

SCHOOL SELF EVALUATION SUMMARY SUMMARY 2019 – 2020

Name of School	Nord Anglia International School Dubai
Principal	Matthew Farthing
Period covered by the evaluation	Sept 2019 – Sept 2020
Reviewed by:	

Contextual information:

General background

The academic year 2019-20 was NAS Dubai's 6th year of operation and we are extremely proud of our School's achievements in this time.

Like almost all schools globally, the impact of the pandemic has been acutely felt. With very little warning, we went into a period of strict national lockdown in March. This led to an entire term of virtual schooling that nobody could have anticipated. For a comprehensive review of our Virtual School Experience, please refer to our separate QA document submitted earlier in the year.

Each section of this QA aims to highlight the impact of the pandemic on our school, and it should be noted that many of the established practices outlined in this document were completely disrupted by the abrupt onset of virtual schooling. As such, we suggest that next year's QA may look quite different as the long-term impact of Covid-19 is brought to bear. When compiling our self-evaluation, we have maintained a strict cut-off of July 2020, therefore; not evaluating the return to school in September and the subsequent emergence of a blended model of learning.

The long-term impact of Covid-19 on education remains largely unknown, but it is incumbent on all of us at this time to remain abreast of the latest thinking and discussions, thereby allowing us to make the most informed decisions possible that will secure the future success and growth of our School.

Our Virtual School Experience

In Term 3 the School mobilised an extremely impressive response to the onset of the pandemic as we switched to 100% virtual learning. All stake holders were surveyed regularly during this period and the feedback was used to constantly adapt and refine our Virtual School Experience. Our provision was also recognised as excellent by the KHDA with 11 of the 13 indicators being acknowledged as well developed in our virtual inspection. We are now very well positioned to offer a full Virtual Learning Experience to our students, or a blended learning model.

Our School Mission and Strategic Planning

NAS Dubai is a high functioning school that seeks to offer a highly personalised education for every child. This means we operate with considerable complexity, which has only been further heightened by the challenges of the pandemic. Post-Covid, it will become a priority to seek greater synthesis and efficiency in our understanding of our identity. This will include a thorough review of our Mission and Vision to ensure they remain aligned with the long-term strategic direction of the School.

The current journey towards NEASC accreditation has been a powerful mobilising force as it has had input from all cross sections of our school community, in particular through the development of our new Definition of Learning. Steering groups containing both teaching and non-teaching colleagues have been created to guide different aspects of the accreditation process. It is also beginning to influence our curricular thinking in all phases and will lead to better horizontal and vertical articulation of the curriculum.

Strategic planning is carefully dovetailed across all phases of the school and is well informed by the outcomes of KHDA inspection reports. Similarly, our self-evaluation work for annual KHDA inspections is robust and, along with completion of this NAE QA document, allows for carefully considered strategic planning.

School Demographics

Despite the obvious challenges presented by the global pandemic, numbers on roll remain very healthy at 1793 (accurate as of end of academic year 2019-20), which means the School has experienced year upon year growth since opening. Students come to NAS Dubai from across the globe with 75 different nationalities enrolled. The dominant communities are from the UK and the Levantine diaspora, as well as Canada and America.

5 Year Student Enrolment pattern

2015/16 – start T1 1138, End T3 1184

2016/17 – start T1 1355, End T3 1388

2017/18 – start T1 1528, End T3 1544

2018/19 – start T1 1742, End T3 1745

2019/20 – start T1 1853, End T3 1793

Curriculum Structure

The school broadly follows the UK based Early Years Foundation Stage and legacy Primary National Curriculum, before offering GCSE and then the IB Diploma. English is the language of instruction and study of Arabic is compulsory up to Year 9 in accordance with UAE law. A strength of the school is that further world languages are offered; French, Spanish, German and Mandarin can be taken at three (or four) levels right across the 3-18 age range. A broad (and possibly overly broad) curriculum offer extends throughout the Secondary phase, offering design technology and computer science as well as the more common humanities subjects, PE, separate sciences, art, music, dance, and drama.

Moral Education and Social Studies are mandated curricula here in the UAE and are included in what is already a very cramped curriculum structure. We have taken great strides in the past 12 months with both programmes, but they remain a work in progress as we seek to better understand their potential impact on our students.

The pandemic has had a significant impact on our co-curricular programme, participation in sporting fixtures and annual residential programmes. In due course, however, this will offer us the opportunity to undertake a thorough review of all co-curricular provision.

The School offers the full Juilliard curriculum in all three subject areas, which is further enhanced through our partnership with the Dubai Opera. (see Section 4A for more detail).

The School continues to deepen its commitment to MIT and the integration of learning with 'STEAM' thinking. (see Section 4A for more detail).

Both of these collaborations have been impacted by the pandemic, however.

Staffing and Management

There are 171 full time teachers and managers in the school, together with 100 teaching assistants, LSAs, technicians, assistant language teachers and 62 administrative support staff. The FTE teacher to student ratio continues at 1:11.

There remains a sustained focus on further strengthening and enabling the middle leadership tier of the School. An example of how leadership has become ever-more distributed is that this QA document was largely compiled through a collaboration of middle leaders from across all phases of the school. Having completed the requisite training on NAU, middle leaders embraced professional conversations with their colleagues and used their findings to evaluate the impact of our provision.

Through the NEASC steering committees there have also been opportunities to devolve leadership responsibilities right across the staff body, including to non-teaching staff.

NAE Parent Survey

The annual Parent Survey is referenced throughout this document but, in summary, it continues to show high levels of satisfaction throughout with very little variance from the previous year's results. Overall, 95% of parents believe their child receives a quality education at NAS Dubai. In addition, 93% say their child feels happy at school, and 96% say their child feels safe; both of which are very important to us. The key opportunity emerging from the survey is that parents want to know more about their children's achievement outside of the academic.

NAE Employee Engagement Survey

The annual Employee Engagement Survey shows that the key drivers of engagement and enablement remain slightly above the NAE mean. We have improved in 11 comparators and gone down in 8. According to the survey, our key drivers are that care and consideration is shown to employees, and that staff feel they have opportunities to put their ideas into

practice. Further work to analyse and understand the results has been undertaken with a committee of staff representatives.

Please use this template to summarise your evaluation of how well you are doing against the framework, using this 4-point scale.

- 1 **Excellent** - this is a real strength and something the school could share with others.
- 2 **Strong** - the school performs well in this area but knows there are some aspects that need strengthening further in order to be 'excellent'.
- 3 **Developing** - the school has a clear idea of what needs to be done and is taking action. Would expect to be strong in the coming year.
- 4 **Weak** - the school is not performing well in this area and needs support to develop.

Section 1 - Purpose & Direction

1a Assessing the school against its own guiding statements and NAE's vision and philosophy

School evaluation: **1** 2 3 4
Please ensure you provide your rating for each aspect

Position Statement

The School's purpose and direction are set by school leaders at all levels and enacted by all staff. At the core of this are the 'One NAE Vision' and 'Be Ambitious' philosophy.

- The NAE 'Be Ambitious' philosophy is at the core of our school culture, values and mission. The impact is that almost all students are ambitious. They are able to define what success looks like for them and they are motivated to achieve their goals. According to the Dubai Student Wellbeing Census (DSWC hereafter), 95% of our students have high aspirations for success and 91% are motivated to meet their goals. Both statistics are above the Dubai average.
- According to the NAE Employee Engagement survey, 87% of staff have a good understanding of Nord Anglia Education's strategic priorities and goals, and 83% understand how their job contributes to both. Overall, 85% of staff feel that NAE has a clear and promising direction.
- Leaders at all levels are motivated champions of an ambitious and deeply personalised education. From this we have a Mission that is well understood by all stake holders. Students and staff are similarly ambitious and '*believe there are no limits on what they can achieve for themselves and for others*'.
- The School vision and mission statement are well known to all stake holders. The KHDA Inspection report 2019-20 stated that "A clear and challenging vision is enthusiastically promoted by the Principal and is well supported by a dedicated and energetic senior and middle leadership team."
- We see evidence of this ambition on a daily basis in the classroom - only 3% of staff do not agree that their colleagues are '*committed to delivering high quality products and services (teaching materials, curriculum, teaching etc.*' It is also evident through ambitious curriculum planning, which in turn translates into outstanding academic outcomes in all phases of the school.

- Our IB and GCSE results were our best ever, with our IB average points score of 39 being the highest in NAE. In line with previous years, Primary internal data in the three core subjects is at least 'very good' or 'exceeding'. We also see *ambition* being realised through the resounding success of whole-school initiatives such as the Adopt A School Programme. Please see Sections 2 & 3 for a more comprehensive evaluation of our academic, personal and social outcomes.
- Staff are also ambitious for themselves, as well as for students, and 81% recognize that they have '*good opportunities for learning and development*' at NAS Dubai, whilst 71% feel they have '*good opportunities to achieve their career goals.*' The latter is 15% above the education norm. Additionally, only 4% of staff feel their job does not '*provide opportunities to do challenging and interesting work*' that stretches them.

Next steps: [What still needs work and why?](#)

- The journey towards NEASC accreditation, combined with the complexities of the pandemic and the future possibility of delivering a hybrid education model, will mean a review of our long-term strategic direction becomes necessary. This will include discussions around the current and future relevance of our Mission and Vision, specifically how they align with the principles outlined in our newly crafted Definition of Learning, which has been created as part of the NEASC accreditation process.

Section 2 – An ambitious approach to learning for all students and adults

2a Responsive world-class curriculum	School evaluation: 1 2 3 4
2b Professional learning and development for all staff	School evaluation: 1 2 3 4
2c Robust assessment processes – for learning	School evaluation: 1 2 3 4

Position Statement

At NAS Dubai, our ambitious curriculum and robust assessment practices are part of the same whole and, therefore, integral to one another. Both are carefully informed by the continued professional development of our staff.

Section 2a – Responsive world-class curriculum

- Our ambitious curriculum is carefully designed to enable students to exceed curriculum expectations and our highly personalised approach to curriculum planning continues to have a significant impact on student outcomes.
- As a result of our ambitious curriculum, a glance at the headline figures for the end of academic year 2019-20 shows excellent progress being made in all phases of the school:
 - ✓ In Primary, 74% of students were exceeding curriculum expectations in reading, 69% in writing, 71% in maths and 80% in science.
 - ✓ In Secondary, progress against curriculum expectations is measured against CAT4 and a summary of our end of year data reveals the following:

2019-20	% meeting CAT	% exceeding CAT
Y7	81	64
Y8	87	72
Y9	90	76
Y10	85	70
Y11	98	84
Y12	94	73
Y13	98	91
Ave	90	76

- ✓ Restrictions and requirements related to coronavirus (COVID-19), due to a national UAE lockdown, has affected our ability to comply with the Early Years assessment requirements. 42% of parents withdrew their children from Term 3 online learning and the remainder of the Early Years children took part in some online live sessions and Seesaw activities. Therefore, there is no robust end of year data. However, we recognise that the EYFSP is a valued assessment carried out by teachers and is a crucial tool in supporting children's development and the transition from Reception to Year 1. Therefore, teachers endeavored to complete the EYFSP for children in the summer term, which provided important information to the Year 1 teachers.

- Our curriculum has been identified as one of our key strengths in successive inspection reports. According to the NAE Parent Survey, 93% of parents believe their child is making good progress at NAS Dubai, 93% believe the school provides a stimulating learning environment, and 79% say their child receives individualised attention and support from their teachers, all of which are a strong reflection of our ambitious, personalised curriculum.
- Our curriculum is developing a generation of globally aware, empathetic students and 86% of parents believe their child is developing strong global awareness at NAS Dubai (NAE Parent Survey 2020). For example, the School has responded sensitively to global issues such as the Black Lives Matter movement and ensured they are addressed and reflected in our curriculum. An example of this was when our IB Scholars were highly commended for planning and delivering an outstanding workshop to support the programme of learning we implemented for Black Lives Matter.
- The NEASC accreditation journey has challenged teachers to evaluate their curricula and explore more opportunities for project-based learning. The impact of this will be stronger interdisciplinary thinking that will complement our newly embedded STEAM curriculum. Please see Section 4a for a comprehensive evaluation of our STEAM curriculum, as well as the Juilliard curriculum and Global Campus.
- Extensive provision of World Languages is a key school-wide strength. All students at NAS Dubai access at least one additional language other than English, with a large majority studying two. Our personalised approach to language provision ensures we can meet the needs of a range of proficiencies. NAS Dubai is an accredited test centre for HSK & YSK for Mandarin; we

have also developed partnerships with the Goethe Institute and Alliance Française for mother tongue speakers.

- Year upon year we celebrate outstanding IB and GCSE results in the modern foreign languages. Across our 5 world languages at GCSE, 78% of students achieved the top grades of 9-8. At IB, our average points score across the 4 languages was 6. Both of these figures sit comfortably above world averages.
- Celebrating our 75 nationalities across school, we enable students to sit exams in languages in which they are native speakers, but where their language is not part of our curriculum offer. These exams are often taken prior to the standard age in Year 11, and as early as Year 5 e.g., Dutch, Italian, Hindi and Latin GCSEs.
- The innovative sports curriculum offered at NAS Dubai was adapted in Term 3 to ensure its continuation during virtual learning. Students in Primary and Secondary were able to access live sessions for fitness and challenges such as 'beat the teacher' as well as integration with our House system. This was key to maintaining a focus on our students' physical and mental wellbeing during a period of lockdown.
- Cross phase curriculum collaboration is a school wide strength. Students are leading learning by initiating, planning and delivering lessons in all subject areas across all phases and age ranges, facilitated by teachers. This model leads to greater teacher collaboration, for example when Year 5 and Year 8 students worked together in science lessons. Cross phase collaborative work is also evidenced through Year Group or Subject Leader action plans. Our Teaching and Learning Communities (see Section 2b below) enabled teachers to share best practice across the phases and collaborate effectively.
- Through NEASC Accreditation, we will be able to offer a High School Diploma as an alternative post-16 pathway to IB. The intended impact of that more students will be able to gain entry to a wide range of US universities. This in turn will impact positively on retention of students after Year 11 as a number of students are lost each year to pursue alternative pathways.
- Careful analysis of external testing data in Primary has resulted in curriculum modifications being made to the Year 5 English scheme of work and Year 6 mathematics schemes of work. Year 5 now use text-based studies to underpin sentence structure, punctuation and grammar units and focusing on guided reading to challenge higher assessment foci questions. The Year 6 mathematics scheme of work now focuses on strengthening mental mathematics, place value and number while engaging children with online mathematical learning platforms.
- In the lower Secondary school, our external reading tests highlighted grammar, inference and deduction as areas to develop further in schemes of work; lessons were adapted accordingly to support our students. In English for Year 7 & 8, the texts studied will now be based on the preferences and abilities of the students. The texts selected are chosen to ensure all students are able to access the curriculum and learning to make appropriate progress. The impact of this still unknown but should become evident in future external benchmarking test results.
- Our curriculum constantly adapts to respond to the needs of our learners. For example, teachers moved quickly to establish virtual learning during the school closure caused by the

Covid-19 pandemic, and this has since developed into a successful blended learning model in both primary and secondary.

- Teachers have also developed the skills to teach in the physical classroom and online simultaneously. This is to ensure all students continue to be offered engaging learning experiences. In primary the use of Seesaw has allowed teachers to give immediate recorded verbal feedback, meaning students are always aware of their strengths and areas for development. Also, the recording of live lessons on Microsoft Teams allows students to revisit learning independently. Through our curriculum expo reform, students have the opportunity to shape the direction of the learning through collaboration with their teachers. This allows for an ever-more personalised curriculum model.
- Inclusive learning and teaching happen in all phases of the school. This includes curriculum modification to support and challenge all students, an example of which has been the introduction of an EAL framework to support an increasing number of students with limited English proficiency. Planning to exceed expectations for all students is embedded, evidence of which is found from planning folders and observations/learning walks.
- At IBDP level we have classes ranging in size from 1-18, demonstrating the commitment we have to a fully inclusive and personalised curriculum, enabling our students to gain entry to world class universities. This will be further enhanced as we begin to open up more post-16 pathways in the next two years.
- The embedded use of CAT4 data in Y4-13 informs teachers' planning by developing an understanding of students' learning preferences. Teachers know how to identify individual learning needs and subsequently personalise their curriculum to meet these needs. Students are also being encouraged to engage in conversations regarding how they learn. This has continued to show improved student outcomes in terms of wellbeing, progress and attainment.
- Personalised support timetables are in place across Primary and Secondary school for around 12% of our students. Teachers, Heads of Year and Heads of Department work with students, parents and our Inclusion Team to design personalised curricula that allow children to achieve the best possible outcomes. See Section 3a for more details and supporting evidence.

Section 2b – Professional Learning and Development for all staff

- Our ambitious CPD programme has had a significant impact on 'typicality' in classroom practice. We know this because there has been a 2-year trend of implementing the 4Cs via staff CPD, Teaching and Learning Communities, and as part of compulsory performance management targets. We also see evidence in lessons and through curriculum planning that teachers are increasingly ambitious in terms of the outcomes they hope to achieve for their students. The students in turn have the skills and motivation to be effective communicators, collaborators, and critical thinkers in lessons.
- The most tangible impact of this has been that academic, social and personal outcomes continue to improve, as evidenced by the year upon year improvement in our GCSE and IB

results. Another strong indicator is the world class university destinations our students go on to attend. Similarly, the Dubai Student Wellbeing Census shows that 100% of students in Years 5-13 can, *'Identify an important adult at school'*, which is a reflection of the social impact our highly skilled teachers are having on the students of NAS Dubai. See Section 3 for further evaluation of student outcomes.

- A further important impact of our CPD has been on our performance management processes as we have moved to offering full autonomy to staff in their choice of teaching and learning objective, appealing to the intrinsic motivation in all of us to be outstanding classroom practitioners. Our Teaching & Learning Communities have further strengthened the culture of professional learning at NAS Dubai. 100% of teaching staff participated in these and they resulted in extremely well received opportunities for cross-phase collaboration of teachers. One notable impact has been that the TLCs have allowed for more opportunities to visit the classrooms of colleagues in different phases of the school, which has enabled some excellent coaching conversations with a clear pedagogical focus. Secondary colleagues observing EYFS colleagues is one excellent example of the child-led learning philosophy of EYFS provision is now becoming embedded further up the school.
- The move to 100% virtual schooling in Term 3 led to a shift in the CPD focus to supporting teachers in developing their expertise in online teaching. Staff were encouraged to share best practice and lead these sessions. As a result, students were able to access more ambitious and creative virtual lessons. This resulted in gaining a grading of 'developed' (the highest grading) in the KHDA's appraisal of our Virtual School Experience.
- Headline figures from the NAE EES reveal that 81% of staff feel they *'have good opportunities for learning and development at Nord Anglia Education'*, which is 6% above the NAE mean and represents an increase on last year. In addition, 75% believe that, *'The feedback I receive during the year helps me develop and improve'* and 68% believe that *'Nord Anglia Education provides training so that I can perform my job well'*, both of which are in line with the NAE mean.
- 'Growing our own' leadership continues to be a priority, with all Deputy Heads and Assistant Heads well settled into their posts and benefitting from a range of PD. We have developed an in-house programme for current and aspiring Middle Leaders and, alongside MLP, the impact of this has been the emergence of an increasingly upskilled and knowledgeable middle leadership tier right across the school that is driving school improvement. Several members of Middle Leadership have now been invited to attend the weekly Academic Board meeting, which is a key meeting between the Principal and Senior Leadership Teams of Primary and Secondary.
- There has been restructuring some of leadership roles and faculties, the intended impact of which is to grant greater autonomy of Middle Leaders – something we are prioritising as part of our commitment to a distributed model of leadership.
- The MIT Teacher Summer Programme is integral to our commitment to embedding the STEAM curriculum. NAS colleagues have attended the 2017, 2018 and 2019 programmes of study, bringing back expertise and driving curriculum innovation. The impact of this commitment on our STEAM curriculum is evaluated extensively in section 4a.

- All Juilliard PD continues as part of our commitment to high quality Performing Arts. Due to the COVID-19 pandemic, onsite Juilliard PD and curriculum support visits for both Drama and Dance had to be moved online. However, this innovative approach ensured that staff were still able to benefit from this partnership and the CPD it offers. See Section 4a for an evaluation of impact.
- The Inclusion Team bring a wealth of professional expertise. Colleagues have also completed both a Certificate of Competence in Educational Testing and a Level 7 Diploma in Dyslexia and Literacy. We have also introduced and appointed the role of Primary SEND teacher to ensure the management of SEND support is consistent across both the primary and secondary schools.
- The deepening of school-wide expertise in this field has allowed us to strengthen our position as a fully inclusive school. The impact of this can be evidenced by our first ever rating of 'outstanding' from the KHDA for our SEND provision.
- Our commitment to developing expertise in the IBDP continues to go from strength to strength, with a separate PD budget ring-fenced for IB training. We are committed to training around ten staff for IB this year since the Secondary school has experienced significant growth. Once again, the impact of this is evidenced in our IB average points score of 39.
- Non-teaching colleagues are also fully invested in, including participation in the SLP. 8 TAs have received their CACHE Level 3 with 4 more currently completing this qualification.

NAU

- NAU is central to our CPD programme. Staff have engaged in a choice of three teaching and learning modules to encourage interaction with NAU as a learning platform. They then come together in trio-reflections to share good practice across school. An important impact of this on staff wellbeing. The flexible nature of NAU contributes to positive staff wellbeing as they have greater autonomy over the content and timing of their own PD.
- NAU engagement is slightly lower than last year, however, there is always a spike during our designated CPD week in February. Upon closer inspection, many staff have been involved in CPD outside of NAU. As alluded to above, we are beginning to embed processes that will allow CPD to become personalised to the development needs of individual colleagues. The intended impact of this will be the opportunity to develop domain-specific expertise within departments that can be shared and built upon. It should also lead to a rise in staff identifying and accessing courses on NAU to support their individual professional learning objectives.
- In the academic year 2019-20 we had 3 colleagues completing the MLP and 3 undertaking SLP. The impact these colleagues have on our School is significant, and this is evidenced in the confidence, knowledge and expertise they bring to their roles on a daily basis. These enhanced professional learning opportunities mean we are currently experiencing the emergence of an increasingly high-functioning leadership team at all levels of the School, as evidenced by the fact that colleagues who have completed the MLP were heavily involved in the production of this QA document, just as they were with the NEASC steering committees.

- We also have 3 senior colleagues who support the delivery of MLP and a member of the Secondary leadership team who has become a Nord Anglia Fellow for IB. These colleagues will be having an impact on leadership development and IB practices respectively across NAE.
- 100% of staff have completed the requisite safeguarding training on NAU and we have extremely well-developed safeguarding practices and policies at NAS Dubai, as evidenced by our annual audit which was graded as 'excellent', which was maintained during the period of virtual learning in Term 3. Our DSL has also been appointed as the regional Safeguarding Champion.

Section 2c – Robust Assessment processes for learning

- Our assessment of, for and as learning is integral to the function of the school, and to driving school improvement. Assessment practices are well developed and robust and are themselves a reason for the outstanding student outcomes our students achieve, as opposed to simply being a measurement of.
- NAS Dubai has a consistent approach to assessment and we are now at a point where these systems and structures are embedded and effective. Internal assessment calendars are in place for all phases of the school and a robust reporting and recording system is in effect. Staff and parents are aware of the procedures; access to assessment data is readily available through our MIS.
- Power BI helps us to track and monitor the progress of our students, working closely with our Inclusion Team, to modify our curriculum offer where appropriate, which also includes engaging external professionals such as speech and language therapists and educational psychologists. Results are moderated internally in year groups and/or departments. Some external moderation takes place, for example EYFS moderate their judgements across other NAE schools on NAU, as well as with British schools here in Dubai. International benchmarks are used for GL data and GSCE data.
- Half-termly grade moderations are central to our assessment philosophy (internal and external). Through teacher collaboration, professional judgements are supported right across the 3-18 age range. The impact here is that all staff are increasingly upskilled and engaged in robust moderation processes, which adds greater validity to our data.
- We host termly British Schools in Dubai subject moderation meetings for primary English, mathematics and science. Here, best practice in assessment is discussed and shared. Planning and curriculum modifications are made to incorporate new and impactful ideas from these meetings.
- Data is shared with parents directly through the Parent Portal and also in written reports. 87% of parents believe they are well informed about their child's academic progress (NAE Parent Survey 2020). Parents' Evenings are offered; these are one way to share data with students and parents and encourage 'live conversations'. Department meetings in Secondary and Pupil Progress Meetings in Primary signpost further growth for our students and improve school outcomes.

- We have mandatory externally benchmarked assessments with GL – CAT4, Progress Tests and Reading Tests. We are regarded as a centre of best practice for the work we do with the data from these tests and how we use it to inform teaching and learning and improve student outcomes. Staff at NAS Dubai were asked to present a webinar on the use of Power BI and data analysis with schools across the NAE group as an example of best practice for promoting student progress and outcomes.
- As mentioned in Section 2a, the embedded use of CAT4 data in Y4-13 informs teachers' planning by developing an understanding of students' learning preferences. We have also begun to use CEM data for IB students to provide more accurate predictions, although this is something that still needs to be fully implemented (including staff training).
- TIMMS and PISA action plans inform teaching and learning in relevant age groups, aligned with regional KHDA NAP action plans.
- Our MIS manager is an integral part of the Senior Leadership Team, allowing for a through school approach to assessment reporting and recording that ensures access to progress data monitoring progress is available for all staff.
- Classroom observations have demonstrated the assessment journey our staff have been on and the variety of AfL techniques observed in lessons has significantly improved, leading to improved outcomes for students. This consistent approach from ages 3-18 allows teachers to intervene as appropriate and personalise the learning experiences of all students. As mentioned previously, 79% of parents say their child *'Receives individualised attention and support from their teacher.'* This can only happen with effective assessment for learning practices.
- As a school we took part in the MAP trials for 2017-18. However, UAE and Dubai regulations require mandatory testing for our students with GL. We have invested heavily in GL Progress Tests, CAT4 and reading tests (NGRTs), because we are required to do so. Further MAP trials or adoption of MAP as an additional test will impact on student well-being, as well as parental unease. This is something for us to reflect on as a school as we strive to be data healthy and not data wealthy.

Next steps: [What still needs work and why?](#)

- We will continue to explore and develop best practice in virtual learning and adapt our curriculum and assessment procedures accordingly to reflect the new hybrid model, so that all students experience a world class education, regardless of whether they are in school or online.
- Greater alignment of the curriculum is a focus - we have developed a common, whole-school curriculum planning template, with built-in review dates. This will empower curriculum leaders and teachers across the school to collaborate on curriculum thinking and pedagogy, as well as improving horizontal and vertical articulation of the curriculum.
- The Definition of Learning created as part of the NEASC accreditation process must become embedded in our curricular and pedagogical thinking. This will allow for a deeper, shared understanding of what constitutes high-quality learning and teaching (inclusive of the ideals of KHDA, IBO, NAE and NEASC ACE Framework).

- It will be important to ensure that any changes to traditional performance management processes are carefully worked through and do not impact unduly on our ability to accurately QA the quality of T&L.
- There will be further investment in staff training for Power BI (class teachers in particular), and in the use of CEM data (IB teachers).
- As we respond to staff voice and the findings of the NAE EES, we hope to inculcate a culture of staff wellbeing by reviving the Staff Committee and drafting a formal constitution that outlines its remit.

Section 3 – Learning successes for students

3a Quality of provision for academic, social and personal success	School evaluation: 1 2 3 4
3b Quality of processes academic, social and personal success	School evaluation: 1 2 3 4
3b Quality of outcomes for academic, social and personal success	School evaluation: 1 2 3 4

Position Statement

The academic, personal and social successes achieved by our students define our School and they are an outcome of our ambitious curriculum, assessment practices and culture of learning outlined in Section 2. They are also a product of the relentless ambition of our staff at all levels to provide a world class education.

Section 3a – Provision for academic, social and personal success

- Pastoral care across all phases continues to be outstanding (as evidence by the KHDA Report 2019-2020 Report). The year groups are guided by a dedicated team of experienced pastoral leaders.
- As shown in the KHDA Report 2019-2020, students' exemplary behaviour, their positive attitudes to learning, the relationships they build, and the support they provide to one another, all play a significant part in promoting their wellbeing. For example, the DSWC shows that 84% of students feel a strong sense of peer belonging, and 88% enjoy friendship intimacy.
- Students have a well-developed sense of core principles, such as fairness and honesty. They not only take responsibility for their own behaviour, but they also take their responsibilities around issues of sustainability and equality seriously. This was seen when students led on a whole school Black Lives Matter initiative to raise awareness on inequalities. The KHDA highlighted our students' ability to think critically and innovatively as one of NAS Dubai's biggest assets, and this was clearly observed in their commitment to this cause.
- Students demonstrate a keen sense of responsibility and awareness of their collective voice. This has been seen by Student Scholars leading on a variety of initiatives throughout the school, providing the student body with additional academic challenges. This included transition events for Year 11 students in preparation for moving to the IB curriculum. Additionally, Form

Representatives relay information from their Heads of Year and senior leaders to their peers and back again. Student Voice has been strengthened since the introduction of these roles.

- The Safeguarding team is constructed of staff representing all phases of the school. They meet on a weekly basis to discuss student referrals and cases for concern. There is a spectrum of student needs within this area and each case is dealt with on an individualised basis. Throughout the Virtual Learning period, the Safeguarding team met remotely and created personalised plans for students at risk. Patterns in the number of safeguarding referrals from staff demonstrate that the system is well understood by all teachers.
- NAS Dubai has continued to show commitment to providing students with the opportunity to refine their 21st Century skills. The Theory of Knowledge Coordinator examined schemes of work across the Secondary School to look for opportunities to embed IB fundamental learning skills across all subject areas. CPD was provided to upskill all staff members. In Primary, students participated in a MIT STEAM week focusing on the MIT Reveal Theme of 'Extreme Exposure' that targeted the 4Cs.
- Students reflect on their data from end of term assessments and CATs and in secondary, students create their own specific targets related to a weaker battery. In primary, teachers, in conjunction with students and their parents, agree targets to address areas of concern. All are reviewed on a termly basis. Data was used by teachers to inform planning and ensure target areas are provisioned for. This has impacted in the curriculum modification seen within year group planning.
- Similar to CATs, the Sixth Form students sat a Centre for Evaluation and Monitoring (CEM) assessment to provide an accurate measure of their potential. This informs teachers and supports the effective monitoring of students to ensure all are on or above target to succeed in IB. The impact of this is still unknown, however, as it is a newly implemented process.
- Monitoring of teaching and lesson observations were conducted by members of SLT and MLT with a focus on specific areas of T&L to ensure the quality of teaching and learning was outstanding across the school. The impact is evidenced through the KHDA report which mentions 'the outstanding practice of teachers'. The number of observed Outstanding Lessons has increased from 35% the previous year to 44% of lessons now rated as Outstanding. 87% of parents agree that their child is taught by quality teachers at NAS Dubai (NAE Parent Survey, 2020)
- The high-quality learning experiences continued during lockdown and virtual learning, where members of SLT observed lessons on Teams and monitored provision on Seesaw. The CPD on delivering online lessons impacted the quality of learning positively, with KHDA rating the school as 'Developed' - the highest rating for a Distance Learning inspection. According to the KHDA report, the school was 'effective in the use of technology and showed a high level of support for students' immediate needs including wellbeing'.
- Students in all phases have participated in online safety lessons, taught through primary and secondary assemblies and virtual morning greetings. This has resulted in students treating each other with respect and courtesy and bullying is extremely rare. Students feel safe when working

online and know what actions to take if safety issues arise. This is evidenced by the low volume of referrals (5%) linked to online etiquette and poor behaviour. It can also be seen in the Dubai Student Wellbeing Census data as 83% of students say they have experienced no cyber bullying in the past 12 months.

- Progress meetings are held after each data drop to ensure students are meeting their benchmarks (CAT). Heads of Year and Heads of Department from both Primary and Secondary use PowerBi as a tool to track progress. This ensures whole school consistency. Year 11 and Sixth Form HOYs meet regularly with SLT to plan intervention and support. The impact is a carefully targeted mentoring programme and booster sessions that have supported our students to achieve excellent results. Primary Heads of Year also track progress and refer to Inclusion if support with learning is required. Heads of Science, English and Maths within Primary are responsible for tracking progress in core subjects and set up interventions where appropriate. This has allowed for early intervention and targeted support.
- Teacher marking encourages students to reflect on their work and improve it. Books trawls and lesson observations have noted a positive impact on progress as students are able to review and set themselves achievable targets. After each data entry, secondary students input their results into Passports which are then reflected on and personal targets are set.
- In Term 3, Seesaw and Teams have been used to offer virtual feedback in Primary, ensuring the high-quality feedback observed in Term 1 and Term 2 was maintained.
- During the KHDA Distance learning Evaluation it was highlighted that NAS Dubai was outstanding at responding to the student's needs. Staff used an effective range of online learning techniques to provide a fully immersive style of learning that engaged students and caught their attention.
- The Inclusion Team worked on ensuring that students who accessed their help in school, were not disadvantaged during Online Learning. Parent meetings, Team around the Child meetings, 1:1/group intervention and student support sessions were all executed in order to personalize the online schooling to their individual needs. Virtual student and family therapy sessions were offered to on a fortnightly basis to ensure mental health and wellbeing was supported. The introduction of these measures saw a marked improvement in engagement and interaction of students online after the KHDA identified wellbeing as an area for improvement during their online learning evaluation.
- Following the move to a Virtual School Experience, curriculum leaders reviewed and modified the schemes of work in all phases of the school to ensure progression in skills and knowledge, as well as differentiation and opportunities for challenge within a virtual setting. Short-term and long-term plans show flexibility and modifications made by the school on an ongoing basis to ensure continuity and momentum in learning. This is evident in the use of the White Rose Maths Scheme of Learning, which focuses on fluency, reasoning and problem solving and the Year 8 creativity competition in English.
- Students experience a blend of synchronous and asynchronous learning methods appropriate to their needs and learning styles. On average, 55% of lessons are live across all phases with

video interactivity, the remaining are online utilising the use of Chats, pre-recorded lessons and Seesaw uploads. Initial feedback from students highlighted the strong virtual learning provision, with an overall mean rating of 4/5.

- The Peer Listening programme was modified to work in a virtual setting. Eight mentors have been trained on a bespoke programme by an educational psychologist on the anxieties linked to working in an online setting. This has resulted in Y10, Y12 and Y13 students becoming Mentors, ensuring more students feel supported and know who they can turn towards if needed. Feedback received from our eight mentees highlighted the positive impact this has had, especially for mental wellbeing and managing anxiety.
- The Inclusion Team continue to work closely with the students to ensure effective guidance and support (e.g. study skills support sessions, visual checklists for poor organisation, advise on 'brain breaks' for students with focus and attention difficulties or movement breaks for students who have sensory processing difficulties). This includes scheduled mentoring/counselling sessions as well as daily drop-in sessions. Forty students (3% of school population – primary/secondary) reached out for help during the virtual lunchtime drop-in sessions. Learning Support Assistants have continued to support inclusion students in 1 to 1 live sessions in all phases of the school.
- Guest speakers such as Antony Willoughby have been recruited to support non-academic learning and encourage goal setting and ambition. 15% of secondary students across all year groups participated in a non-compulsory session and the feedback received from parents and students via email has been very positive with requests for further sessions like this.
- Student achievements in the Virtual School have been celebrated across all phases. This is evident in year group celebration assemblies, Head Teacher Award, PE awards and verbal and written feedback on student's work. In addition to this we held a virtual graduation ceremony for Year 11 & 13 to celebrate their transition to the next stage of their education journey.
- Students demonstrate a strong sense of personal responsibility and take ownership of their own learning. This has been evident through the quality of work observed in work scrutinies and high levels of engagement in lessons (98% attendance over the last 9 weeks across the school). Online oral assessments have taken place for examination groups with 100% of students engaging in these for the end of year exam and an oral online assessment policy was created, demonstrating the commitment to the high standards of learning and schooling experience.
- In Secondary, the initial feedback from all stakeholders after Week 1 was that tutor time should be reintroduced. This was implemented, with a specific focus on wellbeing. Activities have included 'wake up shake up' aerobic activities, mindfulness activities, yoga, quizzes, meme competitions and more. Levels of engagement with this have been high and students have fed back that they look forward to starting their school day this way. Students have also been given the opportunity to suggest ideas for morning activities. Students were invited to rate their current level of wellbeing in each survey and we anticipated a dip over time, but it remained constant at around 3.6/5. This demonstrates the impact of our wellbeing initiatives.

- The wellbeing of primary students has remained a high priority for all staff. This is supported by well-being virtual morning greetings, weekly wellbeing Teams meetings, daily drop-ins with the Inclusion Team and counsellors as well as weekly phase assemblies. Students feel supported and are keen to engage in online learning with many parents commenting that ‘the children look forward to seeing their teachers and learning something new each day. It is amazing how engaged and enthusiastic they are considering there is so much uncertainty in the world right now’.

Section 3b – Processes for academic, social and personal success

- During the pandemic, monitoring student wellbeing has been more crucial than ever. Pastoral leaders have been committed to providing provision for personal and social wellbeing. This is carefully monitored and reviewed with effective communication engaged during year group meetings. According to the Dubai Student Wellbeing Census, 81% are happy being at school a slight dip to previous census. Although it is only a small dip which could be due to the pandemic.
- A wide range of academic and non-academic data is used by pastoral leaders to ensure that the provision for personal and social wellbeing at NAS Dubai is carefully monitored and reviewed. This has allowed for early and effective intervention, ensuring that students at NAS Dubai feel cared for, guided and supported. According to the Dubai Student Wellbeing Census, 89% of students are happy when at school and 98% of students report having a strong emotional engagement with their teacher(s).
- Secondary students keep a record of their achievements in their Passport in order to reflect on their own achievements. This allows them to reflect on how they have grown as a person, as well as recording more tangible successes such as rewards. This was implemented, in part, as a response to feedback from parents in the NAE Survey that they are not as well informed about non-academic achievements.
- The Moral Education programme has further developed within the school from EYFS right through to Year 13. A full session is dedicated to allowing opportunities for students to develop a strong sense of moral and social responsibility. There is an increase in independence for curriculum delivery and opportunities for students to lead on lessons. Lessons for older students are slightly modified to build in key skills required at university. These changes were implemented in response to student feedback.
- Parents are empowered to become partners in their child’s learning, which is reflected in consistently high attendance at Parents Evenings and town hall meetings. Feedback from parents consistently identifies this as a strength of the school. Please see Section 4b for a more detailed evaluation of parental engagement.
- Students are challenged to achieve as many house points, they can. The heads of house send an email of congratulations home to parents once their student achieves 50 house points. Once they accomplish 100 house points, they are then awarded a gift card to celebrate their success.

- During the period of online learning, NAS Dubai incorporated multiple house events tailored for remote learning. There were House Art Competition, Primary world languages competition, Primary Quiz and House fitness challenge to name a few.
- Assemblies have continued to play an important role in personal development and a great opportunity to celebrate and bring the school community together. A memorable session created by the NAS Scholars with the theme of bringing attention to diversity was well received across the school.
- Virtual Learning Walks in Term 3 continued to monitor the quality of the provision in place for students. The use of online platforms e.g. Century Tech (CT) has successfully tracked and monitored students' progress and attainment in the Virtual School Setting. 100% of KS2 students have engaged with CT, with an average attainment score of 70% across the subjects of English, maths and science.

Section 3c – Outcomes for academic, social and personal success

- The overall outcome from the KHDA inspection was Very Good with Outstanding features. The KHDA highlighted that the Leadership in the school was a strong driving force in the commitment to ensuring every child fulfilled their potential.
- The GCSE Results has demonstrated the amazing impact NAS Dubai teachers have had on students' academic success. With 100% of students achieving A* to C, 96% A*-B and 70% A*-A. Our IB cohort had a very successful academic year. 100% pass rate with a point average score of 38.5, and 37% of the student body receiving 40 points or more. The IB results were matched with the superb IGCSE grades. The Year 11 cohort achieved 100% A*-C, with an incredible 46% achieving level 8-9, and 23% level 9.
- Primary school PASS Data was not completed due to lockdown and virtual learning during the latter part of the academic year. However, a pupil feedback virtual survey was conducted to find out how students were coping with the online delivery with an average rating of 4.07/5 satisfaction score.
- The Nord Anglia Parent Survey is an important tool used to measure parent satisfaction with regards to personal and social outcomes. Of 501 respondents 95% parent felt their children were happy at school and 96% felt their children were safe. The impact of the school on student overall happiness and safety maintains its strength. NAS Dubai parent agree that the school continues to encourage ambition (83%) and feel their children make good progress (92%).
- Staff continue to develop the Success Criteria used in Primary and Secondary; children have them stuck in the front of their books and self-assess against them. This continues to improve our moderation processes and targeted intervention. During lockdown feedback was provided via SeeSaw for Primary students whilst Secondary students received feedback via Teams.
- According to the KHDA report, the school excels at English, Maths and Science across all phases in the school, with students making outstanding progress. This was then seen in the School's IB

performance with students averaging 39 points and a 100% pass rate. The Report does suggest, however, that we still need to work on improving Islamic Studies, with students only making acceptable progress, and highlights Arabic first language in the Secondary school and Post-16 as an area to be developed.

- The lockdown demonstrated resilience in the students of NAS Dubai as we believe the provision we offered in our Virtual School experience was excellent. Across all phases of the school 98% of NAS Dubai students have successfully engaged with learning across since beginning our Virtual Schooling.
- The provision has continuously been modified and adapted to find the correct balance of learning methods to support the learning needs of all students. We quickly came to understand the importance of live lessons to replicate face-to-face learning as closely as possible, as we as looking after the wellbeing of students. This led to a greater focus on live interactive teaching after week 1 of Virtual Schooling, when 60% of all lessons were live.

Next steps: [What still needs work and why?](#)

- What constitutes high quality virtual teaching remains a relative unknown to everyone in education, so it is incumbent on all of us to ensure that our practice is constantly evolving to reflect the very best provision there is. This will involve teachers taking risks and trialing different strategies to support online learners, and then cascading their learning to others.
- An action plan to support specific improvements in Arabic and Islamic has been carefully compiled.
- We have identified a need to develop the IT skills of Early Years and lower primary age students so they are more equipped to access online activities independently if / when learning online.
- The skills inherent in the Theory of Knowledge component of the IB Core need to become more embedded into Key Stage 3 & 4 lessons if we are to experience greater success in this area.
- It is timely to review rewards and how we celebrate success. Included in this will be consideration of how we engage parents in celebrating the success of their children.
- Work remains to be done in better understanding the impact of Moral Education on our wider curriculum offer, including how it impacts on non-academic outcomes.

Section 4 – Educationally powerful partnerships and collaborations

4a The impact of the NAE 'offer' on students

School evaluation: 1 2 3 4

4b School and its community reciprocal relationships to support students

School evaluation: 1 2 3 4

Position Statement

The NAE collaborations and partnerships are well developed at NAS Dubai and deeply enrich our curriculum offer. They also ensure our school maintains a unique identity in a very competitive local market.

Section 4a - The impact of the NAE 'offer' on students

Juilliard Collaboration

- The Juilliard-Nord Anglia Performing Arts Programme has had a remarkably positive impact on many of our students at NAS Dubai. We have been delivering the programme for the past six years in state-of-the-art facilities and we are really beginning to witness its impact through the success of our students in music, drama and dance (a select summary of which is offered below).
- The programme has enabled us to attract some of the UAE's finest musicians, dancers and actors in what is a very competitive international school market. We have our peripatetic music lessons 'in-house' with our own 'Music Academy'. Students from Year 1 to IB experience creative performing opportunities that complement the Juilliard curriculum. Our partnership with Dubai Opera further supports, extends and enriches our performing arts offer.
- A significant impact of the Juilliard curriculum is that our school productions get bigger and better year upon year and clearly evidence how the Juilliard practices are helping prepare our students for the world stage. The creative classroom activities lead students through explorations of core works and are an infusion of disciplinary thinking. This has led to our theatre students having the opportunity to participate in a highly prestigious show with the Dragone team from the world-famous Cirque Du Soleil, which was attended by royalty.
- The Juilliard collaboration has benefited our students in many other ways. Our visiting artists have inspired students to participate in our weekly "busking sessions" in our main atrium. In this more informal performing environment, students feel empowered to explore their talent and share their progress with a weekly audience of peers, parents and staff. It is widely regarded as one of the highlights of the week in our community and helps foster a real sense of togetherness. These sessions are so popular they continued virtually during online schooling.
- In addition, our students were inspired by the Nord Anglia/Juilliard Virtual Young Musician of the Year, Monologue Global Campus challenge and dance competition. We had a great number of entries and, as a result, we ran our own in-house version of a similar competition which also received a high uptake. The 'unseen' benefit of this was that our young musicians continued to practice and develop their skills during a lengthy period of virtual schooling. Two of our GCSE drama students made the top three in the world in the viral verbatim monologue competition, with one student winning first place.
- Our school benefits from having friendly, knowledgeable and expert advice at the end of a call or email. We have utilised the expertise and knowledge of our colleagues at the Juilliard School to provide careers advice to students, as well as guidance on gaining entry to the world's finest

institutions for Performing Arts. We now have established patterns of our theatre students applying to study drama at Juilliard, RADA, NYU TISCH and Brown University and we have no doubt that the programme has enabled our students to secure places at these highly prestigious institutions.

- Despite this considerable impact, the NAE Parent Survey shows that only 44% of parents are 'aware' of the Juilliard programme. This is more likely to mean, however, that only 44% of parents feel the programme has had a significant impact on their child, so this figure still represents an extremely positive impact across a school population of almost 1800. It would be interesting to see how this compares to other schools in the group in a similar way to the Staff Employee Engagement Survey. In terms of our Performing Arts facilities, 81% of parents responded positively.

MIT Collaboration and STEAM

- A culture of STEAM thinking is becoming ever-more embedded at NAS Dubai. We have deliberately moved away from one-off STEAM events and replaced them with our new bespoke curriculum, which has been driven by colleagues who have visited MIT and is a product of greater staff collaboration across different phases of the school. For example, our secondary STEAM curriculum is a cross-curricular project engaging 320 students across maths, science, design and computer science. It is proving extremely popular, and this can be evidenced in the popularity of DT at GCSE – in the academic year 2019-20 we had 10 DT students in Year 10, all of whom are boys, whereas 81 students have opted for DT next year, 39 of whom are girls.
- A notable impact of our STEAM curriculum is that it has enabled greater cross-phase teacher collaboration. The MIT challenges launched to Year 5-8 students have also allowed for more collaboration between primary and secondary colleagues as well as students as lead learners. This means our curriculum has an increasingly through-school feel to it.
- One of the biggest impacts of the MIT collaboration has been that NAS Dubai has been recognised as a hub of excellence for STEAM here in the UAE. In November we planned and hosted the inaugural British Schools STEAM Festival which attracted 150 students from 15 different schools across the UAE. The event was a huge success and the feedback we received was extremely positive. This would not have been possible without the knowledge and expertise of our staff who have visited MIT.
- A key theme this year has been more staff wanting to get involved in STEAM education, particularly the use of technology in projects. This has led to additional CPD for teachers in Primary and Secondary on the use of technology linked to 3D printing, which in turn has meant more access to this technology for upper-primary students. These students are now becoming upskilled in techniques that would ordinarily be taught in lower-secondary. In time, the impact of this will be a more advanced curriculum taught in KS3, but we are already seeing a significantly improved standard in student outcomes.

- Student STEAM Champions in every year group are high profile. For example, they have led on the development of an online challenge platform. The impact of this leadership opportunity has been a significant boost in confidence and self-esteem for many of our student leaders. For example, one student in particular who finds school very challenging has flourished and her parents have commended the School for developing her confidence and helping her to discover what she is passionate about.
- Significant investment in STEAM education has allowed new learning spaces to be created. These spaces are in their infancy but, in due course, and especially after social distancing restrictions are lifted, they will allow opportunities for students from across the age ranges to be engaged in and collaborate on design thinking before, during and after school hours.
- Despite the successes outlined above, the NAE Parent Survey reveals that only 33% of parents are aware of the MIT collaboration. As with Juilliard, this is more likely to mean that 33% of parents feel the programme has had a significant impact on their child, so this figure still represents an extremely positive impact across a school population of almost 1800.

Global Campus & UNICEF

- Excellent engagement with Global Campus exists in pockets across the school, for example PE, Year 4 in primary and the Science department in secondary, but it is not yet consistently embedded into our curriculum at the planning stage. Only 10% of parents are aware of Global Campus, rising to 22% for the UNICEF collaboration. Work remains to be done here in terms of engaging our wider community. Despite this, 55% of students were active in our peak month.
- An example of where it has had a tangible impact is World Children's Day. Activities in primary led to students learning about recycling and the SDGs, with the outcome being student-led assemblies in Years 1-6 that showcased global awareness in some of our youngest students. Furthermore, Story Sacks are used very effectively in EYFS to spark curiosity in the children.
- In Secondary, the UNICEF collaboration, specifically the global challenges, continues to have impact and has been the driving force behind establishing a culture of stewardship and philanthropy amongst our students. This has led to the appointment of a designated staff Philanthropy Leader in order to drive this area of school.
- In Term 3 there were attempts to engage primary parents with Global Campus as part of our Virtual School Experience, but the impact of this has not yet been meaningfully measured. Moving forward, we are keen to maximise its potential as a key component of our VSE.
- The NAE commitment to developing globally responsible young people is evident across our curriculum. As a community, we are steadfastly committed to philanthropy and helping those less privileged. In just 9 months, we raised the 41,500 \$USD required to successfully open a school in Nepal as part of the 'Adopt a School' initiative. As a community, we baked, cycled, ran, danced, sang, dressed up, watched movies, played sports and many more, all in the name of charity. The impact of this was something special that cannot be easily measured or quantified: it bound us together as a community.

- Global awareness is also reflected in the strength of student voice and student leadership at NAS Dubai. In secondary, Year 12 students led a workshop for all teachers on empowering student voice in the classroom. One colleague fed back that it had been the most powerful professional learning of her career. Student leadership is vibrant in all phases of the school with an inclusive commitment to offer leadership opportunities for all, not just a select few. Over one in three secondary students currently hold a leadership position, and around one in four in Years 4-6.
- We retain a school-wide commitment to raising awareness of and promoting the SDGs and much work has been done in this area. The KHDA inspection highlighted the school's partnership with UNICEF as a strength of the school, providing significant social benefit to individuals and groups. According to the NAE Parent Survey, 86% of parents believe their child is developing global awareness at NAS Dubai.

Expeditions Programme

- Students as young as Year 2 take part in 'expeditions' and they are a prominent feature of our wider curriculum offer. In Secondary, 64% of students took part in a residential experience and 90% in Primary.
- Individual conversations with students always highlight the profound impact these residential have in raising global awareness and instilling in our students a sense of perspective and philanthropic purpose, which has been reflected in the strong sense of philanthropy that exists throughout the school (as highlighted above).
- The annual NAE expedition to Tanzania is one of the highlights of our Year 9 curriculum and continues to be extremely popular. NAS Dubai currently send more students than any other school in the group, with 98 students taking part this year, which is a reflection of the impact it has on our students. The expedition was highlighted by KHDA as an excellent example of our commitment to fostering social and moral responsibility. Other year groups participate in similar community outreach programmes, such as Year 8 visiting Malaysia and Year 12 visiting Thailand.

Section 4b - School and its community's reciprocal relationships to support students

- One of the best features of the school, according to the most recent KHDA Inspection Report, is 'the outstanding partnerships developed with parents and the community which contribute strongly to students' personal, academic and creative development.'
- The school continues to place a huge importance on the relationship built with parents/carers. Parents are engaged in decision making opportunities and the school keeps them informed at all stages of school achievement and development. The school communicates in a variety of ways, including a weekly newsletter, weekly email (class teachers and Personal Tutors), parents evenings and 'Town Hall' meetings, which are held in every year group. The Parent Survey

shows that 95% of parents feel the school keeps them informed about general school updates. Teachers greet parents every morning at their classroom doors during all drop off and pick up times in Primary. In addition to this, more personalised communication including telephone calls, letters, emails and one to one meetings are held when and where appropriate. This has resulted in parents feeling that staff are available, approachable and that there is very much an 'open door policy' in place at NAS Dubai. Parent Surveys show that 88% of parents would recommend our school.

- During the transition to Virtual School Experience in Term 3, parent feedback was imperative in allowing us to evaluate and improve our online provision. Parents were encouraged to complete weekly surveys and many of the parents of younger primary students attended the online lessons to support their students, thus sharing feedback with class teachers and senior leaders regularly. Participation in the surveys was as high as 80%.
- Parent meetings moved from face to face to being held on MS Teams. This saw an increase in parent attendance, especially in the EYs, as it meant both parents could log in easily and attend the call, despite some being at work. Parents appreciated the accessibility they still had with class teachers, personal tutors, specialist teachers and school leaders – just as it would be if they were on the school campus. See 'Next Steps' below for point about possible continuation of virtual parents evenings.
- Regular and meaningful workshops are planned across each phase of the school. These share new initiatives with parents, such as the introduction of the Singapore Bar Method in Maths, upskill parents in supporting the development of core subject areas, including Arabic and English and offer support for parents of students who may be finding parts of their learning challenging. E.g., A Parent Introduction to Supportive Strategies for Dyslexia. The attendance of parents across the school for these workshops is high, with many drawing over 100 attendees.
- Many workshops were held via MS Teams and Seesaw was used for sharing 'How to...' videos during Term 3. The engagement of parents saw a little dip in numbers initially but over time became more consistent with numbers of previously ran workshops on the school campus, as parents became more familiar and confident with the use of MS Teams. This meant that parents had up to date information, as well as advice and strategies to support their child's learning and wellbeing despite a very uncertain lockdown period due to the global pandemic.
- Parents believe senior leaders are visible across the school and comment on how easily accessible they are. A comment on one of the parent surveys during Term 2 describes: 'from the minute we arrive someone is there on duty in the car park ready to greet us with a warm hello'. The small class sizes and retention of students over 6 years has allowed staff to get to know families personally. Many parents are greeted by name, which supports parents to feel valued and very much part of the NAS Dubai family.
- 100% of parents have access to and use the NAS Dubai App, which informs parents of up-to-date news, supports the booking of parent teacher meetings, sends push notifications for school

events and provides access to the school calendar. This has allowed for the streamlining of our communication channels.

- The school has a strong community following on its social media pages, which includes parents/carers. This is used in conjunction with the NAS Dubai App and often shares student success stories, news from the school and its community partners such as Dubai Opera or urgent announcements such as a KHDA directed school closure due to bad weather.
- All Primary Parents have access to their child's Seesaw account, which shares daily photos, videos and uploaded learning materials, ensuring parents have a clear understanding of what their child has been learning as well as allowing parents to comment and feedback to their child on uploaded items throughout the school day. During Term 3, Seesaw became used to upload all work for the Primary and EYs students, with teachers, specialists, senior leaders and parents commenting, marking and sharing feedback – this cemented the link between home and school very nicely.
- All parents are informed of their child's academic, personal and social achievements throughout the school year. Teachers and leaders address any concerns or underachievement immediately. Four formal reports are shared per year in Primary and termly reports are shared with Secondary parents. Attainment and progress assessment is entered four times per year in Primary and 5 times per year with Secondary. This data is shared via the Parent Portal and NAS Dubai App. The impact of this is parents have a secure understanding of their child's progress, are informed of any difficulties and have been shared the skills/strategies to further support at home. These reporting and assessment cycles continued during Term 3 and the virtual learning period.
- According to the KHDA Inspection Report, 'parents of children are very positive about their partnerships with the school. They feel consulted, supported and valued in the school's desire to meet their child's needs'.
- Procedures for the identification of SEND students involve parents fully, including the drafting of Personalised Education Plans. The Inclusion Team act sensitively and support parents to understand their child's difficulties and advise them on how best to support at home as well as in school. During interviews conducted by the KHDA Inspectors, parents said that 'they have developed high quality liaison and communication with the Inclusion Team'. Feedback to the Parent Advisor for Inclusion stressed that parents feel they can trust staff members, including the school counsellors and Safeguarding team, to act with empathy, honesty and to remain culturally aware.
- The Safeguarding Team, Inclusion Team and School Counsellors continued to make themselves available for support with mental health, wellbeing and family support during Term 3, despite the move to virtual learning. This was highly praised by parents. Alongside the Clinical Director of The Child Developing Centre, the Head of Primary Inclusion was invited to be a panelist for the Dubai Inclusion Conference to share the outstanding inclusive provision during virtual learning with other schools in the UAE.

- Awareness Days and Charitable Project Days (Dubai Cares) are run regularly throughout the year, including Breast Cancer Awareness and World Diabetes Day. Parents are encouraged to support these important days along with staff and students, and observes many joining in by dressing up, posting on social media or raising awareness/fundraising within their home communities e.g. baking cakes to raise money for the Little Wings Project. All staff, students and parents have embraced our ambitious commitment to the 'Adopt a School' programme; we are all in anticipation to see the new school building in Nepal. This shows our parents feel very much part of the community and are proud to support the inclusivity of the school.
- Prior to the lockdown in Term 3, the Parent Association (PA) was highly successful in engaging parents from across the school community to attend events such as the Autumn BBQ, the Christmas Fayre, and the Gala Dinner. Many of these events raised money for the school and charitable projects. Class Reps from the PA support the dissemination of key class updates via WhatsApp. They liaise closely with the class teachers to ensure communication is clear.
- The Chatterbox Café is run by parents and is always busy. This is a lively hub for new or prospective parents to feel welcomed, get to know more about the school from the current parents and is another opportunity for parents to feel valued as part of the school community. 96% of parents feel their first contact with the school was positive and welcoming.
- The school continues to benefit from participating in the 'British Schools in Dubai' group where regular moderations of core subjects across the EYs and Primary age groups support the school to analyse judgements, progress and attainment, as well as opportunities for sharing best practice within a local context.
- The school continues to collaborate with Dubai Opera as detailed in Section 4B.
- Year 10 work experience is normally a key element of our curriculum that reaches out to our local community to enrich the learning experiences of our students but it was postponed this year due to the global pandemic.
- The school continues its membership of both COBIS and BSME, gaining much from the networking opportunities to be had at these meetings and PD sessions – there was a huge emphasis on wellbeing this year. The school also participates in regional sporting events organized by these associations.
- Strong community links, including with The World Islands Coral Institute, helped engaged students with outstanding STEAM learning opportunities, both in and outside of school. This included topics relating to sustainability, marine conservation, construction and engineering and has resulted in a greater awareness and understanding of our STEAM curriculum. An example of this is the high number of applications for students to join our STEAM festival week 'A drop in the Ocean'.
- The Advisory Council is an initiative of the school leadership and is committed to ensuring that the school reflects the diverse perspectives within the school community, especially in relation to maintaining a good balance of parents across year groups. They provide appropriate channels for feedback and discussion and assist the school leadership in interpreting and

addressing current and most important issues. The Advisory Council has provided continuity and guidance to the school leadership team during the current pandemic and forms part of the school's crisis management procedures.

Next steps: *What still needs work and why?*

- Improving engagement with Global Campus will happen as a result of embedding GC opportunities into curriculum planning more consistently, and this will be driven by appointing GC subject (Secondary) and year group (Primary) leads. Focus will be given to seeking innovative ways to track and monitor progress in pursuits that are not obviously academic. This includes measuring the quantitative and qualitative levels of student engagement across all collaborations and partnerships.
- In addition to the above, our Communications Team will work closely with GC leads to promote GC events and projects more widely with parents and our wider school community.
- We should evaluate the effectiveness of platforms such as MS Teams and Seesaw during Term 3 to further enhance communication with parents and ensure the relationships between parents and the wider community are not affected by the possibility of further school closure resulting in virtual learning or a blended model.
- In the midst of the ongoing pandemic, we will need to establish clear and safe channels/protocols between partners from the wider community, for example CCA providers and the PA, that ensure student learning is enriched, yet COVID-19 measures and protocols are adhered to.

Section 5 – Leadership for continuous improvement through high quality self-evaluation

5a Building leadership capacity

School evaluation: 1 2 3 4

5b Strategic actions and improvements

School evaluation: 1 2 3 4

Position Statement

At NAS Dubai there is a sustained commitment to developing leadership at all levels and, where appropriate, devolving responsibility for self-evaluation and school improvement planning. This allows for a more holistic understanding of our School.

5a Building leadership capacity

- The School continues to prioritise the building of leadership capacity across NAS. Through a variety of learning opportunities (NAU, SLP, MPL, APL, Masters), capacity is built effectively, empowering individuals and teams with devolved strategic responsibility as well as operational tasks. This year's KHDA report states "Very good relationships exist between all leaders and the

entire learning community. There is a robust drive for improvement giving the school a strong capacity to develop further.”

- Our Deputies and Assistant Heads continue to build their leadership capacity through varied day to day experiences within school and attendance at NAE leadership programmes. All Deputy Heads and Assistant Heads have benefitted from attending MLP and/or SLP. The positive impact can be seen through increased leadership confidence, both strategically and operationally, as well as an acceptance of increased accountability.
- The school continues to explore opportunities to extend leadership capacity still further. Where specific needs are identified, appointments have led to a more cohesive, strategic and operational development in these key whole school areas. The school ensures that all middle leaders benefit from additional leadership training opportunities, including NAE/Kings Masters, MLP and training at Juilliard. Their impact can be seen in many areas, from improved quality of lesson planning to additional CCA opportunities. Middle Leaders have improved communication with parents, e.g. Sports Squad meetings with parents, the Performing Arts newsletter & ‘Come & Learn’ language sessions alongside students as well as more visible displays around school. The impact of middle leader capacity continues to be monitored throughout the academic year.
- Further distributed leadership has supported consistency in the quality of teaching and learning, curriculum and the provision for students’ personal and social development, as well as their wellbeing. Middle Leaders are involved in high-level discussions and are encouraged to be involved in whole school decision making. Middle leaders are coached through joint observations, Learning Walks and feedback by strong senior leaders who understand what constitutes best practice; they have modelled best practice for those who are less secure. This has empowered Middle Leaders to take lead roles in Performance Management of their teams. Middle Leaders are also more informed and more able to take decisions based on their acquired knowledge, and later to reflect on the impact of their decisions.
- The appointed Advisory Council provides support for the leadership team by reviewing strategic plans for development and by supporting the school with accreditations and inspections. There are now identified members of the Advisory Council to support and offer relevant expertise to Middle Leaders, making it much more purposeful.
- Teacher turnover was around 5% last year, which is pleasing and helps create stability for NAS Dubai. We are positive in our approaches to ‘grow our own’ and a number of leadership roles have been recruited from within the school; our internally promoted Deputy Heads, Assistant Heads and Middle Leaders continue to thrive and develop. Talent is identified through Performance Management conversations, leading to short term ‘projects’, seconded opportunities, or management of areas of development/interest across the school.
- As mentioned above, our strong in-house PD programme and NAU blended learning programme has ensured that all teaching staff complete regular CPD which is evidenced as part of the PM process. 100% of staff have completed at least one module on the Nord Anglia University platform.

- Our participation in SLP, MLP and MA at Kings has already been referenced; participants in these programmes feedback to senior leaders. 80% of our current SLT have completed either the MLP, SLP or both. This year we have 3 members of SLT on SLP and 3 members of staff on MLP; 1 member of staff is completing their masters with Kings College London.
- Student leadership is developing well as we increase capacity year on year. Our students participate in leadership roles as School Councillors, Student Reps or House Captains, amongst others. IB students have a particular part to play in school-wide student leadership; they have shone in roles such as fundraising co-ordinators this year. This reflects our commitment to promoting student voice and ensuring that students are part of the school improvement process in an increasingly meaningful way. We are also aiming for greater consistency across and between leadership roles so that they are utilised well across the school, throughout the year.

5b Strategic actions and improvements

- Strategic actions and improvements are guided by a breadth of evidence, including mechanisms used to QA T&L, stakeholder feedback, robust self-evaluation practices and recommendations from inspection reports. This helps to ensure that leaders at all levels are involved in both strategic and operational decision making and improvement planning.
- A weekly Academic Board meeting takes place that brings together members of the Primary and Secondary Leadership Teams, as well as senior representatives from the Middle Leadership Team. This meeting has both a strategic and operational agenda and ensures that all senior members of staff are collectively engaged in discussions about key strategic actions and improvements. There is evidence throughout this report on how leaders at all levels have collaborated to drive school improvement, often as a result of decisions taken in this key meeting.
- The impact of some key actions and improvements in the academic year 2019-20 are outlined below:
- A hugely successful switch to a 100% Virtual School Experience in Term 3 is testament to the capacity of leaders to operate strategically and at pace in an increasingly complex setting.
- The growth of our Sixth Form was identified as being key to further growth and success of the School. A new extension to our building has allowed the capacity in sixth form to increase from 19 to 98 students. Students now have well-resourced break out spaces to socialise and study, fostering togetherness and a space full of laughter and conversation. This is reflected in the KHDA wellbeing report where 97% of Year 13 students alone stating they had a high sense of school belonging. The NAE Parent Survey shows that 86% of parents are strongly satisfied with our facilities.
- The EYFS swimming pool was finalised last year with one year in full operation. It has had a profound effect on both current parents and potential families. Parents feel confident and secure that their children are being taught lifesaving skills in a custom designed,

developmentally appropriate pool area. Our Admissions Department consider it as reason for the retention of our 8-form entry in the EYFS.

- The introduction of a High School Diploma (as referenced in previous sections) will enable students to attend a wide range of universities in the United States, as well as preventing the loss of some students after GCSE who may leave to pursue alternative pathways. A future consideration will be the possibility of offering A levels as a further alternative pathway. We aim for a 75% retention rate following GCSE and an increase in numbers on roll to over 100 students in Year 12 alone.
- For details of strategic actions taken relating to the new Julliard Performing Arts programme and our new STEAM curriculum please see section 4a.
- Safeguarding remains our highest priority. When learning and teaching moved online in March, we responded rapidly. We identified a need for all stakeholders to be protected during our period of online learning and, with that in mind, created an 'Acceptable Use' policy for parents to accept and sign. The outcome of this was that of a shared, transparent, expectation of how to keep students and teachers safe during our period of virtual learning and this, therefore, allowed for a smooth and uninterrupted learning experience for all our students.
- We reviewed and adapted our policy to meet the requirements of COVID-19, taking guidance from the Director of Safeguarding from NAE. All teachers and administrative staff completed online cyber security training to ensure deeper understanding of safety when delivering lessons online. The impact of this was seen in the 2020 Parent Survey which indicated 95% parents felt their children felt safe at our school.
- In our most recent KHDA inspection, a total of 85 judgements were made: 63 were outstanding, 6 were very good, 1 good, 13 acceptable and 2 weak. Overall, 12 of our judgements moved up by one grade to outstanding and only one was lowered to acceptable – Progress in Primary Islamic Education. These gradings have carefully informed our School Improvement Plan, and action plans for the next academic year.

Next steps: [What still needs work and why?](#)

- In order to move to 'Outstanding' in KHDA inspections we will be required to implement several strategic changes to the leadership of Arabic and Islamic. An action plan for this has already been produced and work has begun.
- To develop and embed a more robust structure to regularly review the curriculum to ensure it continues to meet the needs of all of our students.
- Whilst maintaining high expectations of academic success, we will raise more awareness and understanding to the teaching of the non-academic skills (personal, social and emotional) that allows students to talk with confidence about themselves and their personal development. This will ensure a deeper understanding of how they can improve their own social and emotional attributes. A further review of how we assess these skills in order to identify progress is underway.

- We will need to consider carefully how we ensure the safety and continuity of all learning particularly in the wake of the Covid-19 pandemic. This discussion will align closely with that outlined in the 'next steps' of Section 1.

The Self-evaluation process

Please rate the overall quality of your school's self-evaluation:

Key question: How well do you know your strengths and areas for development and how to take action to improve?

1 Excellent

2 Strong

3 Developing

4 Weak - we need support

1 - The school has an **excellent** appreciation of its strengths and of areas requiring development, and is taking action to get even better.

2 - The school has a **strong** understanding of its strengths and of areas requiring development, and is taking action to get even better.

3 - The school has a **developing** understanding of its strengths and of areas requiring development, and is taking action on some issues to improve.

4 - The school has a **weak** understanding of its strengths and of areas requiring development – **support may be needed**.

Quality of student outcomes

Please rate the overall quality of student outcomes across your whole school.

Key question: How well are all of your students doing over time, and compared to international benchmarks?

1 Excellent

2 Strong

3 Improving

4 Weak – in need of improvement

Scale:

1 – Excellence in student outcomes – significantly above recognised and appropriate benchmarks, and the school can provide robust evidence of the social and personal progress students make.

2 – Strong student outcomes – above recognised and appropriate benchmarks, and the school can provide evidence of the social and personal progress students make.

3 - Improving student outcomes- broadly in line with recognised and appropriate benchmarks, and the school can provide some evidence of the social and personal progress students make.

4 – Student outcomes in need of improvement – below recognised and appropriate benchmarks, and the school struggles to provide evidence of the social and personal progress students make.

School summary of the analysis of student outcomes:

2019-20 Grade 6 or above = KHDA outstanding			
	Meeting (Grade 4)	Exceeding (Grade 6 above)	
Year 7	99%	74%	outstanding
Year 8	98%	74%	
Year 9	99%	70%	
Year 10	94%	71%	
Year 11	100%	88%	Outstanding
	%grade 5+	%grade 6+	%grade 7
Year 12	81%	47%	11% Outstanding
Year 13	82%	75%	42% Outstanding

2019-20 CAT			
	Met	Met and above	
Year 7	81%	64%	
Year 8	87%	72%	
Year 9	90%	76%	Outstanding
Year 10	85%	70%	
Year 11	98%	84%	Outstanding
Year 12	94%	73%	
Year 13	98%	91%	Outstanding

Principal comments

Please include any comments you wish to make about the process of self-evaluation and any requests for support / follow up, or key feedback on the process.

This QA was completed coincidental with the completion of the NEASC self review. In both cases it was decided that responsibility of the drafting should be devolved to the widest possible community of staff with the intention of strengthening the sense of shared purpose while operating under the restrictions, especially the challenges inhibiting staff meeting together, that are imposed by Covid. Furthermore, the process has facilitated our school community becoming more aware of each other's work thereby better understanding that our individual endeavours are interconnected in our shared commitment to excellence in the School.

The understanding of this report serves to complement the understanding found in the KHDA inspection report of the same year and the KHDA inspection of our virtual school as well as the Nord Anglia review of the same. Its findings are reassuringly consistent with the findings of the NEASC self review.

All of this documentation will serve well when the time comes that the restrictions of Covid are lifted and together, the School reviews all that has taken place and constructs its strategic planning accordingly.

Date: 11/02/2021

Director of Education comments:

Date