



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Bashair Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	24 Jumada Al-Akhirah, 1439h	to	27 Jumada Al-Akhirah, 1439h		
		from	12-Mar-18	to	15-Mar-18		
	School name			Al Bashair Private School			
	School ID			9089			
	School address			Mohammad Bin Zayed, East 12, Abu Dhabi			
	School telephone			+971 (0)2 553 166			
	School official email			albashair.pvt@adec.ac.ae			
	School website			www.bashair-sch.ae			
	School curriculum			Ministry of Education			
	School phases			KG to Grade 12			
	Fee range and category			AED 12,900 – AED 27,200			
	Number of lessons observed			134			
	Number of joint lessons observed			23			
Staff Information	Total number of teachers			109			
	Turnover rate			10%			
	Number of teaching assistants			20			
	Teacher- student ratio			1: 11			
Student Information	Total number of students			1191			
	% of Emirati Students			38%			
	% of Largest nationality groups			1. Syria 21%			
				2. Jordan 19%			
				3. Yemen 5%			
	% of SEN students			10%			
	% of students per phase			KG: 19%		Middle: 21%	
				Primary: 47%		High: 13%	
Gender			Boys and girls				



The Performance of the School

Performance Standard 1 Students' Achievement Good	Performance Standard 2 Students' personal and social development, and their innovation skills Very Good
Performance Standard 3 Teaching and Assessment Good	Performance Standard 4 Curriculum Good
Performance Standard 5 The protection, care, guidance and support of students Very Good	Performance Standard 6 Leadership and management Very Good

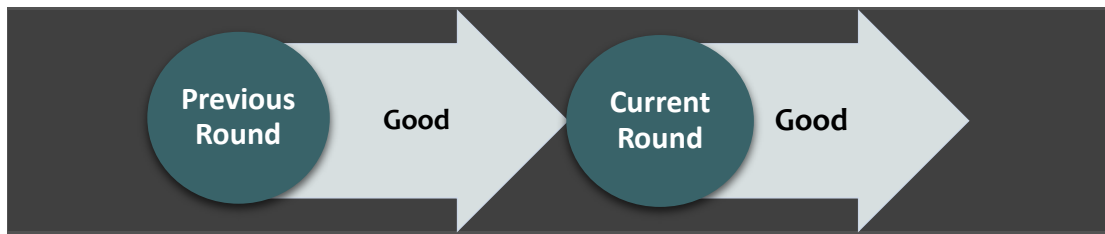


Evaluation of the school's overall performance

- The overall performance of the school is good. The senior leadership team has been stable since the previous inspection and ten new teachers were appointed in September 2017.
- Achievement is good overall. Students' writing skills are less developed than their reading skills, in Arabic and English. Learning skills are now good across all phases. The overall quality of student achievement is good in kindergarten (KG), primary, middle and high. Achievement in Islamic Education is now good in KG, primary and middle. Achievement in other subjects is now good overall. Learning skills are now good in KG and primary.
- Students' personal and social development is very good. Strong respect for the heritage and culture of the UAE and Islamic values contributes to their very good behaviour, relationships and attitudes. Attendance is outstanding and punctuality is very good.
- Teaching and assessment are good overall. Teachers plan work that is engaging and practical and have a good knowledge of students' capabilities. School data analysis systems are generally strong. Teachers do not yet sufficiently personalise their challenge and support to meet the needs of all students, especially those who are more able.
- The curriculum is good overall. It is planned well to provide a broad range of experiences to students and is reviewed regularly. Cross curricular links are very good.
- The overall quality of protection, care, guidance and support is very good. Provision to ensure the health, safety and protection of students is very good. Support for students who have special educational needs (SEN) and who are gifted and talented is generally good despite some variation in the classroom.
- The overall quality of leadership and management is very good. The school principal has an ambitious vision for the school and is well supported by school leaders and governors. Self-evaluation and improvement planning processes are detailed and systematic. Partnerships are very good.



Progress made since last inspection and capacity to improve



- The school has made much progress in addressing almost all the recommendations of the previous inspection report.
- Leaders have improved the quality and organisation of learning in the Kindergarten (KG) by adapting the curriculum drawing from the Montessori approach, and developing the variety of activities and resources available in independent learning centres. Effective mapping of progression in skills has enabled teachers to provide more opportunities for children to explore the world around them by learning through play, working independently, and developing their creative, social and communication skills. Staff have received specific training to give them deeper understanding of how to support children.
- Teaching has been strengthened through more effective use of assessment by all teachers to plan good lessons that have an improved focus on supporting less able students and providing appropriate challenge for more able students. This has led to improved achievement in Islamic education and other subjects across phases, and in social studies and mathematics in KG. Learning skills have improved in KG and primary phase. The appointment of an SEN coordinator has strengthened tracking and support for SEN and G&T students.
- Curriculum planning has been strengthened through use of the students' competences framework. Careful mapping now ensures consistent provision for skills development across grades and subjects. Science, technology, engineering, the arts and mathematics (STEAM) lessons for students from Grades 1 to 5 effectively promote students' critical thinking, problem-solving and innovation skills.
- Since the previous inspection report leaders have raised standards in personal and social development, the curriculum, and the protection, care, guidance and support of students. They have made strong progress in addressing its recommendations. Overall, school leaders' capacity to improve the school is very good.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' improved achievement in the KG.
2. Students' understanding and appreciation of Islamic values and UAE culture and society.
3. Effective cross curricular links in learning.
4. The identification of SEN and G&T students.
5. The principal's ambitious vision for the school which is fully supported by all stakeholders and driving much improvement in key areas.
6. Partnerships with parents and the community.

Key areas for improvement

1. Raise students' achievement in English and Arabic writing by:
 - i. ensuring that sufficient time is given to teaching writing in lessons
 - ii. modelling how to write so that students understand what is expected of them
 - iii. monitoring students' writing in lessons and helping them to correct spelling and grammar.
2. Further raise levels of achievement in all subjects through ensuring teaching better meets the needs of all learners by:
 - i. ensuring students with SEN are consistently well supported and G&T students challenged within lessons
 - ii. further precise matching of activities to all students' learning needs, especially for more able students
 - iii. providing students with more opportunities to respond to self-assessment and peer-assessment in lessons
 - iv. ensuring marking consistently provides clear advice to students on how to improve their work.
3. Improve the monitoring of teaching by:
 - i. ensuring consistent focus upon the impact of teaching on the achievement of groups of students by middle and senior leaders
 - ii. further linking evaluation of teaching to rigorous provision of professional development and analysis of its impact in improving teachers' practice.



Provision for Reading

- The school library has a wide range of fiction and non-fiction texts to support learning across the curriculum in Arabic. English books are not always well matched to students' interests and levels of ability. New books are being purchased to address this issue. Most classrooms have a reading corner. These are not frequently accessed by students because the range and quality of texts do not always appeal to students' interests and needs.
- A common reading scheme is followed for reading in Arabic in the KG and primary phases. This is not the case for English reading. Arabic and English lessons focus on developing students' reading and comprehension skills. Reading is integrated across subjects and in extracurricular activities, for example through competitions.
- Reading development is included in the school development plan (SDP). Teachers share best practice on teaching reading skills with other schools as part of their professional development.
- Leaders effectively track students' achievement in reading. Students receive a monthly reading test. Regular comprehension assessments provide information about the areas of reading they need greater support in. Students are encouraged to enjoy books at school and at home. To further promote enjoyment of reading, the school participates in competitions and events such as 'Abu Dhabi Read' and the 'Emirates Festival of Literature'.



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	Good
	Progress	Good	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Good	Good	Good
	Progress	Very Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



Overall achievement

- The overall quality of achievement is good. Attainment and progress are good across all core subjects and phases. They are very good in other subjects in KG. Students' skills in writing in Arabic and English are less developed than their reading skills.
- Students' overall attainment in MoE examinations in all subjects is outstanding. External Measure of Student Achievement (EMSA) data indicate that students' attainment overall in Grades 5 and 11 is outstanding in Arabic reading and very good in Arabic writing. In the recent Measure of Academic Progress (MAP) 2017 assessments, students' overall performance in Grade 9 was outstanding in science, very good in language usage and mathematics and weak in reading. The school's continuous assessment data indicate that students' attainment is outstanding in almost all subjects. The above results are not borne out by work observed in lessons, where attainment is good.
- Students' progress in lessons and over time is good. SEN and G&T students make similar progress to their peers from their starting points, as do boys and girls.

Subjects

- Students' achievement in **Islamic education** is good. The majority attain levels that are above curriculum expectations. Their recitation skills from the Holy Qur'an are good. Students make effective links between praying and its relevance to their lives. They demonstrate good progress in developing their understanding of Islamic concepts, etiquettes and values.
- Students' achievement in **Arabic** as a first language is good. The majority speak confidently in formal Arabic and communicate with clarity and understanding. Students in all phases read fluently and confidently. They demonstrate good comprehension skills. Students' writing skills in KG and in the primary phase are relatively less developed.
- Students' achievement in **social studies** is good. The majority attain levels that are above curriculum expectations. They make good progress in developing their knowledge of the geography and history of the UAE. Students can read maps accurately in this context in all phases.
- Students' achievement in **English** is good. The majority attain levels that are above curriculum standards. Students make good progress in developing their listening, understanding, speaking and reading skills across phases. They speak confidently, hold fluent conversations, listen carefully, understand what is said and respond appropriately. Students in all phases demonstrate good comprehension skills in their reading. Their writing skills are less well



developed in all phases of the school. Written work is not always grammatically accurate or spelt correctly.

- Students' achievement in **mathematics** is good. The majority demonstrate levels that are above age-related expectations. In KG, most children have good mathematical, counting skills. Most students in other phases use their mathematical skills effectively and with confidence to explore different ways of solving a problem. Students make good progress in developing their mental mathematics skills and solve complex problems without using a calculator. Geometrical skills are well developed in middle and high phases.
- Students' achievement in **science** is good. The majority attain above curriculum standards. Students make good progress in all phases in their use of investigative methods and research skills and in their understanding of scientific concepts. Their enthusiastic engagement in practical activities strongly supports their knowledge of scientific theory.
- Students' achievement in **other subjects** is good overall, and very good in KG. The majority attain levels that are above age-related expectations. In art, students use different materials and fabric creatively and confidently. In music they make good progress in developing their performance skills. In physical education (PE), students make good progress in developing their fitness and gymnastic skills. In information and communication technology (ICT) they demonstrate good programming and coding skills.

Learning skills

- Students' **learning skills** are good overall. They enjoy learning and work productively on their own and in groups. Students communicate their understanding effectively. They make clear connections in their learning between subjects. Students use technologies well to support their learning. Their critical thinking and problem-solving skills are well developed.

Areas of Relative Strength:

- Improved achievement in the KG.
- Students' understanding and appreciation of Islamic values and UAE culture and society.
- Students' effective cross curricular links in learning.

Areas for Improvement:

- English and Arabic writing skills in all phases.
- Further raise achievement in all subjects



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	Very Good	Very Good	Very Good

- Students' personal and social development and their innovation skills are very good. They are very respectful and have positive relationships with their peers and school staff. Behaviour and attitudes are very good.
- Students enjoy being at school and their attendance, at 98%, is outstanding. Students almost always arrive to school on time. They demonstrate secure understanding of safe and healthy living.
- Students demonstrate a very good understanding and appreciation of Islamic values and their influence on UAE society. They are very knowledgeable and appreciative of UAE culture and heritage. Their understanding of other world cultures is relatively less developed.
- Students participate willingly in activities within the school and wider community and in making a social contribution, for example through fundraising for the Red Crescent to support the local community.
- Students demonstrate a positive work ethic, have creative ideas and enjoy involvement in projects such as making candles and bath bubbles. Their innovation skills are well developed. They sometimes take the initiative and make independent decisions in these projects, but their enterprise skills are less strong in this respect.
- Students understand very well the importance of caring for their immediate environment, actively keeping it clean and tidy. They are active in promoting awareness of environmental issues both within school and in the wider community, for example through their 'Zero Plastic Bottles' campaign.



Areas of Relative Strength:

- Students' positive attitudes, behaviour and relationships.
- Students' attendance.
- Students' appreciation of Islamic values and UAE heritage and culture.

Areas for Improvement:

- Further promotion of students' enterprise skills.
- Students' understanding of world cultures.



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. Teachers use their good subject knowledge and planning to engage students in a range of creative and interesting learning opportunities.
- Teachers ask effective questions which promote meaningful discussion and reflection. They plan work which adequately meets students' learning needs. Teachers do not yet consistently provide support and challenge which is highly effective in meeting the needs of different groups, especially those of more able students.
- Opportunities for students to develop critical thinking, problem-solving, innovation and independent learning skills, and the use of ICT to support learning are systematically developed across subjects.
- Internal assessment processes are good. The school benchmarks academic outcomes effectively against external expectations. Students' progress is tracked accurately over time. Teachers assess students regularly in class and use assessment well to enhance students' progress.
- Teachers' good knowledge of their students' capabilities enables them to provide generally effective support and guidance to enable them improve. Although students regularly assess their own and their peers' work, they are given limited opportunities to respond to these assessments in lessons. Not all teachers give clear advice on how to improve when marking students' work.

Areas of Relative Strength:

- Teachers' subject knowledge and planning.
- Development of critical thinking, problem-solving, innovation and ICT skills.
- External benchmarking.

Areas for Improvement:

- Further precise matching of activities to students' learning needs, especially for the more able.
- Further opportunities to respond to self and peer assessment within lessons.



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- Consistently clear advice in marking on how to improve.



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 overall quality of the curriculum is good. It is broad, balanced and relevant. Students' learning builds well on their previous knowledge, understanding and skills. They are well prepared for the next stage of their education. Older students are provided with a good range of choices to develop their interests and aspirations. - School leaders regularly review the curriculum and manage changes well to ensure good provision across subjects. Cross-curricular links are very good. - The school makes adequate modifications to the curriculum to meet the needs of most groups of students. Planning does not always ensure that more able students are systematically challenged in all subjects. - Opportunities for enterprise, innovation and critical thinking are provided across subjects. A variety of extra-curricular activities and community links further enhance learning. Very good links with Emirati culture and UAE society are embedded in almost all aspects of the curriculum. - The school delivers moral education effectively as a separate subject, linking learning well to daily life, Islamic values, and school values such as welcoming guests, respect for others, responsibility, and honesty.				
Areas of Relative Strength:				
- Cross-curricular links. - Links with Emirati culture and UAE society.				
Areas for Improvement:				
- Planning to ensure more able students are systematically challenged in all subjects. - Further modification to the curriculum to ensure that the needs of most groups of students are met.				



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	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The overall quality of protection, care, guidance and support of students is very good. The school has rigorous procedures for safeguarding and a very effective child protection policy. Staff, students and their families are fully aware of these.
- The school provides a very secure, safe, hygienic and inclusive environment. Safety checks are frequent and thorough. Supervision is highly effective. Premises and facilities are very well maintained and records are comprehensive and securely held.
- Promotion of healthy and safe living permeates school life, through lessons, school assemblies and special events.
- Staff-student relationships are very positive and purposeful. Procedures for promoting very high standards of behaviour, attendance and punctuality are highly successful.
- Systems to identify SEN and G&T students are rigorous. Levels of support enable these students to make the same good levels of progress as their peers overall, though there is some variation in lessons.
- Staff monitor students' personal development and well-being efficiently. Senior students receive high-quality career guidance and about their next stage of education.

Areas of Relative Strength:

- Identification of SEN and G&T students.
- Arrangements for safeguarding, health and safety.

Areas for Improvement:

- Enhancing support for SEN students and challenge for G&T students in lessons.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Very Good
- The overall quality of leadership and management is very good. The principal's relentless drive to achieve her ambitious vision is supported by all stakeholders. Senior and middle leaders consistently provide very good leadership. Staff relationships are professional and effective, and morale is very high. - Self-evaluation and improvement planning processes are good. The self-evaluation form (SEF) accurately identifies key priorities based upon effective data analysis. The SDP and associated action plans contain detailed actions and well-focused goals. Middle and senior leaders are involved in regular monitoring of teaching. Their evaluations do not always fully measure the impact of teaching on the achievement of groups of students and are not always closely linked to the enhancement of professional development. - Partnerships with parents and the community are very good. Parents contribute very positively to the school life and are well-informed through effective communications, which include online access to measures of their child's progress. Reporting is of very good quality. Community partnerships are very effective. - Governance is good. Stakeholders are represented at board level and governors regularly take into account the views of staff and parents. They exert a positive influence on the school's direction, regularly monitoring its actions and holding senior leaders accountable for its performance. - Day-to-day management of the school is very well-organised. Appropriately qualified and deployed staff benefit from regular professional development. Premises and resources fully support the effective delivery of the curriculum. - The school strongly promotes the Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Teachers incorporate 'one question a day' in their lesson plans and monitor	



students' progress carefully daily. This has contributed to the school's high levels of performance amongst MoE schools and its 85% participation rates.

Areas of Relative Strength:

- The principal's determination and ambitious vision for the school.
- Partnerships with parents and the community.
- Day-to-day management of the school.

Areas for Improvement:

- Monitoring and evaluation of teaching to take more account of the achievement of groups.
- Linking monitoring of teaching more closely to the professional development programme for teachers.