



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Abu Dhabi International Private School

Academic Year 2016 – 2017

lqraa

Abu Dhabi International Private School

Inspection Date	October 24, 2016	to	October 27, 2016
Date of previous inspection	September 29, 2014	to	October 2, 2014

General Information		Students		
School ID	60	Total number of students	1402	
Opening year of school	1992	%of students per curriculum (if applicable)	Main Curriculum	American 80%
Principal	Pamela Issa		Other Curriculum	British 20%
School telephone	+971 (0) 2 443 4433	Number of students in other phases	KG	171
School Address	Al Karamah Street Abu Dhabi		Primary:	752
Official email (ADEC)	adinternational.pvt@adec.ac.ae		Middle:	364
School website	www.aisschools.com		High:	115
Fee ranges (per annum)	Low to average (AED 13,200 to AED 28,300)	Age range	3 to 18 years	
Licensed Curriculum		Grades or Year Groups	KG to Grade 12	
		Gender	Boys and girls	
Largest nationality groups (%)		% of Emirati Students	17%	
		1. Jordanian	18%	
		2. Egyptian	18%	
Staff		3. Syrian	12%	
		Number of teachers	95	
Main Curriculum	American	Number of teaching assistants (TAs)	14	
Other Curriculum	British	Teacher-student ratio	KG/ FS	1:24
External Exams/ Standardised tests	IGCSE AS and A levels SAT/TOEFL, MOE		Other phases	1:26
Accreditation	American International Accreditation Association (AIAA)	Teacher turnover	22%	



Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	130
Number of joint lesson observations	10
Number of parents' questionnaires	649; return rate: 41%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation and students'/children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'At Abu Dhabi International Private School, we believe in: recognizing students' individual needs and providing them with opportunities that match their individual abilities and that would help them discover their interests and talents and develop them to their full potential. Promoting the welfare of students with special education needs by supporting them in attaining their full potential intellectually, physically and socially. Fostering good citizenship by promoting good habits of character, global awareness, and an understanding and appreciation for other cultures. The importance of establishing strong home-school partnerships and a three-way relationship with the school, parents, and community in order to achieve the school mission. Nurturing lifelong learners by reinforcing learning as a continuous lifelong process that extends beyond the school. Continuously engaging in efforts that ensure



	quality control and improvement in educational programs and professional practice.'
School vision and mission	'To support all students attain their full potential in personal development and active citizenship by providing the foundation for lifelong learning through quality education.'
Admission Policy	Admission is by selection through parental interviews for KG and formal assessments for grades 1 to 11. Students are not admitted into Grade 12.
Leadership structure (ownership, governance and management)	Governance is through a Board of five trustees which include the owner. An educational consultant provides information to the trustees. The senior leadership team comprises the principal, vice principal, teaching and learning adviser and a director. Middle leadership consists of subject coordinators, who also oversee provision at the campus in Mohammad Bin Zayed (MBZ) city, and grade leaders.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	1	0
Specific Learning Disability	11	14
Emotional and Behaviour Disorders (ED/ BD)	1	15
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	2	1
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	0	0
Multiple disabilities	1	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	12
Social maturity and leadership	6
Mechanical/ technical/ technological ingenuity	3
Visual and performing arts (e.g. art, theatre, recitation)	4
Psychomotor ability (e.g. dance or sport)	5

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND A	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The overall quality of the school's performance is good. Teachers have positive attitudes towards improving their own teaching and to sharing best practice with others. Achievement is broadly good with some variability between subjects and grades. Personal development has remained strong with very good relationships and attitudes to learning. Teaching has improved in the majority of areas and is good overall. This has all been achieved through good leadership and management where the whole school is considered as an inclusive and caring learning community. Leaders have a clear understanding that more needs to be done to ensure all students achieve their potential, that the accommodation and resources need to be improved and that a few teachers need stronger support.

Progress made since last inspection and capacity to improve

At the time of the last inspection the primary and secondary schools were inspected separately. Since then, aspects identified in the secondary report have been implemented generally well within the primary and middle phases of this school. For example, while not consistently improved, there is now more evenness in the quality of teaching through subjects and grades. Achievement has improved in the majority of subjects and the curriculum has undergone successful adjustments. The school recognises more is needed and has realistic data and self-evaluation to show how this will be achieved. Given the improvements so far and the future planned development, the school leadership demonstrates a good capacity to lead improvements.

Development and promotion of innovation skills

The school provides a range of opportunities to encourage students to become independent, thoughtful learners. One such example is the Grade 1 students creating small businesses. Other initiatives are linked to the school's promotion of inclusion for all. Students are encouraged to develop their innovative talents through events and presentations. Overall, the school is beginning to embed scope for students to become innovative more widely, but more remains to be done.

The inspection identified the following as key areas of strength:

- progress made in spoken English allows students to use technical language in other subjects
- attainment of students in a range of subjects by the time they leave in Grade 12
- relationships within the school, attitudes to learning and students' contribution to the community
- teachers' positive attitudes towards improving their own teaching and to sharing best practice with others
- the school is a safe and secure learning environment.

The inspection identified the following as key areas for improvement:

- the need to further reduce the variability in teaching, particularly in the middle years of the school
- the need to improve the quality of accommodation and resources to provide the best opportunities for learning
- the need to provide more effective support to ensure all students make the best progress in all subjects.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	Good	Acceptable	Acceptable
	Progress	N/A	Good	Good	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Science	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Good



Students' achievement is good overall. This is due to strengths in the way students progress from stage to stage in the majority of subjects. Children in the KG make a solid start in the basics of Arabic and English, even though the majority begin school with little or no English. The majority of the small number of students in Grade 12 achieve above curriculum expectations in Arabic and well above expected results in English at A level. It is in the primary and middle grades, where most of the students are located, that attainment is more variable, although progress remains broadly good overall. Present coursework at these phases indicates that progress is improving well, however, particularly for those who have special educational needs.

In Islamic education, students make an acceptable start and good progress thereafter. Students achieved very well in the most recent examinations, although this level of performance is not always evident in lessons. Most Grade 3 students know about Khadija Bint Khuwailed and can express feelings towards the Prophet through drawings and sentences. By Grade 12, most students can recite 'Surat Al Nour' appropriately and respectfully, following correct Tajweed principles.

In Arabic as a first language, progress is good and overall attainment is now acceptable as a result. For example, most Grade 5 students can apply grammar rules related to 'hamza' positions, while most Grade 6 students can read fluently expressing meaning. By Grade 8, most students can identify and apply 'edafa' rules, and by Grade 11 they can talk confidently when expressing their opinions. Most students in Grades 10 to 12 achieve good standards in their tests. The very few students studying Arabic as a second language make good progress against their starting points due to confident teaching. For example, almost all students in Grade 1 can correctly pronounce the days of the week in Arabic.

In social studies, acceptable progress is made ensuring most students achieve standards at the expected level. For example in KG, children gain a good understanding of the kinds of jobs in their community, when they dress up as nurses, doctors, and dentists. By Grade 8, most students can talk about the Omawi period and society, link it with UAE values, Sheikh Zayed's achievements and a historical hero originally from the Emirates.

Achievement in English is acceptable. Progress and language acquisition is good in the KG. For example in KG2, children used technical vocabulary in subjects such as science, including words such as oxygen, pronounced correctly. This represents good attainment. Progress in primary and middle phases is acceptable. A key reason for this being that, on occasions, students do not fully achieve the lesson objectives. For example, in primary mathematics, the common format of planning is not adapted well enough to provide extension work for higher ability students. In higher grades,



progress is good, students understand the lesson objectives and can link them to examination criteria. By Grade 10, all have achieved good results at IGCSE, and similarly by Grade 12 in IELTS and TOEFL.

Students' achievement is good in mathematics. Attainment and progress strengthen and are very good in the high phase. Progress is good through the primary and middle grades as students continue to build on previous knowledge and develop good understanding. For example, while children in KG can confidently count to 30, by Grade 8 students are able to talk skilfully about the properties of circles and angles. By Grade 12, and though small in number, almost all these students achieve an A or A* in the IGCSE, representing very good attainment.

Achievement in science is consistently at least good and it becomes very good in middle and high phases. Knowledge and skills in the KG are above expected levels for the majority, while almost all students in Grade 12 leave with similarly high results to those in mathematics. Progress through the school is good and very good in grades 6 to 12. For example in Grade 8, almost all students had a secure knowledge and understanding of important concepts relating to electricity which underpinned their contributions to a very informed discussion.

Students achieve generally well in other subjects. They make an acceptable start to their learning in information and communication technology (ICT), physical education (PE), art and music. Basic technology is promoted effectively in specific lessons for ICT but these skills are not practised often across a range of subjects. Students understand the importance of a healthy body and many enthusiastically take part in team and individual games. Those studying art and music build their skills sequentially including, for example, by discussing complementary colours or explaining different chords on the guitar.

The overall quality of students' learning skills is acceptable. As students mature they take increasing responsibility for their own learning, particularly in the higher phase. Most students work very well together. They are keen to work independently and use important skills including, for example, research. In mathematics and science and to a lesser degree in English, many students are developing critical ideas on their own, particularly at Grades 8 to 12. The full range of higher-order thinking skills is not yet firmly embedded at all phases, however.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Good	Good	Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very Good

The overall quality of students' personal and social development is good. Students enjoy school and take increasing responsibility for themselves. Around the school and in most lessons behaviour is good. It deteriorates in the few lessons where teachers are not able to motivate a few students well enough. Students act responsibly and interact with each other well. Bullying is rare. Students mix well socially, while being very conscious of cultural and religious conventions. They understand how to stay safe and healthy. During the week of the inspection, attendance was good at 94%, and over the year has been as high as 98%.

Students are socially responsible, take initiatives demonstrated through activities such as public speaking, the school student council and debating. During one interval, a group of students gave a demonstration of Arabic music and dancing, persuading other students and a teacher to take part. It was clear during this activity that these opportunities are regular occurrences which allow students to take the initiative and to show their creativity.

Students have a clear appreciation and understanding of Islamic values. They use the prayer rooms and a few participate in the school Qur'an club. They demonstrate their use of these values through their relationships and behaviour and through interactions with those with special educational needs. Understanding of the culture and heritage of the UAE is seen in the work on display and the respect shown when the national anthem is played. Even those outside the school, if they hear it start, then stand respectfully until it finishes. The many different nationalities talk openly about the differences in cultures in the Arabic countries, for example when describing how they understand different dialects of Arabic.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Very Good
Assessment	Acceptable	Acceptable	Acceptable	Good
The overall quality of teaching is good and assessment is acceptable. Most teachers have good subject knowledge and understand how students learn. In Grades 10 to 12, the level of subject knowledge and pedagogy of learning is very good and this is a major reason why students attain such good standards in final examinations. All teachers plan lessons appropriately and identify objectives to be learnt. In the best cases, this includes ways to extend or reinforce understanding for different levels of ability. In the few cases where teaching is weak, teachers do not address different needs sufficiently. In KG, teachers have developed some good links between subjects to allow children to make some choices about their learning and play. This is not universal and in a few lessons there is too much adult intervention. This does not help develop independence, particularly for the higher attaining students. Questioning is effective overall. In almost all lessons in the upper grades, and in the majority through the rest of the school, it involves open or secondary questions to test what has been understood and to develop higher level thinking skills. School leaders are working with teachers where these skills are not as robust. Internal assessments are secure and collated centrally. Increasingly, this information is used to provide data about progress. Most teachers generally know the ability levels of students and use the information to readjust the work that is set. Where teaching is acceptable or occasionally weak, teachers do not always provide the appropriate level of challenge guided by the information. Examination results are closely analysed and any dips in performance carefully scrutinised. Action is then taken to address the issues. This is a key reason why results in the higher phase have remained high against international standards.				



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Acceptable
Curriculum adaptation	Good	Good	Good	Good

The curriculum is good overall. It is sufficiently broad and follows expected elements and time allocations. From entry to the school, students study the American Common Core State Standards and the Massachusetts science standards. They do this in a way that equips them with the knowledge and skills to study the IGCSE curriculum from Grade 10 which includes English, mathematics and three sciences. Those who wish to continue the American curriculum move to the sister school at this stage to do so. The thematic curriculum in the KG and primary grades provides effective links between different subjects. This continues in later grades in Arabic and Islamic education and social studies taught in Arabic and English. There is continuous development of skills and knowledge in most subjects although this is not as well adapted in Arabic. In grades 10 to 12, students are encouraged to use tablets to undertake research. In other grades, the development of innovative and creative planning is not always linked well enough across and between subjects.

The curriculum has been improved and aims to build on progressive experiences. For example, science is offered as an integrated subject in the primary grades, as a single science in Grades 5 to 8, and as three separate disciplines in the upper grades.

Subject coordinators submit detailed curriculum review plans and the senior leadership team scrutinises these effectively. This review is becomingly increasingly aimed at promoting better teaching and learning. The modification of the curriculum for individual students' needs is less well developed. For example, not all students identified with special educational needs or those identified as gifted and talented have detailed programmes for improving achievement.

Enrichment of the curriculum is very good with extensive clubs such as the UAE club, authors' club and basketball for boys and girls. Innovation and enterprise projects are included in all grades. UAE cultural and heritage understanding is promoted well and impacts on lessons such as mathematics where, for example, a slide of the Ferris wheel in Abu Dhabi demonstrated the necessity to learn about arcs and chords.



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

The overall quality of care, safety and welfare of students is good. Child protection procedures include clear policies underpinning student support. These are shared with staff, parents and students who feel fully supported. Examples of effective procedures include reliable processes using electronic badges which identify students and parents, secure electronic communication around the school, and thoughtful supervision by adults.

The school, while an older building, is safe, secure and maintained well with appropriate schedules and records. The buildings have limitations and will be demolished and rebuilt within the next year, as per the plans shared by the owner. The PE facilities and disabled access are limited and the KG has no outside area. Short-term solutions make use of indoor play areas. The school has an atmosphere of mutual respect. Behaviour management is only needed on very few occasions. The few latecomers sign in separately.

The well-qualified learning support team has built a good system of identification and support. Support teachers and assistants work closely with individual students. This good level of support does not always follow through into everyday lessons. Students with special educational needs have individual education plans, although those with learning difficulties are not always fully supported with work appropriate to their needs. Parents have regular updates through a software media program allowing effective two-way communication. This has been developed over a number of years and the information it provides is being looked at to see how it can effectively raise individuals' achievement. Students in the higher grades get good university advice and opportunities for formal career guidance.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good

The overall quality of leadership and management is good. The senior leadership team has a good range of experience. They understand the necessities of the various curricula and how to improve students' achievement. They are developing a positive learning environment and a shared vision amongst staff. Middle leaders have varying levels of experience and impact but are supported well. Some coordinators have a split role with the sister school and spend two days a week at this school. All leaders have a common, shared purpose and vision and they communicate well with each other.

The senior leadership team has ensured that self-evaluation is based on secure evidence provided by all staff. For example, department leaders have been involved in analysing data, and trustees have been actively involved in school evaluation. Within the comprehensive self-evaluation form, the strengths of the school are supported well by evidence of what has happened. Overall evaluations, however, do not always reflect the evidence accurately. The school development plan is appropriate for the needs of the school.

Partnerships with parents are now very good. They have been improved with the introduction of shared technology, enabling an increasingly effective two-way communication. Parents are very supportive of the school. The supportive, experienced trustees have broad expertise and know the school well.

The day-to-day management of the school is efficient and the premises are clean and tidy. Resources need to be updated in several areas. The school is already planning for these when the new building is completed.

What the school should do to improve further:

1. Address the variability in teaching and learning particularly in primary and middle phases, by:
 - i. raising teachers' expectations by enabling them to visit each other's lessons to evaluate first-hand the quality of students' learning
 - ii. using information about weak teaching to target interventions and support
 - iii. developing performance management criteria that will enable the individual teachers to work on their areas of weakness and measure their improvement
 - iv. measuring the impact of the above approaches on students' progress.
2. Provide better accommodation and resources by:
 - i. continuing the planning and implementation of the new premises for the school
 - ii. reviewing the areas where resources need improvement and planning how these will be deployed in the new building.
3. Ensure all levels of ability are provided with the highest level of support by:
 - i. using achievement information to provide measurable targets for identified students with personalised plans
 - ii. providing support based on personalised plans which includes opportunities during individual lessons
 - iii. monitoring the progress for students in line with the measurable outcomes
 - iv. reviewing the progress of students and revising the support measures accordingly.