

INSPECTION REPORT

New World Private School

Report published in April 2013

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	4-18 / Kindergarten to Grade 12
Attendance	Good
Number of students on roll	2,131
Largest nationality group of Students	Emirati
Number of Emirati students	824 (39%)
Date of the inspection	20 th January to 23 rd January 2013

Contents

The context of the school.....	3
Overall school performance 2012-2013	4
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development?	7
How good are the teaching, learning and assessment?	7
How well does the curriculum meet the educational needs of students?	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school?	8
How well does the school provide for Emirati students?.....	10
How well does the school provide for students with special educational needs?.....	13
What are the views of parents, teachers and students?.....	15
What happens next?.....	17
How to contact us	17

The context of the school

Located in Al Twar, New World Private School provides education for students from Kindergarten to Grade 12. At the time of the inspection, there were 2,131 students on roll. The school had seen rapid growth in student numbers and the student population had risen by approximately 12 per cent since the last inspection.

The school followed the Ministry of Education (MoE) curriculum. The curriculum was delivered through the medium of Arabic in most classes. However, students were offered, from Grade 1, the option of accessing the curriculum in English up to Grade 9.

At the time of inspection, there were 139 full-time teachers, 10 teaching assistants and 41 members of the school management team, administrative and support staff, in addition to the Principal and two vice-principals.

Overall school performance 2012-2013

Unsatisfactory

Key strengths

- The good attainment and progress in Arabic as a first language across most grades;
- Students' good behaviour, their respect for Islam and their awareness of the multi-cultural nature of Dubai;
- The positive relationships across the school and its good partnership with parents.

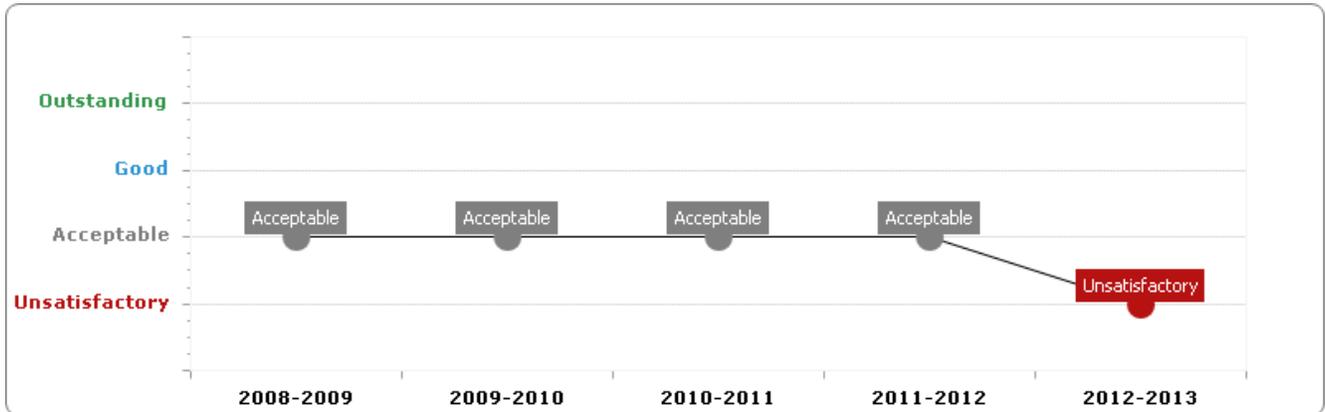
Recommendations

- Improve students' attainment and progress, particularly boys', in English, mathematics and science across all phases;
- Improve the curriculum and the quality of teaching in Kindergarten so that students are provided with good opportunities for exploration, investigation and enquiry-based learning;
- Ensure that all teachers have high expectations of students and provide them with well-planned opportunities for skill development and active and independent learning;
- Improve the accuracy and analysis of assessment data and use it effectively to inform the school's self-evaluation and improvement planning;
- Develop leadership capacity to improve teaching.

Progress since the last inspection

- The school had made limited progress in improving the quality of teaching and learning across the four phases. The quality of teaching, learning and students' progress remained weak in Kindergarten. In Cycle 1, the overall quality of teaching and learning and students' progress in mathematics and science declined and were found to be unsatisfactory. Overall, one in every four lessons was unsatisfactory;
- The Kindergarten curriculum had not been effectively reviewed and did not provide children with engaging and purposeful learning experiences;
- Arrangements for ensuring the health and safety of students improved since last inspection including the monitoring of entry and arrangements for emergency evacuation;
- The monitoring teaching and learning was weak and ineffective; it did not result in required modifications to teaching.

Trend of overall performance



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

	KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education				
Attainment	Acceptable	Acceptable	Acceptable	Good
Progress	Acceptable	Good	Good	Good
Arabic as a first language				
Attainment	Good	Good	Good	Acceptable
Progress	Good	Good	Good	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	Unsatisfactory	Acceptable	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable	Acceptable
Mathematics				
Attainment	Acceptable	Unsatisfactory	Acceptable	Acceptable
Progress	Acceptable	Unsatisfactory	Acceptable	Acceptable
Science				
Attainment	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
Progress	Unsatisfactory	Unsatisfactory	Good	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Cycle 1	Cycle 2	Cycle 3
Attitudes and behaviour	Good	Good	Good	Good
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

How good are the teaching, learning and assessment?

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

[Read paragraph](#)

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

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum quality	Unsatisfactory	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

	KG	Cycle 1	Cycle 2	Cycle 3
Health and Safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

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

[Read paragraph](#)

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

There was significant variety in students' attainment in the key subjects. It was unsatisfactory in a significant number of subjects in Kindergarten and Cycle 1. In Islamic Education, students had secure knowledge of key Islamic concepts and, in the girls' section, recitation of The Holy Qur'an was well developed. In Arabic as a first language, students' listening skills were strong particularly in Cycles 2 and 3. Their reading comprehension skills were above expectations for the majority of students and writing at length was well developed in the girls' section. In English, children's attainment in Kindergarten was unsatisfactory, while it was within the expected levels in all other phases. Most students had an appropriate understanding of grammar and could use this knowledge to form well-structured sentences. They could communicate their ideas orally but their writing was less developed. In mathematics, Kindergarten children had a basic understanding of number and shape. However, attainment was below age expectations in Cycle 1. In Cycles 2 and 3, most students developed an appropriate knowledge of algebra but their ability to investigate and solve problems was limited. In science, Cycles 2 and 3 students had secure scientific knowledge and understood concepts and process to an acceptable level but in Cycle 1 attainment was significantly weaker. Across all phases, students' ability to predict, observe and analyse was limited and their investigative skills were well below the expected levels. In external examinations, students' performance was lower than their peers' in mathematics and science in the upper grades of Cycle 1 and the lower grades of Cycle 2. The overall attainment in Cycle 3 was largely within expectations, although boys' attainment was lower than their peers' in mathematics and science.

Students' progress in Islamic Education was good across all phases, except in Kindergarten where it was acceptable. In Arabic as a first language it was good in Kindergarten to Cycle 2 and acceptable in Cycle 3. Students steadily increased their knowledge and understanding of Islamic concepts and developed their ability to understand and analyse the Arabic language across all phases although their progress was less significant in developing their writing skills. In English, Kindergarten children made limited progress in acquiring speaking skills, although they steadily improved their recognition and shaping of new letters. Progress was acceptable in all other phases although it was slower in Cycle 2, particularly for the boys. In mathematics and science, progress was unsatisfactory in Cycle 1 because students made very limited progress in developing the key skills of observing, analyzing, problem solving and investigation. Progress in the two subjects was acceptable in Cycle 3 while it was acceptable in mathematics in Cycle 2, but good in science. Most students developed a better level of understanding of key concepts in both subjects although their practical skills and their ability to relate learning to the real world were less well developed. In general, progress in both mathematics and science was slower for boys than girls. The progress of students with special needs was acceptable in all subjects in Cycles 2 and 3. In Kindergarten, their progress was acceptable in Islamic Education, Arabic and unsatisfactory in English and mathematics. The children were not developing

appropriate communication skills and they made limited progress in understanding basic mathematical concepts. In Cycle 1, due to the limited support available in class and the lack of effective differentiation, students with special educational needs made limited progress in mathematics and science.

[View judgements](#)

How well does the school provide for Emirati students?

Emirati student's attainment and progress was unsatisfactory in English and mathematics in Kindergarten and Cycle 1 and acceptable in other key subjects in other phases. Most students began school with low levels of English, but their abilities in other subjects were similar to those of other students. Progress in the later stages of the school was generally acceptable. It was stronger in Islamic Education and Arabic. Emirati students with special educational needs made acceptable progress. Attendance was good throughout the school. Lateness at the start of the day was a concern especially for older students. Engagement in lessons and homework was acceptable in all phases. Reports to parents were informative and accurate. A number of Emirati parents were involved in their children's education in the Kindergarten.

How good is the students' personal and social development?

Students' attitudes and behaviour were good in all phases of the school. Students generally behaved well in classes and moved in an orderly way around the school. Relationships between teachers and students were positive and, when given the opportunity, students worked well with each other in groups. In the primary phase, a minority of boys showed immature behaviour and were disrespectful to the teachers. Students were given opportunities to exercise personal responsibility through roles such as class president and membership of the student council. Students understood the reasons for making healthy eating choices and taking exercise. They were keen to participate in workshops related to healthy eating and personal safety. Attendance figures were good but punctuality at the start of the day was an important weakness. It was too variable and caused disruption to the beginning of lessons. Most students demonstrated a clear understanding of Islam's values and the importance of Islam in modern society in Dubai. They respected Islamic tradition although this was less developed for the minority of non-Muslim students in the school. Most students had clear appreciation of the multi-cultural nature of Dubai and valued the diversity of the Dubai population. They were successful in building good relationships with their peers from different cultures. UAE and Dubai heritage was well known to most students. Students assumed a number of responsibilities and showed a positive work ethic, especially in Cycle 3 although they did not always show initiative. There was an adequate awareness of environmental issues and efforts towards conservation at the classroom level. Students understood well the concept of responsibility and contribution to the

community and world around them. However, opportunities for community involvement were limited and participation in activities outside the school was low.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was acceptable in the senior phases of the school but was unsatisfactory in the Kindergarten and Cycle 1. Teachers' subject knowledge was strong in senior classes. In many lessons, challenging questions promoted students' knowledge and understanding. However, overall, the quality of lesson planning was too variable. Lesson objectives, although stated, were often not supported by a sufficient range of strategies to enable students to learn. This was particularly evident in the Kindergarten where the emphasis on textbook learning and routine activities did not accommodate the different learning needs of children. Across the school, in too many lessons, teachers' expectations of what students could learn and achieve were too low and so progress was limited. The emphasis on whole class teaching meant that the individual needs of a significant proportion of students were not adequately met. Also, the development of enquiry and critical thinking skills was inconsistent.

The quality of learning was acceptable for students in the senior phases of the school but was unsatisfactory in the Kindergarten and Cycle 1. Most students were enthusiastic and keen to learn, particularly in the girls' section of the school. When activities were effectively structured to promote group discussion, students collaborated well, shared ideas and were respectful of each other's point of view. However, children in the Kindergarten and primary classes sat for extended periods passively listening, which did not make learning enjoyable for them. In primary classes there were insufficient opportunities for independent learning. The use of student presentations, related to project work, was a productive means of developing students' confidence and stimulating the interest of others. In their projects, students were able to relate learning to the real world, but this was not a routine feature of lessons. Students did not routinely make connections between new and previous learning and were over-reliant on teachers' directions. In most lessons, students were not proactive so their independent and critical thinking skills were underdeveloped.

The quality of assessment was acceptable in all phases apart from Kindergarten where it was unsatisfactory. Assessment procedures enabled teachers to record test and examination results systematically to gain a profile of students' attainment and monitor progress. The data provided most teachers with appropriate knowledge of individual student achievement levels. However, the data did not always reflect students' attainment in relation to international standards. In addition, it was not always consistently used to modify teaching strategies or to improve the curriculum. This weakness was a particular feature of the Kindergarten provision and support for the more able students. The use of formative assessment was evident in a number of English lessons which provided useful feedback to students about the outcomes of their work. In general,

the marking of students' work was often limited to corrections and did not provide adequate feedback to students about how they might improve. The introduction of self-assessment and peer assessment enabled students to take more responsibility for their learning.

[View judgements](#)

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

The curriculum was unsatisfactory in the Kindergarten and acceptable across the other phases. The curriculum had adequate breadth, balance and continuity within the Ministry of Education (MOE) programmes of study. In Kindergarten, although there was appropriate coverage of key subjects, there were gaps in the development of essential skills. The curriculum was regularly reviewed and curriculum maps were updated annually although this process did not always result in significant improvements. Elsewhere, students engaged in a range of extra-curricular activities including the Astronomy Club, Drama Club and a number of sports clubs. The school also provided a range of competitions and community-based activities. Across all phases, the curriculum was stronger in Islamic Education and Arabic where it ensured sufficient development of key knowledge and most skill areas. However, across subjects, the curriculum was over-dependent on textbooks and did not promote high achievement. It provided only a limited range of opportunities for the necessary enrichment in order to engage, motivate and excite students. Limited opportunities were provided to link learning in the classroom to the real world and apply knowledge. In general, the curriculum did not challenge students across the full range of ability, including the weaker and the most able students.

[View judgements](#)

How well does the school protect and support students?

The school's arrangements for ensuring the health and safety of students were acceptable overall. Staff were aware of their roles and responsibilities in ensuring that students were safe. Most students felt they were well protected in the school. The school building was in good condition and premises were well maintained and supervised. Fire drills were conducted regularly and staff understood their roles in emergency evacuations. School transportation was adequately supervised and ensured students' safe arrival at, and boarding of, buses. Appropriate medical support was in place. Health records were well organised and a regular and varied programme of health education was provided for all students by the clinic staff. Supervision of the school gates at arrival times and during the school day had improved. However, the management of parents' pick up of children at the end of the school day was less effective.

Good relationships between most teachers and students were a positive feature of the school. Most teachers were aware of their students' physical and education needs and provided regular guidance, which resulted in improved behaviour. Parents received regular comments and advice regarding the action taken by the school to manage behaviour. However, supervisory presence around the school did not allow students to take responsibility for their behaviour or develop self-discipline. Students' emotional wellbeing was a high priority for the pastoral team.

[View judgements](#)

How well does the school provide for students with special educational needs?

The school was inclusive and systems for identification of students with special educational needs had improved. Almost all students with special education needs had individual learning plans but their use by the teachers was of inconsistent quality and effectiveness.

How good are the leadership and management of the school?

The quality of leadership was unsatisfactory. Although the school principal had clear vision and understanding of the school priorities, which were both shared with senior and middle leaders, this had resulted in limited action to bring about the desired improvements. While teaching and learning leaders in the school showed commitment to improvement, most of them demonstrated limited capacity to modify and improve the quality of teaching and students' progress across most phases in the school. This meant that teaching staff did not receive sufficient guidance on how to implement the required changes. This had

جهاز الرقابة المدرسية في دبي
Dubai Schools Inspection Bureau

resulted mainly from the limited awareness of international standards and best practice. Consequently, the school had had very little success in raising standards and meeting the recommendations from the previous inspection. The school leadership, with its current teaching and learning leadership, lacked the capacity to move the school forward.

The quality of self-evaluation was unsatisfactory. The school's self-evaluation was overly optimistic and did not reflect the the school accurately. Evaluations of students' attainment were based mostly on internal examination results and followed a selective approach when referencing the students' attainment levels to the national performance in the few external examination results that were available. Evaluations of students' progress were based on unreliable data which did not reflect students' growth. Attempts to benchmark learning outcomes for students against international standards were weak as the process did not ensure the selected sample was a fair representation of the total student cohort. Evaluations of other aspects of the school's work lacked rigour and were not sufficiently focused on outcomes. Improvement planning was also unsatisfactory as it did not focus on priorities. Monitoring of the action taken was inadequate as it failed to measure the effectiveness of the steps taken to raise standards. In general, improvement planning did not lead to significant improvements except in health and safety.

The school's links with parents were good. Communication between the school and parents were frequent and included useful guidance, for example, on how to support good student attendance and improved behaviour. Written student achievement reports were regular and conferences ensured parents were aware of their children's attainment and progress. Levels of parental participation in school events, activities and surveys were rising. However, while teachers wrote more comments about students' progress, school reports did not always provide sufficient and detailed guidance to parents on how their children could improve. The school had many positive links with its community and used them to provide a range of learning opportunities.

Governance was acceptable. The structure of the governing committee had remained unchanged since the last inspection. The committee ensured a good representation of parents and other stakeholders in the school community. The governors supported the school's plans to develop staffing and facilities. They reviewed the school's strategic plan and discussed its priorities with the school's senior leadership. The governors had made an acceptable start in holding the school to account for standards and reviewed examination results and self-evaluations. They also provided frequent feedback about parental satisfaction levels. However, governors did not seek ways to ensure that students' achievement levels were comparable to international standards.

جهاز الرقابة المدرسية في دبي
Dubai Schools Inspection Bureau

The school ran smoothly and high staffing levels ensured that supervision around the school was appropriate. There was a good range of specialist classrooms, indoor and outdoor communal areas, a large auditorium and indoor swimming pool, but some of the rooms were underused. Most classrooms were of a sufficient size for effective learning and the building was well maintained. Classrooms were equipped with data projectors that stimulated learning experiences, but a lack of resources in Kindergarten and in a few key subjects did not allow students to develop their practical skills sufficiently. The number of students on roll in a few classes was above the expected levels.

[View judgements](#)

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	362	31%
	Last year	180	17%
Teachers	96		74%
Students	386		80%

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

A minority of parents, and most teachers and students responded to the survey. Most parents were satisfied with the quality of the school's work. They agreed that their children enjoyed school and that the children felt safe there. Most parents thought that teaching was good and that their children made good progress in key subjects. A little over half of them believed the school encouraged students to take responsibility. Parents and teachers considered that behaviour in the school was good but a minority of students disagreed. Parents said that the school staff provided good care to their children but only a small proportion said that children received the support they needed to make good progress. They reported that there was a good range of activities offered by the school but only two thirds of the students agreed. Almost all parents considered that relationships with the school were good and that parental involvement in school life was also good. Two thirds of the students reported that their opinions were listened to by the school leaders. Almost all teachers had very positive views of all aspects of the school and believed that the relationships between staff, students and parents were good. A few students and parents expressed concerns regarding the high teacher turnover, the quality of teaching and the increased roll in a number of classes.

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

Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.
It should not be used for commercial purposes or in connection with a prospectus or advertisement.