



دائرة التعليم والمعرفة
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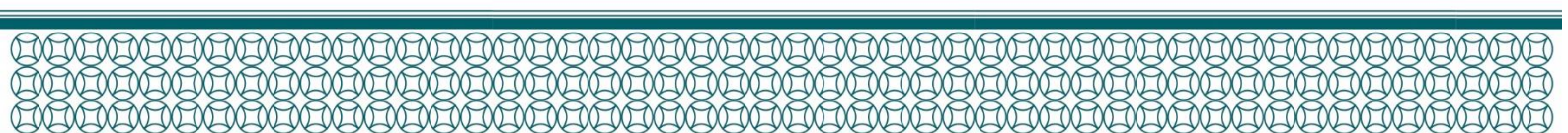
Inspection
Report of

Al Manahil Private School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Manahil Private School		
School ID:	144	School phases:	KG-High
School Council: **	N/A		
School curriculum: *	National Curriculum for England (NCFE)	Fee range and category*	AED4,900 to AED12,520 Very Low to Low
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Telephone:	+971 (3)7672 030	Website:	www.almanahil.sch.ae

Staff Information			
Total number of teachers	62	Turnover rate	29%
Number of teaching assistants	8	Teacher- student ratio	1: 25

Students' Information			
Total number of students	894	Gender	Boys and Girls
% of Emirati students	0	% of SEN students	1%
% of largest nationality groups	Filipino: 24%	Egyptian: 20%	Pakistani 17%
% of students per phase	KG	Primary	Middle
	17%	47%	31%
			High
			5%

Inspection Details			
Inspection dates	from:	20/01/1440	to
		30/09/ 2018	
Number of lessons observed:	107	Number of joint lessons observed:	15

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- A new principal joined the school in August 2018. Teacher turnover is 29%. This year, student numbers have almost doubled due to admissions in the Kindergarten (KG) and Grade 1 after blocking the registration on the school for two years. Inspectors visited the recently opened KG, but because it is new did not make judgements.
- The overall performance of the school is acceptable. Most students now achieve in line with curriculum standards in the large majority of subjects because of improvements in teaching and the curriculum. Leadership and management are now acceptable due to improved delegation of responsibilities and better use of achievement data to focus on school improvement. Students' personal and social development is now good because of good care, guidance and support, although they do not have enough opportunities to develop their creativity and respond to challenges in their learning.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Students now make acceptable progress in the large majority of subjects from primary to high phases. • Attainment is weak in Arabic, English and science in the very small high phase. Students also make weak progress in Arabic in high. • Students' learning skills have improved to acceptable overall. They engage in lessons and communicate well with others and their teachers, but their skills of higher order thinking and innovation are less developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Students demonstrate responsible and mature attitudes to their learning. They behave well and their attendance is very good. • Students have secure knowledge about UAE heritage and culture, and the influence of Islamic values • Students' skills in thinking critically, creatively and innovatively are less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Relationships between teachers and students are positive and, as a result, students develop self-confidence in their learning. • Teachers do not plan enough opportunities for students to develop innovation, research, independent working and critical-thinking skills.		



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	Feedback to students does not always help them understand the steps they need to take to improve their work.
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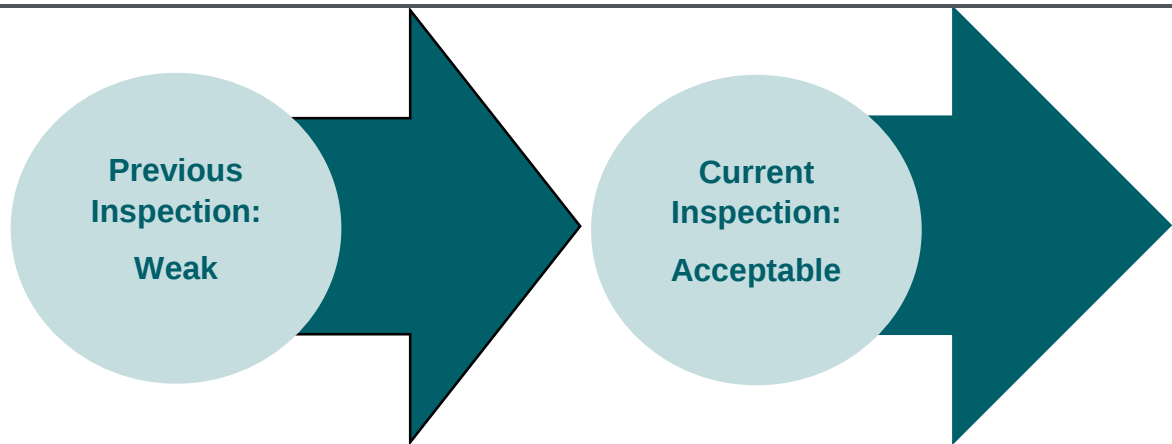
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The curriculum has appropriate breadth overall and is well reviewed, although it lacks experiences in design technology and physical education. - Staff are in the early stages of developing a clear rationale for the KG curriculum linked to the needs and interests of the children. - The curriculum is not planned well enough to encourage students to develop their learning, creativity and innovation skills fully.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The school is a safe and secure environment because of generally good health and safety procedures and record keeping across the school. - Care and support is good, and strong systems of behaviour management support positive relationships between staff and students. Staff have yet to establish fully effective procedures for care and support in KG. - Identification of the support needs for Special Educational Needs (SEN) and Gifted and Talented (G&T) students is now accurate and out-of-class support is effective. In-class support to help students fulfil their potential is still an emerging feature.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The school involves parents effectively in all aspects of school life. - While leaders analyse performance data, they do not always have a sufficiently clear understanding of students' progress across the school. - Monitoring of teaching does not focus sufficiently on the impact it has on students' learning.		



Progress made since last inspection and capacity to improve



- Achievement has risen since the previous inspection. It has improved in primary phase in Arabic FL, English, science and other subjects, and in middle phase in Arabic FL and SL, English and science. Standards in high phase have improved in Islamic education but declined in English and science. Progress is now acceptable in all core subjects in primary and middle phases. These improvements have resulted from improved teaching quality as delegated leadership has better supported teachers in planning and delivering effective lessons. Teachers now plan more consistently using curriculum-linked criteria to provide students with a range of engaging tasks and activities and clarifying what is to be learnt using lesson objectives.
- Students' learning skills overall are now acceptable across primary to high phases and successful approaches to promoting these are increasingly shared between teachers. Opportunities for students to research, think critically, show initiative, be enterprising, and take the lead, are less well developed.
- The progress of more able, less able, and SEN students has improved as teachers have begun to raise their expectations of what more able students can achieve and develop strategies for those who find learning difficult. However, teachers' planning does not yet use the new assessment resources and approaches developed by senior leaders to fully meet these students' needs.
- Arrangements for governance have recently been developed so that the Governing Body holds senior leaders more accountable for the school's performance.
- Leaders have made progress in addressing most of the recommendations from the previous inspection report. They have made improvements in most key areas and demonstrate awareness that further improvements can be made. Overall, school leaders' capacity to improve the school is acceptable.



Provision for Reading



- The library is stocked with an adequate range of fiction and non-fiction books in both English and Arabic. The total number of books is 5,000, which includes guided reading books in classrooms. Students' awareness of reading is raised in classes and encouraged through projects.
- Library periods are scheduled for English and Arabic classes with an ongoing programme to encourage reading for pleasure. Students are encouraged to read at home and to record their thoughts about the books they read.
- The school's new reading strategy sets out milestones against the new English national curriculum and incorporates age-related expectations for Arabic reading. The school plans to introduce reading weeks in which they will assess students reading skills against these standards. The results of these assessments will be used to identify required interventions to accelerate progress. Provision in KG is still in its early stages, with plans for new resources reading corners and more books.
- Opportunities for individual reading, guided reading and class reading are embedded within the curriculum across the school. This strategy has had a positive impact and led to an improvement in reading skills.
- The school is raising awareness of the importance of Arabic and English reading and how reading for pleasure can assist in personal development. This includes regular guided reading sessions, book reviews and evaluations.
- Teachers have received some professional development on improving reading and have used this information to help develop their teaching. This focus has improved students' reading skills.
- The school has just begun to assess and monitor students' progress in developing key reading skills.



Key areas of strength and areas for improvements:

Key areas of strength

- Improved students' progress in a large majority of subjects.
- Students' behaviour and their positive attitudes to learning.
- Robust systems to keep the school community safe and secure.

Key areas for improvement

- Further improve students' achievement, including improving teaching in all subjects by:
 - developing the skills of teachers in using assessment information to understand how to accurately identify students' starting points, and plan lessons which accurately meet the needs of all students, including more able, less able, G&T, and SEN students
 - increasing teachers' expectations of what students can achieve
 - increasing the frequency of review of students' progress so that gaps in their learning can be identified more quickly
 - improving the quality of feedback on students' work so that they better understand what they need to do to improve
 - developing leaders' use of data so they gain a clear understanding of children's and students' progress across the school
 - developing the monitoring of teaching to focus upon its impact on children's and students' learning
 - developing the quality of teaching and assessment in KG to meet all children's learning and development needs.
- Improve students' learning and thinking skills by:
 - increasing the opportunities for students to work independently, and develop their enterprise and innovation skills
 - increasing the use of tasks and activities in lessons which develop students' independent working and skills of research and critical thinking.
- Modify the curriculum to meet the needs of all students by:
 - planning further activities across subjects to challenge and support students of all abilities
 - increasing opportunities for students to develop knowledge and understanding of other world cultures
 - developing the curriculum and provision for children in KG to ensure they get appropriate academic and personal care and guidance relevant to their age and stage of development.



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Acceptable	Weak
Arabic (as additional Language) *	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Acceptable	Weak
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Good	Acceptable
Mathematics	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Science	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		N/A	Acceptable	Acceptable	Acceptable

*Relevant for Private schools only



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Islamic Education	• Achievement in Islamic education remains acceptable and has improved in high phase. • Attainment is acceptable across all phases. Internal assessment and observations of lessons and students' work confirm that attainment is acceptable because most students attain in line with curriculum standards. Recitation skills are acceptable. • Students make acceptable, rather than good, progress across all phases because teachers' do not always provide enough support and challenge to fully meet the needs of students of differing abilities. • Most students make expected progress in developing their knowledge and understanding of Islamic concepts and values and applying these in everyday life. Their ability to reference the Holy Qur'an and Prophet's sayings to their lives is less well developed.
Arabic	• Achievement in Arabic is acceptable in primary and middle phase, which is an improvement from the last inspection. However, achievement is weak in the high phase. A few students learn Arabic as a second language and their achievement is acceptable in primary and middle phases, but weak in high phase. • Internal assessment, observations in lessons and students' work confirm that students attain in line with curriculum standards overall in primary and middle phases and below in high phase, where no internal assessment results were available. Internal assessments indicate the attainment of Arabic second language students is good in primary phase. • Most students in primary and middle phase make acceptable progress in their listening, speaking and reading skills. However, progress for students in high phase is slower, particularly in their use of Standard Arabic in speaking. • In all phases, writing is still an emerging feature. Students are not provided with sufficient opportunity to practise and develop their writing skills for a range of different purposes.
Social Studies	• Students' achievement in social studies is acceptable in the primary and middle phases, which is an improvement from the last inspection. • In lessons, and in their work, most students attain in line with curriculum expectations. Internal assessments indicate that attainment is good in primary and acceptable in middle phase. Most students have acceptable knowledge and understanding of the social, economic and geographical features of the UAE and can compare and contrast these between the past and modern day. • Students make acceptable progress overall because teachers give them a range of appropriate tasks at different levels. However, they are not given enough opportunity to research independently and critically to make higher levels of progress.



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English	- Students' achievement is acceptable overall and has improved from the last inspection. - Attainment is acceptable in primary and middle phases and weak in high phase. This is evident in lessons and in students' work. iGCSE results have improved over the last 3 years but remain weak. Internal data indicates good attainment in primary and middle phases and weak attainment in high phase. - Students make acceptable progress in primary and high phases. Speaking and listening are more developed than reading and writing skills. Amongst a large minority of students, handwriting script is immature for their age and they write slowly. This impedes the amount of extended writing achieved.
Mathematics	- Students' achievement in mathematics is acceptable. - Attainment is acceptable. This is evident from lessons and students' work. Standards at iGCSE have improved over the last 3 years but remain weak. Internal assessments indicate attainment is good at primary and acceptable at middle phase. - Students make acceptable progress overall because teachers plan wide ranging, engaging activities and assessment of learning is improving. - Most students make acceptable progress in developing skills in mental mathematics and reasoning. Application of their mathematical knowledge to solve problems is still an emerging feature across the school. More able students do not always make enough progress because they are not challenged consistently.
Science	- Students' achievement is acceptable and improved since the last inspection. - Attainment is acceptable in primary and middle phases and weak in high phase, where it has declined since the last inspection. This is evident in lessons and in students' work. Results at iGCSE show improvement over the last 3 years but remain weak. Internal assessments indicate attainment is acceptable in primary and good in middle phase. - Most students' make expected progress in all phases. Throughout primary and middle phases, they develop an acceptable knowledge of scientific facts, but are less skilful in scientific enquiry. In high phase, students can follow instructions to conduct experiments to prove scientific principles but are not skilled in carrying out independent research. - Students' progress is not better than acceptable because teachers' planning does not provide enough breadth or challenge in activities to extend students of all abilities.
Other subjects	- Students demonstrate a range of creative and performance skills in art, music and drama where they are supported to learn independently. - In physical education (PE), students develop a more limited range of physical and team skills as they progress through middle and high school.



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Learning Skills	• Most students, particularly those in the high school, engage in lessons well and can work for extended periods without direct teacher support. • Students engage in learning and communicate effectively with each other and their teachers. • Students' skills of innovation and enterprise, their critical thinking skills and their ability to make connections between their learning and the real world are less well developed. This is due to a lack of opportunity in lessons to develop these skills.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Holy Qur'an recitation skills. - Students' responsible attitudes and their enjoyment of learning.	- Students' ability to relate the Prophet's sayings to their lives. - The level of challenge for students in Islamic education in all phases.
Arabic	- The improvement in attainment and progress in primary and middle. - Speaking and reading skills.	- Writing skills across the school, particularly in high. - In high, students' use of standard Arabic when speaking.
Social Studies	- Students' knowledge and understanding of UAE history and geography. - Students' improved understanding of UAE culture.	Students' independent research and their critical- thinking skills.
English	- Improved attainment across primary and middle phases. - Progress in the middle phase - Students' speaking and listening skills.	- Students' writing skills in all phases - Students' attainment in high phase
Mathematics	- Students' skills in mental mathematics and reasoning. - Students' development of subject specific terminology.	- Students' ability to apply mathematical knowledge to solve problems - Challenge for more able students.
Science	- The depth of students' factual knowledge about science in the upper primary and middle phases. - Improved achievement in primary and middle phases.	- The quality of students' skills of scientific enquiry. - Students' attainment in high phase.
Other subjects	- Students' creative and performance skills in the Arts. - Students' knowledge in other subjects in the high school	Students' skills in physical education across the school.
Learning skills	- Students' engagement and responsibility for their learning. - Communication skills.	Students' skills in independent learning, critical thinking and innovation.



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

Indicators:	KG	Primary	Middle	High
Personal development	N/A	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Good	Good	Good
Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Acceptable
- Students' personal and social development is good, and their innovation skills are acceptable. Students show positive and responsible attitudes. They listen carefully and respond well to instructions. Students' good behaviour and relationships contribute to a harmonious learning community across the school. Students share well, and they like to help each other. - Students show a secure understanding of the need to follow safe and healthy life-styles. At 96%, attendance is very good. A few students arrive to lessons and school late. - Students have clear understanding of Islamic values. They recite the Qur'an and Hadeeth with respect in assemblies. Students apply Islamic values and show respect and kindness to others. Students have good understanding of the culture and heritage of the UAE, for example they are well informed about UAE rulers and how life is changing in the UAE. Their understanding and appreciation of other world cultures less developed. - Older students make a valuable contribution to school life, helping at playtimes and running assemblies. They have recently started a reading buddy scheme with younger students. - Student's enterprise and innovation skills are inconsistently demonstrated across subjects and phases. - Students take care of their school environment by keeping it clean and are aware of important environmental issues, for example through participation in the sustainable school scheme.				
Areas of Relative Strength:				
- Students' behaviour and relationships. - Students' appreciation of Islamic values and UAE heritage.				
Areas for Improvement:				
- Students' enterprise and innovation skills. - Students' understanding of other world cultures.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	N/A	Acceptable	Acceptable	Acceptable
Assessment	N/A	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. - Most teachers use their secure subject knowledge to plan interesting lessons that students enjoy. They use a range of tasks and activities and positive relationships to engage students in their learning and their questioning promotes meaningful discussion. - Teachers' challenge and support for students are adequate, but not always sufficiently personalised. Opportunities to develop students' independence and innovation, research and critical-thinking skills are infrequent. - Internal assessment processes are now consistent and linked to the school's curriculum standards. Benchmarking takes place against international standards when external examinations are taken. - The school's analysis of assessment data to monitor students' progress is acceptable, but this is not used effectively by teachers to plan lessons which meet the needs of all groups of students. - Teachers know the strengths and weaknesses of their students reasonably well. Their oral and written feedback provides some challenge and support but does not always help students to understand how to make improvements to their work. - Provision for KG is new, and teaching does not yet consistently ensure that children receive an adequate range of opportunities to develop their learning through play and exploration. Use of assessment to establish children's starting points and to plan activities which build their learning is not yet developed.				
Areas of Relative Strength:				
- Relationships between teachers and students. - Provision of a range of engaging activities to students.				
Areas for Improvement:				
- Teachers' use of assessment information to plan lessons which accurately meet all students' needs and to provide feedback to students on how to improve - Provision to develop students' innovation, research, independent working and critical thinking skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Acceptable	Acceptable	Acceptable
Curriculum adaptation	N/A	Weak	Weak	Weak
- The overall quality of the curriculum is acceptable. Its adaptation is weak. - Staff are in the early stages of developing a clear rationale for the KG curriculum linked to the needs and interests of the children, which delivers the expectations of the National Curriculum for England (NCfE) for Foundation Stage. At other phases, the school uses published resources to plan appropriate progression in learning which covers most of the expectations of the NCfE, although planning for progression in high phase is weak. - Options provided for older students in high phase, where students can select scientific or commercial courses, are acceptable. Cross curricular links are planned, but not consistently implemented to build students' skills across the school. The curriculum has recently been subject to thorough review, but prior to this, periodic review has resulted in adequate provision in most subjects - Teachers' use of assessment to plan the curriculum at different levels for different groups of students is weak, although it has begun to improve. Provision for innovation and enterprise activities in lessons is very limited because teachers plan very few open-ended research tasks, projects or investigations, and opportunities within extra-curricular activities are limited. - Subjects provide some appropriate links to UAE heritage and culture and the student competencies framework - Moral education is taught appropriately in all grades following MOE Moral Education resources. The teacher-directed approaches using the MOE text book are not wholly successful in promoting critical thinking but are successfully promoting positive moral character.				
Areas of Relative Strength:				
- Recent review of the curriculum, which has identified and addressed weaknesses. - Use of resources to plan student progression in lessons over time.				
Areas for Improvement:				
- Enterprise and innovation opportunities. - Modification of the curriculum to meet the needs of all groups of students.				



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	N/A	Good	Good	Good
Care and support	N/A	Good	Good	Good
- The quality of protection, care, guidance and support of students is good. Staff have yet to establish fully effective procedures for care and support in the new KG. - Effective safeguarding procedures, including the child protection policy, keep students safe and secure, with good understanding of procedures amongst staff and parents. Arrangements to ensure students' health, safety and security are good and well supported by regular maintenance and cleaning and well-kept records. - Some aspects of the school's premises do not meet students' needs, for example for socialising and eating, enough classroom space, and specialist facilities, for example in science. Students feel safe and are taught systematically how to maintain safe and healthy lifestyles. - Staff-student relationships are good and systems for managing students' behaviour are generally successful. The school effectively promotes very good attendance and punctuality. - Thorough assessments and systems identify SEN and G&T students. Although these students' needs are identified properly, support in and outside class is not yet fully effective. - Students receive generally appropriate guidance and support, in particular to support their well-being.				
Areas of Relative Strength:				
- Safeguarding, health and safety procedures and record keeping. - Relationships and behaviour management.				
Areas for Improvement:				
Support for SEN and G&T students.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership

Acceptable

Self-evaluation and improvement planning

Acceptable

Partnerships with parents and the community

Good

Governance*

Acceptable

Management, staffing, facilities and resources

Acceptable

- Leadership and management are acceptable. The newly appointed principal and her senior leadership team have a clear vision and desire to improve and have established positive relationships and communication across the school. Whilst there is some analysis of students' performance data, leaders do not always have enough oversight of the progress that students make.
- Self-evaluation and improvement planning are acceptable. The self-evaluation form draws on external and internal data to identify appropriate priorities. The school development plan (SDP) actions are appropriately focused on raising achievement. The monitoring of teaching and learning although routine tends to focus on the actions of the teachers rather their impact on learning.
- Partnerships are good. Parents are involved in all aspects of school life including self-evaluation, and their views are carefully considered. Through effective reporting, parents are aware of the progress their children make which helps them to further support them at home. Participation by students in community events, such as charity fund raising and helping on local farms, is limited.
- Governance includes representation from the majority of stakeholders, including business and parent representatives, and regularly seeks parents' views. The Governing Board has recently aligned investment more closely with the school's plans to raise achievement and is improving facilities and resources. It ensures that statutory requirements are met.
- Day-to-day management is adequately organised with effective routines and sufficient qualified staff deployed to meet the school's vision. Accommodation and resources are not always acceptable, but the school has realistic plans in place to improve these in the near future, particularly to improve the quality of provision for KG.
- Leaders ensure positive promotion of international assessment. The school ensures students participate in the TIMSS 'question a day' programme, and most teachers use this effectively to monitor the progress students are making. Leaders are committed to the further development of benchmarking through assessment against the NCfE and international examinations at high phase.

Areas of Relative Strength:

- Parental involvement in all aspects of school life.
- Leadership's vision and direction for improvement.

Areas for Improvement:

- Leaders' use of data to gain a clear understanding of children's and students' progress across the school.
- Monitoring of teaching to focus on the impact it has on children's and students' learning.

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