



المعرفة
Knowledge



NEW ACADEMY SCHOOL US CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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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	12 to 16 February 2024



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	1364
	Number of Emirati students	448
	Number of students of determination	105
	Largest nationality group of students	Arabic



TEACHERS

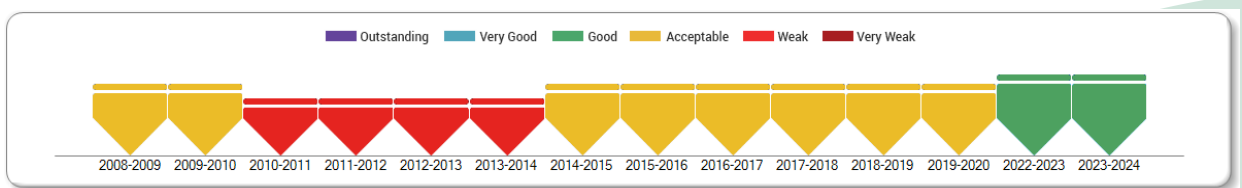
	Number of teachers	88
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	26
	Number of guidance counsellors	2



CURRICULUM

	Curriculum	US
	External Curriculum Examinations	MAP
	Accreditation	NEASC

School Journey for NEW ACADEMY SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' attainment and progress range from acceptable to very good across the subjects and phases. Specific strengths include students' outcomes in the Kindergarten (KG) and the high school. In most lessons, students are well engaged and use technology to carry out basic research or to access learning materials. They connect their learning to the real world and collaborate well when given the opportunity to do so.
- Students show very positive attitudes towards their teachers and behave well in almost all lessons. They demonstrate a solid understanding of Islamic values, the UAE culture, and other world cultures. Their social contributions and environmental awareness are strengths of the school. They lead many projects that have a positive impact on the school and, to a lesser extent, on the local community.

Provision For learners

- The quality of teaching is very good in KG and good in the other phases. Most teachers provide plenty of opportunities for students to use technology to complete activities. Teachers' use of questioning to promote students' critical thinking is variable. The school has effective procedures to collect and analyze assessment information. However, the use of assessment data in lesson planning and teaching is an emerging practice.
- The curriculum follows the California Common Core State Standards (CCSS) in the majority of subjects. It follows Ministry of Education (MoE) standards in the national subjects. School leaders review the curriculum regularly to ensure it is aligned horizontally and vertically. The curriculum features many cross-curricular links and links to the UAE culture and society. However, curriculum adaptation to meet students' different learning needs is still variable in quality.
- The school's procedures to ensure students' and members of staff's health and safety are very effective. The building and equipment are well maintained. The school clinic keeps comprehensive records of students' health-related information. The school has effective systems in place to manage students' attendance and behavior. The provision for care and support for students is good overall.

Leadership and management

- The principal distributes leadership effectively across the school. The strategic plans and action plans align well with the UAE and Dubai priorities. Parents are highly satisfied with the education their children receive at this school. Governors support school leaders and hold them to account for the school's performance. The resources and staffing are adequate to support good teaching and learning.

Highlights of the school:

- Students' personal development, understanding of Islamic values and UAE culture, environmental awareness, and social contributions
- The procedures the school has in place to ensure the health, safety, and wellbeing of all students and staff
- The high quality of provision and children's outcomes in KG

Key recommendations:








- Strengthen middle leadership to ensure that the monitoring of teaching leads to better quality and consistency of practice.
- Ensure all teachers use the available assessment information more effectively to meet the needs of all groups of students, including the higher achievers, the lower achievers, and students of determination.
- Elevate students' attainment to good or better levels in all the key subjects.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Acceptable	Acceptable	Good ↑
	Progress	Very good	Good	Good	Good
 Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Very good	Good	Good ↑	Very good
 Science	Attainment	Good	Acceptable	Good ↑	Good ↑
	Progress	Good	Good	Good	Good

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Very good ↑	Good	Good	Very good ↑

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- In the Progress in International Reading Literacy Study (PIRLS 2021), students achieved a whole school score of 476 which was 28 points above the set target. Emirati students achieved a total of 435, 13 points less than the target. In the Measures of Academic Progress (MAP) benchmark tests, the whole school judgement for improvement was good overall; it was good for mathematics and very good for English and science. Emirati achievement in MAP tests was acceptable overall.

C. Leadership: International and Emirati Achievement	Acceptable	
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- A large majority of leaders understand how subject skills and content align to the proficiency levels of PISA and international benchmark levels of TIMSS and PIRLS. They acknowledge the gaps identified in the benchmark assessment reports, including reading literacy, and for their Emirati cohort. The National Agenda action plan contains relevant actions and indicates general progress but lacks specific impact measures. The school has not yet developed a reading literacy plan based upon the New Group Reading Tests (NGRT) results.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable

- The school's most recent reading literacy profile (NGRT) shows that most students' reading literacy scores are at, or above, age-related expectations. This is the same for Emirati students. Teachers make some use of data and reports from NGRT assessments to inform their teaching although school leaders recognize that practice is inconsistent across subject areas. A comparison of the two latest NGRT reading literacy assessments shows a marginal increase in the mean Standard Assessment Score (SAS). There is an emerging reading culture across the school in a majority of curriculum areas.

Overall, school standards in the National Agenda Parameter are acceptable.

For Development:

- Redesign and implement the school reading literacy action plan to ensure stronger impact on students' reading skills.
- Use benchmark performance reports to modify the curriculum and teaching strategies leading to more personalized learning programs.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- All stakeholders share a clear vision for wellbeing resulting in a positive and inclusive school environment. Data have been collected to gauge the wellbeing of students, staff, and parents. Initiatives in response to survey data are effectively implemented, fostering a supportive school climate. Action plans that are based on survey results outline areas in need of further attention.
- Staff and parent representation on the governing board ensure wellbeing and inclusion provision remain priorities of the school. Student voice is now impacting upon wellbeing provision through the student council and clubs. Induction, guidance and monitoring lead to support and supervision for new members of staff. The school recognizes that it needs to ensure greater teacher retention by supporting members of staff more effectively with their work.
- Curriculum initiatives are strategically designed to advance student wellbeing. Most students demonstrate a secure understanding of their own wellbeing and exhibit a growing independence and improved self-regulation. Online safety protocols are established and prioritized to safeguard the wellbeing of all students. Students exhibit positive attitudes within the school environment, as evident in their behavior and when discussing their experiences.

For Development:

- Further augment the wellbeing of members of staff by enhancing the supportive work culture and providing clear career advancement pathways.

UAE social studies and Moral Education

- The school follows the MoE Moral, Social and Cultural Studies (MSCS) framework, scheduling two lessons weekly for elementary and three for middle school students. The high school curriculum integrates MSCS into the social science subjects, ensuring that all students explore a variety of topics including the UAE's culture and traditions, personal health, hygiene, welfare, and current environmental challenges.
- Using the latest MSCS framework, lessons for students are enhanced by a wide range of educational resources, to create a stimulating curriculum. This program fosters students' critical thinking skills on historical and contemporary topics and encourages them to form well-informed opinions. Their work is frequently assessed, with outcomes communicated to parents.

Arabic in Early Years

- Arab and non-Arab children learn a modified Arabic curriculum in KG for 160 minutes weekly. The curriculum is aligned with MoE standards. It aims to cultivate a strong foundation in language skills and foster a love for Arabic, and a seamless transition to Elementary. It achieves this by developing language skills through everyday situations, reinforcing language concepts, promoting a passion for reading and nurturing basic writing skills. Assessment strategies focus on observing the development of individual children's language needs, while teaching strategies include interactive, experiential, and technology-enhanced methods. The learning environment emphasizes interactive and experimental learning, links to daily experiences, utilizing visuals and technology, and fostering parental involvement.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Elementary school students are exceeding the curriculum standards, in their understanding of the Prophet's (PBUH) Seerah, Islamic principles, Aqedah, and rulings of worship. This is evident in the observed lessons, students' work, and school data. These skills are less well developed in Middle and High especially their knowledge of the Prophet (PBUH)
- Students' progress is good across all phases. Students can connect what they learn in lessons to everyday situations, but not in the depth expected. Students are starting to base their answers on verses from the Holy Qur'an and Hadith with more skill.
- While the Islamic department plans and implements differentiated tasks, these efforts are not always customized enough to meet the needs of all students, especially the higher and lower achievers. However, students' independent learning skills are developing.

For Development:

- Strengthen students' ability to support their answers by referencing Holy Qur'anic verses, Hadith, or the Prophet's (PBUH) Seerah.
- Enhance students' knowledge of the Prophet (PBUH) in the middle and high schools.
- Provide students with personalized tasks and opportunities to lead their learning

ARABIC AS A FIRST LANGUAGE

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

- Across the phases, students demonstrate strong listening and reading comprehension skills using standard Arabic. While debate and literary analysis have improved, these are not yet secure in the middle school. Various improvements to support students written work is enhancing the quality of writing.
- Elementary school students effectively extract information from a text, identify story elements, and engage in character dialogues using evidence. Middle school students are improving their analysis skills by using features of their reading. High school students delve deeper into character's emotions within texts by applying rhetorical devices.
- Independent and creative writing skills are more evident in students' notebooks, while vocabulary enhancement is consistently observed. However, reading fluency and extended speaking skills are still developing. There are no significant gaps observed and students are steadily enhancing their application of the rules of grammar into their work.

For Development:

- Enhance students' fluency in reading Arabic and extend their speaking abilities, especially in the middle school.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' listening and reading comprehension skills are strong across all phases. Students can read texts above the curriculum standards and are consistently developing a rich vocabulary. Writing and speaking skills are more evident when students recall their prior knowledge and extend their speaking.
- Students effectively use adjectives and conjunctions to extend their sentences. They apply advanced rules of grammar and demonstrate a high level of accuracy in their spelling. Students are making steady progress especially in the lower elementary school.
- In the upper two phases, students can extract information from specialized texts and develop presentations using relevant and specialized vocabulary. However, the grouping system provides too much challenge for students with fewer years of studying Arabic. There is no difference between the achievement of girls and boys.

For Development:

- Ensure that learning objectives are more accurately linked to the curriculum based on the years of studying Arabic for students with different levels and within the same group.
- Improve students' independent speaking skills by building on their prior knowledge and existing vocabulary.

ENGLISH

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

- Children in KG make very good progress in developing their listening, language and early literacy skills. This work continues in the lower elementary school laying a secure foundation for the subsequent development of literacy skills. By the high school, students can articulate their thoughts with confidence.
- Levels of engagement in reading have increased due to the implementation of a number of recent reading initiatives. Students' attainment, particularly in the high school, has improved as a result of the ongoing emphasis on literacy. However, reading skills within some lessons are limited.
- The teaching of writing remains a significant focus and, in many lessons, there is an emphasis on developing spelling, punctuation and grammar, across a wider variety of writing styles. The quality of students' written work and presentation is highly variable in notebooks in the middle school.

For Development:

- Place a focus on improving the quality of writing and presentation in students' written work in the middle school.

MATHEMATICS

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

- Improvements in student's achievement since the previous evaluation are evident, particularly in the middle school, where MAP assessment data have also improved. Students' skills in number, reasoning and problem-solving have slightly improved in Elementary and Middle. Students' rates of progress are beginning to influence attainment in High.
- Children in KG understand and use mathematical language and have improved skills in number operations. Grade 5 students demonstrate competence in representing wider world and mathematical problems by graphing points and interpreting co-ordinates. Students in Grade 12 use skills of calculus, statistics, probability, and standard deviation.
- A lack of practical mathematical investigations is hampering students' problem-solving, prediction and estimation skills, particularly those of boys.

For Development:

- Embed the use of practical learning materials in KG and Elementary to reinforce mathematical concepts.
- Ensure that programs are adapted to better personalize learning, particularly for middle school boys.

SCIENCE

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

- Lesson observations, work scrutiny, and assessment data demonstrate that a majority of students across the phases are exceeding the expected levels of progress as evidenced is their understanding of the scientific method. Children in KG can observe and predict, while older students collect data and test hypotheses.
- Problem-based learning is well integrated into the curriculum to engage students in investigating and developing solutions to everyday problems. In KG and the high school, appropriate levels of challenge foster the development of critical thinking skills.
- An increased emphasis on reading and literacy is producing greater confidence in students' use of scientific vocabulary especially in the high school. Students effectively express themselves in presentations and written work, showing their understanding and mastery of scientific terminology.

For Development:

- Provide greater challenge for students to develop their scientific skills, particularly in the elementary and middle schools.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Good

- Across all phases of the school, students demonstrate positive attitudes towards learning and work well independently and collaboratively. They engage in a wide range of learning activities, often cooperating and effectively communicating their learning to their teachers and each other.
- In the better lessons, students can make clear real-life connections between learning and their understanding of the world. This is a key strength in many English lessons but is less well developed in Islamic Education and mathematics, particularly in the middle school.
- The widespread use of digital technologies has been effective in consolidating students' learning. Critical thinking and problem-solving are developing features in KG and in some other subjects. However, there are inconsistent opportunities for students to further develop these skills in all lessons and across all phases.

For Development:

- Enhance students' opportunities to further link their learning with developing understanding of the world around them.
- Embed critical thinking and problem-solving activities as fundamental components of all lessons throughout the school.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students exhibit mature and positive attitudes towards learning. They report that they feel supported by the school and believe that their voices are heard, particularly if they face any problems. In KG, children are proactive and respond very well to the feedback and support they are given.
- Relationships among students and their teachers are positive and respectful. Students demonstrate empathy toward others which helps to create a harmonious learning atmosphere. A majority of students demonstrate self-discipline, with only a few exceptions among boys in the middle school.
- Almost all students are punctual in arriving to school and for their lessons. Students are keen to adopt healthy lifestyles by maintaining mostly good eating habits and exercising regularly. Attendance rates are very good.

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

- Students demonstrate a clear appreciation and understanding of Islamic values and of Emirati society and culture. They participate in charitable activities in cooperation with the Red Crescent. They celebrate all Islamic occasions and participate in Holy Qur'an competitions and Umrah trips.
- Students' understanding and appreciation of Emirati culture are strengths. They have a comprehensive understanding of the UAE's history, traditions, and leaders. Students participate in a range of Emirati cultural activities to celebrate national events and take responsibility for the different traditional corners evident on National Day.
- Students are proud of their own cultures. They show respect for other nationalities and religions within the school. They are aware of the cultural diversity from around the world which they celebrate that on International Day.

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

- Student leaders are responsible members of the school community. They lead a wide range of initiatives, which include raising money for charity drives, such as, Breast Cancer. These have very positive effects within their school and the local community.
- Students show a very positive work ethic. They are developing their entrepreneurial skills through extra-curricular activities and clubs. They engage in a range of projects, including the NAS Market, volunteering, and organizing charitable donations. However, initiatives linked to the wider community are not yet fully developed.
- Students have a deep understanding of issues of sustainability and conservation. They believe that they can make a difference. Students participate in sustainability projects and use their problem-solving skills to address challenges, which include waste management, climate change, recycling, and water conservation.

For Development:

- Establish more initiatives for students to engage with the wider community.
- Ensure that all students, especially middle school boys, follow the school's behavior policy both inside and outside of the classrooms.

03 TEACHING AND ASSESSMENT

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

- In all phases, teachers have secure subject knowledge and knowledge of how students learn. They make effective use of a range of resources to create interesting learning environments. This enables a majority of students to be effective learners.
- Teachers' interactions with students are very positive and ensure that students are engaged. The boys in some classes in Middle are not always sufficiently engaged. Teachers' questioning to promote individual reflection and discussion is a developing feature across all phases.
- All teachers prepare purposeful lesson plans. However, in some lessons and across the phases, there are inconsistencies in the planning and implementation of individualized challenge for students of determination and the higher achievers.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Good

- Assessment is strongest in KG, where comprehensive processes provide accurate information on children's learning and their personal development. This approach is now being extended to the lower grade levels in the elementary school.
- Leaders are beginning to monitor the effectiveness of the use of assessment information in lessons, as required in the previous inspection report. There is yet to be a significant improvement in the use of assessment to personalize learning to meet the needs of all groups of students.
- The use of assessment to check understanding is evident, but the use of assessment information to guide lesson planning is unclear. Some teachers' written feedback to students provides them with effective strategies for improvement, but this does not always result in students' responses.

For Development:

- Increase the levels of engagement of boys in the middle school.
- Ensure that all lesson planning makes full use of assessment information to meet the different learning needs of students.
- Improve the quality of feedback on students' written work so that they know how to improve their work even further.

04 CURRICULUM

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

- The curriculum undergoes regular reviews to ensure consistency and appropriate progression in students' learning. The English department has prioritized with success, the development of writing across all grades to improve the effectiveness of the curriculum, and the Arabic department has enhanced creative writing in lessons.
- The high school curriculum offers students a diverse array of choices, encompassing core subjects, electives, and Advanced Placement (AP) courses. New electives, such as, business mathematics, provide students with increased options to tailor their educational pathways.
- Cross-curricular links are evident in projects and displays across the school. Elementary school students participate in the 'Farm to Table' program and connect learning to healthy eating, food choices, and sustainability practices. Students have also research blueberry cultivation in the UAE and the positive impact of hydroponics.

	KG	Elementary	Middle	High
Curriculum adaptation	Good	Good	Good	Good

- The curriculum is sufficiently modified to address the needs of student groups, as evident in the individualized intervention and support plans. Efforts are undertaken to ensure that modifications positively impact learning outcomes. However, the implementation of modifications in lessons is uneven.
- The curriculum incorporates a wide range of subjects and activities aimed at deepening students' understanding and appreciation of the UAE's heritage, culture and values. Values such as, tolerance are celebrated, and assemblies raise awareness of Islamic values.
- The curriculum offers a diverse array of extra-curricular activities that encourage innovation and creativity in developing students' entrepreneurial skills. Children in KG create innovative art projects during Entrepreneurship Week, and elementary students create their own businesses and products which they sell during Market Day.

For Development:

- Ensure that curriculum modifications are fully implemented and monitored across all subjects and lessons.

05 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 has rigorous procedures and policies in place to ensure students' safety and security. Safeguarding arrangements are clearly defined, and well understood by students, members of staff, and parents. Cyber-safety and practical measures to prevent harm from use of the internet are given a high priority.
- The medical staff provide students with guidance on healthy living. The thorough risk analyses involve students and staff. Potential problems are recorded, and any dangers are swiftly addressed. Members of staff receive frequent training on updates to policy and practice.
- High expectations of the implementation of procedures and effective communication between all those involved ensure the school is safe and secure. Students move around the school safely and responsibly.

	KG	Elementary	Middle	High
Care and support	Very good ↑	Good	Good	Very good ↑

- Students and staff maintain positive relationships and prioritize students' wellbeing. The school's approach to promoting good attendance and punctuality is effective. To ensure successful learning outcomes, the school has prioritized behavior management by adding a social counselor to provide support when needed.
- Screening assessments effectively guide teachers in developing strategies and interventions that meet the individual learning needs of students of determination. Some students are identified as gifted and talented. However, there is inconsistency in providing challenging lessons for the higher-achieving students throughout the school.
- Students have access to a well-designed program of personal support. Beginning in the middle school, individual career counseling ensures students are guided through the university application process. Collaboration with the inclusion team to guide students with more complex learning needs is currently in the planning stage.

For Development:

- Improve the identification and support for students with gifts and talents and include more opportunities in lessons to extend the learning of the higher achieving students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Leaders and the governing board are committed to a vision of inclusion that is apparent throughout the school. The school welcomes applications from parents of students of determination, resulting in a diverse learning community.
- Effective use is made of a variety of assessment procedures to identify accurately students' learning needs. This information is used to plan personalized intervention programs to reduce barriers to learning.
- Parents value the ongoing communication they receive about their children's progress and the guidance they receive to support their children at home. Parents feel strongly that the school welcomes them as partners in their children's education.
- Curriculum provision is well organized and directly related to meeting students' academic and personal needs. In most lessons, teachers take responsibility for students of determination, implementing individual education plans effectively.
- Assessment information shows that students of determination are making good progress in relation to their individual starting points. They make good progress in their personal development, are more confident, and develop valuable communication and social skills.

For Development:

- Provide more specialized education pathways to address the unique and sometimes complex needs of students of determination.

06 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

- The senior leadership team is committed to the UAE priorities and promotes an inclusive school ethos. Leadership is distributed well, and most leaders demonstrate a solid understanding of best practices in teaching and learning and how these can lead to improved student outcomes. They collaborate to ensure lines of accountability are clear across the school. They have demonstrated the ability to continue to move the school forward and have been able to address potential barriers to improvement.
- The school's self-evaluation process engages senior and middle leaders and is monitored throughout the school year. It takes into consideration internal and external data in addition to recommendations from external accreditation and inspection bodies. The school's strategic plan, which is aligned to National Agenda priorities, forms the basis for the yearly action plans. Systems are in place to monitor the effectiveness of teaching and its impact on student outcomes. School leaders have made some progress in addressing the recommendations from the previous inspection report.
- Parents are adequately engaged in the life of the school through celebrations, such as, National Day and International Day. They are satisfied with the amount of information they receive about their children's progress and speak highly of the support their children receive at school. However, they also believe that the school should consider reducing the amount of technology used in learning and work to strengthen the provision and outcomes in the Arabic language.
- The governing board has representation from all stakeholders and has a positive influence on the school's leadership and direction. Governors hold the principal and her team to account for the performance of the school, especially for student outcomes. They collect the opinions of parents and members of staff through regular surveys and use the information to produce a clear view of the school's performance. They work to ensure the school has all the resources and staffing needed to keep improving.
- The school's procedures, timetables, and routines allow it to run smoothly on a day-to-day basis. Almost all teachers are well qualified and deployed effectively. They benefit from regular professional development opportunities that target their needs. The building allows access for almost all and includes the resources needed to sustain effective teaching and learning. In response to a recommendation from the last inspection report, the school has invested in upgrading its internet network to enable students to use learning technology more effectively.

For Development:

- Ensure that the school's improvement plans have a stronger and more measurable impact on provision and outcomes.
- Consider improve greater access to the second floor of the school building by installing an elevator.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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