



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Maharat Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	30-Rajab-1439	to	03-Shaban-1439
		from	16-Apr-18	to	19-Apr-18
	School name		Al Maharat		
	School ID		258		
	School address		Street 33 Shakbout City		
	School telephone		+971 (0)2 205 9000		
	School official email		almaharat.pvt@adec.ac.ae		
	School website		www.almaharatschools.com		
	School curriculum		Ministry of Education		
	School phases		KG, primary, middle, high		
	Fee range and category		AED14,000 to AED25,000, Low to medium		
	Number of lessons observed		133		
	Number of joint lessons observed		18		
Staff Information	Total number of teachers		70		
	Turnover rate		3%		
	Number of teaching assistants		12		
	Teacher- student ratio		1: 15		
Student Information	Total number of students		1015		
	% of Emirati Students		41 %		
	% of Largest nationality groups		1. Jordan 20%		
			2. Syria 8%		
			3. Egypt 7%		
	% of SEN students		4%		
	% of students per phase		KG: 29%		Middle: 20%
			Primary: 45%		High: 7%
Gender		Boys and Girls			



The Performance of the School

Performance Standard 1

Students' Achievement

Acceptable

Performance Standard 2

Students' personal and social development, and their innovation skills

Acceptable

Performance Standard 3

Teaching and Assessment

Acceptable

Performance Standard 4

Curriculum

Acceptable

Performance Standard 5

The protection, care, guidance and support of students

Good

Performance Standard 6

Leadership and management

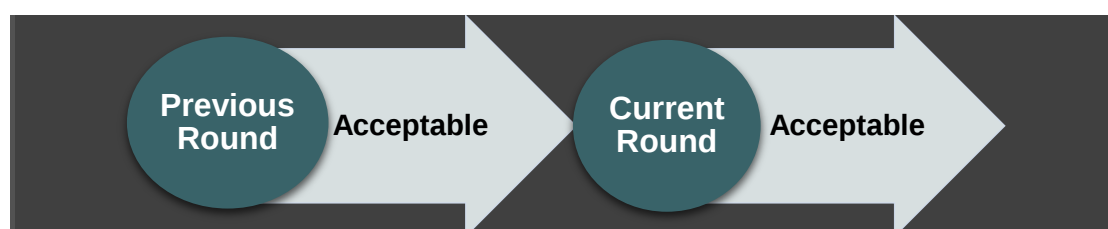
Acceptable



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. School leaders have made acceptable progress in addressing the improvement points from the previous inspection. They have overseen a rapid expansion in student numbers and a corresponding increase in staff numbers since the previous inspection.
- The overall quality of students' achievement is acceptable. Most students make expected progress in lessons. In science, the majority of students make better than expected progress because they make good use of opportunities to learn through experimentation and research.
- The overall quality of students' personal development is acceptable. Students' understanding of Islamic values and their awareness of Emirati and other cultures is good. Students usually follow school rules, but occasionally become bored when they are not given enough to do in lessons.
- The overall quality of teaching and assessment is acceptable. Most teachers plan lessons which meet the needs of most students. Teachers do not always make good enough use of assessment data to plan suitable work for higher and lower attaining students.
- The overall implementation and adaptation of the curriculum is acceptable. School leaders review the curriculum regularly to ensure that it meets students' needs. They plan opportunities for students to use skills learned in one subject to support achievement in others.
- The overall quality of the provision for the care, protection, guidance and support of students is good, although health and safety and child protection structures are good. Support for students, including those who have SEN or are gifted and talented are acceptable. The promotion of attendance and punctuality is very effective.
- The overall quality of school leadership and management is acceptable. School leaders create an inclusive culture where staff and students feel safe. They do not yet rigorously evaluate the impact of teachers' planning on students' achievements when monitoring the quality of teaching.

Progress made since last inspection and capacity to improve



- In science and in a few mathematics lessons, teachers now ensure that students of all abilities are engaged, supported and challenged. They encourage students to use a range of critical thinking and learning skills in lessons. In all other subjects, planning to meet the needs of all students is of inconsistent quality and is still sometimes weak, particularly in the lower grades.
- Assessment data is now used adequately overall to identify students who require additional support, for example, in reading, but requires further development.
- Children in KG now have better and more frequent opportunities for learning through exploration and play and to develop a range of skills including fine motor skills but further improvement is required to eliminate weak teaching and to improve the use of assessment that limits progress in several subject areas. Children learn in the outside areas, for example, to find out about plants.
- Improvements in the monitoring of teaching and learning by school leaders has ensured that the acceptable levels seen at the previous inspection have been maintained in spite of the rapid growth of student and staff numbers. Teaching in science and mathematics has improved. School leaders have adequately managed the impact of this growth in numbers.
- The school development plan now identifies appropriate strategies for raising standards, with a clearer link between the impact of teaching on students' achievement.
- Overall, school leaders' capacity to improve the school further is acceptable.



Key areas of strength and area for improvement

Key areas of strength

- Students' appreciation of the values and role of Islam in their lives and their appreciation of their own and other world cultures.
- The quality of teaching and students' achievement in science.
- The arrangements for health, safety and child protection which keep everyone safe at school.

Key areas for improvement

- Improve the quality of teaching and assessment in all subjects so that the achievement of students is raised by:
 - i. ensuring that teachers provide students with better and more frequent opportunities to think about their work, research topics and find things out for themselves
 - ii. improving the quality of the learning resources used in lessons so that there is less reliance on text books and worksheets
 - iii. using more carefully considered and focussed questions to challenge students to think critically about their work
 - iv. planning lessons that enthuse all students and stimulate them to want to learn more.
- Ensure that teachers' plans to meet the needs of all students are implemented in every lesson, by:
 - i. providing effective professional development that highlights strategies for planning work that effectively meets the needs of students of different abilities
 - ii. facilitating peer observation so that teachers have opportunities to observe how higher performing colleagues plan and deliver their lessons
 - iii. monitoring lessons more frequently and rigorously to ensure that all teachers fully implement their plans to meet the learning needs of all students.
- School leaders' monitoring of the impact of teaching on students' achievements, by:
 - i. promoting an improved understanding amongst teachers of what a good lesson looks like
 - ii. providing precise, personalised feedback that prioritises key strengths and areas for improvement
 - iii. developing and using a monitoring and feedback form which addresses key areas such as the impact of teachers' actions on achievement
 - iv. rigorously holding teachers to account for students' achievement in all lessons.



Provision for Reading

- The spacious library is well-equipped. There is a suitable range of books in Arabic and English to encourage reading for pleasure and for gaining information. All classes have weekly lessons in the library.
- Teachers implement the plan for reading in lessons through daily reading activities in both languages. Teachers encourage students to read in all subjects. Students participate in national reading competitions.
- There is a suitable focus in KG on learning the sounds that letters make and using these to form words. This is built upon appropriately in all phases.
- Teachers have undertaken appropriate training to help students make progress in reading. They track students' reading progress and provide additional help for those who struggle.
- Parents receive useful information about their children's reading. Parents are encouraged to download the school's reading schemes so that they can more effectively support their children at home.



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



Overall achievement

- The overall quality of students' achievement is acceptable. The majority make expected progress in lessons. In all phases in science, and in mathematics in the high school, students make good progress because students respond positively to teachers' challenges to learn through enquiry, research and experimentation. In KG, most children make acceptable progress overall from their starting points.
- Data from the most recent end of term assessments indicated that students' attainment is broadly outstanding in all subjects in KG, primary and middle school. In the high school, attainment is seen to be good overall. Teachers' continuous assessment matches the grades seen in tests.
- These assessment results are not supported by inspection findings for student achievement which show that standards and progress in all grades are generally acceptable.
- Middle- and low-achieving students make similar rates of progress from their starting points. However students with special educational needs and higher achieving students do not always make appropriate progress because the work set is not always matched to their learning needs.

Subjects

- Students' achievement in **Islamic education** is acceptable and most make expected progress in lessons. Most children in KG can repeat the names of Islamic months of the year. Older students recite verses of the Holy Quran following 'Tajweed' rules in line with the curriculum expectations.
- Students' achievement in **Arabic** is acceptable and most have achievement that is in line with curriculum standards in reading, writing, speaking and listening. Children in KG learn the names of letters and their sounds and recognise their different shapes. Older students collaborate effectively to discuss and write about their learning.
- Students' achievement in **social studies** is acceptable and most make progress in line with age appropriate curriculum expectations. Younger students learn about traditional and modern markets. Older students bring their real-life experiences to debates about energy sustainability.
- Students' achievement in **English** is acceptable and most make progress that is in line with curriculum expectations, from low starting points. Students make better progress in speaking and listening than in reading and writing, because they have too few opportunities for completing extended writing exercises.
- Students' achievement in **mathematics** is acceptable and most achieve



in line with age-related curriculum expectations in computation and number skills, algebra and geometry. In the high school, students' achievement is good because all are given suitably challenging work to complete. In other phases, students spend too much time listening to teachers' explanations rather than solving problems for themselves.

- Students' achievement in **science** is good. The majority make better than expected progress because they make good use of opportunities for research and enquiry and apply their understanding of everyday life to understanding processes such as propulsion. Students develop an effective scientific methodology because they use observation to make good conclusions.
- Students' achievement in **other subjects** is acceptable. The majority of students make progress which matches curriculum expectations in PE, art and music, and digital, technology and information (DT&I). By the time they reach the middle phase, students, for example, confidently identify the software they need for research and enquiry.

Learning skills

- Students' learning skills are acceptable overall and good in science. Students respond positively to teachers' instructions but do not always take responsibility for improving their own achievement because they rely too heavily on teachers' support. Students work collaboratively in teams and make simple connections between areas of learning, for example, in Islamic education and Arabic. Most students demonstrate age-appropriate research and enquiry skills, but their critical thinking skills are less well developed and have few opportunities to use new technologies to improve their work, other than in DT&I lessons.

Areas of Relative Strength:

- Students' overall achievement in science and in mathematics in the high phase.

Areas for Improvement:

- Students' achievement in all subjects.
- Students' learning and critical thinking skills, including the use of new technologies for problem solving, research and enquiry.



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	Acceptable	Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of students' personal and social development, and their innovation skills is acceptable. Their understanding of Islamic values, Emirati and world cultures is good. Overall, Students' attitudes and behaviour are acceptable however, in minority of lessons when the work set lacks personal challenge, students behaviour deteriorate. - At 98%, students' attendance is outstanding. Almost all arrive punctually. Students say they feel safe at school. They participate in healthy activities during the day and enjoy nutritious meals in the canteen. - Students demonstrate good understanding of how Islamic values influence their own lives and their country's development. Their respect for Islam guides their community voluntary work. Students eagerly participate in national and international celebrations during theme days. - Students are generally open and welcoming. They contribute ideas at school council meetings but often rely on others to make decisions for them. - Students lack opportunities to develop independent learning skills, innovation and entrepreneurship. In many lessons they spend lengthy periods listening to teachers' explanations rather than finding things out for themselves. Areas of Relative Strength: - Students' understanding of Islamic values and their awareness of word cultures. - Students' attendance and punctuality. Areas for Improvement: - Students' behaviour and attitudes in all lessons and their opportunities for developing innovation and entrepreneurial skills.				



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure subject knowledge and they understand how most students learn in their subjects. Science teachers use resources particularly well to help students improve achievement.
- Teachers use the data received from assessments to plan lessons which meet the needs of most average and below average students. Teachers do not always provide suitably challenging or supportive work for the highest and lowest attainers.
- Teachers' use of questioning is inconsistent because they do not always give students time to think about answers. Teachers' lengthy explanations occasionally lead to a lack of student engagement in lessons. The pace of learning improves when teachers challenge students to think creatively about problems when working individually or in groups.
- Teachers mark students work regularly and understand individual strengths and weaknesses. They do not, however, always provide students with useful feedback or guidance about next learning steps. They occasionally involve students in assessing their own work.
- In KG, teachers encourage children to improve Arabic and English language skills through stories, video and songs. In a minority of KG lessons, teachers often spend too long introducing topics which reduces the time for learning through play and exploration.

Areas of Relative Strength:

- Teachers' use of resources to improve students' achievement in science.

Areas for Improvement:

- Teachers' planning to provide suitably challenging or supportive work for students of different abilities.
- Teachers' use of questioning and assessment and their feedback to students on how to improve their work.



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 overall quality of curriculum design, implementation and adaptation is acceptable. The broad, balanced curriculum is based on shared school values. Progression and continuity is seen in most subjects but there is greater emphasis on building knowledge than in developing skills. - The curriculum promotes interest and enjoyment but school leaders do not monitor sufficiently to ensure that planning results in high student engagement levels in every lesson. The majority of students are adequately prepared for the next stage of their education. - Subject leaders and teachers modify the curriculum to meet the needs of most groups but further modification is required to challenge higher achievers and support lower performing students. Curriculum planning enables students to use skills developed in one subject to support their learning in another, for example, making connections between science and mathematics, to understand chemical reactions. - Opportunities for innovation and enterprise are inconsistent and although specialist teachers make good use of research and enquiry, this is not always true of all teachers. Insufficient priority has been given to planning for the development of critical thinking skills in the majority of subjects. - The curriculum encourages learning about Emirati culture and UAE society. Extra-curricular activities provide further opportunities for improving academic, sporting and creative experiences. There are opportunities for students to compete successfully in national competitions such as the UAE reading challenge. - Moral education has been appropriately introduced. Students apply what they learn in lessons, for example when they listen respectfully and appreciate the work of students who make class presentations.				
Areas of Relative Strength:				
Planned opportunities for cross curricular learning.				
Areas for Improvement:				
- Curriculum planning to include opportunities for critical thinking, innovation and enterprise. - Planning to meet the needs of all groups of students in every subject.				



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	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of arrangements for the protection, care, guidance and support of students is good overall. Arrangements for health and safety and child protection are good. Students, parents and staff have a good awareness of safety procedures because of effective communication of school policies.
- The school premises are safe, secure and hygienic. Staff maintain accurate records of all incidents and follow-up actions. The premises provide a safe, inclusive learning environment.
- The school promotes healthy lifestyles through learning about the benefits of physical activity and good nutrition. Teachers lead regular exercise routines in assemblies, lessons and at break-times. Students participate in sporting competitions in school and in the wider community.
- Systems for promoting good behaviour are not followed by teachers in every lesson. They have not yet had the desired effect of ensuring entirely positive attitudes in all classes. The school's strategies for encouraging attendance and punctuality are highly effective.
- Appropriate systems are in place for identifying and supporting students who have SEN or are gifted and talented. These have not yet led to consistently good personal and academic development for these students. Teachers do not always take their particular needs into account when planning lessons.
- Effective guidance is offered to students on health matters, career choices and academic progress.

Areas of Relative Strength:

- Arrangements for child protection, health and safety.

Areas for Improvement:

- Planning to meet the needs of students who have SEN or are gifted and talented in all lessons.



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
• The overall quality of leadership and management is acceptable. The principal sets a direction and vision aligned to UAE and Emirati priorities, with a suitable focus on inclusion. School leaders have adequate understanding of best practices in teaching, learning and assessment and they ensure that daily routines run smoothly. • The school self-evaluation form (SEF) is not yet fully aligned with standards in the UAE inspection framework. School leaders are too optimistic in their view of strengths. In their school development plan (SDP), leaders demonstrate adequate understanding of necessary improvements to teaching and its impact on students' achievement. • School leaders do not use feedback meetings to strengthen teachers' understanding of the link between lesson planning and the quality of students' achievement. Professional development programmes for teachers, do not focus sufficiently on planning to meet the needs of students of all abilities. • Parents make a positive contribution to raising standards, for example, when they help students to learn about other cultures. Regular reports and meetings help parents understand how well their children are achieving. • The board of trustees includes representatives of parents, staff and the community. The owner regularly meets the principal and holds the leadership team to account for school performance. Trustees ensure that there are sufficient resources to meet the needs of a growing school community. • An appropriate start has been made to preparing students for international assessments, through the introduction of a question a day work, with students and families and setting plans to improve students' performance in PISA. (Programme of International Student Assessment).	



Areas of Relative Strength:

- The successful promotion of an inclusive environment for learning, for students from different nationalities.

Areas for Improvement:

- School leaders' systems for accurately monitoring the strength of teaching and its impact on student achievement.
- Following the guidance in the UAE inspection framework to improve the accuracy of the SEF.
- The lack of developmental feedback to improve the professional practice of teachers.