



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Inspection Report

Al Manahil Private School

Academic Year 2014 – 15

Iqraa

Al Manahil Private School

Inspection Date	28 September – 1 October 2014
School ID#	144
Licensed Curriculum	English National Curriculum
Number of Students	742
Age Range	3 years 8 months to 17 years
Gender	Mixed
Principal	Reeba Arthur Zulfiqar
School Address	Street 147, Building 18A, Abu Dhabi Road (School Road), Al Ain
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Official Email (ADEC)	almanahil.pvt@adec.ac.ae
School Website	-----
Date of last inspection	4 – 7 March 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 7
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The main strengths of the school are:

- students' positive behaviour and attitudes to learning
- an active appreciation, knowledge and understanding of the heritage, values, priorities and aspirations of the people of the United Arab Emirates.

The main areas for improvement are:

- the standards in all key subjects to be in line with international levels
 - the quality of teaching by ensuring students understand what they are supposed to learn and what their next steps should be
 - the range and quality of resources both in classrooms and across the school
 - self-evaluation, so that senior leaders have an accurate understanding of the schools' strengths and areas for improvement founded in the secure analysis of the quality of students' learning and tracking of their academic progress.
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Introduction

The school was evaluated by 4 inspectors. They observed 73 lessons, conducted several meetings with senior staff, subject coordinators, teachers, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 273 responses to the parents' questionnaire and considered many of the school's policies and other documents. The leadership team was involved throughout the inspection process, which included 5 joint observations of lessons.

Description of the School

Al Manahil Private School was founded in 1994 and moved to its current premises in 2002, offering the English National Curriculum from 2005. The school believes that modern teaching methods and approaches must be implemented to prepare students to lead successful and productive lives through an intellectually stimulating curriculum and creative use of technology. Their mission is to empower students to be knowledgeable, responsible students prepared to meet life's challenges.

There are 742 students from Kindergarten (KG) to Grade 10. There is no Grade 11 and 12 this academic year. The roll consists of 109 children in KG, 406 students in the Primary Section (Grade 1 to Grade 5), 196 students in the Middle Section (Grade 6 to Grade 9) and 31 students in Grade 10. The Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies. The school caters for students from many different nationalities: just over 1% are Emirati, 33% from Pakistan (UK), 15% are Egyptian, 11% from Sudan, 5% from Afghanistan and smaller numbers from other Arab states and the Philippines; 86% are Muslim. Accurate data for the number of students identified as having special educational needs (SEN), or as Gifted and Talented (G&T) was not available. Students take the International General certificate of education (IGCSE) examinations in Grade 10. Admission assessment to the school is determined by interview and an entrance test to ensure that students are able to access the curriculum.

The leadership team comprises the principal; general director; vice-principal; and academic, section and subject coordinators. The owners liaise through a representative based in Abu Dhabi. The school has 66 teachers. The fees range from AED 4,600 to AED 10,100, which are in the affordable category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Al Manahil school provides a very unsatisfactory standard of education. This is in comparison to both schools following the same curriculum and international expectations. Corporal punishment appears to have been eradicated since the previous inspection; in almost all other regards the school remains largely the same. Students do not achieve their academic potential; neither do they sufficiently develop the personal skills and qualities that will adequately prepare them for the next stages of their lives. The school environment is not conducive to promoting high quality learning and resources are wholly inadequate. Insufficient care is taken of students' health and safety.

Students' attainment & progress

Attainment and progress are very unsatisfactory. Students do not achieve in line with their peers following either the same curriculum or international expectations. Attainment and progress is unsatisfactory in the subjects taught in Arabic, in all other subjects they are very unsatisfactory. Standards remain well below average in all subjects. All IGCSE results for 2014 are well below international standards.

Attainment and progress are unsatisfactory in Arabic, Islamic education and social studies. Only a few students, whether native or non-native Arabic speakers, can accurately apply basic grammar rules in line with expectations. Speaking and writing is also below age-related curriculum expectations. Some non-native Arabic speakers know age-appropriate basic words. In social studies, students have a satisfactory general knowledge of UAE heritage, culture and identity. They lack the skills to interrogate information and apply their knowledge about the broader aspects of life in the UAE. In Islamic education, students demonstrate a satisfactory understanding of the meanings of some prescribed verses from the Holy Qur'an and their context. Some students are unable to recite verses accurately and in accordance with the rules.

Children in the KG make very unsatisfactory progress. Their skills are well below average in English, mathematics and social development. Speaking and listening skills are very underdeveloped; the lack of support staff in the lessons reduces opportunities for children to experience adults modelling good language skills. Expectations in IGCSE are too low; for example, success as a 'pass' is based on students achieving a Grade E rather than Grade C. Biology is the strongest subject at IGCSE and science results have risen, but still lag behind international expectations. English is the weakest subject with less than half the students

achieving the international age-related expectations. There are pockets of improvement in classes taught by specialist subject teachers from Grade 4 onwards. For example, by Grade 10 a majority of students are speaking with confidence in group and whole-class activities.

There are systems in place for assessing students' work; the analysis of the resultant information is inconsistent and is not effectively used to modify either lesson plans or the curriculum for individuals and groups of students.

Students' personal development

Students' personal development is unsatisfactory. There is little evidence of students participating in decision-making, or in maximising their learning outside of the school day. The range of opportunities for students of all ages to take on responsibility is limited. Students are often passive in lessons and have limited opportunities to work collaboratively, or to develop independence and work skills. Their ability to engage in physical activity is hindered by the limited facilities; issues relating to healthy lifestyles are not a high profile in lessons. Incidents of bullying are rare and dealt with effectively in line with the school's policy.

Students are quite courteous and often friendly towards visitors and one another. Relationships inside the school are generally positive and supportive. Attendance is above average at 94%; punctuality in the morning remains a concern for some students. Most students' behaviour during lessons is usually at least satisfactory and, especially in the older age groups, is sometimes good. Most students have positive attitudes to learning.

The quality of teaching and learning

Teaching and learning are very unsatisfactory across the school and in all subjects. Teachers generally have satisfactory knowledge of their subjects. Lesson objectives lack clarity and precision, and opportunities for students to reflect on and embed learning, are rare. Lesson objectives are not shared with students so they do not know the purpose of the lesson, how it links with previous learning, or whether they have achieved the desired outcomes. Planning rarely accurately identifies students' needs or details relevant and manageable differentiated activities. Opportunities for students to work collaboratively and independently are underdeveloped. In many lessons, activities lack challenge and pace and fail to fully engage all students.

In KG neither group work nor tasks are sufficiently matched to the children's different stages of development. The use of baseline assessments to establish the starting points to inform planning is underdeveloped. Opportunities for children to make their own purposeful choices in lessons are limited. This inhibits the

development of knowledge, skills and understanding across all areas of learning. In Grades 1 to 3, learning activities provide inconsistent challenge, pace and engagement. Students in mathematics and science lessons have few opportunities to apply their knowledge and understanding to solve real life problems.

The school's commitment to professional development initiatives has not had an impact on the quality of teaching and learning in most lessons. There is no system for setting targets and very little self and peer assessment. Students do not acquire sufficient 21st century skills to provide them with the basic tools to move on successfully to the next stage of their education. Marking of students' work does not provide sufficient guidance on next steps or how to improve. Feedback is not given on a regular basis to inform students how to improve their learning or presentational skills.

Meeting students' needs through the curriculum

The implementation of the curriculum is very unsatisfactory. It lacks breadth and balance, and offers limited opportunities for students to develop creatively and physically. The curriculum does not adequately reflect and celebrate the main features of the English National Curriculum, especially in the Early Year Foundation Stage. For most age groups, there is inadequate focus on students' learning outcomes in long and medium term planning. There is insufficient guidance on planning effective teaching and learning in each subject. The school's reviews of the curriculum have not led to significant improvements.

There is no meaningful ICT provision in KG. Extra-curricular activities are few, for example the football competition, organized occasionally. There has been an investment in some new curricular resources but these have not had a sustained positive impact. The extent to which the curriculum develops students' understanding of UAE family, culture and community values is satisfactory. Cross-curricular links, opportunities for critical thinking and independent learning are limited. No modifications are made to meet students' different needs and abilities, including those with SENs or the more able. The needs of early English language learners in KG and Grades 1 to 3 are not met adequately. Class sizes in some grades restrict a more individualised approach to the curriculum.

The protection, care, guidance and support of students

The quality of care, guidance and support is unsatisfactory. The identification and in-class support for students with SEN and G&T is a weakness throughout the school. The central register lists adults involved at the school; child protection guidelines are adequate but staff do not receive sufficient, appropriate training. Staff and students did not report any instances of corporal punishment, neither

did inspectors witness any. This is an improvement from the last inspection. Appropriate action is taken to counter occasional incidents of physical, verbal and cyber bullying. The single prayer room facility available does not meet the needs of all students, particularly boys. There is no destination data for students; senior staff and the School Counsellor provide little guidance for careers. The school clinic is sparsely equipped and first aid facilities around the buildings were barely adequate.

The quality of the school's buildings and premises

The quality of the school's buildings and premises is very unsatisfactory. With the exception of the KG play area, the physical environment has little to stimulate or engage students. Rooms and facilities for outdoor physical activity and indoor practical activities are ill-matched to the school's curricular purposes. There is a shortage in specialist facilities, for example no dedicated area to enable withdrawal of students with SEN, and no separate storage areas for physical education (PE) equipment. Rooms are cramped for Grade 1 and KG classes and for a few of the older classes.

Additional paved areas now give students more play space, but are unshaded. Irregular raised flooring, for example at entrance thresholds, creates a potential risk. Lapses in security adversely affect the students' welfare; for example, the security guard is stationed too far from the front gate and is not there at all times. The premises are generally clean and well maintained and all the required health and safety checks are undertaken. The school's owners and leadership are aware of deficiencies.

The school's resources to support its aims

The range of day-to-day resources within classrooms as well as specialist areas, such as ICT, science, PE, art and music is very unsatisfactory. There are appropriately qualified teachers to deliver most of the curriculum. There is a lack of support staff, especially in the early years, younger grades and provision for students with SEN. Externally provided professional development has not successfully developed teachers' skills in key areas, such as the planning for and use of assessment.

The school library does not have a well-organised, range of new, curriculum-relevant resources. There are insufficient ICT resources to support learning. The certificate of food control has expired and the standard of hygiene and cleanliness in the canteen is barely adequate. Buses are adequately supervised. Sports facilities are very unsatisfactory; there is no indoor gymnasium that students can use during hot weather. Science resources are the bare minimum; chemicals are appropriately stored and checked.

The effectiveness of leadership and management

The principal has a visible presence around school and is committed to the school's improvement. Leaders are committed but their degree of understanding of modern teaching methodologies and school evaluation practices is insecure. The self-evaluation form (SEF) became available during the inspection. The judgments in it are not accurate as they are too optimistic. The school development plan (SDP) includes the school's vision, values and aims. The identified priorities lack clarity and are not closely based on improving student performance.

Management and monitoring responsibilities are being devolved to subject coordinators who are playing an increasingly important role; these arrangements are at an early stage of development. Monitoring is regular but does not focus adequately on the attainment or progress of students. The direction from senior leaders lacks clarity and coherence, and prevents subject leads working in a consistent way to improve attainment and progress in all grades. Lesson observations are not sufficiently focused on judging the quality of learning.

The owners are primarily involved in the allocation of finances and do not have a fully informed view of the quality of education that the school provides. Parents are generally supportive; they value the school's 'open door' policy enabling parents to consult with class teachers or senior leaders about any matters of concern.

Progress since the last inspection

There have been some improvements to the quality of protection, care and guidance, which is now unsatisfactory rather than very unsatisfactory. The key reason for this is that no evidence of corporal punishment was reported to, or witnessed by, inspectors. The owners and leadership have not eradicated most of the shortcomings regarding the buildings and facilities. There are still health and safety concerns. There is a planned timetable of lesson observations, and teachers do get an opportunity to discuss their strengths and weaknesses with a view to accessing professional development if available and relevant to their needs.

Most of the issues raised during the last inspection have not been successfully tackled and are still priorities. The current leadership lacks the capacity to improve the school without significant external support.

What the school should do to improve further:

1. Make better use of assessment data across all grades to:
 - i. raise the standards in all subject areas by tracking attainment and progress, informing teaching and benchmarking performance against the English National curriculum and international standards
 - ii. accurately identify students with SEN and the more able and provide effective specialist and in-class support.
2. Improve the quality of teaching and learning, particularly in the KG, to meet the needs of all students by ensuring that teachers:
 - i. plan clearer and more precise learning objectives and provide students with rubrics to better inform target-setting and self-assessment
 - ii. provide more regular and effective learning opportunities for the students to develop 21st century skills
 - iii. increase students' and teachers' use of ICT resources to enhance learning.
3. Ensure that self-evaluation is more rigorous by closely linking it to accurate monitoring of classroom practice and tracking of student progress by senior and middle leaders.
4. Continue to provide continuous professional development and increased human and physical resources in order to raise standards.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								