

# INSPECTION REPORT

## New World Private School

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Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, [info@khda.gov.ae](mailto:info@khda.gov.ae), [www.khda.gov.ae](http://www.khda.gov.ae)

## GENERAL INFORMATION ABOUT New World Private School

Location	Al Twar
Type of school	Private
Website	www.nwps.ae
Telephone	04-2610033
Address	PO Box 56988, Dubai
Principal	Mahasen Yousef Hamdan
Curriculum	MoE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 Years / Kindergarten to Grade 12
Attendance	Good
Number of students on roll	1,959
Number of Emirati students	980 (50%)
Date of the inspection	13th to 16th February 2012

## Contents

The context of the school.....	3
Overall school performance 2011-2012 .....	3
How has the school progressed since the last inspection?.....	3
Key strengths .....	5
Recommendations .....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development? .....	8
How good are the teaching, learning and assessment? .....	9
How well does the curriculum meet the educational needs of students? .....	10
How well does the school protect and support students? .....	11
How good are the leadership and management of the school? .....	12
What are the views of parents, teachers and students?.....	14
What happens next? .....	15
How to contact us .....	15
Our work with schools .....	16

## The context of the school

New World Private School, located in Al Twar, serves a community of Arab students from Kindergarten to Grade 12. There were 1,959 students on roll. The current year saw an intake of 690 new students, 30 per cent of whom joined Grades 10 to 12. The school had seen rapid growth in student numbers in the last three years and teacher turnover had become more stable this year.

The school followed a Ministry of Education (MoE) curriculum supplemented with text books in English. Students chose one of two 'streams' in Grade 11, either literature or science, dependent on their career or higher education choices. All students in Grade 12 sat MoE examinations. The curriculum was mostly delivered through the medium of Arabic. However, from Grade 1 to 4, parents chose whether their child learnt through English or Arabic. In Kindergarten, science was also taught through the medium of English.

At the time of inspection, there were 138 teachers and 27 support staff, as well as the central management team of Principal, three Vice-Principals and two educational assistants. Most heads of section and heads of department did not have a teaching commitment. Teachers in Kindergarten did not have early childhood qualifications.

Almost all students were from Arab backgrounds with 50 per cent of the student population being Emirati. Almost all were first language learners of Arabic and additional language learners of English.

## Overall school performance 2011-2012

Acceptable

## How has the school progressed since the last inspection?

The New World Private School continued to provide an acceptable quality of education and demonstrated improvements in a few areas since the last inspection. There was also some deterioration in the provision for Kindergarten children and in their attainment and progress. Key features of the school included an inclusive ethos and a strong commitment to improve attainment levels, relationships and attendance. The school's vision statement was 'no-one left behind - each student can learn' which was apparent in a commitment to the inclusion of students with special educational needs. There had been successful attempts to better meet the language needs of the students by offering the curriculum through the medium of English or Arabic in Cycle 1. This had started to impact on progress in English particularly. A

review of middle managers had led to effective teams being developed throughout the school with strong subject leadership in English, mathematics and science. The inclusion of all members of the school community in evaluating the school had resulted in a clearer view of strengths and areas for improvement. However, this was not reflected in the judgements within the self-evaluation document which were overly optimistic and unrealistic. Nevertheless, the strong middle leadership meant that the school had good capacity for continued improvement.

The school had been responsive to the recommendations from the previous inspection and had prepared a detailed strategic plan but initiatives had not yet led to improvements in attainment and progress in all subjects. There was a significant lack of early years expertise amongst school leaders which had resulted in the implementation of a very weak Kindergarten curriculum which failed to meet the needs of young learners. Professional development and improved performance management procedures had led to a few improvements in teaching and learning but the quality was inconsistent and remained acceptable overall. Teachers and leaders still did not have a sharp enough focus on the analysis of all available assessment information. The information was not used effectively to ensure that teaching and the curriculum met the needs of all learners, including those with learning difficulties and those requiring greater challenge. Provision for Kindergarten children was weak.

## Key strengths

- An open and inclusive ethos based on positive relationships and good levels of social and emotional support for students;
- Effective identification of students with special educational needs;
- Distributed leadership with several effective teams and strong subject leadership in English, mathematics and science;
- Improved attendance rates across all phases;
- Students who develop good skills in English and Arabic as they progress through the school.

## Recommendations

- Improve the quality of teaching and learning, informed by accurate assessment information, across all phases and subjects with a greater emphasis on how students learn best;
- Review and improve the Kindergarten curriculum to enhance the experiences for young children and raise standards;
- Ensure that the monitoring of health and safety practices are more rigorous and that, consequently, all students are safe at all times;
- Further develop the arrangements for monitoring teaching and learning, so that areas requiring improvement are targeted more effectively.

## How good are the students' attainment and progress in key subjects?

	Kindergarten	Cycle 1	Cycle 2	Cycle 3
<b>Islamic Education</b>				
<b>Attainment</b>	Good	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Good	Good	Good	Good
<b>Arabic as a first language</b>				
<b>Attainment</b>	Good	Good	Good	Acceptable
<b>Progress</b>	Good	Good	Good	Good
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Progress</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>English</b>				
<b>Attainment</b>	Unsatisfactory	Acceptable	Acceptable	Good
<b>Progress</b>	Unsatisfactory	Acceptable	Good	Good
<b>Mathematics</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Good
<b>Progress</b>	Acceptable	Acceptable	Good	Good
<b>Science</b>				
<b>Attainment</b>	Unsatisfactory	Acceptable	Good	Good
<b>Progress</b>	Unsatisfactory	Good	Good	Good

Students' attainment in the key subjects was inconsistent across the phases and subjects. Kindergarten children achieved well in Islamic Education and Arabic but demonstrated low levels of attainment in English and science, and acceptable attainment in mathematics. The skills of these young children were limited in all aspects of English. In Islamic Education across the school, the majority of students had made noticeable improvement in their recitation skills. However, their understanding of Islamic rules and the

reasons behind them was still underdeveloped. Attainment in Arabic was weaker in Cycle 3 whereas attainment in English, mathematics and science was better in Cycles 3 than in Cycle 1. Older students were confident mathematicians at ease with calculating complex expressions and the values of functions. In science, attainment had improved in upper grades especially in students' investigation skills.

Students' progress in the key subjects was more consistent than their attainment with good progress in Islamic Education and Arabic across the school and in other key subjects in Cycles 2 and 3. However, progress in English and science was unsatisfactory in Kindergarten due to teachers' low expectations and poor teaching. Whilst good progress was seen in examinations for Islamic Education and Arabic, students' progress in lessons was often only acceptable due to a lack of challenge and limited teaching strategies. From very low starting points in Kindergarten, progress in English language skills was accelerated in Cycles 2 to 3 because students had increasing opportunities to use and apply English in other subjects. Older students made good progress in their understanding of mathematics and science concepts due to good teaching. Cycle 2 and 3 students showed good development in their practical science skills.

## How good is the students' personal and social development?

	Kindergarten	Cycle 1	Cycle 2	Cycle 3
Attitudes and behaviour	Good	Good	Good	Good
Understanding of Islam and appreciation of local traditions and culture	Good	Good	Good	Good
Civic, economic and environmental understanding	Acceptable	Acceptable	Acceptable	Good

Almost all students behaved very well in lessons and showed positive attitudes to learning and respect for their teachers. The behaviour of a few students was not as positive outside the classroom due to a lack of self-discipline. When given leadership roles, students responded well and took initiative. Almost all students had a good understanding of the importance of healthy eating and regular exercise, and applied this to their lives. Attendance had improved and was good with almost all students arriving in good time for lessons and at the start of the day. Older students demonstrated a good level of understanding of Islam and the impact of Islam on local and wider societies. Students across the school discussed local heritage and culture confidently and in depth. Most students appreciated the benefits of living in a multi-cultural society. Cycle 2 and 3 students showed mature understanding of economic issues related to the development of the UAE. Almost all students understood the importance of protecting the local environment and took action to care for their school. However, their awareness of global environmental sustainability was still underdeveloped across the school.

## How good are the teaching, learning and assessment?

	Kindergarten	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable	Good
Quality of students' learning	Unsatisfactory	Acceptable	Acceptable	Good
Assessment	Unsatisfactory	Acceptable	Acceptable	Acceptable

There had been improvements to some aspects of teaching in Cycles 1 to 3 with the best teaching seen in Cycle 3. Teaching for effective learning was unsatisfactory in Kindergarten due to the lack of expertise of teachers in teaching young children. In the majority of lessons elsewhere, teachers demonstrated good subject knowledge and a secure understanding of how students learn best, although this was better in English, mathematics and science than in Islamic Education and Arabic. Improvements in lesson planning across Cycles 1 to 3 ensured that lessons met the needs of most students, although more able students were not always challenged to extend their thinking. Time management was generally good, but not all teachers re-visited learning objectives at the end of lessons to clarify understanding. Teachers' interactions with students were almost always positive. In good lessons, teachers challenged students with open, detailed questions. This helped students think and respond rather than simply recall facts. However, in a majority of lessons teachers were too dominant by talking for too long which restricted student responses. In most lessons, resources, including information and communication technology (ICT), were used to add interest and meaning. Almost all Kindergarten lessons were dominated by the teacher, lacked challenge and failed to meet the needs of young learners. Teaching in other subjects than the key subjects was mostly acceptable with a few strengths in areas such as physical education where students were taught a range of skills well by specialist teachers and coaches.

Children in the Kindergarten were eager learners but teachers often failed to understand what the children already knew or understood. Activities were overly directed by the teacher and children were rarely engaged in practical experiences; this meant that very young children sat for long periods of time watching or listening to their teachers. Whilst around half of the lessons in Cycles 1 and 2 were good overall, many teachers did not allow students to take responsibility for their own learning. In a few of the better lessons, especially in Cycle 3 and in English and mathematics, students had good opportunities to

learn independently and were able to make connections with previous learning. They collaborated well in group work and were supportive of each other when completing activities. Good connections between areas of learning were apparent especially in English, but were not consistently strong across the school. In science, students' enquiry skills were developing well but opportunities to develop critical thinking and research skills were still lacking in the majority of lessons.

There were continuous evaluation and assessment procedures throughout the school. These involved a combination of quizzes, individual portfolios, homework and end of term tests. Results of these were recorded in detail for each individual student. Students collected examples of their work in individual portfolios. Work was marked by teachers, although written feedback was often not detailed enough to help students know how to improve. Nevertheless, oral feedback was often good and had improved, although not consistent across all phases and subjects. Although there was an abundance of assessment information collected, this did not consistently inform the lesson planning carried out by teachers. The Kindergarten assessment criteria were unsatisfactory; these did not help teachers plan meaningful learning experiences for these children. The school had made an attempt to compare examination results with those of similar schools but this comparison was not yet well developed or accurate enough to be useful. Teachers and leaders had limited understanding of international standards.

## How well does the curriculum meet the educational needs of students?

	Kindergarten	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Unsatisfactory	Good	Good	Good

The curriculum had a clear rationale and was broad and balanced except in the Kindergarten where it was not based on a clear set of standards and was very narrow, with limited choice. In Cycles 1 to 3, progression was well planned and the school provided good learning choices for almost all groups of learners. There were good transition arrangements between phases, except between Kindergarten and Cycle 1 where young children were not well prepared for the demands of Grade 1. New students were effectively supported. In Cycles 1 to 3, the curriculum was reviewed regularly and effectively. This had led to positive initiatives such as sports events and the robotics club, as well as useful links with the community. The choice of the delivery of mathematics and science through the medium of English in Cycles 1 and 2 developed language skills of most students well. There was not enough challenge within the curriculum to meet the needs of the most able students and those with special talents. In Kindergarten, the curriculum was not organised efficiently enough to ensure that experiences for the youngest children were relevant to their age and delivered through play that included exploration, choice and challenge.

## How well does the school protect and support students?

	Kindergarten	Cycle 1	Cycle 2	Cycle 3
Health and Safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of Support	Good	Good	Good	Good

The arrangements for ensuring students' health and safety were acceptable. The building was well maintained, clean and generally safe and secure. Students with physical disabilities had good access in and around the school. Annual fire drills were routinely carried out although not often enough to ensure safe evacuation in the event of an emergency. During the inspection, too many internal doors were locked which could present a safety hazard. Medical support was comprehensive, well organised and ensured students' medical and health needs were monitored effectively. The clinic staff provided a regular and varied programme of health education for all students. The psychologist had clear responsibility for child protection and procedures were clear to adults though not consistently known to students. Whilst all buses included supervisors, not all older students conformed to safety expectations by staying seated and using seat belts. The school did not have a consistent enough approach to recording visitors to the school.

The well-being of students was a high priority for all staff members. Teachers and supervisors provided good care and guidance to students by listening to them and resolving any difficulties quickly. The management of students' behaviour in lessons was positive but the high supervisory presence around the school did not allow students to take responsibility for their own behaviour or develop self-discipline. The school provided valuable career and higher education guidance to older students using well-established links with local universities. Identification of students with special educational needs was good. The educational psychologist provided effective learning plans for these students but teachers' expertise in carrying out these plans in lessons was inconsistent. There were effective monitoring systems in place to ensure good levels of attendance.

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Good

The senior leaders had set a clear vision for the school and communicated this well to all members of the learning community. Nevertheless, they did not always prioritise initiatives well and so manage change effectively. A revised staffing structure had ensured leadership responsibilities were clear and distributed across phases and subjects. The central leadership team was cohesive and focused on improvement but did not always have the expertise to lead changes, for example in Kindergarten. Nevertheless, there were several effective teams within and across subjects which had led to improvement in attainment and progress for students. Communication from leaders and amongst the staff was mostly effective but leaders did not always enable students' opinions to be heard and acted upon. The school had a good capacity for further improvement with an even greater focus by leaders on provision for Kindergarten children, student outcomes and a more targeted approach to improvement initiatives.

Self-evaluation processes had included all staff and leaders had sought parents' opinions. The combined efforts of the teaching and leadership team had resulted in a detailed self-evaluation document and strategic plan, together with specific action plans. However, the self-evaluation document included unreliable data, was overly optimistic and, therefore, unrealistic. Nevertheless, discussions with middle managers showed that most had a clear understanding of strengths and weaknesses in their subject and a realistic view of attainment. Performance management systems were well established and linked directly to professional development and to salaries. Regular monitoring of teaching and learning by leaders and peer discussion, was not closely linked enough to students' outcomes, nor closely targeted enough to their needs. Effective planning had led to improvements in a few areas but action taken had not always had time to impact positively on students' attainment and progress in a few key subjects.

The school had productive links with parents which strengthened students' learning and helped raise standards. An example of this was the efforts made by the school to engage parents in the importance of regular student attendance which had resulted in improved attendance rates. Communications between

the school and parents were mostly effective; regular written reports and conferences ensured parents understood their child's progress and attainment. However, students' reports did not have sufficiently detailed suggestions for improvement. The school had a number of positive links with the wider community which enhanced learning but links with other types of school were underdeveloped.

The membership of the board of governors had expanded to include more parents and the board was now representative of the school community and context. The governors held the school to account for standards but did not always provide the required support to bring about change. Nevertheless, support from contacts within and beyond the governing body had been utilised well to ensure improved recruitment and retention procedures to reduce turnover of staff. Governors knew the school's direction, mission and values but did not put enough emphasis on listening to students' opinions or supporting leaders. Accountability measures were not well balanced with support mechanisms.

The management of the school, its staffing, facilities and resources were good, overall. Routines were well established and communications were effective. Most staff were familiar with procedures and knew their respective roles. Not all staff were deployed effectively to support learning as support staff were not always skilled in providing appropriate levels of support to teachers or students. In Kindergarten, children were not effectively supported to help promote their independence; older students were not always trusted to make good decisions beyond the classroom. The school provided a welcoming learning environment which was spacious but not always well utilised to support learning and the curriculum. For example, the Kindergarten and Grade 1 shared areas were under-used during inspection. There was good access for students with disabilities. Outdoor areas and indoor sports facilities, including a swimming pool, were well used by students. Specialist classrooms enhanced students' learning experiences. However, the lack of certain facilities in laboratories restricted the range of practical science experiences. Learning resources were acceptable overall and included data projectors in all classes, and interactive whiteboards in two classrooms. The libraries were adequately stocked and used well by students to enrich their learning.

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	167	15%
	Last year	360	30%
Teachers	82		60%
Students	252		55%

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

The responses of parents to the survey were low and had reduced since last year. Most parents felt that their children enjoyed life at school. Almost all parents and teachers were of the view that students had a good understanding about the different cultures and nationalities in Dubai. A similar proportion of parents were happy with the quality of teaching. Teachers were appreciative of the good professional development opportunities provided by the school and were happy with the provisions for ICT to support teaching and learning. They also felt there was effective communication by leaders. Parents agreed that communication systems were effective and they felt involved with their children's learning. A few students felt that their views were not always listened too and a minority wanted more help in choosing a healthy lifestyle and greater opportunities to take responsibility.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

## Dubai Schools Inspection Bureau

## Knowledge and Human Development Authority

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:  
[inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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