

## SCHOOL SELF EVALUATION SUMMARY SUMMARY 2018 – 2019

Name of School	Nord Anglia International School
Principal	Matthew Principal
Period covered by the evaluation	Aug 2018 – July 2019
Reviewed by:	

*Guidance notes:*

*The notes in italics are to provide some guidance on the type and range of information requested. Please feel free to go beyond these minimum expectations.*

**Contextual information:**

*Information on any significant contextual changes or challenges – such as changes in staffing or school population, number of students if that impacts on provision / percentage of mobility / Additional Language learners / any other factors that impact on quality that needs to be noted.*

*Please also give the details of any external accreditations you are undertaking and where you are in the evaluation cycle.*

**General background**

NAS Dubai continues to experience growth and development as it matures into its sixth year of service. June 2019 will witness the second cohort graduating from the IBDP and the summer results indicate that previous high academic standards are maintained at GCSE. 36.5 APS (highest in NAE group of schools and second highest ever in UAE) compared to world average of 29.62/30 points with a 100% pass rate. The highest score attained was 43 points with 30% of students scoring 40+ points and 95% of the students scoring above the world average of 30 points.

The School was subject to its third DSIB inspection in February 2019 with the overall grading remaining at 'Very Good' while 78% of its gradings are recorded to be 'Outstanding'. The learning and teaching of Arabic limit the overall grade and along with recommendations to improve this area of the school there was an understanding that the school can further strengthen the role of the advisory council and always deepen students critical thinking skills. The framework for inspection is relatively narrow and does not embrace all of the broader and deeper educational opportunities that are part of a Nord Anglia Education but does show year-on-year progress and continued outstanding attainment in the core subject areas, across all phases of School. The inspection document is attached and, together with the NAE QA structure is core to the School's improvement procedures.

Growth continues and there are currently 1848 students enrolled. Further building works have included the construction of a new Sixth Form centre, a further sixteen classrooms and a second sports hall .

The annual Parent Survey showed very high levels of satisfaction throughout. Parents want to know more about how their children's talents are supported and developed where that was a 2% decrease from the previous year. 94% of parents believe their child receives a quality education from the school. This quotient, together with the other three highest scores: (safe at school 97%; students happy at School 95%; school provides a stimulating learning environment 93%) remains the same. Parent satisfaction with preparation for the next stage in their child's study increased by 4%.

The annual Employee Engagement Survey showed that the school might need to focus on issues of staff wellbeing, CPD, resourcing in Secondary, and remuneration. A staff committee is present and meet regularly, which has placed staff wellbeing at the heart of its work; it is popular with staff. This year there have been some concerns related to the medical insurance. More Middle Leadership allowances have been made available and CPD is increasingly decentralized.

The School Advisory Council has developed in its maturity and understanding of its brief to support the School in its strategic thinking. It successfully took on a key role during the annual KHDA inspection this year fulfilling part of the Governance element of the inspection framework.

### **Mission and Strategic Planning**

In support of NAE's 'Be Ambitious' philosophy, there is annual review of the NAS Dubai mission and vision. Strategic planning has included further refining of the School Pillars and a modification of the wording of the mission statement to incorporate our wish for school community members to be ambitious for others as well as ourselves as individuals. In order to consult widely, separate working parties were established and specific responsibilities allocated to each member of the leadership team. While preparing our annual School Improvement Plan and Self Evaluation Form for inspection, this approach ensures alignment with the strategic planning embedded in the four pillars.

#### **Mission statement:**

NAS Dubai

Championing an ambitious education and believing that there are no limits to what we can achieve for ourselves and for others.

A four pillar structure is in place for strategic planning to support our shared commitment to develop and embed the school mission and vision with evidence of improvement planning in all areas of the school.

Pillar 1

Further strengthen the academic outcomes with better articulation of the curriculum throughout.

Pillar 2

Continue to recruit, develop and enable staff – middle leadership development, delegation, ongoing staff development.

Pillar 3

Ensure personalized learning for all with close personal tutoring, coaching and partnering throughout.

Pillar 4

Enrich and further structure the student experience drawing on the tradition of sport and performance work at NAS, the CCA programme, the resources of Dubai, the Global Campus, Juilliard, MIT and others to help our students meet the challenges of their changing world.

**School demographics and curriculum structure**

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. A significant portion of NAS families are long term residents of the UAE. At the time of writing there are 1848 students enrolled.

There are 173 full time teachers and managers in the school together with 74 teaching assistants and 9 Learning Support Assistants for students with SEND. The FTE teacher to student ratio continues at 1:11. Classes are capped at twenty students per class and there are waiting lists throughout most of the School. The school broadly follows the UK based Early Years Foundation Stage and Primary National Curriculum before offering GCSE and then the IB Diploma. English is the language of instruction and study of Arabic is compulsory in accordance with UAE law. A strength of the school, 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. There is a House system throughout school and a rich co-curricular programme, as well as close involvement in Dubai and wider Gulf sporting fixtures. Students from Year 2 and above take part in annual residential programmes. Residentials also took place for Spanish and Chinese language students as well as through the International Award.

As directed by the KHDA, Moral Studies and Social Studies continue to be taught and timetabled into what is already a very cramped curriculum structure.

The School now offers the full Juilliard curriculum in all three subject areas, which is further enhanced through our partnership with the Dubai Opera. The NAS Music Academy is also growing; over two hundred students participate in this specialist instrumental music programme.

The School continues to deepen its commitment to MIT and the integration of learning with 'STEAM' thinking. The relative success of different timetable options are being evaluated in EYFS, Primary and Secondary. Staff and students attended the SEAME STEAM Festival in Pattaya recently with huge success and the STEAM Leader has organised a three day STEAM Festival for the British Schools in Dubai. The school are embedding the MIT theme of 'Reveal' intertwined with UNICEF's sustainable goal to reduce ocean pollution.

The School commitment to Global Campus has been enhanced, especially in Secondary, as measured by online engagement. The hosting and attendance of MUN and World Scholars Cup events promotes a

global outlook. The School commitment to philanthropy has also become more significant as some \$40,000 has been raised to build a school in Nepal.

### Staffing and Management

The middle leadership tier of the School has been strengthened to sustain the continuing growth with Heads of Year being appointed throughout. Some further key subject roles have also been opened to lead the different world languages, to lead performing arts, to lead the Duke of Edinburgh International Award, Innovation, to provide university guidance and to support pastoral work in the Sixth Form, and as Heads of Subject for English, Mathematics, Technology and Science in Primary.

### Student Enrolment pattern

2014/15 – start T1 495 End T3 722  
 2015/16 – start T1 1138 End T3 1184  
 2016/17 – start T1 1355 End T3 1388  
 2017/18 – start T1 1528 End T3 1546  
 2018/19 – start T1 1750 End T3 1745  
 2019/20 – start T1 1960

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*

Evidence for your evaluation:

- The results of inspection are further reviewed in relation to the school mission and pillars. The outcome of this reveals the need to raise the profile of those areas of the curriculum less obviously scrutinized by the inspection framework.
- The development of Phase 2 in the school's facilities has been a success with secondary students now making good use of the designated library and work-spaces as well as the Sixth Form Centre.

• The unique NAE partnerships, Juilliard, MIT and GC have been further enhanced since the previous review. Students have participated in STEAM festivals and have been given opportunities to participate in external activities such as students supporting La Perle and The Nutcracker at Dubai Opera.

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

The School is beginning to monitor, manage and report on progress that is not obviously academic and which recommends student's unique talents. Qualitative data is gathered through student surveys and through quantitative questioning by class teachers and personal tutors. Pass data and CEM data is gathered and trends will become more evident as the surveys continue year on year.

## 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

Evidence of your evaluation:

### Section 2a – Responsive world-class curriculum

Our curriculum is innovative, engaging and purposeful and takes full advantage Expo 2020 and benefits from a UAE context. It challenges students to exceed curriculum expectations; a key strength continues to be our inclusive and personalised approach to learning, as evidenced in a recent external inspection, November 2019.

Primary curriculum redesign is a key focus area with curriculum innovation focusing on Expo 2020 theme of Universe in Motion; STEAM week, Change Makers and collaborations with MIT are embedded in long-term planning in Year 1 to Year 6. Curriculum change is driven by teachers, core leaders and pupil voice. The GCSE offer has been developed further with the introduction of Psychology and at IBDP Level, Sports Science, Music and Theatre Studies. Additionally, an Innovation course in KS3 is being developed, which combines, DT, Art, and Computer Science.

All curriculum leaders review and modify the schemes of work in phases 2, 3 and 4 at the beginning of school year to ensure progression in skills, knowledge and challenge. Close collaboration with Primary and Secondary leaders, at all levels, ensures consistency in standards of learning and teaching. This is evident particularly with the Science, English and Maths curriculum where a designated member of the department is focusing on continuity of curriculum. This is being extended with Computer Science and Geography this year. This was highlighted as excellent practice in our recent inspection.

A strategic plan for STEAM 2019-2020 has been developed to embed and drive 21st Century Learning. Dedicated Primary and Secondary STEAM Leaders (cross phase and subjects) have mapped whole school

curriculum days with a key focus being The NAS Dubai STEAMathalon Festival; 16 UAE schools attending to engage pupils in Artificial Intelligence, UN Sustainable Development Goals and real-world problem solving. We have over 300 students directly involved and more than 3/4 of the school students will benefit from the exposure to this curriculum.

The Juilliard Curriculum enhances the Performing Arts offer with every child in school experiencing a rotation of Juilliard Dance, Drama and Music schemes of work delivered by teachers who have all accessed CPD from Juilliard. Increased opportunities for students to access Juilliard with Lower School Musical, Upper Primary Musical, Whole School Musical and Primary Class Productions. This can be seen in the rich learning observations which take place in the Performing Art lessons, where the links to the Juilliard programme is both implicit and explicit. Furthermore, the uptake in GCSE for Drama, Music and Dance has increased by 1/3 and the demand for Theatre Studies and Music at IBDP level is evident of the impact this curriculum is having on the learning experiences of our students.

Our USP of World Languages has strengthened further with the introduction of the World Languages Academy, where parents are able to access language courses. In addition to this, students are able to study more languages (some heritage languages) which are not offered during the school day, such as Russian, Dutch, Hindi, Portuguese and more. Every course is running with over 5 parents or students in each language.

Global Classroom Leaders have been appointed in Primary and Secondary and they drive the focus in school. Opportunities to engage with the Global Classroom are strategically calendared and promoted with whole staff by a designated member of the middle leadership team. Evidence for success can be seen with the prizes being won for reading, photography and hacking the challenge competition. In addition to a commitment to take nearly 90% of our Year 9 cohort to the Tanzania trip to engage in the learning with a focus on the UN SDG, reinforcing our commitment.

Our innovative curriculum leads our students to succeed beyond the classroom: last year NAS students were National Expo 2020 competition winners, Student Innovators of the Year. This year they have won making the car of the future competition demonstrating our commitment to innovating thinking and learning beyond the classroom.

Newly opened PE facilities ensure we offer extensive sporting opportunities for all students 3-18, boasting to be in the top 3 school facilities for Dubai. Offering over 130 competitive teams from Year 2 to Year 13 ensures enrichment and opportunities to thrive outside the classroom. Highly successful football, rugby, netball and swimming teams are champions in Dubai Schools league tables.

### **Section 2b – Professional Learning and Development for all staff**

NAS Dubai continues to place teachers at the heart of their own professional development. We are developing a culture where teachers learn from teachers using the latest research-based evidence to drive forward improvements in pedagogy. To improve outcomes for students we seek to improve outcomes for teachers.

CPD focus is aligned with our school improvement plan and it ensures teachers are enabled to deliver the school mission; opportunities for teachers to lead CPD and share practice are planned for in the CPD calendar. Recent additions to school library are a staff centred professional learning library with leadership and pedagogical literature accessible to all staff.

2019-2020 denotes a strategic focus to further share consistency of best and outstanding practice through Teaching and Learning Communities (TLCs). Opportunities for teachers to take risks in lessons, facilitate 4Cs (creativity, collaboration, communication and critical thinking) and invite colleagues into lessons to share best practice. TLCs are cross-phase and cross department. Evidenced through CPD, 'Pop-in's and a recent external inspection citing innovative PD leading to an exciting learning and teaching 'house style'.

Our MIT philosophy is becoming embedded in the curriculum and collaboration supports the School's focus on 21st Century Learning. Whole school T&L CPD has enabled teachers to take more risks in lessons and reflect on how to adapt activities that promote the 4Cs through 'STEAM thinking'. This is evidenced through observations of STEAM lessons and MIT challenge activities, through PD records (including PD visits to MIT) and through Learning Walks.

All teachers have a personal CPD target as part of their Performance Management process. This reflects our commitment to staff development and autonomy of choice.

NAU continues to be central to our CPD programme. Staff were asked to engage in a choice of three teaching and learning modules to encourage interaction with NAU as a learning platform. The flexible nature of NAU contributes to staff wellbeing as they have greater autonomy over the content and timing of their own PD.

'Growing our own' leadership continues to be a priority. We have developed an in-house programme for current and aspiring Middle Leaders, building their leadership capacity and supporting their needs through both content and feedback. Using staff voice we have tailored our in-house Middle Leaders Programme to support their continued professional development. We also work with NCTL and train teachers every year to award QTS. This year we have 2. Last year our trainee teachers went onto to gain a full-time placement at NAS Dubai.

NAU and 'Leadership Matters' have been great resources for our middle leaders. Investment in development of leadership capacity is now leading to more strategically minded middle leadership, who are ambitious for their subject areas and themselves. This is evident in the numbers of middle/junior leaders (over 35) who participated in their own persona test, reflecting on their leadership styles. Further evidence is also taken from two middle leaders who have gained promotion to senior leadership, two junior leaders promoted to middle leadership and three have taken on a whole school responsibility.

Almost all of the Senior Leadership Team have completed or are in the process of completing NAE SLP programmes. Colleagues have commented on their capacity to be more strategic and reflective leaders having completed the structured development programme. NAS Dubai benefits from a more skilled, dynamic and astute leadership team as demonstrated by all reviews we have been engaged in, including KHDA Inspections and forthcoming NAE Leadership review of impact of these leadership courses at NAS

Dubai. Further evidence is some of our senior leaders being asked to participate in school QA's as well as lead the MLP for Europe.

NAE Masters Programme is highly sought after and recent applicants are successfully completing semester 1. Both candidates who have completed their masters have moved on to take on whole school responsibilities, including an EE co-ordinator and Head of World Languages, thus demonstrating its impact.

Our commitment to IBDP continues to go from strength to strength, with a separate PD budget ring-fenced for IB training. We committed to training 17 members of staff (including the Principal) for IBDP this year since the Secondary school has experienced significant growth.

### **Section 2c – Robust Assessment processes for learning**

Our data intelligent approach to internal and external assessment processes are integral to the function of the school and driving school improvement. Assessment calendars align to school priorities and are shared with staff. NAS Dubai has a consistent approach and we are now at a point where these systems and structures are embedded. This has resulted in students, staff and parents taking part in the same journey and all stakeholders taking account for their role in this journey. This is evident through assessment workshops for all parents across the school as well as student reflections on assessments and areas to develop further. This has been highlighted as a strength from a recent inspection review.

Whole school data intelligent approach ensures school leaders and teachers at all levels are enabled to analyse external and internal data trends and modify the curriculum to ensure progress and attainment of all students. Fast Facts, Markbook and Power BI support teachers' engagement with data analysis and ensures they focus on problem solving with data. Our most recent inspection said we were 'data rich and data intelligent'. Lesson observations demonstrate how staff are using data, including CAT 4 learning styles and battery data, to inform their planning (meeting the needs of all learners) and the accountability they are taking for the students in their care. This is evident in the outstanding external results for Progress tests, GCSE'S and IBDP examinations.

Significant PD has taken place with staff on purpose driven problem solving with data. Teachers continue to develop the understanding of battery data from the CATs, NGRT results and Progress Tests. Teachers use data to support decision making and modify planning appropriately. This has led to improved teaching and learning and improved outcomes for all students as demonstrated in our GL results (75%+ of all year groups achieve above Stanine 6 in all core subjects) and our final GCSE (25% A\*\*-A & 65% A\*\*-B ) and IBDP (95% of students exceeded the World Average) results. Further evidence of these practices in lessons have been observed during a recent inspection review where problem solving, and critical thinking was a core part of lessons across all phases.

We are able to track and monitor the progress of our students, systematically, using a data intelligent approach. A wealth of data is shared with all teachers through MarkBooks and FastFacts. Results are moderated internally in year groups and/or departments. EYFS external moderation with NAE schools on NAU, as well as with British schools here in Dubai. International benchmarks are used for GL data and iGSCE and IBDP data. Effective data tracking has led to empowering staff to use the data to inform their



planning and resulted in outstanding progress for our students across all phases of the school. This data then informs our parental meetings as well as departmental meetings.

Assessment presentations are given to parents annually in September, in all phases so all stakeholders are aware of the systems and processes in place. Attendance to these presentations from new parents is over 80%.

UAE National Agenda ensures TIMMS and PISA action plans are a key focus for accelerating improvements in Arabic, English, Mathematics and Science. Curriculum modifications are monitored, and content is planned, through Subject Leaders, to support our commitment to supporting the UAE to be within the top 15 countries in the OECD ranking of first-rate education systems. Our recent TIMSS & PISA reports place us in the top 15%, when compared against other countries.

Our MIS manager is an integral part of the Senior Leadership Team. A consistent approach across the school, to assessment reporting and recording ensures access of data; monitoring of progress over time is available for all staff. Her post as a member of SLT demonstrates the importance the school places on a consistent, robust system for assessment and learning.

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

- To review the curriculum, offer (where appropriate), to ensure it is fit for purpose and supports our students into becoming confident 21<sup>st</sup> Century Learners.
- To ensure the Arabic department have enough training on how to effectively use data to inform their planning and meet the needs of all students.
- To embed a culture of sharing best practice across the whole school through our Teaching and Learning Communities

### 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
3c Quality of outcomes for academic, social and personal success	School evaluation: 1 2 3 4

Evidence of your evaluation:

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

Pastoral care across the school is outstanding as evidenced by the KHDA inspection report (2019). This is driven by a dedicated team of Personal Tutors in Secondary and class teachers in Early Years and Primary. According to the Dubai Student Wellbeing Census, 95% of students feel safe at NAS Dubai. Students also treat one another with respect, and this is reflected in the high levels of peer belonging (71%) and friendship intimacy (80%), and the strong sense of school climate (56%) felt by most students. All of these are above the Dubai-schools average.

Six members of staff are Level 3 trained counsellors and work with students across all three phases of the school, which has resulted in students having more access to socio-emotional support. There are posters around school to identify this team of staff. The impact of this can be seen through the increased number of students who have now self-referred to a counsellor.

The implemented peer mentoring programme has successfully allowed 12 students in Y13 to become peer mentors and they have supported 14 students in Y6 and Y7 in 2019. Feedback received from mentees highlighted the positives. This has resulted in Y10 and Y12s becoming mentors therefore reaching more students.

A distributed model of leadership means Heads of Year in all phases map out provision for the academic, social and personal development of students. This consistent approach across the whole school has allowed for greater personalisation of provision with several students in all phases following a modified curriculum. For example, a child with EAL is exempt from attending languages to attend 1:1 additional English sessions.

The impact of the Inclusion Team is that targeted intervention for academic, social and behavioural concerns exists in all phases of the school. This is evidenced through PEPS, PPPs and Pupil Progress meetings, which are on-going throughout the year. For example, 1 child with SEN (on a part-time timetable) in Early Years received a 1:1 TA for additional support has successfully transitioned to Year 1 and is now attending school full-time.

Students demonstrate a strong sense of personal responsibility and take ownership of their school through student voice. In the primary phase the opportunities for student leadership has grown from 1 choice to 11 choices and the number of student leaders in the primary phase has risen from 24 to 85. There were 427 student leaders in secondary in the last academic year. Examples of best practice include students delivering a workshop for teachers on how to empower student voice.

The Safeguarding Team, which includes representatives from all phases of the school, meet weekly to discuss any social and emotional concerns raised by teachers. This has resulted in several students with severe social and emotional difficulties being reintegrated into full time schooling without any additional support.

Across school, students treat each other with respect and courtesy, and bullying is extremely rare. Pupils demonstrate empathy and tolerance towards one another, including those with SEND. 65% of students claim to have experienced no social, verbal, physical or cyber intimidation in the last year, as evidence by the Dubai Student Wellbeing Census.

As evidenced by the KHDA inspection report (2019), teaching in EYFS remains 'Outstanding', while in Primary, Secondary and Post-16 it is 'Very Good'. This is partly due to a strategic focus on appropriate challenge and differentiation in lessons through interactive and engaging PD sessions, both here in school and online. This has led to greater consistency in the number of 'Very Good' (or better) lessons across all indicators, with 47% of all lessons graded as 'Outstanding' and 39% 'Very Good'. These %s are rising year on year.

Our CPD programme is carefully planned in response to KHDA recommendations for school improvement as well as the views of staff in the NAE Employee Engagement Survey. Began the TLCs strategy to encourage cross phase collaboration and sharing of best practice. Lesson observations and learning walks evidence that challenge and support and the 4Cs are now a common feature in most lessons leading to excellent outcomes of all students.

Through effective use of the battery data from the CATs and teaching staff attending CPD sessions on using CAT4 to identify the personalised learning needs of the students the GL, GCSE and IB data is outstanding.

Impact of teaching and learning is measured at key points during the year through Pupil Progress Meetings in Primary and HOD/SLT line management meetings in Secondary. HOYs Primary and HODs Secondary are confident in identifying areas of weakness within year groups or subject areas and are empowered to put in place strategies to overcome such weaknesses. For example, English has moved from 'Very Good' to 'Outstanding' in the most recent external inspection (KHDA, 2019).

The CCA programme continues to evolve with 768 children taking part across the whole school giving different opportunities and skills to the students.

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

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, 83% of students are happy when at school and 97% of students report having a strong emotional engagement with their teacher(s).

When necessary, the Safeguarding Team will place a 'Team around the Child' to support vulnerable young people. All safeguarding referrals are reviewed on a weekly basis by the team. The safeguarding processes are subject to a rigorous annual group audit and were deemed to be 'Outstanding'. As above, this process allows for early intervention and identifies appropriate levels of support for students.

The personal and social outcomes for Secondary students are now reflected in the Performance Management process as all staff have a specific target relating to this.

Key policies such as 'Behaviour for Learning' and 'Anti-Bullying' have been reviewed and strengthened in all phases of School to promote an ethos of positive behaviour management where good behaviour is

celebrated. Proactive initiatives such as working with Dubai Police to tackle cyberbullying mean that serious behaviour incidents are rare, as evidenced by the referral system.

The Moral Education programme allows opportunities for students in Early Years to Y13 to develop a strong sense of social responsibility. This curriculum has been adapted to meet the needs of our students

A series of transition events occur in EYFS, Y1, Year 6, Year 8 and Year 11 to support students moving into the next phase of their education. Examples of this include Year 8 IGCSE Options Evening, IB Open Evening for Year 11, Transition Day for Year 6, Stay & Play sessions for new Nursery and Year 1 starters and extensive Year 1 transition parent workshops and teacher meetings. Where applicable, the PASS survey and Dubai Student Wellbeing Census suggest that students in these year groups have an extremely positive attitude towards school as described above.

The Student Leadership programme is purposeful and acts as a driver of change and innovation across the school. In the Secondary school there are 427 student leaders which has more than doubled in 2 years. In Primary, student leaders have risen from 24 2018 to 85 in 2019.

Through Parent Workshops that have been provided on several topics, including 'Pastoral Care for the 21st Century', 'Raising Emotionally Intelligent Children', 'Recognising Anxiety' and 'Mindful Parenting'. Parents are better informed about how they can support and impact their children. Parents are upskilled to recognise conditions such as anxiety early on to ensure students difficulties do not escalate.

By sending out termly bulletins to parents, staff and students via the NAS App informing them of awareness days, such as Diabetes, Sign Language Day and SEND related topics. Parents are better informed of SEND related topics and approach members of the Inclusion Team/school staff more openly about seeking support for their children. Students, staff and parents have a deeper awareness of difficulties and disabilities faced worldwide. Students in school who suffer from difficulties or medical conditions such as diabetes feel included, accepted and better informed.

Weekly drop-ins are available for all students; these are provided by the Inclusion Team and advertised through visible posters. They take place in the Inclusion Suites during a lunchbreak. Students feel they can seek advice when needed and have support in place, especially when experiencing difficult times such as exam periods.

Our broad, balanced curriculum offers a wide range of subjects, in addition to innovative and creative collaborations with Juilliard and MIT which are reflected in the curriculum across all phases of the school. There are now drama and dance specialists employed to deliver primary performing arts lessons and due to the uptake of children wanting to commit to a production there will be 3 after school productions throughout the year. NAS Dubai has hosted the first British Schools STEAM festival and made links with high profile companies.

One of our unique selling points is our extensive languages curriculum, which offers a wide range of languages, starting in EYFS and running through the curriculum into the IB programme. In secondary, the number of students sitting early entry GCSEs in languages are 7 in Mandarin, 39 in French - 69% who

achieved the highest grade of 9, 7 in Spanish all of whom achieved a 9. There were 18 early entrees for Arabic – 67% of those children received a 9. Students in the primary school who are advanced learners can take CEFR exams in each language.

Our extensive Sports programme (Sports for All), offered both in curriculum time and outside of the classroom, contributes to the holistic development of the NAS Dubai student and promotes a healthy lifestyle. Ten different sports are offered at NAS and the increased provision of B Teams this year has enabled higher levels of participation – 111 teams, making the programme even more inclusive.

The curriculum is designed to meet the needs of all learners with a fully inclusive approach. School has a commitment to help students to develop as lifelong learners, who can transfer their skills and knowledge across subjects and phases within and beyond NAS Dubai. We offer IB courses as a different pathway from the full diploma and we are currently working towards NAESC accreditation.

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

PASS data (Years 4-11) is used proactively to understand how students feel about their school experience at NAS Dubai. PASS data demonstrates strong satisfaction with the school experience from students in Years 4-11. The impact of using the data to plan for continuous school improvement can be seen in high average attendance figures (95%), most students taking part in residential and attitudinal data produced for reports.

The Nord Anglia Parent Survey is also used to gauge levels of both student and parent satisfaction with personal and social outcomes. From the 59% of respondents this year, 97% of parents felt their child/children felt safe at school and 95% of parents felt their child/children were happy in school. This demonstrates an outstanding level of satisfaction with the care, guidance and support offered to our students. Furthermore, there were identified areas of improvement that included children being able to participate in a wide range of sports and trips/visits.

Data consistently correlates against external data with most students achieving above expected outcomes. EYFS GLD from June 2019 was 80%, (UK benchmark 74%), In Primary, GL data confirms that at least 75% of students are exceeding age-related expectations in the core subjects. GCSE June 2019 outcomes were 98% A\*-C (UK 69.9%), 66% A\*-A, 41% 8-9. IB Scores included 100% pass rate with 25% of students attaining a score of 40+. The average point score was 37. A student achieved 38 points in the IB Diploma which includes two grade sevens, in History and English. He is now studying History at Durham University. During his time with us he embraced the IB learner profile in his success beyond the classroom; he was a member of the student council, U19 football team and our charity committee, completed the Dubai Cares Walk for Education and worked with our Year 7 students to develop their reading skills. One of his most impressive achievements was his attendance at the MUN conference in New York during the NAE-UNICEF Summit where he took on the role of a delegate and debated on current affairs. He also attended the World Scholars Cup, where he achieved within the top 15% on the literature quiz (out of over 600 students) and he was part of the team that came 4th for writing element (out of over 200).

Staff continue to develop their use of data and set individual challenging targets, based on external and internal data; this influences pedagogical approaches to T&L and encourages effective modification of the curriculum to ensure any gaps in skills and knowledge are quickly addressed. The impact of this is that children in Primary and Secondary are making 'Outstanding' progress and attainment in the core subjects of English, maths and science.

Arabic external assessments (NAP) are used with Yrs 3, 5, 7 & 9 to measure progress. The reading & writing results correlate with our internal assessments and have been used to raise attainment & track progress in line with the MOE curriculum. Furthermore, introducing optional Arabic A sessions in Reception has supported the attainment in Year 1.

Judgements in the core subjects across Primary and Secondary have been increased to 'Outstanding' following KHDA inspection report (2019), following a continued strategic focus on linking internal assessments processes to the curriculum standards in all phases.

In Arabic B groups of students in Secondary continue to sit their IGCSE with excellent results, 9 – 5 = 100%, 9 – 7 = 63% demonstrating outstanding GCSE results.

In Arabic A and Islamic Education, assessment is directly linked to the MOE curriculum, which further improves the reliability and validity of the results.

In Arabic B, KPIs have been created using the KHDA 'Years of Study' programme, European Common Framework for Languages and the MFL Assessment Framework. As acknowledged in our recent Inspection Review (2019) this continues to ensure alignment with all necessary requirements and more effective tracking of students, leading to improved outcomes.

As a result of greater engagement with Global Campus, students widen their international perspective, develop their leadership and diplomacy skills and deepen their understanding of our global responsibility towards the environment. For example, Anushka Lakhani who participated in the Global Campus annual sustainability challenge, was inspired to make changes in her own personal life in support of the SDG's and to advocate for global change and shared responsibility by initiating project-based learning opportunities for our younger students. Anushka has now graduated from NAS Dubai and such was the impact of her involvement with the Global Campus, she chose to study International Relations at NYU.

Our ongoing philanthropic efforts continue this year with the school supporting an annual mission for a temporary clinic to be set up in Palestine to medically support the local families for three weeks. Our target this year is to raise 100,000 AED, which we have already raised over 10,000 and have more events such as movie night, non-uniform day and school disco to help raise more.

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

- To continue to develop the support that exists at each transition point in order to better understand the social and emotional impact of transition across all phases of the school.

- To further embed the Moral Education curriculum in EYFS-13 as it will become an increasingly prominent feature of future KHDA inspections. This will include demonstrating how it has had a positive impact on the students of NAS Dubai.
- To continue to consider different ways to monitor student engagement with, and impact of, our extended curriculum offers, including the collaborations with MIT and Juilliard, as reflected in Pillar 4.
- To further embed the use of the IB Learner Profile within the Primary school and secondary school.

#### 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

Evidence of your evaluation:

##### Section 4a - The impact of the NAE “offer” on students

The areas that are identified through Success factors, Learning Walks, Work Trawls, School Improvement Plans, Middle and Senior Leadership Progress meetings enhance the learning of our students. Staff are upskilled through our personalised CPD programme which incorporates a balance of in-house, external and online expertise to address the key areas of focus.

The NAU blended learning programme ensures that all teaching staff complete 30 hours of CPD. 100% of teaching staff completed at least one online module. There is effective use of NAU using a balance of strategic direction linked to whole school priorities and staff directed CPD based on personalised professional development. Staff members have taken on additional or leadership roles within school as a result.

The identification of global campus champions is ensuring that more students and staff are accessing the leaning opportunities. Last year we had 604 posts by the end of the academic year. Our target this year is 1000.

We continue to have members of staff on the MLP, SLP and taking part in the Master's Programme with Kings College. The school has utilised the action research projects for school improvement. This is been demonstrated this year with the TLCs developed as a result of an MLP leadership project.

All staff working in school, whether teaching or non-teaching, are 100% compliant on safeguarding, demonstrating our commitment to young people’s safety. This is reflected in the Outstanding grading awarded through the KHDA inspection 2019.

A strategic plan for STEAM 2018-2019 has been developed to further embed 21st Century Learning across the whole school. Dedicated STEAM Leaders have mapped whole school curriculum lessons, days or weeks (including use of collapsed timetables) to enable teachers to take risks and plan 'outside the box'. Project based learning is enhanced by our MIT collaboration, NAS Dubai has taken a lead in the UAE for inter school STEAM festival in Dec 2019 with 15 other schools attending to take part.

In Secondary our MIT curriculum is a cross phase and cross curricular project engaging 320 students across computer science, science, maths and design. Students will engage in 150 hours of learning outside of the traditional curriculum. This curriculum review was driven by the CPD undertaken by our staff who visited MIT this year.

The Juilliard curriculum is now fully embedded from Year 1 to Year 8 in all three subjects, since we added Juilliard drama this year. We have expanded our offer in Year 1 from stand-alone music to four subjects (music, dance, drama and singing). Our first GCSE cohort will graduate in dance this year. We have appointed a whole-school Head of Performing Arts to help drive the extra-curricular offer as well as the curricular programme. We have brought our peripatetic music lessons 'in-house' with the launch of our own 'Music Academy'. Students from Early Years 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.

The focus on the SDG's and UNICEF collaboration is a strength of the school, the KHDA and NEASC inspection highlighted an increasing number of secondary students have participated in community outreach projects in Sri Lanka, Tanzania and Thailand. They stated this is where the school demonstrates a commitment to children recognising their social and moral responsibility.

The KHDA inspection highlighted the school's partnership with UNICEF and recognised NAS Dubai students speaking at the Global economic forum.

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

The school places a huge importance on the relationship we build with parents/carers and continually strives to develop this. We engage parents in decision making opportunities and keep them informed at all stages of School's achievements and developments. We communicate through events such as our 'Town Hall' meetings (one for every year group), Weekly Newsletter, Daily Email (in Primary) and Facebook page. Additionally, we engage with parents via telephone calls, letters, emails, one-to-one meetings, Parents Evenings and so on. Parent Presentations and Workshops are held at least weekly, on a range of topics across all phases of school. 100% of families use our 'NAS Dubai App' which informs parents of up-to-date news, supports the booking of Parent-Teacher meetings, offers photos of daily school life, sends push notifications for school events and provides access to the very busy school calendar. Parents feel well-informed of whole school events.



The KHDA highlighted that the care and relationships that the school has with its parents and the community is outstanding, 'Parent comments, suggestions and concerns are taken seriously and are responded to quickly and swiftly. The easy access to leaders and teachers in the school is highly valued by parents.' The parent survey mirrors this positively on student outcomes – 93% of our parents would recommend our school, "I believe that the quality of the teaching and education that is provided is wonderful and equal to, if not better, than any other school in Dubai," "my children are so happy at NAS Dubai." 91% of parents feel their children are making great progress. 95% say their children are happy.

We are proud to be amongst the first private schools to announce their commitment to supporting Expo 2020 Dubai and the Expo School Programme with multiple school visits during the six-month celebration. In the presence of His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, Expo 2020 Dubai NAS Dubai have signed a commitment agreement that reinforces our support to this once-in-a-lifetime opportunity.

From our commitment to the National Agenda our first KHDA Emirati inspection graded us at the highest level for parent engagement. It recognised how the community worked together to achieve best outcomes for Emirati's.

The School puts all its fundraising efforts into the Government-approved 'Little Wings programme. We hosted many charity events this year, in phases and as a whole school. Students, staff and parents have all embraced our ambitious commitment to the 'Adopt a School' programme; we are well on our way to our target of building a school in Nepal.

Our extensive Sports Programme (Sport for All) is offered both in curriculum time as well as outside of the classroom. This contributes to the development of the NAS Dubai student in a global world class setting; last year more students than ever before engaged in sporting activities. 100% of parents and students were invited to take part in the UAE 30/30 Fitness Challenge this year, a country-wide community Health initiative. We work alongside 22 outside providers to support our CCA and PE programmes, across a range of activities e.g. Dubai Sailing Club & Ski Dubai.

We are proud of the partnerships we have engaged in our 'Young Enterprise' programme, which benefited from the support of 20 outstanding leaders and entrepreneurs from the local community, who acted as mentors to our students. This year, we were the winning school in the "supported Dubai Cares with ensuring more Nepalese girls can access education. For next year's challenge, we will work alongside the KHDA to improve wellbeing of our young people by reducing stress and anxiety.

Our Dubai Opera partnership has extended our Juilliard curriculum into the community. It has allowed more students the opportunity to access world class theatre, music and dance performances as well as backstage tours and rehearsals. Parents have also benefited from this partnership, recently attending a concert at the Opera House held by a world-renowned oud player.

We continue to build our relationships with universities and further education institutions from around the globe, with increasing numbers visiting us here at NAS Dubai. Our two university guidance counsellors specialise respectively in the UK and USA, giving parents and students tailored, expert advice on these important higher education destinations.

Our work experience placements for Y10 students, our internships for IB students and vocational placements for our BTEC students have allowed us to develop strong relationships with companies across a wide range of sectors in the city and beyond.

School continues to participate in the 'British Schools in Dubai' group, where we share information and best practice in our local context. Activities have included moderation of work in EYFS and the Primary school assessment moderation as well as work on more local projects such as embedding the new Moral Education curriculum.

School continues its membership of both COBIS and BSME and this year NEASC, gaining much from the networking opportunities to be had at these meetings and PD sessions. We also participate in sporting events organized regionally by these associations.

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

- To identify and develop a more effectiveness parent association structure
- To monitor and track the effectiveness of the Expo curriculum on our primary school students
- To enhance our relationships with businesses and companies within the UAE through our change makers event with a range of guest speakers
- To review the effectiveness of the MIT event

## 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

Evidence of your evaluation:

#### 5a - Building leadership capacity

The Principal and SLT have shaped and communicated the school vision and mission statement amongst staff and students, parents and the Advisory Council. KHDA report 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.” This resulted in reviewing the four pillars with all staff thus, demonstrating transparency and understanding of the vision among key stakeholders.

The School leadership continues to prioritise the building of leadership capacity across NAS. Capacity is built very 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.” The school has seen a growth in the investment in middle leaders. In 2017, approximately 20% of the teaching staff had a point of responsibility in their phase. By 2018-19 this had increased to just over 30%. This has resulted in a junior middle leadership level having emerged for posts such as student voice, Gifted & Talented Co-ordinator, 2nd in departments. The school now has 17 Junior Middle Leaders, 25 Middle Leaders and 10 senior Leaders. As highlighted in the KHDA inspection report this has led to distributed leadership and increasing involvement in quality assurance to ensure continuing development of classroom learning.

Teacher turnover was around 10% last year, which helps create stability for NAS Dubai. We are keen to ‘grow our own’ and leadership roles have been recruited from within the school; our internally promoted Deputy Heads, Assistant Heads and HODs continue to thrive and develop. Talent is identified through PM conversations, leading to short term ‘projects’, or management of areas of interest across the school. This year there will be a range of new Middle Leadership roles on offer, including Secondary ‘Second in Department’ roles, Primary Wellbeing & Primary ‘Future Thinking’ roles and EYFS transition, as well as further roles in Sixth Form.

Our Deputy and Assistant Heads continue to build their capacity through day to day experiences within school and attendance at NAE leadership programmes. All DHs and AHs have benefitted from attending NAE MLP and/or SLP. The impact can be seen through increased leadership confidence, both strategically and operationally as well as increased accountability. Their success can be seen where two of our senior leaders have been asked to run the MLP in the ME region, additionally our DSL has been identified as a champion for the region to share best practice across our sister schools to ensure all elements of SG are not just compliant and even further better practice. Two of our Senior Leaders have further developed their leadership opportunities by working in partnership with the Education Team on NAE school reviews. Our participation in SLP, MLP and MA at Kings has already been referenced; participants in these programmes feedback to senior leaders. This year the impact of these courses has resulted in:

- 3 members of SLT on the SLP – developed the middle leaders CPD to support the development of leaders in school
- 2 HOD on MLP – the English Primary Leader was awarded Outstanding for Attainment & Progress
- 1 member of staff is completing their masters with Kings College, London, he has started to develop Teaching and Learning Communities project to improve T&L

The appointment of Heads of Faculty has extended our leadership capacity. Appointment of a dedicated Head of Performing Arts enabled Music and the whole of Performing Arts to take a strategic direction with the Juilliard programme and ensure not just a small minority of students who visit other schools for Juilliard benefit from the programme, by aligning a creative and innovative curriculum for all students in all phases, with the external opportunities available. The appointment of Head of World Languages has

strengthened the work done on one of our USP's. One of the direct impacts has been drawing in more external students from our world languages backgrounds due to the languages offer they receive at NAS Dubai. Their impact can be seen in many areas, from improved quality of lesson planning to additional CCA opportunities. Their lesson observations across all phases is never anything less than Good with 70% Very Good or Outstanding. Furthermore, their results for attainment and progress are of the strongest in the school with over 75% of students consistently making better than expected progress and on average over 80% A\* - B grades at GCSE. Heads of Faculty have improved communication with parents, e.g. Sports Squad meetings with parents, Performing Arts newsletter & 'Come & Learn' language sessions alongside students as well as more visible displays around school. Increased awareness of these USPs have been noticed by all stakeholders, particularly current parents and those toured by Admissions, parent survey results show an increase of 10% in this area.

Strategic distributed leadership across Arabic A, Arabic B and Islamic has led to a clearer understanding of roles, responsibilities and accountability for the improvements in these areas. This has resulted in being highlighted as a good strategic move towards achieving the recommendations outlined by KHDA, where it was recorded that over time the impact through this division should be seen.

Leaders at all levels have access to a wealth of assessment data; we have 5 data collections points in Secondary with 4 in Primary throughout the academic year. We continue to increase our effectiveness at analysing data, evaluating both student and whole school performance through Pupil Progress meetings and moderations. Strengths and weaknesses are quickly identified, and the impact has been evident, see below. According to our KHDA report "The availability of extensive assessment data ensures well planned tasks and activities meet the needs of almost all students." Data is used effectively to improve student outcomes as evidenced in our KHDA report- 'The Curriculum is adapted and enhances to be interesting, stimulating and accessible to all groups of students, including those who have additional needs. Data is frequently and intelligently used to modify students' learning experiences to produces outcomes'

**Table 1** Primary Results from our mandatory GL Progress Tests in English, maths and science. External assessments

Year Group	% of children 104 SAS or 6>		PTS		PTM	
	2018	2019	2018	2019	2018	2019
Y6 (complete)	84%	91%	79%	91%	65%	82%
Y5 (complete)	69%	85%	79%	97%	93%	92%
Y4 (complete)	87%	82%	95%	92%	89%	88%
Y3 (complete)	88%	86%	96%	93%	95%	87%
Y2 (complete)	85%	90%	Not applicable		87%	87%

The highlighted figures were key areas of focus for Year 5 and Year 6. The impact of Subject Leaders and Year leaders uses of data throughout the year have significantly improved outcomes.

**Table 2** Secondary Results from our mandatory GL Progress Tests in English, Maths and Science. External assessments

Table showing percentage of students achieving above age related expectations. All subjects and year groups achieved Outstanding results.

\*According to KHDA 75% benchmark equates to Outstanding Progress and Attainment

	Year 7	Year 8	Year 9	Year 10
English	91%	81%	89%	88%
Maths	82%	81%	93%	83%
Science	NA	78%	97%	89%

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 well-being. Middle Leaders have been coached through joint observations, Learning Walks and feedback by senior leaders who understand what constitutes best practice; they have modelled best practice for those who are less secure. 80% of lesson observations carried out jointly between middle and senior leaders and this is filtering through with junior middle leaders to develop them further. Joint observations and feedback have ensured that our T & L findings, quality of feedback and subsequent CPD is robust and strategic. KHDA found all their judgements of strengths, areas of development as well as whole school statistics in line with the Schools, thus demonstrating its validity. Joint observations during inspection with Inspectors and Senior/middle leaders further confirmed accuracy in observations throughout the year.

Together with NAE, the appointed School Advisory Council provides support for the leadership team by reviewing strategic plans for development and by supporting the school with accreditations and inspections. This has made the school leaders at all levels more accountable and strengthened our ability to communicate, update and respond to our critical friends. Our recent KHDA inspection report identified 'the group exercises accountability and supports the school. Advisory council members have enhanced their understanding of the quality of the school's work'. This has led to the Advisory Council having designated strategic roles in key areas of the school. NEASC accreditation visit feedback – 'Advisory Council is a unique organ of the school in that it has far more input into operational processes than in other schools'

Our strong in-house PD programme and NAU blended learning programme has ensured that all teaching staff complete 30 hours of 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. This has resulted in an increase of NAU engagement whilst also developing our teachers on a whole school pathway e.g. challenge or creativity in the classroom and this year modules on developing their emotional intelligence. This does not negate autonomy in their professional development. IB training, various other external training is also accessed by over 15% of the teaching staff. This academic year we participated in inter-school CPD at the UAE IB Association of World Schools to build further capacity in IB educators.

Student leadership is developing well as we increase capacity year on year. As at Sep 2018 we have 412 student leaders, an increase of 152 from Sep 2017. Our students participate in leadership roles as School Councillor's, Student Reps or House Captains, amongst other things. IB students have a part to play in school-wide student leadership; they have shone in roles such as fundraising co-ordinators, peer mentoring this year. In Primary, we have recently appointed a teacher to a middle leadership responsibility for Student Voice, where the children have begun to support the school's attitudes towards

sustainability projects e.g. no plastic bottles from next academic year. Student surveys such as PASS have been used with some inconsistency. This will be one of the areas of focus to ensure this is systematic across the school and clear SMART action is identified.

We listen to parents and have acted on the results of our Parent Survey as well as items arising from the School 'Town Hall' meetings. Excellent parental engagement also enriches outstanding curriculum provision, for example Parent Workshops for inclusion, university guidance and classroom visits in Primary maths. A homework review was undertaken as a result of some concerns brought up at the Town Hall meetings and a clear policy has since been implemented for all key stakeholders. Parent survey supports the improving of school communication, with an increase by 10%. This has led to a further review of all forms of communication across the school as a key focus this academic year.

### **5b Strategic actions and improvements**

School managed significant growth in pupil numbers across all phases of the school during 2018-19. We remain committed to 'making growth our friend' as we strategically plan. In the Primary phase we have increased from 13 classes to 16 classes in Early Years in 2018/2019 & in 2019/2020 we will have added an extra 5 classes. This is an increase of 160 children. Our Sixth Form has increased by 95% in 2019 with further growth predicted for 2020; this growth highlights the extensive IBDP curriculum offer and the strength of leadership at Post-16.

School has successfully completed extension work to our EYFS unit this year, increasing the capacity to 320 seats across Nursery and Reception. A dedicated EYFS swimming pool has been added to the unit as well as improvements to outdoor play areas. Additional spaces have been created for the teaching of specialist lessons within the unit. The additional facilities help consolidate our growing reputation as an Outstanding EYFS education provider. The impact from these improvements are that we have an extensive waiting list for our Early Years Unit for the Reception phase – 10 sibling places and 7 over offers awaiting a place for 2019/2020.

Our self-evaluation processes have been further strengthened and improved by the calendared, planned progression of meetings designed to ensure the inclusion of a wide range of stakeholders. Systematic review of the School Evaluation Framework for KHDA and a systematic approach towards the NAE QA process has led to greater understanding of the schools' strengths and weaknesses. Together with systematic School Improvement Planning, these review processes have led to clear key actions to move the school forward. The school SEF was highlighted as a strength during our 2019 KHDA inspection and has since been graded from Very Good to Outstanding, demonstrating the capacity for development and an understanding of accountability and ownership for school improvement across leaders at all levels.

NAS Dubai is moving towards NEASC accreditation and the provision of an HSD (High School Diploma) in post-16. NAS has achieved expedited accreditation process (Stage 1: Foundations Stage visit) in November 2019. NAS Dubai will look towards implementing the NEASC ACE framework which will not only provide a validated HSD for non-IB Diploma students but will also further enhance the learning and teaching as we embed a range of the ACE 10 Learning Principles across all phases of the school. Select staff will attend the

NEASC training in Madrid in April 2019 and IB Diploma Coordinator/NEASC accreditation Coordinator is attending NEASC conference and training in Burlington, Massachusetts in Nov 2020

To increase the sharing of best practice across all phases, TLC's have been introduced to empower staff at all levels with the intent to move whole school teaching and learning from very good to outstanding therefore strengthening overall student outcomes. To further empower responsibility holders, our consistently outstanding practitioners were selected to be TLC facilitators and co-facilitators, raising their profile in the school and providing leadership development against whole school priorities.

School improvement planning has resulted in sustained and positive effects on student achievement in EYFS learning goals, Primary teacher assessments, GL progress tests (Yrs2-12) and GCSEs as well as locally mandated assessments in Arabic. Assessment processes continued to be refined throughout the school. As well as improving student attainment and progress school-wide, school has also embedded a clear expectation that the needs of all individual students are met so that they can progress and achieve more than they thought possible. Data from all phases of the school demonstrate that there are no significant gaps between key groups of students, with intervention plans in place

Significant initiatives have been undertaken as a result of further empowering student voice. These include the drive to become a single use plastic free school and the entirely student planned and lead Wellbeing Week.

Operational processes, such as calendars, curriculum maps, assessment schedules and the PD programme are securely embedded, which supports the smooth running of such a large school in terms of teaching and learning as well as the wider community. Policies and procedures are in place and reviewed regularly. They are shared with all stakeholders and increasingly, stakeholders have a say in their construction such as the recent 'Healthy Eating' policy development process. This policy was written by a working group including staff, students, parents and the school nurse, amongst others. The school has made a significant shift in promoting a healthy and balanced lifestyle, starting with eating in the refectory as well as expectations from parents with packed lunches.

Safeguarding remains our highest priority. NAE, school leaders, staff at all levels and the School Advisory Board are all diligent in protecting all pupils. We are 100% compliant with all safeguarding requirements. In our 2018 Safeguarding evaluation we were graded excellent, with a rating of outstanding by KHDA for our provision and the highest category 'E' (evident) in our recent NAESC accreditation visit. Our DSL has been commended for her work in this area and been asked to champion this agenda and share good practice amongst our local ME schools demonstrating our commitment to such a crucial agenda.

The comprehensive Safeguarding policy from NAE has been adapted for our local UAE culture. It has been fully implemented as has the referral flow chart, which has been shared with all staff and parents. Procedures are systematically monitored and reviewed to ensure the safety and security of the school community; the successful impact of this was highlighted by KHDA in their 2017-18 inspection report. Our NAE, KHDA and internal survey shows over 90% of students and parents feeling happy and safe at school, illustrating the impact of the exceptional work that goes into this area of school life.

The Safeguarding team is now well established and is comprised of senior members of staff from all phases of the school as well as relevant non-teaching departments. The Safeguarding team meets once a week to review referrals and notes from staff recorded on our secure 'Helpdesk' system. Actions are decided and noted following School's clear reporting procedure, which has been highlighted as 'Outstanding' on NAE's Safeguarding evaluation. Trends and priority areas are identified.

Responding to a perceived need for teacher-counsellors, Level 3 School Counsellor training was delivered to six staff members across School in 2017-18. For 2019 a further 4 staff members will receive training in Spring Term 2020 and all staff will receive specialised communication training.

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

- To continue to develop the Arabic leadership roles
- To decide on the route for NEASC Accreditation
- To develop professional learning communities across school, engaging and developing more middle leaders

### 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:

*See attached SEF for data analysis.*

### 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.*

Date:

Director of Education comments:

Date