



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Hamadanya Grand Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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School Information

General Information	Inspection date:	from	25 Muharram 1439	to	29 Muharram 1439
		from	15-Oct-17	to	19-Oct-17
	School name			Al Hamadanya Grand Private school	
	School ID			140	
	School address			Al Akabiya Al Ain	
	School telephone			+971(0) 3781 3114	
	School official email			Alhamadanya.pvt@adec.ac.ae	
	School website			www.alhamadanyaschool.ae	
	School curriculum			Ministry of Education	
	School phases			KG to 12	
	Fee range and category			AED 6,891 – AED 11,975 (Very low-low)	
	Number of lessons observed			95	
	Number of joint lessons observed			3	
Staff Information	Total number of teachers			46	
	Turnover rate			7%	
	Number of teaching assistants			2	
	Teacher- student ratio			1:17	
Student Information	Total number of students			795	
	% of Emirati Students			7%	
	% of Largest nationality groups			1. Syrian 39%	
				2. Sudanese 11%	
				3. Egyptian 10%	
	% of SEN students			less than 1%	
	% of students per phase			KG: 12%	Middle: 26%
Primary: 38%				High: 24%	
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 



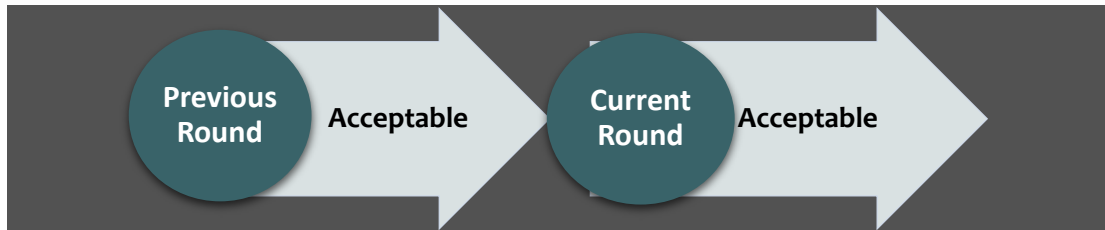
Evaluation of the school's overall performance

- The overall performance of the school is acceptable. A new building is under construction which will improve facilities to support a wider range of subjects. 177 students and 11 teachers were introduced to established classes this September.
- Achievement is acceptable overall. Attainment in Arabic as a first language is acceptable overall, good in Kindergarten (KG) and middle phase. Learning skills are acceptable overall, although the focus on developing these further is not embedded in all lessons.
- Students' personal and social development and their innovation skills are acceptable overall. Relationships between students and teachers are based upon mutual respect. Students have a secure understanding of Islamic values and this is evident in the daily life of the school.
- Teaching and assessment is acceptable overall. Teachers plan effective lessons that engage students through using varied activities. Throughout the school there is a positive climate for learning. Students talk about their learning and can evaluate their own performances against the learning objectives. Assessment data is not used to full effect to track student progress and inform planning.
- The curriculum is acceptable. It meets the needs of most students, although it is not always adapted effectively for students who have special education needs (SEN) or those who are gifted and talented (G&T) and require greater challenge. In KG, high phase and in English the curriculum is adapted creatively to engage students and overcome barriers to learning.
- The overall quality of care, support and guidance is good. Adequate policies and procedures are in place to ensure that students are safe. Records of health and safety procedures are up-to-date. The premises are suitable and provide a safe and inclusive environment for all students. Appropriate care and support systems are in place and students know where to seek guidance.
- Leadership and management are acceptable. The educational leadership of the school has raised standards in teaching. Senior leaders, including trustees, share a clear sense of purpose as a team and communicate the school's vision. Plans for improvement are aligned to national and local priorities and focused on the needs of the school. School leaders are aware of the importance of



international assessment measures and are beginning to use these to benchmark the school's performance.

Progress made since last inspection and capacity to improve



- As a result of well-targeted training, teachers now plan and deliver lessons that adequately meet the learning needs of individuals and groups of students. Lessons engage all learners by using a range of strategies. Questioning and verbal feedback encourage students to think more deeply and improve their work. Students' books are regularly marked. Attendance data is now recorded and monitored to improve the attendance of students.
- Students are now engaged appropriately in problem-solving and critical thinking activities in primary, middle and high phases. Teachers plan creative activities that develop independence in learning in KG. There are many opportunities for students to engage in collaboration and group work.
- The range of resources for effective teaching and learning has been increased. Microphones are used extensively to engage students in speaking activities in English. Construction blocks, role-play and small outdoor play equipment is timetabled for use in KG. The information and communications technology (ICT) suite is well resourced.
- Students' community involvement, volunteering and social contribution has increased. They volunteer regularly in school and work in partnership with local community organisations.
- Overall, school leaders' capacity to improve the school is acceptable.



Key areas of strength and area for improvement

Key areas of strength

1. Students' attainment and positive attitudes to learning in the high phase.
2. The wide range of teaching strategies to promote effective learning and progress in lessons.
3. The progression of language skills across the school in English.
4. Dedicated educational leadership which has improved teaching.

Key areas for improvement

1. Continue to raise attainment across the school by:
 - i. embedding the use of assessment data to track progress and inform planning
 - ii. continuing to benchmark the attainment of students nationally and internationally
 - iii. continuing to modify the curriculum and training all teachers to promote learning skills, including innovation skills, more effectively, particularly in the primary phase
 - iv. engaging students through more opportunities for active and investigative learning, particularly in social studies and science in the primary phase.
2. Improving provision for SEN and G&T students by:
 - i. ensuring staff are equipped to identify and plan suitable activities that meet the specific needs of all SEN and G&T students
 - ii. monitoring closely the progress of SEN and G&T students to provide prompt and appropriate interventions.
3. Developing the role of middle leaders by:
 - i. improving consultation and collegiate working between middle leaders
 - ii. providing training to ensure all subject coordinators are equipped to lead and manage their subjects to a high standard.



Provision for Reading

- Reading skills in English are developed effectively in KG by the use of a phonics scheme. Literature is used effectively in English and Arabic lessons to develop students' literacy skills through drama.
- G1-G6 teachers are provided with a portable resources box containing a class set of reading books for use with each class. G7-12 students have access to online reading websites to enable them to practice reading at home. More able readers are identified as 'support students' to assist lower attaining readers in class.
- The school has overcome the barrier of the size of their building which limits library space by developing close links with a local library.
- Classroom environments display age-appropriate reading support materials.
- 'Reading challenges' promote reading in the school, and the school has recently been successful in a national reading competition.
- The English coordinator monitors attainment of all students in reading skills and meets regularly with English teachers to plan lessons based on analysis of attainment.



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	Good	Acceptable	Good	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
Arabic (as additional Language)	Attainment				
	Progress				
Social Studies	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Good	Weak	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Good



Overall achievement

- The overall quality of students' achievement is acceptable. Inspection evidence indicates that attainment is acceptable overall, and good in Islamic education, Arabic as a first language and mathematics in KG, and Arabic as a first language in middle phase. In the recent Grade 12 MOE examinations students' performance was outstanding in all subjects.
- Progress is acceptable overall. In KG students make good progress in Islamic education, Arabic as a first language, English, mathematics and science. Progress is good in Arabic as a first language in middle phase, and in English and mathematics in high phase.
- Learning skills are acceptable overall.
- Inspection evidence indicates that students' achievement in Arabic as a first language is acceptable overall.
- All groups of students, including Special Educational Needs (SEN) and gifted and talented (G&T) students, make progress in line with their peers.

Subjects

- Student's achievement in **Islamic education** is acceptable. It is good in KG. Learning skills are underdeveloped in relation to progress and attainment as students are passive learners.
- Student's achievement in **Arabic** as a first language is acceptable overall. It is good in KG and middle phase. Students skills in speaking and listening are above expected levels. Reading and writing is at an acceptable level and in line with curriculum standards.
- Students' achievement in **Social Studies** is acceptable overall. It is weak in primary phase, where learning skills are less developed. Students make acceptable progress in understanding national values and citizenship of the UAE.
- Students' achievement in **English** is acceptable overall. Progress is good in KG and high phase. Students' skills of speaking and listening are stronger than those of reading and writing.
- Students' achievement in **mathematics** is acceptable overall. Most students make appropriate gains in number, measures, shape, space and handling data. Mental calculations are less well developed in primary and middle phase. Progress is good in KG and high phase, where students are well motivated and quickly acquire concepts.



- Students' achievement in **science** is broadly acceptable. Progress is good in KG. it is weak in the primary phase where students' have limited opportunities to develop their investigation and enquiry skills. Students' investigative and practical skills are acceptable in middle and high phase.
- Students' achievement in **other subjects** is acceptable. Students have positive attitudes. Attainment in music is above curriculum standards. Achievement in PE, ICT and art is acceptable.

Learning skills

- Students learning skills are acceptable overall and good in KG, high phase, and English. Students enjoy learning and collaborate well in a range of learning situations, communicating their learning clearly. Most students can do basic research with teacher's direction and can relate their learning to relevant real- life examples.

Areas of Relative Strength:

- Attainment in Arabic as a first language in KG and middle phase, and Islamic education and mathematics in KG.
- Progress in most core subjects in KG.

Areas for Improvement:

- Learning skills, particularly in the primary phase.
- Achievement in science and social studies in the primary phase.



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

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

- Students' personal and social development and their innovation skills are acceptable overall. Most students demonstrate positive attitudes towards learning and enjoy school. They have courteous relationships with each other and are respectful towards adults.
- Most students demonstrate an adequate understanding of safe and healthy living. Attendance is good at 95%.
- Students show a good understanding of Islamic values and awareness of Emirati heritage and culture. The school is composed of many different nationalities who interact positively.
- Students are appropriately involved in the school and local community. The Happiness and Positivity committee work in partnership with local institutions. A positive work ethic is well developed in high phase.
- Students contribute to the life of the school and wider communities through planned volunteer activities and events.
- Students' innovative skills are developed acceptably through extra-curricular projects and in a minority of lessons.

Areas of Relative Strength:

- Students' positive work ethic in the high phase.
- Students' respect for Islamic values and their appreciation of UAE culture and heritage.

Areas for Improvement:

- Development of students' innovation skills in lessons.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Teaching is good in KG. Teachers demonstrate secure subject knowledge and an improving knowledge of how children learn.
- Teachers plan and structure lessons effectively. The large majority use time appropriately to motivate students and increase the pace at which they learn.
- Most teachers use questions routinely to check students' understanding. However, only a few ask questions which require students to think deeply. In most lessons, there is little opportunity for independent learning.
- Teachers use a range of strategies to interest different groups of students. Overall, teachers make insufficient use of technology as a learning resource.
- In lessons at the high phase, teachers encourage research and discussion to promote critical thinking and problem solving.
- Senior and middle leaders carry out regular assessments and monitoring of students' attainment in key subjects. This is new to the school and has not yet had time to show impact in teachers' planning to raise standards further.
- The school has begun to benchmark students' performance against international standards. Teachers do not yet use this data sufficiently to monitor outcomes for students.
- Most teachers know their students well as individual learners. Only a few teachers encourage students to check their own progress against lesson objectives.

Areas of Relative Strength:

- The use of a wide range of strategies to engage students in learning.
- Teachers' use of dialogue with students in high phase.

Areas for Improvement:

- The use of questioning to promote considered reflection and deeper



engagement with the concepts taught.

- The use of internal assessments to track progress and inform planning.
- The use of assessment data to monitor students' attainment against international benchmarks.



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 quality of the curriculum is acceptable. The implementation of the MOE curriculum is reasonably broad and balanced and develops acquisition of knowledge and skills acceptably. In social studies and science there are not yet sufficient opportunities for active and investigative learning. - The curriculum is planned adequately and prepares students for the next phase of their education. It offers choices in projects and independent research which develop enterprise, innovation and creativity. Older students are provided with choices to develop their interests. - The school conducts adequate periodic reviews of the curriculum and plans appropriate cross curricular links. - The curriculum is modified adequately to meet the needs of most students. In English, high phase and KG it is adapted creatively to enrich students' learning, particularly their language skills, and ensure progression. Opportunities to develop learning skills are not yet embedded in primary phase. - Students are offered opportunities to develop skills in enterprise, innovation and creativity through a range of extra-curricular activities. Many achieve success in national competitions. - The curriculum has effective links with Emirati culture and UAE society. - The Moral Education programme from Grades 1 to 9 is timetabled and delivered appropriately.				
Areas of Relative Strength:				
Planned learning experiences which ensure effective progression in the acquisition of skills in English and creative learning in KG.				
Areas for Improvement:				
Broadening the curriculum in social studies and science to engage students effectively.				



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- Modifying the curriculum in primary phase to further embed learning skills.



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 overall quality of care, guidance and support of students is good. Most staff, students and parents are aware of the adequate child protection policy and procedures. - Safety and security in the school is good. Safety checks are carried out regularly. Medical and maintenance records are kept securely. Supervision, including of students using school buses, is adequate. - The school's procedures for managing behaviour of students are good. Systems for managing attendance and punctuality are effective. - The school building provides a safe and accessible environment. It currently meets the needs of all students. Until the new facilities open, space is limited, particularly for provision for music, art and PE, and there is no canteen. - The KG section provides a nurturing environment for all students. Supervision is effective, and students enjoy school. - SEN and G&T students are identified appropriately, but provision is limited as the school does not yet have enough staff with sufficient expertise to meet their specific needs. The school provides appropriate personal and academic guidance and support, and careers guidance for older students.				
Areas of Relative Strength:				
The quality of pastoral care in KG.				
Areas for Improvement:				
The support, care and guidance for SEN and 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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- Senior leaders set a direction and vision which demonstrate commitment to UAE priorities and which are shared effectively across the school. Relationships and communication professional though not always fully effective. Middle leaders' focus on collegiate working. Consultation is variable, and all subject coordinators are not yet sufficiently trained to lead and manage their subjects to a high standard. - Self-evaluation and improvement planning is acceptable. The school self-evaluation form (SEF) benchmarks the school's performance against national and international data and is appropriately linked to the school development plan (SDP) which clearly identifies areas of improvement. In the best plans for individual subjects, actions for improvement are strategic and creative. Monitoring of teaching and learning is acceptable, supported by the school promoting data analysis at subject level. - Partnerships with parents and the community are acceptable. Parents receive a termly written report containing an accurate evaluation of their child's attainment. - The governing body seeks the views of stakeholders and hold school leaders to account appropriately. They are working supportively to ensure the new building is in use as soon as possible. - The daily management of the school is adequate. Timetabling makes effective use of the space available. Staff are deployed effectively. At present, facilities are inadequate for PE and there is no canteen provision. - The school is preparing students appropriately for assessments in the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA).	



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Areas of Relative Strength:

- The dedicated leadership of the school.

Areas for Improvement:

- Ensuring that the SEF informs school-improvement actions in all subjects.
- Developing the role of middle leaders.