



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Abu Dhabi Island International Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

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School Information

General Information	Inspection date:	from	14 Shaban 1439h	to	17 Shaban 1439h
		from	30-Apr-18	to	03-May-18
	School name			Abu Dhabi Island International Private School	
	School ID			9239	
	School address			Altowaya, Al Ain, UAE	
	School telephone			+971 (0)3 722 7666	
	School official email			adisland.pvt@adec.ac.ae	
	School website			www.adiips.org	
	School curriculum			American	
	School phases			KG-High	
	Fee range and category			AED 15,500- AED 28,410 Low to medium	
	Number of lessons observed			69	
	Number of joint lessons observed			8	
Staff Information	Total number of teachers			27	
	Turnover rate			3%	
	Number of teaching assistants			6	
	Teacher- student ratio			1 : 14	
Student Information	Total number of students			367	
	% of Emirati Students			69 %	
	% of Largest nationality groups			1. Jordan 8%	
				2. Philippines 3%	
				3. Syria 2%	
	% of SEN students			2%	
	% of students per phase			KG: 22%	Middle15%
				Primary:62%%	High: 1%
Gender			Boys and Girls		

The Performance of the School

Performance Standard 1

Students' Achievement

Acceptable

Performance Standard 2

Students' personal and social development, and their innovation skills

Acceptable

Performance Standard 3

Teaching and Assessment

Acceptable

Performance Standard 4

Curriculum

Acceptable

Performance Standard 5

The protection, care, guidance and support of students

Acceptable

Performance Standard 6

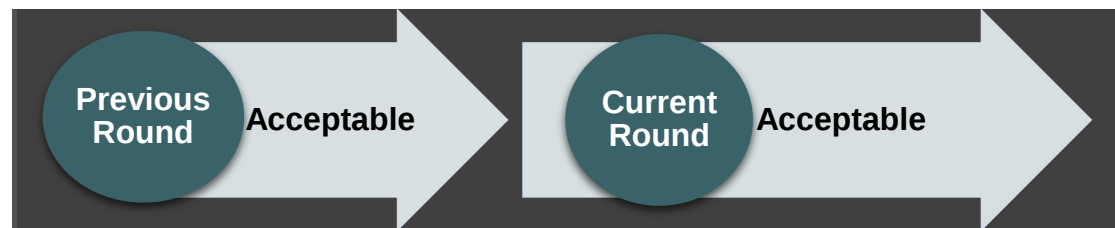
Leadership and management

Acceptable

Evaluation of the school's overall performance

- The overall performance of the School is acceptable. Since the previous inspection, the school has extended to include grades 9 and 10 and a new principal has been appointed. The position of vice principal has been replaced by a middle leadership team comprising heads of department.
- Students' achievement is acceptable overall, and across most subjects and phases. In mathematics, and science, students' achievement is good in High. Students' achievement in Arabic as second language (ASL) is very weak. Whilst students' learning skills are acceptable overall, their skills of critical thinking, innovation and independent learning are less well developed.
- Students' personal and social development is acceptable. Most students demonstrate responsible attitudes and show respect for school rules. Whilst student attendance is acceptable, their punctuality needs improvement. Students' understanding of Islamic values and awareness of Emirati culture is good.
- The overall quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge. Teaching strategies enable most students to make expected progress. Assessment data is analysed but does not always impact on curriculum development or influence teaching. Teachers mark students' work regularly.
- The quality of the curriculum is acceptable overall. The curriculum is reasonably broad and balanced. Appropriate learning experiences are provided to develop students' understanding of Islamic values and Emirati culture. Cross-curricular links are integral to most lessons. The curriculum is reviewed regularly, but is not yet fully adapted to meet the needs of the higher-achieving students or non-Arabic speaking students.
- The protection, care, guidance and support of students is acceptable. Adequate child protection measures are in place, and healthy lifestyles are encouraged.. The support for students with special educational needs (SEN) is effective but provision in lessons for students who are gifted and talented is not as strong.
- The overall quality of leadership and management is acceptable. Strategic direction is set by the principal who is supported by middle leaders with clearly-defined roles. Parental involvement is an area of strength and communication with home is regular and effective. The provision of suitably-qualified teachers to deliver the full curriculum remains a challenge.

Progress made since last inspection and capacity to improve



- The school has made progress in addressing all recommendations from the previous inspection, some more successfully than others.
- As evidenced in continuous assessment outcomes, the school has made some progress in raising the levels of achievement for all students. However, this remains an area for improvement in lessons, especially in the provision of challenge for more-able students.
- Some progress has been made in improving the assessment of students' work and learning outcomes. MAP testing has been introduced recently, and the school plans to provide training to teachers on how to use the data to modify teaching and learning. The impact of teachers' feedback to students in class and in their written work, remains an area for improvement.
- A programme of professional development for teachers has been instigated but there remains inconsistency in lesson delivery in KG, Primary and Middle. The quality of teaching remains acceptable overall.
- Some progress has been made in the management of staff recruitment processes and teacher turnover has decreased. There remains a need to provide appropriately-qualified teachers with effective classroom management skills to deliver the curriculum for all students.
- Progress has been made in developing the role of the subject leaders. They have been delegated responsibility to monitor teaching to ensure greater consistency in pedagogy and improve student achievement.
- The school development plan does not yet place sufficient emphasis on the improvement of the learning outcomes. Student achievement remains acceptable overall.
- Based on the progress made since the last inspection, the school's capacity to improve is acceptable.

Key areas of strength and areas for improvement

Key areas of strength

1. The application of learning to the world, and making cross curricular links between areas of learning.
2. Students' understanding of the role and values of Islam in UAE society, and their knowledge and respect for UAE heritage and culture.
3. The identification of, and support for, students with special education needs.
4. The school's success in engaging parents as partners in their children's learning.
5. The direction being set by the principal for the ways in which the school can improve.

Key areas for improvement

- Raising student attainment levels in all core subjects in all phases :
 - i. modifying teaching practice and providing for differentiation to ensure that all students are challenged in lessons
 - ii. providing successful English language instruction so that all students can access the lessons
 - iii. ensuring that practical activities in lessons are designed to advance learning
 - iv. improving the monitoring of teaching to raise students' achievement.
- Develop students' critical thinking, problem-solving, enquiry, research and independent learning by:
 - i. providing teachers with professional development that focuses on incorporating these skills into lessons effectively
 - ii. training teachers to make students responsible for their own learning.
- Improve the use of assessment information to inform teaching by:
 - i. ensuring that teachers understand how to use the results of in-class assessment to modify teaching
 - ii. ensuring that assessment information informs teachers' planning for differentiated learning tasks
 - iii. ensuring that marking provides clear guidance for students on how to improve their work.

Provision for Reading

- The school's library has a selection of books in Arabic and in English which are levelled according to students' ability. Each class is taught in the library once a week.
- Reading forms part of the school's development plan (SDP). Leaders track students' achievement in reading. Assessments provide information about the areas of reading with which students need greater help. Most students read at an age-expected level.
- Arabic and English lessons focus on developing students' reading and basic comprehension skills. Teachers have received professional development in reading, in particular helping to foster a positive culture for reading.
- The school participates in reading competitions and events such as 'Abu Dhabi Reads'. Students have won many national competitions.

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an Additional Language)	Attainment	N/A	Very Weak	Very Weak	N/A
	Progress	N/A	Very Weak	Very Weak	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Weak	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

Overall achievement

- The overall quality of students' achievement is acceptable. Student achievement is acceptable in Islamic education, Arabic, social studies, English and other subjects. It is also at least acceptable in mathematics and science, and good in High. Student achievement is very weak in Arabic as a second language.
- Internal assessments suggest that attainment is outstanding in Arabic, English, mathematics and science, and that the trend in attainment over the last three years has been outstanding. The school has recently introduced MAP testing to apply international benchmarks. Results for the limited number of students who took the MAP tests in Grades 5 and 9 were weak in reading, mathematics and science. These results do not match the acceptable levels of attainment seen in lessons and students' books.
- Progress in lessons and over time is acceptable in all phases. All groups make at least expected progress, including those with SEN. More-able students and those who are gifted and talented (G&T) sometimes do not make the progress they could in class. The progress of girls in middle and high phases is good.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students' attainment is in line with curriculum standards and they make acceptable progress. They understand and can apply knowledge, at an age-appropriate level, of the required Islamic etiquettes. Most students can memorize an adequate range of verses from the holy Qur'an and recite it with simple intonation.
- Overall achievement in **Arabic as a first language** is acceptable. Most students make adequate progress in lessons and their attainment over time is in line with curriculum standards. They speak standard Arabic with correct pronunciation and can read prescribed texts with accuracy.
- Overall, students' achievement in **Arabic as second language** is very weak as the school does not provide adequately for non-Arab speaking students. Students demonstrate poor comprehension and speaking skills. Their knowledge and understanding of the Arabic alphabet is weak and they are at early stages of literacy.
- Achievement in **social studies** is acceptable in all phases of the school. Most students attain in line with curriculum standards and make acceptable progress. Most students are able to explain the history of the UAE with age-appropriate understanding and knowledge. They demonstrate clear understanding of 'my identity' as one of the important priorities of UAE, and knowledge of innovators and innovation.
- Students' achievement in **English** is acceptable overall. Most students can read and understand age-appropriate books. They listen and communicate

their understanding orally, using complete sentences. Students' writing skills are less well developed in all phases of the school. In KG, students enter school with limited knowledge of English but make acceptable progress.

- Students' achievement in **mathematics** is acceptable in Primary and Middle. In KG, the children's attainment is weak but they make acceptable progress. Students in High make good progress resulting in good attainment. In Primary and Middle, most students demonstrate age-appropriate numeracy skills. However, their mental mathematics and problem-solving skills are less well developed. In Grade 10, the majority of students showed above-curriculum levels in their problem-solving skills.
- Students' achievement in **science** is acceptable overall and good in High. Most students attain in line with grade level expectations and make acceptable progress. Their investigative skills are also developing acceptably well. Most students in KG2 can recognize and report on a variety of animal habitats. In Grade 2, most can demonstrate the difference between liquids and solids using skills of investigation and inquiry. In 9th grade, students are able to demonstrate the transference of thermal energy in an experiment.

Other Subjects

- Students' achievement in **other subjects** is acceptable. Most students achieve levels in line with curriculum standards in art, physical education (PE) and IT. In art, students can draw and paint using different mediums. In PE, students can dribble with a ball and play as a member of a team. In IT, students are beginning to programme and code.

Learning skills

- Students' learning skills are acceptable in all phases. Most students engage in lessons and do what teachers ask of them. A few are beginning to take responsibility for their own learning. Most students work in groups, but the quality of their interactions is varied and rarely collaborative. The majority succeed in making connections between their learning and the world outside school. Their innovation and critical-thinking skills are less well developed.

Areas of Relative Strength:

- Spoken Arabic skills, and recitation skills in Islamic Education.
- Students' attainment in mathematics and science in High phase.
- Students' ability to make connections between the learning and real life.

Areas for Improvement:

- Achievement in all subjects.
- Student's writing skills in English and in Arabic.
- Students' problem solving, innovation and collaborative skills.

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	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- Students' personal development, social responsibility and innovation skills are acceptable overall. Their understanding of Islamic values and awareness of Emirati culture is good. - Most students demonstrate responsible attitudes and show respect for school rules, although the behavior of students is disruptive to learning in a few classes. Relationships between students and adults are generally positive. - Students demonstrate an appropriate level of awareness about the adoption of healthy lifestyles. Attendance, at 93% is acceptable. A large minority of students arrive late in the mornings. - Students have a clear appreciation and understanding of Islamic values and their influence on UAE society. They are knowledgeable about the history, heritage and culture of the country. Most have limited understanding, however, of other world cultures, including those represented in the school. - Most students are not innovative or entrepreneurial, and rely on direction from the adults in the school. - Social responsibility is evident in the leadership and volunteering activities undertaken by a few students. Students take reasonable care of their surroundings, but have little appreciation of environmental awareness and sustainability. Areas of Relative Strength: - Positive relationships between students and teachers. - Behaviour of most students. - Students' respect for, and understanding of, Islamic values. Areas for Improvement: - Classroom behaviour of a few students. - Punctuality at the beginning of the school day. - Students' appreciation for other world cultures and environmental awareness. - Student entrepreneurship, innovation skills and self-reliance.				

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. In most subjects, teachers demonstrate secure subject knowledge and understand how students learn. The quality of teaching in Arabic as a second language is very weak. The learning experiences provided in this subject are not sufficiently adapted to the different ages and levels of these students. - Most teachers plan lessons well and use resources and practical learning opportunities effectively to support students' learning. A few lack effective classroom management strategies. - Teachers ask age-appropriate questions which secure most students' understanding of the lesson. This engages most students in meaningful dialogue. - In most lessons, teaching strategies enable most students to make expected progress, but insufficient challenge, especially for higher attaining students, impedes better progress. Students with SEN complete work that is suitably matched to their learning needs. - Teaching in most lessons encourages students to share ideas. Critical thinking, problem-solving, independent learning and innovation skills are not yet fully developed in lessons. Whilst teachers ask a 'critical thinking' question in almost every lesson, these do not always reflect the learning of the lesson, and nor are they carefully answered by students. Students have few opportunities to use IT to support their learning. - The school's approach to assessment is acceptable, overall. Internal assessment procedures are linked to the school's curriculum. Data is analysed to provide measures of students' achievement but not always used to inform and plan future learning or to accelerate students' progress. - In most subjects, teachers regularly mark work but provide insufficient guidance for students on how to improve their work. In a few lessons, older students reflect on their learning and consider what they need to do next.				
Areas of Relative Strength: - Teachers' subject knowledge. - Practical learning opportunities in lessons. - Teachers' regular marking of students' work.				

Areas for Improvement:

- Classroom management skills of a few teachers.
- Challenge in lessons for all groups.
- Use of assessment information to inform future lessons and learning.
- Teachers' marking to provide clear guidance to students on how to improve their work.
- Ensuring learning experiences in Arabic as a second language are appropriate to the different ages and levels of these students.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. It is reasonably broad and balanced. The curriculum is aligned with standards for Ohio State. However, at the time of the inspection, there was insufficient provision for students who were learning Arabic as second language. - The curriculum builds on prior learning and adequately prepares students for their next phase of education. Cross-curricular links are integral to most lessons, helping students understand how areas of learning relate to one another and to life outside school. A limited range of extra-curricular activities is provided. - The school reviews the curriculum regularly. However, adaptations have not been adequately made to meet the needs of different groups of students, particularly those who are more able. - Provision for enterprise and innovation skills is acceptable. As part of the school's weekly innovation lesson, students engage in activities allowing alternative and creative learning experiences. Innovation skills are not yet embedded features of everyday learning. - Appropriate learning experiences are provided to develop students' appreciation of Islamic values and Emirati culture. The school effectively promotes students' identity, and appreciation of what it means to be a member of UAE society. - In moral education, students are taught the importance of respect and empathy and how to live the values in everyday life. They are reminded about these values when representing the school during field trips and at competitions. Areas of Relative Strength: - Cross-curricular links in learning. - Links to Emirati culture, and UAE society and heritage. Areas for Improvement: - Provision for Arabic as a second language. - Modification of the curriculum to meet the needs of all students, especially the higher-achieving students. - Embedding enterprise and innovation in everyday learning.				

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- Provision for the protection, care guidance and support of students is acceptable. The school has adequate formal procedures for the safeguarding of students including child protection. - The school generally meets requirements for student safety but the procedures for emergency evacuation are insufficiently rigorous. Most students report that they feel safe in school and on the buses. Adequate records are maintained. - Teachers have supportive relationships with the students. However, in a few classes, behavioural issues are not managed well. The school's approach is adequate in promoting students' attendance, but not their punctuality at the beginning of the school day. - Appropriate systems are in place to ensure students with special educational needs (SEN) are identified accurately and are provided differentiated learning activities. Provision in lessons for students who are G&T is not as strong. - Teachers know students well. They monitor their learning and provide acceptable levels of support. Areas of Relative Strength: - Supportive teacher-student relationships. - Identification of students with special education needs. Areas for Improvement: - Evacuation procedures. - Behaviour management in a few classes. - Students' punctuality. - Provision in lessons for G&T students.				

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
- Overall, leadership and management are acceptable. Strategic direction is being set by the principal. Middle leaders have clear roles and understand that further improvements are needed. However, their success in achieving higher standards of student attainment is limited. - The school's development plan, including the monitoring of teaching and learning, and professional development, is not fully aligned with achievable goals to improve student learning outcomes. - Close contact is maintained between the home and the teachers. Regular reporting on students' academic progress conveys key elements of students' strength and areas for them to improve. - The governing board includes representation from parents. Members have good levels of knowledge in education and finance. The board monitors the work of the school and holds the principal to account for the quality of the school's performance. - At the time of the inspection, staff did not include a suitably qualified teacher for Arabic as a second language. - Most aspects of day-to-day life of the school are organised adequately. The premises are mostly appropriate to support learning. The provision of resources to support learning is acceptable. - To promote attainment in international assessments, the school participates in the 'question-a-day' initiative from Grade 1 onwards.	
Areas of Relative Strength:	
- Strategic direction being set by the new principal. - Partnership with parents and the community. - Board's monitoring of the school's outcomes.	
Areas for Improvement:	
- Alignment of SDP with achievable goals. - Monitoring and evaluation of teaching and learning to inform better teaching and improve student outcomes. - Recruiting suitably qualified teachers for Arabic as a second language.	