



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Ittihad National Private school

Overall Effectiveness: Good

Academic Year 2017 – 2018

إقرأ



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School Information

General Information	Inspection date:	from	10 Safar 1439	to	13 Safar 1439		
		from	30-Oct-17	to	02-Nov-17		
	School name			Al Ittihad National Private School			
	School ID			9124			
	School address			Falaj Hazzaá, Street #12, Maqar AlDhabi, Abu Dhabi			
	School telephone			+971 (0)3 781 1164			
	School official email			alittihadaa.pvt@adec.ac.ae			
	School website			www.inpsalain.com			
	School curriculum			American			
	School phases			KG to High			
	Fee range and category			AED 16,600 – AED 30,800, Low to High			
	Number of lessons observed			143			
	Number of joint lessons observed			12			
Staff Information	Total number of teachers			78			
	Turnover rate			10%			
	Number of teaching assistants			23			
	Teacher- student ratio			KG: 1:23 Other: 1:25			
Student Information	Total number of students			1,246			
	% of Emirati Students			87%			
	% of Largest nationality groups			1. Jordanian: 3%			
				2. Oman: 3%			
				3. Palestine: 2%			
	% of SEN students			1%			
	% of students per phase			KG: 23%		Middle: 22%	
				Primary: 46%		High: 9%	
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 

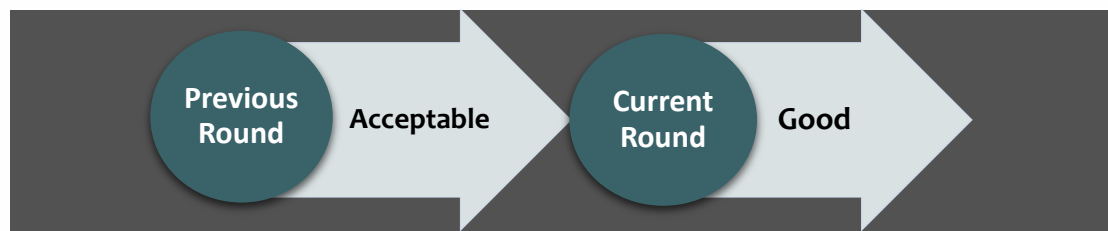


Evaluation of the school's overall performance

- The overall performance of the school is good. Since the last inspection the school has appointed new staff to senior management positions for curriculum and student welfare.
- Students' achievement is good overall. Children in Kindergarten (KG) make good progress in most of their subjects. Across the school, students' overall attainment is above curriculum expectations and progress and learning skills are good overall.
- Students' personal development is good. Students develop strong relationships with staff and their peers, and display positive behaviour and attitudes to learning. They develop a good understanding of Islamic values and UAE culture. Understanding of global cultures is less well developed.
- The effectiveness of teaching and assessment is good. Teachers' good subject knowledge and questioning skills support and deepen students' learning. They provide opportunities for students to develop critical-thinking, problem-solving and independent learning skills. Assessment and marking are not used to full effect to raise standards in lessons. Systems for benchmarking student's outcomes against national and international expectations are still being refined.
- The curriculum is good overall. Students' appreciation of the heritage and culture of the UAE and their understanding of Islamic values is good. Opportunities for Innovation are embedded across the curriculum through creative projects.
- The protection, care, guidance and support of students is good. Arrangements to ensure health, safety and security are very good. Support for students with special educational needs (SEN) and those who are gifted and talented (G&T) is acceptable. Students receive very good guidance and support.
- Leadership and management are good. School leaders, governors and teachers have worked effectively to bring about rapid improvements in the school's performance. Partnerships with parents and the community are strong, and the day-to-day management of the school is effective.



Progress made since last inspection and capacity to improve



- Since the last inspection, the school has continued to improve and now provides an exciting learning environment for teaching and learning. Leadership and management has been strengthened by new appointments and distributing responsibilities to middle leaders. The school has made significant progress in addressing almost all the recommendations from the previous inspection.
- School leaders ensure that assessment data is used effectively in all subjects to set clear goals for students. Teachers take account of students' prior attainment to meet the learning needs of different groups. This has resulted in improvements in lesson planning and the use of engaging teaching strategies across subjects. Target setting and monitoring of progress is good in most subjects, resulting in improved levels of attainment. Middle leaders are improving the quality of marking and feedback to students in their subjects using a revised assessment policy and more rigorous monitoring. Teachers in KG share their good practice in assessment appropriately.
- The quality of teaching, assessment and achievement in mathematics has improved significantly in all phases and is now good in high phase. Plans for similar improvements in English have not yet had significant impact.
- The school has thorough systems to identify SEN and G&T students. It provides challenging opportunities for G&T students through leadership roles in the student council, public speaking and competitions. SEN students are appropriately monitored and have specific learning targets. Activities in lessons do not yet fully meet the needs of these groups of students.
- Leadership recognise that there is still more work to be done to raise achievement in all subjects. Overall, school leaders' capacity to improve the school is good.



Key areas of strength and area for improvement

Key areas of strength

1. Students' achievement in Arabic, social studies, science mathematics and other subjects.
2. Students' positive attitudes to learning, behaviour and attendance.
3. Students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values.
4. Strong partnerships with parents.
5. Effective governance of the school.
6. Effective management of the day-to-day life of the school.

Key areas for improvement

1. Raise attainment, especially in English and Islamic education, by:
 - i. further developing the rigour of monitoring of teaching and learning, and linking this to precisely focused individual action plans and professional development
 - ii. ensuring teachers consistently deliver appropriately challenging tasks and activities for all students in lessons, including high achieving students
 - iii. consistently checking the provision that students receive, setting them challenging targets and offering them well-targeted support
 - iv. continued promotion of international assessment through the Programme for International Student assessment (PISA), and the Trends in International Maths and Science Study (TIMSS).
2. Further develop the use of assessment and marking to raise standards in lessons by:
 - i. ensuring assessment information is used accurately by all teachers to plan lessons which fully address the needs of all students
 - ii. providing consistently high-quality feedback to help students improve their work.
3. Further improve the curriculum and teaching to support and extend the learning of all students by:
 - i. planning additional activities to challenge all groups, and particularly higher achieving students
 - ii. further developing support for SEN and G&T students in lessons.
 - iii. adapting the curriculum to extend students' learning through using higher



order thinking skills.

- iv. developing effective opportunities and initiatives to enhance students' understanding of global cultures.



Provision for Reading

- The school promotes reading through an annual plan and provides dedicated reading environments. The school's focus is upon developing reading skills in both Arabic and English, including comprehension skills.
- The school library includes a comprehensive range of Arabic and English texts. A good selection of fiction and non-fiction books supports learning across the curriculum. Students choose from a range of age-appropriate texts both to support their learning and to read for enjoyment.
- School leaders are beginning to track students' achievement in reading to identify where they require support.
- Students read daily at school before assembly and are encouraged to read at home. The school further promotes students' enjoyment of reading through participating in reading competitions, national reading challenges and world book day.



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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	N/A	Good	Good	Very Good
	Progress	N/A	Good	Good	Very Good
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	N/A	Good	Good	Weak
	Progress	N/A	Good	Good	Weak
Learning Skills		Good	Good	Good	Good



Overall achievement

- The overall quality of students' achievement is good.
- Inspection evidence indicates that achievement in Arabic is good across the school. External Measure of Student Achievement (EMSA) data for 2017 indicate that, overall, the attainment of students across grades is acceptable in Arabic reading and writing.
- In the recent Measure of Academic Progress (MAP) 2017 assessments students' overall performance across grades was weak in English, mathematics and science.
- The school's internal assessment data show that student's achievement across phases and subjects to be very good overall. This is not borne out by inspection findings, which indicate that achievement across phases is good overall in Arabic, social studies, mathematics, science and other subjects, and acceptable in Islamic education and English. Learning skills are good overall.
- Gifted and talented (G&T) and Special Educational Needs (SEN) students make similar progress to their peers from their individual starting points.

Subjects

- Students' achievement in **Islamic education** is acceptable. Students make acceptable progress across the school in understanding how to apply Islamic values in daily life and how to reflect upon their behaviour.
- Students' achievement in **Arabic** is good. Students' reading skills are well developed, and their comprehension skills are accurate. Writing skills are relatively less developed overall. Listening skills are good, and speaking skills are accurate and fluent. Students show good interaction and communication skills with their peers.
- Students' achievement in **social studies** is good overall. It is very good in high phase. Students develop a good working knowledge of UAE culture and society through engaging discussions and debates.
- Students' achievement in **English** is acceptable overall and good in KG. Most students can read generally well for their age and communicate their understanding clearly. Most can hold conversations with others in English at expected curriculum levels. Students' writing skills are less well developed.
- Students' achievement in **mathematics** is good overall, and very good in KG and primary phase. Students demonstrate good skills in discussing and explaining their calculations using appropriate mathematical terminology. They apply their mathematical knowledge to real life effectively.



- Students' achievement in **science** is good. Students actively engage in scientific investigations and conduct experiments. They carefully record data and findings using accurate scientific methodology.
- Students' achievement in **other subjects** is good. Students' use of technology in computer science is effective and they use problem-solving skills well in business and accounting. They participate in art and physical education with enthusiasm and enjoyment and develop strong teamwork skills through competitive sports.

Learning skills

- Students' learning skills are good overall. Children in KG engage well in problem-solving. Students work productively on their own and in groups with limited guidance from teachers. They understand the connections between subjects and make meaningful links to the UAE and the world. Students make good use of Information and Communication Technology (ICT) to enhance their learning and respond well to opportunities to develop skills of problem solving, enquiry, creativity and imagination in their work.

Areas of Relative Strength:

- Students' achievement in Arabic, social studies, mathematics, science and other subjects.

Areas for Improvement:

- Students' achievement in English and Islamic education.



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

- Students' personal and social development and their innovation skills are good. Students have positive and responsible attitudes to their learning and their behaviour is good. Relationships between students and staff are warm, respectful and considerate.
- Students' attendance is outstanding at 98% and levels of punctuality are high. Students demonstrate a sound understanding of healthy and safe living.
- Students have a good appreciation of the heritage, culture and future vision of the UAE and understanding of Islamic values. They show a basic understanding of other world cultures.
- Students are regularly involved in community activities, volunteering and social contribution, for example planting trees and vegetables. They participate in activities to improve the environment such as recycling.
- Students demonstrate a positive work ethic and enjoy using their creative skills in innovation projects.

Areas of Relative Strength:

- Students' positive attitudes to learning, behaviour and attendance.
- Students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values.

Areas for Improvement:

- Further development of students' understanding of global 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 quality of teaching and assessment is good overall. Teachers demonstrate good subject knowledge and understand how students learn. They plan lessons well and use resources effectively to support learning. - Teachers ask skilful questions which promote meaningful dialogue and deepen students' understanding. In most lessons, effective teaching strategies enable most students to make good progress. Lessons are not always challenging for all students, especially those who are higher achieving, because work is not sufficiently personalised to meet their needs. - Teaching in most lessons effectively develops students' innovation and higher order thinking skills. - The school's assessment processes are mainly consistent and coherent. Student outcomes are benchmarked against national and international expectations. Most teachers are using accurate assessment information to inform lesson planning. - Most teachers provide effective support and feedback to students, but not all provide consistently high-quality comment in their marking to help students improve.				
Areas of Relative Strength:				
- Teachers' secure subject knowledge. - Teacher's good questioning skills which support and deepen students' learning. - Opportunities for students to develop innovation and higher order thinking skills in lessons.				
Areas for Improvement:				
- Modifying lessons to challenge all groups of students, particularly the higher achieving. - Providing consistently high-quality feedback to help students 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 and age-appropriate. The school regularly reviews its curriculum to ensure good continuity and progression. - A good range of curricular choices is available to students. Cross curricular links are planned carefully and managed well. - The school makes adequate modifications to the curriculum to meet the needs of most students and prepare them for lifelong learning. It does not yet fully meet the needs of higher achieving students. A wide range of extra-curricular activities is provided to broaden students' experiences. - The school promotes students' understanding of the UAE's culture, values and society well across the curriculum. - Moral Education is taught by experienced teachers to enable students to develop a clear appreciation of the importance of moral values in society and an understanding of differing perspectives. Areas of Relative Strength: - Regular curriculum review. - Planned cross-curricular links. Areas for Improvement: - Modifying the curriculum to fully meet the needs of higher achieving students.				



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 protection, care, guidance, and support is good. Staff, students and parents are aware of the school's effectively implemented child protection policy and related procedures. - The school has rigorous procedures to ensure the health, safety and security of students. Safety checks are frequent and thorough, and supervision is highly effective. Premises are very well maintained and provide a safe, inclusive environment. Comprehensive, secure records are kept. The school systematically promotes safe and healthy lifestyles. - Behaviour is well managed and the school is very successful in promoting outstanding attendance and high levels of punctuality. - The school has thorough systems to identify SEN and G&T students. Support for most of these students is effective, but is not yet fully developed in lessons. - Guidance and support for students is very well organised. Carefully planned guidance supports student's academic and personal development and is enhanced for older students by partnerships with universities.				
Areas of Relative Strength:				
- Guidance and support for students is well organized. - Behaviour is well managed throughout the school.				
Areas for Improvement:				
Further developing support for SEN and G&T students in lessons.				



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 overall quality of leadership and management is good. Senior leaders, including the principal, provide strong and effective leadership, and are well supported by middle leaders. They set high expectations and share the 'Al Ittihad' vision effectively. Staff relationships are professional and effective. - The school's self-evaluation form (SEF) includes the use of data analysis of internal and external data and benchmarking against international expectations, and accurately identifies the school's strengths and areas for development. The school development plan (SDP) contains realistic and accurate goals and actions. Leaders' monitoring of teaching is regular and effective, giving accurate feedback to staff on areas for improvement. This has resulted in improved teaching and achievement across most subjects, but impact has yet to be seen in English and Islamic education. - Partnerships with parents and the community are good. Parents take an active role in school life and are well informed on school life and their child's learning through effective communications and reporting. The school contributes well to the life of the wider community, for example working with the UAE Red Crescent, international universities and other 'Al Ittihad' schools to enrich the curriculum. - Governance is good. Governors monitor the school's actions rigorously and hold leaders accountable for students' performance. They ensure that the school meets all the statutory requirements. - The day-to-day management of the school is effective. The school is appropriately staffed, with suitably qualified teachers who benefit from regular professional development. Premises and resources are of good quality and fully support the effective delivery of the curriculum. - School leaders promote international assessment through entering students in mock examinations for the Programme for International Student assessment (PISA), and considering the entry of students for assessment in the Trends in	



International Maths and Science Study (TIMSS).

- **Areas of Relative Strength:**

- Partnerships with parents.
- School governance.
- Effective day-to-day management.

- **Areas for Improvement:**

- Developing the impact of monitoring of teaching and learning especially in English and Islamic education.
- Continuing to develop the use of international assessment through TIMSS and PISA.