



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Ain American Private School

Overall Effectiveness: Very Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	19 Jumada Al-Awwal 1439		to	22 Jumada Al-Awwal 1439	
		from	05-Feb-18		to	09-Feb-18	
	School name			Al Ain American Private School			
	School ID			131			
	School address			Asharej, Al Ain			
	School telephone			+971 (0)3 767 5030			
	School official email			alainamerican.pvt@adec.ac.ae			
	School website			www.facebook.com/Al-Ain-American-School-1492651324378831			
	School curriculum			American			
	School phases			KG to Middle			
	Fee range and category			AED 16800 to AED 29400 Low to medium			
	Number of lessons observed			97			
	Number of joint lessons observed			10			
Staff Information	Total number of teachers			58			
	Turnover rate			10%			
	Number of teaching assistants			22			
	Teacher- student ratio			1 : 15			
Student Information	Total number of students			862			
	% of Emirati Students			73 %			
	% of Largest nationality groups			1. Jordan 5%			
				2. USA 3%			
				3. Palestine 2.6%			
	% of SEN students			4 %			
	% of students per phase			KG: 29%		Middle: 15%	
Primary: 57%				High: N/A			
Gender			Boys and girls				



The Performance of the School

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 

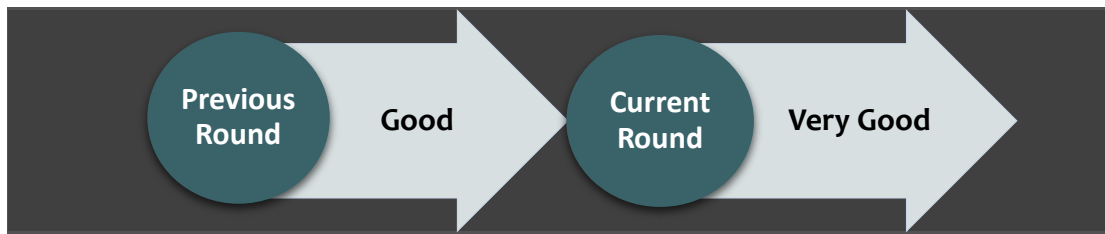


Evaluation of the school's overall performance

- The overall performance of the school is very good. Staffing and leadership has been relatively stable since the last inspection and highly focused on raising the achievement of all students.
- Students' achievement is very good overall. Attainment is very good in Islamic education, English, mathematics, science and other subjects. It is good in Arabic as a first and second language and in social studies.
- Students' personal and social development, and their innovation skills are outstanding. Students have highly positive attitudes, are self-reliant and enjoy learning. They have a deep understanding of Islamic values and UAE culture.
- The quality of teaching and assessment is very good overall. Teachers consistently apply their very good subject knowledge and understanding of how students learn. Planning is highly effective, providing activities that enable students to become successful learners. However the use of information and communication technology (ICT) is not a consistently strong feature of teaching and learning. Assessment is used effectively to ensure that all groups of students make very good progress.
- The quality of the curriculum is very good. Effective implementation and modification to raise students' achievement across all subjects ensures the curriculum meets the learning needs of all groups of students.
- The protection, care, guidance and support of students is outstanding. The school provides a highly safe and secure environment. Students with special educational needs (SEN) and those who are gifted and talented (G&T) are very well supported. The range of extra-curricular activities help to extend students' talents and abilities.
- Leadership of the school is outstanding. The leadership of the principal is inspirational and visionary. Leaders have ensured rigorous professional development and improved teaching which has led to dramatic improvements in students' progress particularly in the KG and primary phases. In the middle phase there is now improvement in students' achievement in most core subjects. School self-evaluation (SEF) and improvement planning are highly effective and accurate. The day-to-day management of the school is outstanding.



Progress made since last inspection and capacity to improve



- Leaders have addressed most recommendations in the previous inspection report. Students' achievement overall is now very good. It is very good in the KG and primary phases and good in the middle phase.
- Achievement is now good in Arabic as a second language.
- Teachers now provide greater consistency in their practice across core subjects and phases, including non-core subjects. They are committed to professional development and ensure that the learning needs of all students are met in lessons and extra-curricular activities.
- Opportunities for students to develop creative expression through music, art and drama is now very strong. Students develop their interests and talents through a range of activities both in class and in extra-curricular provision. Assemblies at the start of the day enable students to showcase their many talents which provides an inspirational start to the day. Students enjoy school greatly, and their attendance is outstanding.
- Leaders' capacity to improve the school further, as demonstrated by its rapid and sustained improvement over time, is outstanding.



Key areas of strength and area for improvement

Key areas of strength

- The highly effective leadership of the principal and senior leaders has resulted in significant improvements in all areas since the previous inspection.
- Students' highly positive attitudes, behaviour and their self-reliance in lessons and around the school including their understanding of Islamic values, culture and heritage of the UAE.
- Teachers' commitment to professional development provided by the school, and its positive impact on raising the quality of teaching and overall progress of students.
- The caring ethos and secure environment of the school.
- Students' enjoyment of learning and enthusiasm for school which is reflected in their very high levels of attendance.

Key areas for improvement

1. Continuing the successful drive to raise achievement across all subjects.
 - i. continuing the school's good work in using assessment to identify and close any gaps in students' learning
 - ii. increasing students' achievement in Arabic.
2. The further development of ICT to support learning by:
 - i. developing further opportunities for lower achieving students to use ICT as an interactive learning resource
 - ii. using ICT more frequently to stimulate students who prefer visual styles of learning particularly those with SEN
 - iii. continuing the school's very good work in control technology and robotics by extending opportunities to further innovation and problem-solving skills.



Provision for Reading

- Reading is promoted very effectively for all students. They read every day, both for pleasure and for information. As a result, the breadth of reading in both Arabic and English is increasing rapidly and achievement is rising.
- The library is a hub for the development of language and reading. The range of books in both languages is good. Books on mobile shelves are available for use in classrooms. Students borrow books for reference and to read for pleasure.
- Dedicated guided reading lessons taught by homeroom teachers are well established. Additional lessons are taught by reading specialists, who assess and monitor the reading progress of individual students. Further provision includes one-to-one and small group reading support.
- The school's annual reading plan is being fully implemented, promoting reading in all subjects. Staff are fully trained teachers of reading.
- High priority is placed on developing fluency, comprehension and reading with understanding.
- The large majority of students reach levels that are above age-related curriculum standards in Arabic and English. Students make very good progress as a result of the schools' highly effective reading programme that provides individualised reading support.
- Students participate in a range of activities to enrich their reading experience including 'Abu Dhabi Reads' and reading challenges with local schools. The school was nominated as the pioneer school for hosting a reading workshop for teachers.
- Parents volunteer to read with students in lessons and in the school's reading garden, promoting students' joy of reading and sharing their favourite books and stories.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is very good. The school's continuous assessments show students' achievement is outstanding. The External Measure of Student Achievement (EMSA) 2016-17 results in Arabic are acceptable overall. Assessments as measured by the American Common Core State Standards indicate that students' achievement in English, Mathematics and science are outstanding. Results of Trends in International Mathematics and Science Study (TIMSS) in 2015 were below age-related expectations. This would indicate that achievement over time is now very good.
- These high standards are not fully borne out in the lessons seen during the inspection. During the inspection, students' achievement is now very good in Islamic education, English, mathematics and science and other subjects. Achievement is good in Arabic first and second language subjects and social studies. Students' progress across all phases is very good.
- Students with special educational needs (SEN) and those who are gifted and talented (G&T) make similar progress to their peers when measured against their individual starting points.

Subjects

- Students' achievement in **Islamic Education** is very good and they demonstrate deep knowledge and understanding of Islamic, values and skills. Students have a deep understanding of Islam and confidently recite verses from the Holy Qur'an. They make effective links with UAE values and culture to their own lives.
- Students' achievement in **Arabic** for first language speakers is good and the majority of students are achieving above expectations. Achievement is very good in the KG where children rapidly build their vocabulary, reading, writing and language skills. Almost all students speak clearly and use standard Arabic. The majority develop above age-related reading, comprehension and writing skills. Students' achievement in **Arabic** as a second language is good. The majority achieve above average standards in speaking and listening, reading and writing. Students rapidly build their language skills and communicate with increasing confidence using standard Arabic.
- Students' achievement in **social studies** is very good in the KG and good in the primary and middle phases. Students develop their social, historical and geographical of the UAE and other countries to above age-related expectations. Students relate their learning to real-life situations and demonstrate high levels of collaboration and independence.



- Students' achievement in **English** is very good and the large majority develop reading, writing, speaking and listening skills to above curriculum expectations across all phases. Students' language skills are improving rapidly as a result of their progress in reading, comprehension and conversation in lessons. Students communicate confidently and with increasing fluency.
- Overall progress in **mathematics** is very good and attainment is good in KG, primary and middle school. Students make very good progress and the large majority of students develop knowledge, skills and understanding above age-related curriculum standards. Students increase their competences as they move up the grades but the use of ICT to reinforce learning is less well developed.
- Students' achievement in **science** is very good overall. The large majority of students perform investigations, develop their exploration, scientific observation and recording skills. They work well collaboratively and willingly discuss their learning.
- Students' achievement in **other subjects** is very good and they demonstrate well developed skills in art and PE. Older students master skills in digital design, ICT, control technology and filming in dedicated 'exploration' lessons. Students' performance skills are showcased in assembly through dance, music, public speaking and singing and they demonstrate well-developed innovation skills.

Learning skills

- Students' learning skills are very good overall and they demonstrate well-developed skills above grade-related expectations. Students are keen to learn. They work well collaboratively to solve problems, discuss and share learning. Students' leadership and independence skills are developing very well and they carefully consider what they have learnt and how to improve. Opportunities for students to learn using ICT are less well developed.

Areas of Relative Strength:

- Students' very good progress overall.
- Students' well-developed learning skills and the impact of these on their overall progress.
- Improvement of Arabic second language speakers where achievement was weak in the previous inspection.

Areas for Improvement:

- Continuing to improve students' knowledge and skills in all subjects to at least a very good standard.



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	Outstanding	Outstanding	Outstanding	
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	

- Students' personal and social development and their innovation skills are outstanding. Students show highly positive attitudes, are self-reliant and clearly enjoy learning. Bullying in school is very rare.
- Relationships with staff and amongst students are highly positive. They are caring and sensitive towards one another and value the differences of others. Positive attitudes towards learning and enjoyment of school is strongly reflected in students' outstanding punctuality and attendance of 98%.
- Students demonstrate excellent understanding of healthy living. This is strongly reflected in their healthy food choices and exercise and sporting activities in PE. Older students are aware of personal safety, particularly when using the internet.
- Students have an excellent understanding of Islamic values and appreciation of UAE culture and heritage. They proudly recite from the Holy Qur'an, salute the flag and sing the National Anthem in assemblies. They celebrate UAE National events, and show awareness of other world cultures. They proudly contribute to charities.
- Students participate in 'Eco Pioneers' and maintain a clean, healthy and school.
- Students' social responsibility, innovation, and enterprise skills are outstanding overall. They participate in business activities including experience in the school's model souk, robotics, prepare storyboards and produce films.

Areas of Relative Strength:

- Students' highly positive attitudes and understanding of Islamic values.
- The outstanding attendance of students.

Areas for Improvement:



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- Developing the school's good work on fostering appreciation of other world cultures.
- Strengthening the school's work on developing students' innovation skills.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	
Assessment	Very Good	Very Good	Very Good	

- The overall quality of teaching and assessment is very good. Teachers consistently apply their secure subject knowledge and understanding of how students learn.
- Classroom environments are stimulating and welcoming. Teachers plan interesting and purposeful activities to motivate students.
- Teachers' interactions with students ensure students are keen to learn. They pose questions to challenge students deeper thinking. They use strategies that are highly effective in meeting the learning needs of individual students, including the higher attainers. They consistently provide the school's 'three levels of challenge' to provide specific levels of support in learning.
- Students with SEN are well supported through planned activities that effectively challenge all groups of students. The use of ICT and visual learning opportunities are not always provided, particularly for students with SEN in lessons.
- In the large majority of lessons, teachers promote students' independence, collaboration and problem-solving skills very well.
- Teachers consistently mark students' work and provide very supportive formative comments on how they can improve.
- Systems to analyse internal and national assessments are highly effective and identify both students' academic and social development. Teachers use external benchmarking to assess students' progress against international expectations. Assessment information is used well to organise students into ability groups within each class. Teachers modify learning resources and activities to challenge and address the gaps in students' learning. Students regularly engage in self and peer assessment.

Areas of Relative Strength:

- Teachers' secure subject knowledge and understanding of how students learn.
- Highly positive relationships and stimulating learning environments.

Areas for Improvement:

- Further developing the use of the interactive whiteboard and other ICT



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resources, including to support SEN students who prefer visual styles of learning.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	
Curriculum adaptation	Very Good	Very Good	Very Good	
- The overall quality of curriculum is very good. The school uses the American curriculum based on the California Common Core State Standards. It has a clear rationale aligned to the school and Emirati National vision. - Cross-curricular planning is very strong and promotes students' effective transfer of learning skills across subjects, for example through the 'My Identity' and environment projects. - Review of the curriculum is regular, and teachers modify work to adapt work for learners of different abilities. Teachers plan imaginative and motivating activities to support learning. They prepare and share learning resources across the grades to meet the school's differentiation strategy of using 'three levels of challenge' to meet the learning needs of all groups. Practical activities help to consolidate students' learning through collaboration, problem solving and independence. This student-centred approach is now strongly evident across all subjects and phases. - Dedicated 'exploration' lessons promote activities such as robotics, use of ICT and solving more open-ended problems. However, the use of ICT resources is an area for further development across the school. - Islamic values, UAE culture and heritage are very strong and integrated across all subjects. Students show deep understanding of traditions and values. - Moral education is being implemented very effectively. Moral values are promoted in assemblies, dedicated lessons and displays around the school. Learning activities lead students to understand the importance of maintaining high moral values. Areas of Relative Strength: - The integration of UAE values culture and heritage across subjects. - Highly effective links between subjects that promote the transference of skills.				



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Areas for Improvement:

- Extending further the range of resources to broaden students' experience and application of ICT control technology.



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	Outstanding	Outstanding	Outstanding	
Care and support	Outstanding	Outstanding	Outstanding	
- The overall quality of protection, care, guidance and support for students is outstanding. The school's rigorous policies and procedures for child protection, and students' health and safety are shared effectively with staff, students and parents. Staff receive regular training. - The school provides a safe, welcoming and stimulating environment for learning. - Maintenance of buildings and record keeping are rigorous. Students are highly supervised including supervision to buses. Those who are unwell are very well cared for in the school clinic. - The school's promotion of healthy lifestyles is highly effective. The nurse provides regular health screening and raises awareness of healthy choices. - Students and staff relationships are exemplary. Students' behaviour and attitudes to learning are outstanding. Individual targets are set for students in core subjects. Opportunities to become student leaders are very good. - The school's 'Building Character Programme' supports all students to celebrate their individual strengths and differences. Highly effective systems to promote attendance and punctuality, has helped to increase attendance to outstanding. - Systems to identify and support students with SEN, and those who are G&T are highly effective. G&T have a staff mentor. SEN students receive excellent support. They are fully integrated in lessons and extra-curricular activities. - The school rigorously promotes and monitors the well-being and personal development of all students. They consider career options in all phases. Areas of Relative Strength: - The school's promotion of students' outstanding behaviour and attitudes. - Excellent systems that promote outstanding attendance and healthy lifestyles. - The identification and support for students with SEN and those who are G&T.				



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Areas for Improvement:

- Continue the schools work on making the best use of limited space in classrooms.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding
• The quality of leadership and management inspired, by the dedication of principal, is outstanding, and has driven marked improvements in outcomes for students. The school's vision, is closely aligned to the UAE national priorities. Senior leaders are supported by dedicated staff committed to improvement. • Communication with stakeholders is highly effective and excellent professional development is extended to teaching assistants, parents and class assistants. • All staff contribute to a highly accurate self-evaluation and school improvement. Leaders monitor progress through lesson observations and learning walks. • Partnerships with parents and the community are outstanding. Parents are represented on the governing body and they support the school very effectively. Business, community and local hospital links are strong. • Students engage in community projects and make regular contributions to national and international communities through their charitable activities. • A highly effective governing body which include the school's owners and parents, meet regularly to discuss school performance. The views of parents, teachers and students are taken into account. Day-to-day management of the school is outstanding. Facilities are well maintained with disability access to the ground floor. Staff are well qualified, and receive highly effective professional development. Resources are very good. • The ADEK question a day initiative, along with other international tests, are used successfully to compare and improve students' relative international performance.	



Areas of Relative Strength:

- Leaders and staff dedication to raising the quality of education for students.
- Partnership with parents.

Areas for Improvement:

- Securing still further improvements in achievement in all subjects.