



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Andalus Academy

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	17-Jumada-Al-Akhirah 1439	to	20-Jumada-Al-Akhirah 1439		
		from	05-Mar-18	to	08-Mar-18		
	School name			Al Andalus			
	School ID			135			
	School address			Falaj Hazza, Al Ain			
	School telephone			+971 (0)3 782 9980			
	School official email			alandalusacad.pvt@adec.ac.ae			
	School website			----			
	School curriculum			Ministry of Education			
	School phases			KG- high			
	Fee range and category			Low: AED5,600 to AED13,700			
	Number of lessons observed			117			
	Number of joint lessons observed			20			
Staff Information	Total number of teachers			93			
	Turnover rate			8%			
	Number of teaching assistants			6			
	Teacher- student ratio			1 : 17			
Student Information	Total number of students			1585			
	% of Emirati Students			6 %			
	% of Largest nationality groups			1. Jordan 36%			
				2. Syria 24%			
				3. Egypt 11%			
	% of SEN students			3%			
	% of students per phase			KG: 16%		Middle: 28%	
				Primary: 35%		High: 20%	
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 

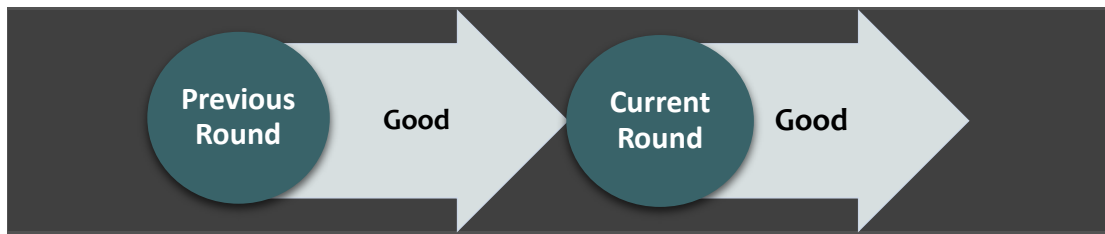


Evaluation of the school's overall performance

- The overall performance of the school is good.
- The overall quality of students' achievement is good. The majority make better than expected progress in Islamic education, Arabic, social studies, English and other subjects. Their achievement in mathematics and science is acceptable. In KG, the majority make better than expected progress in all subjects except mathematics. Most students confidently communicate their learning.
- The overall quality of students' personal development is very good. Most are self-reliant and display a positive work ethic in school and through their contribution to the community. Students are very knowledgeable about Emirati culture and heritage.
- The overall quality of teaching and assessment is good. Most teachers use questions effectively to assess achievement and promote dialogue. Teachers assess students' work regularly and provide appropriate levels of support. Teachers do not always provide students with sufficient opportunities to develop their skills in enterprise, innovation and creativity in lessons.
- The overall implementation and adaptation of the curriculum is good. Students participate in stimulating creative, physical and cultural activities. Well planned links enable students to transfer learning between subjects.
- The overall quality of the provision for the care, protection, guidance and support of students is good. School leaders build the promotion of safe and healthy lifestyles into all areas of learning. Parents say they receive comprehensive information about school safety.
- The overall quality of school leadership and management is good. School leaders create a positive, inclusive ethos where staff and students work together harmoniously. They effectively overcome barriers to sustain improvement. School leaders have not yet ensured that the innovative strategies for teaching and learning seen in extra-curricular activities are included in every lesson.



Progress made since last inspection and capacity to improve



- School leaders have made progress in addressing most of the improvement points from the previous inspection.
- Leaders have ensured that achievement is broadly good in all phases. Achievement is acceptable in the high school in social studies and in primary in English. Leaders' actions have not yet led to sufficiently high outcomes for students in mathematics and science.
- The quality of teaching has improved in almost all subjects but there remain inconsistencies in the quality of teaching in mathematics and science. Teachers of these subjects do not always allow students sufficient time to answer questions or find solutions to problems for themselves.
- Effective systems are now in place for using assessment data to analyse and track students' progress. Individual targets are now used to challenge students in all subjects.
- School leaders have successfully broadened the curriculum so that it now provides a range of activities which stimulate and engage all students. Overall, school leaders' capacity to improve the school further is good.



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Key areas of strength and areas for improvement

Key areas of strength



- Students' understanding of Islamic values, their positive attitudes in lessons and around the school and their contribution to the wider community.
- Students' achievement in Arabic medium subjects and in English and, in particular, the focus on reading.
- The effective provision in KG which ensures that students receive a positive start to their school lives.

Key areas for improvement

1. Improve the quality of teaching and students' achievement in mathematics and science, by:
 - i. rigorously monitoring teachers' planning and lesson delivery, as well as the marking and assessment of students' work
 - ii. ensuring that teachers always plan work which closely matches the needs of every student
 - iii. ensuring that teachers plan effectively so that students develop good mathematical and scientific methods for problem solving through research and enquiry in all lessons
 - iv. extending curriculum links between these two subjects where appropriate
 - v. ensuring that lessons relate theoretical learning to everyday experiences.
2. Increase opportunities for enterprise, innovation and creativity in all lessons, by:
 - i. extending the effective work seen in the innovation club into all lessons to provide students with increased opportunities for working creatively
 - ii. further modifying the curriculum to ensure teachers' planning always challenges students to take greater responsibility for their own learning
 - iii. broadening the range of resources, including new technologies, so that students always have opportunities to use more than one source for research.



Provision for Reading

- The two libraries offer suitable environments for students to enjoy and improve their reading. There is a wide range of fiction and non-fiction books in both Arabic and English. There are, however, too few audio, visual or computer facilities in libraries.
- The school's plan for reading, 'read anywhere and anytime', is successfully implemented in most lessons. In Arabic and English, the focus on reading enables most students to make good progress so that they enjoy stories, poetry and drama in both languages.
- Teachers are well prepared to promote reading. They review resources and teaching strategies at regular team meetings. Teachers undertake professional development to improve phonics teaching.
- In KG and in primary, teachers plan lessons which help students to improve reading through letter recognition and word building. Older students read and recite impressively well in both languages.
- Teachers regularly listen to students read. They track students' reading development and plan appropriate support for those who do not make anticipated progress.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is good and the majority make better than expected progress in lessons. Students' achievement in mathematics and science is acceptable. In these subjects, most students make expected progress for their ages. All groups of students make similar rates of progress.
- Data from the most recent MOE end of term assessments indicate that students' attainment is broadly outstanding in all subjects. In the primary and middle phases, a few students demonstrated very good attainment in Arabic and mathematics. Grade 12 externally marked examinations, taken in 2017, showed that students' attainment was outstanding in all subjects. These external assessment results are not supported by inspection findings for student achievement.
- Children in KG make particularly good progress in lessons, from their different starting points.

Subjects

- Students' achievement in **Islamic education** is good. The majority make better than expected progress in lessons. Most students recite the Holy Qur'an respectfully and accurately. They link their good knowledge of Islam to their understanding of social concerns, such as the drive to create a cohesive society in the UAE.
- Students' achievement in **Arabic** is good. The majority of students make better than expected progress in reading, writing, speaking and listening. Students demonstrate good reading skills in all phases, when reciting, reading for pleasure or to gain information. Most read a variety of texts fluently and expressively.
- Students' achievement in **social studies** is good overall but is acceptable in the high school. The majority make better than expected progress. Children in KG can name the emirates and the principal rulers. Older students understand the steps taken by leaders to improve educational opportunity in the UAE over time.
- Students' achievement in **English** is good overall, except in primary where progress slows and achievement is acceptable. For the majority, achievement accelerates in the middle and high phases so that the progress they make exceeds curriculum expectations in reading, writing, speaking and listening by the time they leave the school.
- Students' achievement in **mathematics** is acceptable. Most achieve in line with age-related curriculum expectations. Most apply their understanding of



mathematical concepts to solve problems in computation and number skills, in algebra and geometry. Students lack opportunities to think critically in lessons, because they spend too much time following the teachers' lead or completing uninspiring worksheets.

- Students' achievement in **science** is acceptable overall. Most make progress which is in line with curriculum expectations. Students do not always use scientific methods in their work, because they are not regularly challenged to research and experiment. In KG, children's achievement is good because they make good use of opportunities to explore and experiment.
- Students' achievement in other subjects is good. The majority make progress which exceeds curriculum expectations in **design, technology and innovation** (DT&I), **art, music** and **physical education** (PE). In music lessons, students explore the sounds and rhythms that instruments make, and apply this knowledge effectively when they perform in class and assemblies.

Learning skills

- Students' learning skills are good overall. Most students communicate their learning confidently when presenting original research in lessons. Students make clear connections between areas of learning and use their understanding of the world to improve achievement in lessons. The majority use new technologies innovatively in specialist rooms, but their use of a wide range of resources to find things out is inconsistent across the curriculum.

Areas of Relative Strength:

- Students' overall achievement in Arabic medium subjects and in English.
- Students confidently communicate learning and make good links to their understanding of the world in most lessons.

Areas for Improvement:

- Students' achievement in mathematics and science, English in primary and social studies in high.
- Students' use of resources in lessons, to improve critical thinking skills, experimentation and problem solving in mathematics and science.



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

- Students' personal and social development and their understanding of Islamic values, Emirati and world cultures is very good. Their innovation skills are good. Their attitudes and behaviour are very good in lessons and around the school. Staff and students relate to one another courteously and respectfully.
- At 99%, student attendance is outstanding. Punctuality is very good. Students have a good understanding of healthy lifestyles and they know how to stay safe from common dangers, including when they are on-line.
- Students demonstrate very good understanding of UAE culture and Islamic values. They understand the important influence of Islam in establishing their national identity. They understand and respect other cultures.
- Students develop a strong work ethic because they enjoy learning. They demonstrate good innovation skills when planning exhibitions and theme weeks, but they do not always demonstrate innovation in regular lessons. Students regularly participate in the regional innovation and creativity fair.
- Students develop good levels of responsibility in school and make valued contributions in the community. They create innovative links with health agencies to highlight the importance of blood bank donation.

Areas of Relative Strength:

- Students' understanding of and respect for their own and other cultures.
- Students' contribution in the wider community.

Areas for Improvement:

- Students' opportunity to work innovatively in all lessons.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is good. Most teachers have secure subject knowledge and use teaching strategies that are effective in helping students to improve. More work is now required to improve the quality of teaching and learning in mathematics and science lessons.
- Teachers use resources efficiently to support learning, particularly in Arabic medium subjects and in KG, middle and high in English. Teachers' build on students' motivation and engage them in their learning through thoughtful questioning and dialogue. The majority of teachers use carefully constructed questions to promote critical thinking and problem solving.
- Successful teaching enables the majority of students to make better than expected progress. Careful planning and clear explanations help students to make good connections between learning objectives and everyday experiences in most subjects.
- Teachers use rigorous assessment to track students' progress. The school benchmarks students' achievement realistically against national standards. Students regularly assess their own and one another's learning.
- Most teachers use the results gained from assessments effectively, to influence teaching in lessons. They understand students' strengths and weaknesses because they review work regularly and provide precise verbal and written feedback. In a minority of subjects, planning does not sufficiently challenge higher achievers.

Areas of Relative Strength:

- Teachers' secure subject knowledge and lesson planning in most subjects.
- Use of assessment to influence effective teaching in most lessons.

Areas for Improvement:

- The quality of teaching and learning in mathematics and science.
- Planning to meet the needs of the highest attaining students in a minority of lessons.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The quality of curriculum design, implementation and adaptation is good. The curriculum offers a broad, balanced education that enables students to develop personally and academically. - School leaders ensure that planning promotes progression across the phases. Students are well prepared for the next phase because they use resources skilfully to improve understanding of topics. The curriculum presents students with work which they find interesting and relevant to their everyday lives. - The curriculum offers an adequate level of choice through extra-curricular activities which build on learning seen in lessons. Links between subjects are strong, particularly to promote a robust sense of UAE national identity. - Curriculum planning is inconsistent in the development of students' innovation skills. The good opportunities for creative work seen in most subjects and activities are not seen in all lessons, especially in mathematics, science and in a minority of English lessons in the primary phase. - Subject coordinators ensure that the curriculum is modified to meet the needs of almost all through regular reviews. - School leaders have successfully introduced moral education into the curriculum so that, for example, students fully understand the impact of criminal behaviour on victims.				
Areas of Relative Strength:				
- Curriculum modification, review and adaptation to meet the needs of almost all students. - Curriculum progress so that students are well prepared for future life and learning.				
Areas for Improvement:				
- Consistency of planning to provide innovative learning experiences in all subjects. - Improve curriculum choices for older students to develop further their talents and aspirations.				



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The quality of the protection, care, guidance and support of students is good. Staff, students and their families are aware of the rigorous procedures for supervising students and keeping everyone safe. The school does everything possible to protect students from all forms of abuse, including bullying. - School leaders ensure that buildings and equipment are well maintained. The promotion of healthy lifestyles is seen in lessons and when students make healthy choices in the cafeteria. - Staff and students enjoy respectful, positive relationships. Strategies for promoting high attendance levels and punctuality are very effective. School systems for identifying and supporting gifted and talented students are effective. - The very few students who have special educational needs (SEN) receive additional support in lessons. Teachers' plans are not always sufficiently personalised to fully meet their needs. There is no specialist teacher in place to coordinate teachers' planning for those students who have SEN. - Guidance and support is well organised. Students receive very helpful support from staff and other students when they join the school. Individual guidance is provided for older students, especially through the provision of information about university courses.				
Areas of Relative Strength:				
- The promotion of healthy lifestyles, excellent attendance and positive relationships. - Identification and support for students who are gifted and talented.				
Areas for Improvement:				
- Improved personalised planning in all lessons for those who have SEN. - Improve indoor and outdoor PE facilities to provide further opportunities for developing healthy lifestyles.				



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	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The quality of leadership and management is good. The principal sets a clear, strategic direction for the school that is well-known to everyone and shared by all, as a result of good communication. There is a strong commitment to inclusion and the promotion of national priorities. - School leaders' actions have improved aspects of the school since the last inspection. They correctly identify strengths and weaknesses in their self-evaluation form (SEF) which is carefully aligned with national indicators. They have not yet ensured that teachers' planning promotes problem solving and innovation sufficiently, particularly in mathematics and science. - School governors hold leaders to account through their well-informed reviews of the school development plan (SDP). Parents are represented on the governing body. Parents' views are gathered by means of surveys and meetings and are acted upon by school leaders. - School leaders have overcome limitations presented by the school site through careful scheduling of lessons and creative use of space. They ensure that all resources are equally available to all students. Staff benefit from regular guidance and professional development. - A good start has been made to preparing students for international assessments, through the introduction of international examinations for older students, and appropriate question-a-day work with students and families.	
Areas of Relative Strength:	
- School leaders' understanding of strengths and their work to address areas highlighted for improvement. - Governors' well-informed reviews of school development priorities.	



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Areas for Improvement:

- Focused monitoring to improve teaching in mathematics and science.
- Improvement of students' enterprise, creativity and innovation skills.
- Improve PE facilities to widen students' experiences in this subject.