and heritage. Their awareness of environmental issues was acceptable, but their community and environmental actions were still limited.
- Most teachers had secure subject knowledge. However, their understanding of how students learn was inconsistently developed. Lessons were often teacher-directed and did not promote critical thinking and independent learning. Teachers did not challenge students based on their abilities and levels of knowledge. Assessment practices were better established in the KG, weaker in other cycles. Internal assessment was not rigorous, and data from the school and external examinations was not used effectively to inform lesson planning and curriculum modification.
- The MoE curriculum was the base of all subjects' knowledge and skills in the school. It was planned and reviewed appropriately to meet the needs of average learners; however, the curriculum was not adapted to provide suitable challenge for high-achieving and gifted and talented students, nor to support students with special educational needs and disabilities (SEND) in their learning.
- The school was generally a safe place for learning. It promoted healthy living and provided an inclusive environment for all students. The school had a child protection policy, but not all staff members, especially the new recruits, could ensure its effective implementation. The school's quality of care and support were appropriate in the first two phases but weaker in Cycles 2 and 3. Rapport between the staff and students was better in the girls' section.
- The Principal and senior leaders showed the capacity to improve the school. Other leaders needed more development. The school's self-evaluation was realistic, but improvement planning was still a developing area. Although communication with parents was effective, their involvement in their children's learning was still limited. Links with the community were very limited. The Governing Board supported the leaders in improving most aspects of the school, but further support was required in building the capacity of middle leaders and recruiting effective teachers with appropriate qualifications.



What did the school do well?

- The principal, senior leaders and the governing board had set a clear vision and direction for school improvement.
- The school had realistic views of its performance and evaluated itself with good accuracy.
- Across the phases, children and students demonstrated good levels of understanding of Islamic values and appreciation of Emirati culture and heritage.



What does the school need to do next?

- Raise students' attainment in all subjects by developing the middle leaders' capacity in monitoring and improving departments' performance in curriculum review and delivery and the assessment of learning.
- Use the best teachers as leaders to improve the engagement of all students, particularly those with (SEND) and gifts and talents, through:
 - providing greater opportunities for independent learning
 - promoting collaboration between students
 - facilitating practical hands-on learning.
- Improve the assessment of learning by:
 - ensuring that assessments are accurate and the assessment policy is consistently applied
 - using external and international benchmarks to identify gaps in students' knowledge and skills and to track their progress
 - applying rubrics consistently to develop students' understanding of how to improve their work.
- Improve the quality of care and support by:
 - promoting positive behaviour management and mutual respect between the staff and students, particularly in the boys' section
 - ensuring that students have access to high quality counselling and careers guidance
 - providing all students with a structured personal, social and health education programme.
- Review and modify the curriculum to meet the needs of all students, including those with SEND and the gifted and talented.



How well did the school provide for students with special educational needs and disabilities?

- The progress of students with SEND was often very slow as their teachers were not providing effective support toward their next steps in learning. There was insufficient guidance for students with SEND to develop their confidence, resilience and independence.
- Parents received regular information about their children's achievements.
- Parents appreciated the recent improvements in communications with the school and they valued the clear information about their children's difficulties.
- Parents found individual targets very useful when working with their children at home.
- Consultations with teachers gave parents good opportunities to discuss their children's progress and their next steps. However, there was less guidance for parents on how to support their children.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was not secure.
- The Principal and owners had promoted awareness and understanding of the National Agenda and the National Agenda targets among a few of its stakeholders.
- All governors were aware of the TIMSS and PISA tests and the targets set by the KHDA. They saw great value in participating in these international benchmarking tests.
- Parents were unaware of the National Agenda targets but were supportive of the school's action in participating in such tests. Students were not aware of the National Agenda and the school had not offered any information to the wider community.
- The curriculum was partially aligned to the TIMSS and PISA requirements. School leaders had recently received International Benchmark Test (IBT) data and were in the process of analysing it, so as to modify learning programmes. Attempts had been made to modify the curriculum to support the school reaching the National Agenda targets. However, these changes were not being delivered consistently in lessons in any subject. Many teachers were not sufficiently skilled to engage students in critical thinking. Enquiry and problem solving were only evident in the better lessons and were not being developed consistently as core skills.

Overall school performance

Acceptable ↑

1. Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable	Acceptable ↓	Acceptable ↓	Acceptable ↓
Arabic as a first language 	Attainment	Acceptable ↓	Acceptable ↓	Acceptable ↓	Acceptable
	Progress	Acceptable ↓	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 ↑	Weak ↓	Acceptable
Science 	Attainment	Weak	Acceptable ↑	Acceptable	Acceptable
	Progress	Weak	Acceptable ↑	Acceptable ↓	Acceptable

	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	Acceptable ↓	Acceptable ↓	Acceptable ↓
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 ↑	Weak ↓	Weak ↓	Weak ↓

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↑	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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Weak ↓	Weak ↓

6. Leadership and management

	All phases
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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable ↓	Acceptable ↓
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↑	Acceptable ↑
Mathematics	Acceptable	Acceptable
Science	Weak	Weak

- In Islamic education, most children were working at levels that were in line with the curriculum standards. In lessons, most children made acceptable progress as measured against the learning objectives. Children had secure memorisation and recitation skills. They demonstrated knowledge of Islamic morals and values at age-appropriate levels, such as the humane treatment of animals. Some children's progress was restricted because their different individual needs were not addressed effectively, or because of a lack of challenge for the high achievers.
- Most children achieved standards in Arabic that were in line with the curriculum's expectations. Most children listened well. They spoke with some confidence, and displayed acceptable reading skills. They could match pictures and words appropriately. In KG 2 the children were able to write simple words. Most children were making acceptable progress improving their Arabic language skills. Children made appropriate use of the practical learning resources they were provided with.
- The children's attainment in English was in line with the expected curriculum standards in all skills except reading. Their phonics development was slow and relied heavily upon repetition. A minority of children learnt effective word building skills by KG 2. Most children showed acceptable attainment as measured against the curriculum standards in speaking, listening and writing for second language learners. Most children made appropriate progress towards the lesson objectives. A lack of challenge restricted the progress of some students, especially the more able.
- Most children demonstrated acceptable attainment levels in mathematics as measured against the curriculum expectations. Most children were able to show basic knowledge and skills, particularly in number-based concepts and activities. Most children progressed at an appropriate pace from their low starting points. In lessons, most children made acceptable progress against the set learning outcomes. A minority were able to independently demonstrate their understanding in practical activities. Activities were not always matched to the levels of students. As a result, the progress of some students was restricted.
- In science, a minority of children only attained levels that were below curriculum standards, because the development of scientific knowledge and skills was not always matched to the MoE curriculum strands in both KG 1 and KG 2. In lessons and activities, objectives were often not related to the science curriculum and so most students did not make the expected progress. Students with SEND made slower progress.

Cycle 1

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable ↓
Arabic as a first language	Acceptable ↓	Acceptable ↓
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable ↑	Acceptable ↑
Science	Acceptable ↑	Acceptable ↑

- In Islamic education, most students attained acceptable standards against the MoE curriculum expectations. In lessons and their recent work, most students made the expected progress as measured against appropriate learning objectives. Students memorized prescribed short Surahs and supplications. However, their application of the Tajweed rules during recitation was not well developed. Students had a sufficient knowledge of prayers. The progress made by some groups of students, such as the higher attaining students and those with SEND, was slower.
- The standards reached by most students in Arabic were in line with curriculum expectations. Most students showed acceptable levels of language proficiency, skills and understanding. Listening and speaking were their strongest skills. There was some noted use of standard Arabic, but it was not consistently done. The reading skills of most students were at the expected levels. Their abilities to produce creative and extended writing were under developed. Most students were making acceptable progress in their listening, speaking and reading skills.
- In English, students' attainment against the curriculum standards was acceptable. Younger students consolidated the vocabulary learned in the KG and were beginning to speak more confidently. They took part in conversations about their experiences, such as their families and homes, and described the rooms in a house. Older students showed improving skills in spelling and in building words. These enabled them to write some short sentences on a variety of topics, such as sport, and read them to their classmates. They practised their writing skills in science lessons and began to write in some different genres.
- In mathematics, students entered Cycle 1 with attainment levels at the age-related expectations. At Grade 4 in the International Benchmarking Tests (IBT) in 2015, students' average attainment was below the international and Dubai averages. However, the school's internal data showed acceptable results by Grade 5. In lessons, students' rates of progress were inconsistent. Progress was better than expected in the lower grades, but slightly slower than expected in the upper grades, particularly by the boys. By Grade 5, students knew the basic multiplication facts and could identify multiplication relationships expressed as addition. They could recognise and compare angles smaller or larger than a right angle and identify cylindrical shapes.
- In science, most students demonstrated knowledge and skills that were in line with the curriculum standards. Students were able to perform only a few hands-on activities, which reflected their underdeveloped practical science skills. The focus of teaching was most often on knowledge rather than developing scientific skills. Most students made the expected progress when measured against the lesson objectives. Students with SEND and high-achieving students made slower progress than expected.

Cycle 2

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable ↓
Arabic as a first language	Acceptable ↓	Acceptable ↓
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Weak ↓	Weak ↓
Science	Acceptable	Acceptable ↓

- In Islamic education, most students had attainment levels that were in line with the curriculum standards. Most students made the expected progress in relation to appropriate learning objectives in lessons and in their recent work. Most students had appropriate knowledge and understanding of Islamic concepts. They also had awareness of the meanings of prescribed Hadeeth and could give a brief biography of the narrator of the Hadeeth. From their starting points, students reached the expected levels, however, the most able students were not sufficiently challenged and students with SEND did not progress well.
- In Arabic, most students displayed attainment levels that were in line the MoE curriculum standards. Students had appropriate listening and reading comprehension skills, but only a minority could write long meaningful scripts. Students showed adequate understanding of language styles and grammatical expressions of sentences, but sometimes they used different Arabic dialects in speaking. Most students made acceptable progress in speaking and reading in relation to appropriate learning objectives.
- Students made acceptable progress in English against the MoE curriculum standards. Boys were less confident in speaking than girls, but both groups read a passage of text competently and correctly answered questions about it. Students knew appropriate grammar rules and made satisfactory progress in their writing, although they had limited opportunities for extended writing. Although students showed an increasing interest in reading and discussed the books they had read, their comprehension skills were not well developed.
- In mathematics, by the end of Cycle 2, students' attainment and progress were both weak. In the 2015 IBT tests, students were well below the international and Dubai averages in both Grades 8 and 9. Internal data for 2015 showed that students' attainment was generally weak, although progress had been made during the first semester. Progress was weak in lessons across Cycle 2 amongst the boys. Girls' attainment and progress were better than that of boys. Grade 9 students could match fractions with corresponding percentages and decimals. They could simplify and substitute in algebraic equations and identify the pair of linear equations in two variables. However, the majority of them had weak problem solving skills
- In science, students' attainment of knowledge, understanding and skills was in line with the curriculum standards. In lessons, students developed the expected knowledge of scientific concepts. However, little opportunity was given for critical thinking or problem solving, which hindered students' progress in these aspects. Few experimental opportunities were provided and the activities primarily focused on acquiring knowledge, not the skills of scientific inquiry. Over time, most students made acceptable progress; however, students with SEND made slower progress

Cycle 3

Subjects	Attainment	Progress
Islamic education	Acceptable ↓	Acceptable ↓
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrated knowledge, skills and understanding that were in line with the curriculum standards. Students made the expected progress in gaining knowledge about Islamic concepts and principles as measured against the learning objectives in lessons. For example, the concept of the day of resurrection and mankind’s responsibility and accountability for their deeds. Their recitation skills and their application of the Tajweed rules were not well developed. Their ability to derive judgments on Islamic laws from sources such as the the Holy Qur’an and Hadeeth was limited. Not all groups of students, including the gifted and talented and those with SEND made sufficient progress. Students had too few opportunities to develop their critical thinking and problem solving skills.
- In Arabic, listening skills were the strongest amongst most students, while their speaking skills were secure. The majority of students mixed dialects with standard Arabic. They had appropriate reading comprehension skills. Their writing skills were developing across all Cycle 3 years. Most students made acceptable progress in speaking and reading in relation to the appropriate learning objectives.
- In English, students in Cycle 3 listened attentively to their peers and gave opinions. During debates and discussions students spoke fluently and stated their points of view with agreement or disagreement. In one lesson, they read a passage of text independently and spoke confidently about the main ideas and simple factual details. They showed an interest in a range of non-fiction and fiction books by well-known authors. Students’ handwriting skills were well developed and some wrote for a variety of purposes, including factual or imaginative writing. However, they did not use punctuation consistently or accurately. This affected the meanings of their writing and restricted their ability to read it aloud with expression.
- In mathematics less than three-quarters of all Grade 12 students attained the expected levels in the MoE tests. Girls achieved above the test expectations. Trends in external tests were not improving. In lessons and in their recent work, most students demonstrated levels of knowledge, skills and understanding that were in line with the curriculum standards. Students could use a probability tree diagram, calculate averages and solve simple permutation problems. They could identify the properties of complex two-dimensional shapes and solve problems involving volume, area and length. They could find properties of graphs including domain, range, gradients, intercepts and continuity, and apply differentiation rules such as the product rule. Girls were making better progress than boys.
- In science, most students demonstrated knowledge and skills that were in line with the curriculum standards. Hands-on experiments were performed adequately by students in some science laboratory lessons. Although the teaching was primarily didactic, students were able to successfully engage in lessons and could complete the assigned activities, most often work sheets. However, little opportunity was given for critical thinking or problem solving in activities. Consequently, most students made the expected progress in gaining knowledge rather than developing higher-order thinking skills.

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

- Most students had positive attitudes toward learning. When given opportunities, students were willing to take responsibility for learning. However, in many lessons, students were passive and too dependent upon their teachers' directions.
- Students worked cooperatively in groups and were able to share resources and take turns, despite the fact that learning was often teacher directed. Opportunities for students to find things out for themselves were limited.
- When given the opportunities, students could make clear connections to relate their work to the real world, but this was not sufficiently embedded across all the lessons.
- In the KG, children were developing critical thinking and problem-solving skills through the activities when children from different classes mixed together. However, in other phases, research, problem-solving, and critical thinking skills were rarely promoted in lessons. There were also limited opportunities for students to use learning technologies in their work.

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

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

- Most students demonstrated responsible attitudes towards their school and work. They were also responsive to any critical feedback they received during the lessons and could make their own decisions when given the opportunity.
- Overall, behaviour among students was respectful. They could follow the rules in different parts of the school. In the KG, the rules and routines were well embedded so that the children's positive behaviour was maintained throughout different activities.
- The relationships among students differed between the boys' and girls' sections. The relationships between teachers and students in the girls' section were courteous. However, relationships between boys and their teachers were controlled rather than respectful. In the KG, relationships were always courteous and respectful.
- Students understood the importance of adopting a healthy life style. However, in some situations, they made less than healthy decisions with regard to their food.
- The attendance rates varied across all phases. Overall, they were acceptable, with a better attendance rate in Cycle 1. Students were generally punctual in arriving for lessons throughout the school day.

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

- Students had clear understanding of Islamic values and knew the significance of praying for Muslims and role of the Holy Qur'an in their society. Though students understood well the effects of the values of Islam on their and others' lives, they did not always demonstrate these values enough in their daily practices.
- Students were knowledgeable and appreciative of the UAE's heritage and culture. They participated well in setting up a heritage and culture fair in the school to showcase Emirati culture, traditions and history. Students demonstrated their pride in the UAE by participating in the National Day, Flag Day and Martyr's Day events.
- Students were proud and knowledgeable of their own cultures. They appreciated the benefits of diversity, but there were limited opportunities for students to enrich their knowledge and understanding of other world cultures.

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

- Students were involved appropriately in the school's activities. They were aware of their responsibilities towards the community. However, they rarely made self-initiated contributions.
- Students had positive work ethics. They enjoyed being involved in the school's projects, but were often heavily reliant upon their teachers' guidance. Their enterprise and innovation skills were less developed.
- In general, students were aware of environmental issues but had limited involvement outside of the school in any environmental schemes. They took care of their immediate environment but were not consistently encouraged by school programmes to transfer that awareness into action outside the school.

3. Teaching and assessment

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

- Most teachers had sufficient subject knowledge and could share it at suitable levels with their students. They were able to convey their knowledge clearly and confidently. This was particularly true of much teaching in the Cycle 3 lessons. A minority of teachers had only limited awareness of how students learn, which was evident in the boys' middle school.
- Most lessons were planned effectively with appropriate activities. Some teachers made adequate use of additional resources beyond the textbooks. In the KG, there was a positive climate for learning where children were stimulated by activities in the central area. In Cycle 2, a few lessons were monotonous with little variety, where the learning environment did little to promote students' curiosity, understanding or independent learning skills.

- Most teachers ensured that their students were sufficiently engaged in lessons. They used a range of questions to test students' understanding. A few teachers used questions only to check for correct answers. Students made slower progress in such lessons.
- Generally, teachers recognised that different groups and individuals had different learning needs. In a few lessons, they adapted their methods and resources accordingly, as in a Grade 11 biology lesson when different practical activities had been designed. Too often, teachers did not provide sufficient challenge in the tasks they set or the questions they asked.
- In the KG, a range of free-flow and directed activities developed children's critical thinking skills. An example was role-playing in a 'surgery.' In a Grade 12 lesson, students were applying their knowledge of parabolic equations to the design and siting of satellite receivers. Generally, teachers did not give students enough scope to develop their own approaches to learning or to think for themselves.
- The quality of teaching in Arabic was acceptable in all phases. Teachers communicated to their students what was expected of them. The skilful use of well-chosen questions to engage and challenge learners was a feature of only a minority of classes. In a few classes in KG 1 and the early years of Cycle 1, the teaching was less effective due to the teachers' insecure subject knowledge and their lack of understanding of how different groups of students learn.

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

- The leaders had rightly prioritised the development of a rigorous assessment system, but at the time of the inspection this was not fully embedded across the school. A valuable baseline test had recently been introduced and valid information from the MoE examinations had been recorded. However, there were inconsistencies in teachers' assessments of their students' achievements.
- The school had appropriate systems in place to use external and international tests to compare students' academic outcomes. Recent benchmarking test results were analysed and compared to the internal examination results. Subject leaders and teachers were developing their expertise in using these results to identify gaps in students' knowledge and skills.
- The school was developing processes to measure students' progress using a range of examinations and tests. Some analysis had been undertaken of the outcomes of different groups. As the assessment system had only recently been introduced, there was not enough information about students' achievements to show an accurate picture of their progress over time.
- Procedures for using assessment information to modify teaching and the curriculum were not established throughout the school. Most teachers made little use of data to adapt their lessons to meet the needs of all students. However, there was some developing practice in the science department, where teachers discussed results and how their lessons could be changed to close the gaps in students' knowledge and understanding.
- Teachers knew how well their students were performing and sometimes gave useful feedback during lessons. However, their marking was rarely evaluative and it was not used effectively to help students improve their work. Students were not given enough opportunities to assess their own or their peers' work. Nevertheless, there was some good practice, for example, in Arabic when students used rubrics to evaluate their performances against success criteria.

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable ↑	Acceptable	Acceptable	Acceptable

- The MoE curriculum was the basis for all knowledge and skills in the school. The Arabic language curriculum was noted to be the most effective of all subjects. The school curriculum included some examples of self-evaluation, reflection and independent learning. In the KG, there was preparation for KG 1 on entry and in KG 2 to make the transition to Cycle 1.
- The curriculum was planned through subjects and themes meeting the needs of a large majority of students and preparing them for their next phases in school and beyond. However, in the KG, the planned science themes did not have a clear match to the MoE strands to ensure that the children were developing science related knowledge and skills.
- The curriculum provided a reasonable choice of options that developed students' interests. The lack of a curricular option for students to study science and mathematics in English beyond Grade 9 was detrimental to their future education prospects.
- In Cycles 1 to 3, cross-curricular themes were occasionally integrated through the use of enrichment texts. Students in Cycles 1 and 2 were also taught mathematics and science through the medium of English, enabling them to practice English skills through these subjects. In the KG, cross-curricular links that related to real life were observed daily in the activities provided outside the classrooms.
- The whole school had regularly reviewed and developed its curriculum to ensure adequate provision in most subjects to meet the academic and personal development needs of most students. More consideration was needed to improve the lack of appropriate provision for students with SEND in all subjects.
- The school followed the MoE programme for social studies throughout the curriculum.

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

- In the KG, the curriculum was successfully modified to engage all learners through a wide range of activities that developed their personal and social skills and interests. In the other phases, the school made very few modifications to the curriculum. The educational needs of all groups of students were not being met, especially students with SEND, high-achieving students and the older boys. Where there was limited modification, this often included using easier work sheets for lower-achieving students.
- Extra-curricular activities were limited in range and frequency. The school provided few activities at break times, which included science and media clubs. A 'Monday Fun Day' after school, along with events such as 'Happy Biology,' space week, international day, and visits to DEWA to highlight conservation were held at different intervals during the school calendar. Apart from visiting a local library, there were no links within the local community.
- There was clear evidence throughout the school that students had ample experiences to learn and develop their understanding of the UAE's values, culture and society. Displays portrayed how life in the UAE linked to other Arab countries' cultures and traditions. Various areas of the school had student-made models, pictures, photos and projects about Emirati life. In the KG, there was a well-developed heritage center that included many aspects of traditional Arab life, including handicrafts. Children had role-playing opportunities by which they learned about the UAE's society.

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	Acceptable	Acceptable	Acceptable	Acceptable

- The school conducted regular and thorough checks of the facility and addressed any risks promptly. Students were supervised appropriately around the school and on its transport to ensure their safety. Buses arrived and departed in a safe manner.
- All students benefited from formal policies for their welfare and safeguarding, including child protection. However, while a child protection policy was in place and processes and procedures for reporting were well defined, specific training for the staff was not implemented, overlooking new recruits.
- The facilities and equipment were well maintained. The school kept appropriate, secure records and tracked incidents and the consequently warranted actions.
- The school facilities provided a safe and inclusive environment which met the needs of most students. However, there were locked doors marked as fire exits between sections and in the back of the building that posed two safety hazards. While the reasons behind this were understood, they were not sufficient to continue this practice.
- The school promoted healthy life styles and was just beginning a 'Body Mass Index' programme to monitor students' weights. Meals were generally healthy. However, the older students continued to bring unhealthy food choices to school. Appropriate measures were taken for protection from the sun, and fresh drinking water was available.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Weak ↓	Weak ↓

- There was a marked difference in the quality of relationships between the boys' and girls' sections. Girls and their teachers treated each other with respect in a calm and orderly environment. However, in the boys' section, teachers were not always considerate towards their students and behaviour was heavily controlled, specially in the upper cycles. Positive behaviour was not well promoted. The behaviour of the younger students and children was managed appropriately.
- The school had introduced effective procedures to promote punctuality and regular attendance. Parents were contacted if their children were often late for school, and unexplained absences were swiftly followed up. In the period before examinations, students were encouraged to attend valuable revision classes instead of staying at home.
- The identification of students with SEND was at an early stage of development. The school had developed robust systems to ensure the needs of existing SEND students were correctly categorised, focusing first on those with significant learning difficulties. Students with other difficulties, including those with behavioural, social and emotional needs and those who were gifted and talented had not been identified.

- Effective support for students with SEND was not embedded. Although the school had developed good quality individual education plans, teachers were not skilled at enabling students to reach their next steps of learning. Parents were providing valuable help by working with their children at home. There was very little support for students to develop confidence, resilience and independence.
- Most teachers knew their students well and provided some helpful support when students came to them with their concerns. However, there was a lack of high quality counselling and guidance. During tutoring times there were good opportunities for personal development by younger students. Although students received information about universities through fairs and visits, the provision of careers guidance was underdeveloped.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- The recently appointed Head of special needs had demonstrated a clear vision for the future of the department, knew its strengths and weaknesses and had developed a good action plan with appropriate priorities and time scales. A detailed policy for SEND and high quality individual educational plans were in place. Although the school demonstrated a commitment to inclusion, leaders recognised that the current lack of resources was a temporary barrier to providing for the needs of new entrants with SEND.
- Identification of students' SENDs was at an early stage of development. The list of students with SEND had been scrutinised and only students with significant learning difficulties were on the register. The identification of students with other needs, for example behaviour difficulties and dyslexia, was planned but not done.
- The school had established good links with parents of students with SEND. Parents valued the clear information on their children's difficulties and found the individual targets very useful when working with their children at home. Consultations with the school gave parents good opportunities to discuss their children's progress and their next steps.
- Curriculum modification was inconsistent and often did not meet the needs of students with SEND. Support for students with SEND was inadequate in the classrooms. Teachers were not skilled in planning activities to help students work on their targets.
- Students' progress was often very slow and the gaps in learning were considerable. Systems to measure the progress of SEND students against their targets were developing. Students were involved in writing their individual education plans but had no opportunities to review their progress.

6. Leadership and management

The effectiveness of leadership

Acceptable 

- The Principal, with his senior leadership team and the Governing Board had set a clear direction for the school's improvement. They had rewritten the vision and mission statements and implemented direct actions that improved many aspects of the school. Senior leaders, including the Principal, demonstrated a strong commitment to improving the curriculum, teaching, learning, and assessment and raising students' attainment. Although most school plans and initiatives focused on achieving these major aims, not all leaders were effective at implementing them.

- The newly appointed senior leaders, including the Principal, showed secure skills in educational leadership. They modeled high quality provision through implementing targeted professional development and providing effective feedback to teachers and heads of departments on their performances. However, their understanding of the curriculum was developing. The school's middle leaders had varied levels of awareness of good teaching practices. The results of school improvement decisions and initiatives were partial, as there were inconsistent practices across the departments and phases of the school.
- Relationships and communication between all stakeholders were professional and efficient. Leaders at all levels met regularly with each other and with the teaching staff to ensure common understanding of the school's aims and consistent implementation of the improvement plans. The Principal held weekly meetings with the governing and advisory boards to seek consultation about the school's development. Senior leaders had produced several draft policies and communicated the relevant procedures to the staff in workshops.
- The Principal and senior leaders demonstrated the capacity to improve the school. However, the levels of competence of the middle leaders varied considerably. Although the senior leaders had established promising new systems and processes, their outcomes varied according to the quality of implementation.
- Leaders had managed to improve most aspects of the school to adequate levels of performance. Although there were inconsistent levels of professional practices in various parts of the school, the outcomes were generally in line with the expected standards.

School self-evaluation and improvement planning

Acceptable 

- Led by the Principal and senior leaders, the school evaluated its own performance by applying a newly introduced 'bottom-up' model that involved most stakeholders. Leaders' evaluations of the school's provision and outcomes were realistic and the majority of their judgements were accurate. However, the evaluation of students' performances was not well linked to the inspection criteria, and the cited evidence did not clearly reflect the school's judgements in the key subjects.
- Senior and middle leaders monitored teaching and learning through formal and informal lesson observations and learning walks. They provided teachers with feedback on the quality of delivery and their students' learning. Senior leaders and few heads of departments were aware of the shortcomings of a minority of teachers. They were in the process of a wide-scale appraisal that would inform decisions about professional development and future recruitment.
- The Principal, supported by his senior leadership team and the educational consultant of the school, produced a comprehensive 'School Change Plan' that covered almost all aspects of the school's performance and addressed all development needs. However, the school lacked a long-term strategic plan and high quality departmental action plans. Work was still in progress to establish common improvement planning processes that would ensure consistency in direction and full alignment with the school's goals.
- The school succeeded in meeting the latest inspection recommendations to an acceptable level. Although there were promising beginnings of new policies and systems that would lead to better performance, these were not understood by all staff members. Improvements in major areas such as assessment, teaching and curriculum design and adaptation were just beginning.

Partnerships with parents and the community

Acceptable ↓

- Parents were regularly involved in school activities and events. However, there were limited opportunities for them to participate actively in their children's learning. The school's open-door policy and its termly surveys ensured that parents' views were considered in decision-making and planning for improvement.
- The school established an effective system for communication with parents and students. The recent appointment of the Marketing and Communication Manager, the launch of the Communicator application and the new bilingual school website contributed to efficient communication of the school policies, events and expectations for learning.
- The reports on students' academic achievements and personal development was underdeveloped. Although the school provided termly reports, they did not include any description of students' strengths and areas for development. The Kindergarten children had portfolios to show their learning, but students in other phases did not have any reports to reflect their individual progress. Termly teacher-parent conferences provided some information about students' performance.
- The school made limited social contributions. Although the school attempted to establish some links with local and national entities, it did not pursue these aspects effectively. Partnerships with other schools and community institutions that would benefit the staff and students were not established.

Governance

Acceptable

- The school's governance was comprised of two boards, the Governing Board and the Advisory Board. Combined, they represented most stakeholders. The Governing Board met weekly to discuss operations and progress against major goals for improvement. Both boards made use of various communication systems, including surveys to seek stakeholders' views. Although survey results were analysed, they were not communicated to the stakeholders.
- The Governing Board had comprehensive knowledge of the school's priorities and its major challenges. It monitored the school's performance during weekly meetings, discussing the leaders' planned actions and the expected outcomes. The heavy involvement of the board in decision making about many aspects of the school limited its ability to hold senior leaders to account for results. The Advisory Board, which represented parents, the staff and students had a limited role in reviewing leaders' success in achieving the school's goals.
- The Governing Board supported the leaders in setting a clear direction for improvement by collaboratively rewriting the school's vision and mission statements. It provided appropriate financial support but did not invest enough in high quality learning resources, recruiting qualified teachers or providing professional development for teachers. The board's influence upon the school's improvement was evident; however, it did not ensure that the school had a strategic plan for continuous development.

Management, staffing, facilities and resources

Acceptable

- The daily management of the school was effective. Parents were regularly kept up to date with information about the school. All staff members and students were aware of the school's routines.

- There were sufficient, approved teachers for all subjects. However, some teachers lacked suitable qualifications for the age groups they taught and this affected their students' learning. The school had begun staffing for students with SEND. The KG teachers had enough support staff to help provide appropriate learning experiences to the children. School leaders had organised a series of professional development courses for teachers.
- Overall, the school had appropriate classrooms and sufficient resources for teaching to meet the learning needs of the students. Lifts and ramps in all areas provided inclusive access. The extensive facilities for sport provided opportunities for students to develop healthy lifestyles. Information technology, science subjects, reading and information resources were well provided.
- Classrooms were generally spacious and teachers had sufficient resources to support students' learning. The school reviewed textbooks and equipment for practical subjects, such as mathematics and science and these were suitably matched to the learning needs of the students and aligned with the MoE curriculum.

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	92
	2014-2015	152
Teachers 	85	
Students 	393	

*The number of responses from parents is based on the number of families.

- The response rate of parents was too low to be representative.
- Teachers were very positive in their opinions about the school's provision and outcomes.
- A large majority of senior students believed that they were making good progress in Islamic education, Arabic as a first language, English, mathematics and science. This view was shared by their parents.
- Students generally believed that they were developing a good range of learning skills at school and that their homework was helping them to learn.
- Students were positive about the opportunities they had to learn about Emirati heritage and traditions.
- Over two thirds of them agreed that they had gained an understanding of Islam, but only a third indicated they had an understanding of the importance of Islamic values in the UAE society.
- A large majority of students believed that their teachers helped them to learn well most of the time.
- Almost a half of them indicated that their reports were not helpful in telling them how to improve.
- Half did not agree that the school upgraded its facilities and resources enough to support learning.
- Half of the senior students disagreed that students behaved well at school.
- About a third of the students did not agree that they were looked after well and safe at school.
- Less than half agreed that they were safe on the buses.
- A large minority of students did not agree that bullying was well managed by the school.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae