



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Manhal International Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	17 Jumada Al-Akhirah 1439h	to	20 Jumada Al-Akhirah 1439h
		from	05-Mar-18	to	08-Mar-18
	School name			Al Manhal International School	
	School ID			9093	
	School address			25 Al Dhafra, Al Mushrif, Abu Dhabi,	
	School telephone			+971 (0)2 499 8777	
	School official email			Almanalint.pvt@adec.ace.ae	
	School website			www.almanhalschool.ae	
	School curriculum			Ministry of Education	
	School phases			Kindergarten (KG) to High	
	Fee range and category			AED 9, 900 – AED 18,600 Very low to low	
	Number of lessons observed			151	
	Number of joint lessons observed			14	
	Staff Information	Total number of teachers			165
Turnover rate			5%		
Number of teaching assistants			0		
Teacher- student ratio			1 : 15		
Student Information	Total number of students			2509	
	% of Emirati Students			4 %	
	% of Largest nationality groups			1. Jordan 27%	
				2. Syria 22%	
				3. Egypt 18%	
	% of SEN students			3%	
	% of students per phase			KG: 9%	Middle: 33%
Primary: 33%				High: 25%	
Gender			Boys and girls		



The Performance of the School

Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the last inspection, the number of students has remained stable, as has the composition of the senior leadership team. Teacher turnover is low.
- Students' achievement is acceptable overall. Achievement is good in Islamic Education, social studies, mathematics and non-core subjects. Progress is good overall in the KG. Students' writing in Arabic and English is less well developed. Students' learning skills are acceptable. Students do not yet have opportunities to develop critical thinking, problem-solving and innovation in lessons.
- Students' personal and social development is good. Students display positive attitudes to learning. Their relationships with others are very good. Their appreciation of Islamic values and UAE culture is also very good. Attendance is outstanding. However, a few students are not punctual to school. Students do not yet have a deep understanding of other world cultures. Students' sense of social responsibility is good.
- The overall quality of teaching and assessment is acceptable. Teachers impart secure subject knowledge. In most subjects, teachers plan lessons that enable students to meet expected learning outcomes. However, work is not always sufficiently challenging for higher achieving students. Critical thinking, problem-solving or innovation skills in lessons are not embedded features of lessons. Teachers do assess and monitor students' progress in lessons. Assessment information is not always used or benchmarked effectively.
- The school's curriculum is acceptable. It makes meaningful links with other subjects, and to Emirati culture and UAE society. It offers a good range of subject choice and extra-curricular provision. The curriculum is not reviewed robustly or modified to ensure that it sufficiently challenges higher achieving students and promotes innovation and creative thinking skills in lessons.
- The protection, care, guidance and support of students is good. The school has effective procedures in place to keep students safe. Relationships are respectful and courteous. Leaders do not yet effectively promote students' punctuality to school. Students with special educational needs (SEN) are identified accurately. However, provision to fully challenge higher achieving students is less well developed.
- The overall quality of leadership and management is acceptable. All staff are committed to the school's vision and principal's inclusive ethos. Relationships with staff are good. Leaders do not accurately self-evaluate the school. When

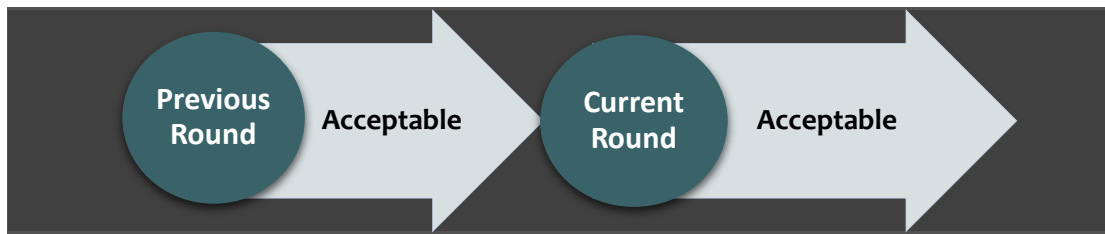


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monitoring lessons, leaders do not focus on students' achievements well enough. Communication with parents is good.



Progress made since last inspection and capacity to improve



- Senior leaders have made some improvements since the last inspection. They have raised students' achievement in social studies, mathematics and other subjects. These are now good. Teachers have provided greater opportunities for children to learn through play.
- Leaders have provided professional development for teachers on setting measureable learning objectives in lessons. Most teachers now do this. However, lessons do not yet always provide challenge for all groups of students, particularly the more able. When leaders monitor lessons, they do not focus sufficiently on students' achievements.
- Leaders now observe lessons regularly. They highlight and share best practice. They scrutinise teachers' plans to ensure that previous learning is built upon. Teachers still do not match work to students' needs effectively. In lessons, teachers over-rely on the use of workbooks to support learning.
- Leaders have invested in technology. Almost all classrooms have 'data-shows' and IT laboratories have sufficient computers to support learning. The implementation of the 'question-a-day' initiative promotes critical thinking, problem-solving and innovation skills. However, in lessons, these are underdeveloped features of learning.
- Overall, the progress made in raising school performance since the previous inspection indicates that leaders demonstrate acceptable capacity to further improve the school.



Key areas of strength and areas for improvement

Key areas of strength

- Students' achievement in Islamic Education, social studies, mathematics and non-core subjects.
- Students' positive attitudes to learning and their relationships with adults and one another.
- Students' understanding and appreciation of Islamic values, UAE culture and society.
- Cross curricular links in learning.
- Leaders' inclusive ethos, in particular accurate identification of students with SEN.

Key areas for improvement

1. Raise students' achievement in all subjects, particularly in Arabic and English by:
 - i. ensuring that sufficient time is given to teaching writing in Arabic and English
 - ii. modelling how to write so that students understand what is expected of them
 - iii. monitoring students' writing in lessons and helping them to correct grammar
 - iv. providing greater opportunities for students to develop critical thinking, problem-solving and innovation skills in lessons.
2. Improve teaching and learning by:
 - i. providing work that is better matched to students' needs, particularly those who are higher achieving.
 - ii. asking questions that challenge and deepen understanding
 - iii. using assessment data accurately to inform and personalise future learning.
3. Review the curriculum to ensure that:
 - i. all subjects fully integrate critical thinking, problem-solving and innovation skills
 - ii. planning is modified to take account of the needs of all students, particularly those who are higher achieving.
4. Develop the impact of leadership and management by:
 - i. analysing and summarising all evidence to accurately self-evaluate the school, aligning this closely to the UAE framework
 - ii. focusing on students' achievements when monitoring lessons
 - iii. benchmarking data accurately to understand how students achieve against national expectations.



Provision for Reading

- The school has three libraries each with a selection of books in Arabic and in English. There is a range of fiction and non-fiction texts to support learning across the curriculum. School leaders recognise that these books are not always well matched to students' interests or levels of ability. Consequently, they have purchased a reading scheme in English.
- Reading forms part of the school's development plan (SDP). In addition, there is also a specific action plan to develop students' enjoyment of reading and their understanding of texts. Each class is taught in the library once a week.
- Arabic and English lessons focus on developing students' reading and basic comprehension skills. Most students read at an age-expected level. They demonstrate a literal understanding of the books they read.
- Leaders do not yet effectively track students' achievement in reading. Comprehension test data provides limited information about the areas of reading with which students need greater support.
- To promote students' enjoyment of reading, the school participates in reading competitions and events such as 'Abu Dhabi Read'.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Good	Acceptable	Acceptable
	Progress	Acceptable	Good	Acceptable	Acceptable
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	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. Achievement is acceptable in Arabic, English and science. It is good in Islamic Education, social studies, mathematics and other subjects overall. . Progress is good in the KG. Children typically start school with skills that are broadly expected for their age. However, almost all children do not speak English when they join the school.
- 2017 internal assessment data indicates that students' attainment is outstanding in almost all subjects. It is very good in mathematics. 2017 MoE exam data shows that students' attainment is consistently outstanding in all subjects. This is not borne out by coursework in lessons.
- The school's progress data for trimester one indicates that students' progress is outstanding in almost all subjects. However, overtime, this is broadly acceptable.
- In lessons and coursework, students with SEN and those who are G&T achieve at an acceptable level. There is no significant difference between the achievement of boys and girls.

Subjects

- Students achievement in **Islamic education** is good. The majority of students attain levels that are above curriculum expectations. Students demonstrate a good understanding of Islamic values and concepts. Recitations from the Holy Qur'an are clearly conveyed. Students can explain the Hadeeth and make good links between praying and its relevance to their lives.
- Students' achievement in **Arabic** is acceptable overall. It is good in the primary phase. Most students achieve levels in line with curriculum standards. Most can speak in Arabic at an age-appropriate level. They can read texts with fluency. They demonstrate acceptable comprehension skills. Students' writing skills are less well developed. Students are only able to write simple sentences and paragraphs.
- Students' achievement in **social studies** is good. The majority of students attain levels that are above curriculum expectations. Students demonstrate a good understanding of UAE geography and history and the role key leaders play in its success.
- Students' achievement in **English** is acceptable overall. Children's progress is good in the KG. Most students can read and understand age-appropriate texts. They listen and can communicate their understanding orally, using complete sentences. Students can answer questions accurately. Students'



writing skills are less well developed in all phases of the school. Written work is not always grammatically correct.

- Students' achievement in **mathematics** is good overall. It is acceptable in the KG. The majority of students achieve standards that are above curriculum expectations. Students can calculate using number and algebra to solve mathematical problems. Students mental mathematics skills are well developed. Students can solve complex problems without using a calculator. Their geometrical skills are less well developed.
- Students' achievement in **science** is acceptable overall. It is good in the KG and high phase. Most students achieve levels in line with curriculum standards. Students in the primary and middle phase use scientific language at an age-appropriate level. They demonstrate an acceptable level of skill in scientific enquiry and observation. In the KG and high phase, students can hypothesise and carry out investigations, recording results accurately to a high-level for their age.
- Students' achievement in **other subjects** is good. The majority of students achieve above curriculum standards in **art, music, physical education (PE)** and **IT**. In music, students can sing very well and read musical notation. In IT, students can programme and code using technology.

Learning skills

- Students' learning skills are acceptable overall. Students' engage in lessons and, when encouraged, take responsibility for their own learning. Most students effectively collaborate in lessons. They share and challenge one another's ideas. Students use ICT to support their learning in few lessons. Most students are make clear connections between subjects and relate these to their understanding of the world. They are beginning to develop critical thinking, problem-solving and innovation skills but not enough time is given to develop these in lessons.

Areas of Relative Strength:

- Students good achievement in Islamic Education, social studies, mathematics and non-core subjects
- Progress in the KG.

Areas for Improvement:

- Students overall achievement in all subjects, particularly in Arabic and English writing.
- Critical thinking, problem-solving and innovation skills in lessons.



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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development is good and the development of their innovation skills is acceptable.
- Almost all students demonstrate positive attitudes to learning and respond well to feedback. Their behaviour is good. Incidents of bullying are rare. Very good relationships between adults, students and one another promotes a positive climate for learning.
- Students demonstrate a good understanding of safe and healthy living. They are aware of how to keep themselves and others safe, including online. Almost all students eat healthily and take part in PE.
- Student attendance is outstanding at 98%. However, a few students do not arrive to school on time.
- Students demonstrate a very good understanding of Islamic values and the UAE. Students show a very high level of respect for, and appreciation of, Emirati culture and heritage. They show a very deep understanding of their own culture but not that of others.
- Students are responsible members of the school community. They make regular contributions to national and local communities. Students donate resources to the Red Crescent and have participated in projects that enable them to care for their environment.
- Students' innovation skills are acceptable. Students recycle materials and engage in projects which promote sustainability. The 'question-a-day' initiative stimulates creative responses to solving everyday problems. Innovation skills in lessons are not yet features of everyday learning.



Areas of Relative Strength:

- Students' positive attitudes to learning.
- Relationships between adults and students and one another.
- Students' understanding and appreciation of Islamic values, UAE culture and society.

Areas for Improvement:

- Punctuality of a few students.
- Students' knowledge of other cultures.



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. Teachers demonstrate and impart secure subject knowledge effectively in lessons.
- Teachers plan lessons and use resources to engage students so that they can meet learning expectations. Lessons are not always challenging for the more able. This is because their needs are not always well planned for. The use of questioning does not consistently deepen students' thinking and understanding.
- In a minority of lessons, work is adult-directed. In most subjects, lessons are workbook based. Work is not always well matched to the needs of students, particularly those who are higher achieving. The development of students' critical thinking, problem-solving and innovation skills are not yet fully embedded features of teaching.
- The school's internal assessment processes are acceptable. Assessment information is linked to the school's curriculum and provides an appropriate measure of students' progress. External data is not accurately benchmarked against national expectations. Teachers assess students in class. However, they do not always use continuous assessment data effectively to modify future learning.
- Teachers are aware of students' strengths and weaknesses. They provide acceptable levels of support and challenge. However, oral and written feedback are not always sufficiently personalised to accelerate achievement. In a few lessons, students are beginning to evaluate their own and others' work.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Lessons that help students meet learning outcomes.

Areas for Improvement:

- Teaching strategies to meet the higher achieving students.
- Accurate benchmarking and use of data to inform future learning.



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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 the curriculum is acceptable. It is broad and balanced and meets the needs of most students. The curriculum builds appropriately on prior learning to adequately prepare students for their next stage in learning and education. - The curriculum provides students with a wide range of curriculum choices. Older students can choose from a range of subjects to match their interests and needs. Students from all classes can choose to participate in a wide range of extra-curricular activities to develop their interests - Effective cross-curricular links develop students' understanding in other subjects and enable them to make connections to everyday life. - School staff do not review the curriculum rigorously. They ensure it adequately meets the needs of most groups of students. However, they do not yet modify the curriculum to support higher achieving students in lessons. - Opportunities to teach enterprise and innovation are acceptable. In addition to innovation week, students consider the 'question-a-day' which promotes critical thinking and problem-solving skills. In lessons, these skills are not yet fully embedded features of learning. - Effective links are made in lessons, and around the school, to Islamic values and Emirati culture. The school effectively promotes students' identity and appreciation of what it means to be a member of UAE society. - Moral education is planned for across the school. It is taught in Arabic. Lessons promote positive moral values reinforcing expectations of students in school and society. These values are upheld by both students during assemblies and in their behaviour around the school. Areas of Relative Strength: - Cross curricular links with Emirati culture, UAE society and to real-life. - Curriculum choices and extra-curricular provision.				



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Areas for Improvement:

- Modification of the curriculum to meets the needs all groups of students, particularly higher-achieving students.
- Opportunities for innovation, critical thinking and problem-solving in lessons.



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 for students is good. There are clear procedures in place to safeguard students. Parents, students and staff adhere to the school's child protection policy. - The quality of maintenance and record keeping is good. The health and safety committee carry out regular safety checks. Students are supervised effectively around the school and on buses. The learning environment physically meets the learning needs of all students. - The school's promotion of safe and healthy living is successful. Students learn about healthy living and lifestyles both during assemblies and in lessons. Relationships with students are always courteous and respectful. Behaviour is managed positively. - Attendance is promoted very effectively. However, a few students arrive late to school. - Students with SEN are identified promptly. They are given acceptable levels of support in lessons. This enables them to make acceptable progress in both their learning and personal development. G&T students receive support through extra-curricular provision. Their learning needs are not carefully considered in lessons. - Students' well-being is monitored effectively by the school. As a result, older students receive effective advice about career choices and courses to study at university.				
Areas of Relative Strength:				
- Courteous and respectful relationships. - Accurate identification of students with SEN.				
Areas for Improvement:				
The promotion of students' punctuality.				



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- Support in lessons for students who are G&T.



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. All staff embrace the school's vision and are committed to the principal's inclusive ethos. School leaders demonstrate basic knowledge of the curriculum and best practices in teaching and assessment. Relationships amongst staff are professional. Leaders have maintained an acceptable level of school performance since the previous inspection. • The school's approach to self-evaluation is acceptable. Leaders are aware of the school's main areas for development. However, they do not analyse all school evidence, including data, effectively to identify how to further improve. Consequently, judgements are not always well aligned to the UAE framework. • Leaders monitor teaching regularly. However, when monitoring lessons, they do not reflect sufficiently on students' achievements. Middle leaders monitor teaching and learning in their subjects. However, this is yet to fully impact on students' achievements because assessment data is not analysed sharply. • Partnership with parents is acceptable. Parents support school events and, through meetings with the principal and parent questionnaires, share their views on ways the school can improve. Parents meet with teachers termly to discuss how well students are achieving. Communication between home and school is good. • The governance of the school is acceptable. The board of trustees seeks the views of parents and uses this when planning future provision. They monitor the work of the school but rely on school leaders to tell them how well students are achieving. • The daily management of the school is smooth. Staff benefit from professional development and share best practice. The school is suitably resourced and has a range of specialist facilities including IT and science laboratories. • The school promotes international assessments adequately. The 'question-a-day'	



initiative is implemented. PISA mock results are analysed sufficiently. Leaders do not yet accurately benchmark themselves against national expectations.

Areas of Relative Strength:

- Inclusive ethos promoted by leaders.
- Relationships among staff and communication with parents.

Areas for Improvement:

- Accuracy of school self-evaluation.
- Focusing on students' achievement during lesson monitoring.
- Accuracy in analysis of data, particularly by middle leaders, and its use in setting higher expectations for students' achievement.