



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Muneera Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	12 th Jumada Al-Awwal, 1439	to	15 th Jumada Al-Awwal, 1439
		from	29-Jan-18	to	01-Feb-18
	School name			Al Muneera Private School	
	School ID			9279	
	School address			Baniyas East 3	
	School telephone			+971 (0)2 582 7005	
	School official email			Almuneera.pvt@adec.ac.ae	
	School website			--	
	School curriculum			MOE	
	School phases			KG to Middle phase	
	Fee range and category			AED 11,500 – AED 14,100, Low	
	Number of lessons observed			105	
	Number of joint lessons observed			9	
Staff Information	Total number of teachers			42	
	Turnover rate			35%	
	Number of teaching assistants			5	
	Teacher- student ratio			1: 15	
Student Information	Total number of students			638	
	% of Emirati Students			2%	
	% of Largest nationality groups			1. Syria 32%	
				2. Yemen 17%	
				3. Sudan 16%	
	% of SEN students			10%	
	% of students per phase			KG: 14%	Middle: 26%
				Primary: 60%	High: --
Gender			Boys and girls		



The Performance of the School

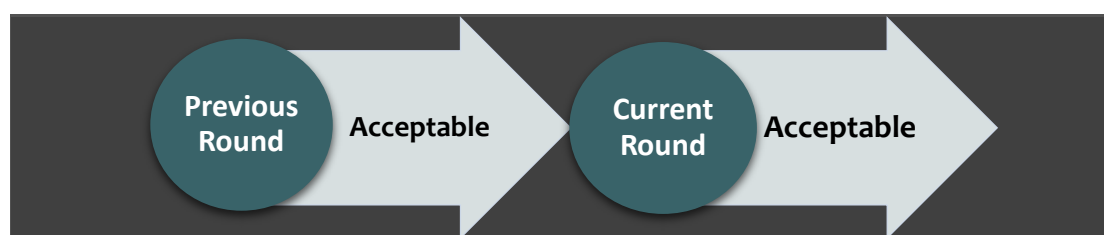
Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students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



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school has a high turnover of teachers and students. The building is old and deteriorating, and while it is due to be replaced, there is no timescale for this to happen. The school has no Vice-Principal and no teacher of special educational needs.
- The overall quality of students' achievement is acceptable. Most students attain levels in line with curriculum standards and make acceptable progress in their learning. Children's achievement in Arabic in the Kindergarten (KG) is good. Students' achievement in English, and their skills in critical thinking and innovation are weak across all stages.
- Students' personal and social development is good, but their innovation skills are less well developed. Students have positive attitudes to learning and behave well. They have good knowledge of the UAE, but less understanding of other countries and cultures.
- The quality of teaching and assessment is acceptable. Teachers plan lessons and activities which engage students. They ask students questions to check their understanding. However, they do not use assessment effectively to plan lessons which meet the learning needs of all students.
- The school's curriculum is acceptable and links between Arabic, Islamic education and social studies support students' understanding. Teachers plan sequences of lessons, but do not build consistently on students' prior achievement. The curriculum is not adequately modified for students who require additional support with aspects of their learning.
- The quality of protection, care, guidance and support of students is acceptable. Nurturing relationships between staff and students ensure students are safe and well cared for. Staff are less effective in supporting students with special educational needs and those who are gifted and talented.
- The quality of leadership and management is acceptable. The principal is supported well by the board of governors. The day-to-day management of the school is effective. The school plans for improvement, but the use of data in self-evaluation is underdeveloped. The school's resources and facilities are of a poor quality.

Progress made since last inspection and capacity to improve



- The school has made acceptable progress since the last inspection. School leaders and staff have addressed most of the recommendations in the previous report. The majority of the changes made have yet to make a significant impact on raising academic standards.
- Teachers plan lessons in a consistent way and most provide a range of activities for students to undertake in groups. These activities meet the needs of a broad range of students but do not yet support the learning needs of those with special educational needs. Lessons do not usually extend the skills of all students in thinking and collaborating.
- Teachers now use questions to check students' recall of simple facts but do not use questions to inform them about students' understanding of the learning objective. Overall, students still receive too little feedback to be able to take responsibility for their own learning.
- Teachers now use a range of assessments, based on curriculum outcomes, to check how well students are performing. They do not yet use the information provided by these tests to track the progress of individual students and to plan next steps in learning.
- The school has improved the quality of ICT resources and these are now being used by teachers to support their teaching. Computers are not yet being used by students as a regular learning resource.
- Students now have regular opportunities in art to be creative, but creativity is not sufficiently encouraged in other curricular areas. While students demonstrate scientific thinking and innovation skills in project work, they do not think innovatively in most other lessons.



Key areas of strength and area for improvement

Key areas of strength

1. The integration of learning across Arabic, Islamic education and social studies which develops students' Islamic values and respect for UAE heritage and culture.
2. The caring ethos of the school which promotes positive relationships, and respectful, considerate behaviour.
3. The knowledgeable governors who support the school effectively.

Key areas for improvement

1. School leaders should ensure that teachers raise the achievement of students in all subjects, particularly English by:
 - i. improving how teachers assess the achievement of learning objectives and track the progress of students
 - ii. providing professional development on the teaching of phonics to teachers of English in the KG and Primary stages
 - iii. helping teachers to understand how they can implement the Student Competencies Framework in their classrooms
 - iv. increasing the use of English in displays and around the school.
2. School leaders should work with teachers to develop improved teaching strategies to meet the learning needs of individuals and groups of students by:
 - i. monitoring the quality of group activities to ensure they offer different levels of challenge linked to the learning objectives
 - ii. developing individual education plans and group support plans for those whose needs and existing skills are different from the rest of the class
 - iii. giving more challenging opportunities to more-able, gifted and talented students
 - iv. using the information from tracking of students' progress to plan lessons which support their next steps in learning.
3. Teachers should increase the frequency and quality of opportunities in lessons for students to develop critical thinking, problem solving and innovation skills by:
 - i. increasing opportunities for students to use technology to demonstrate their achievement and to learn independently
 - ii. improving the quality of learning activities and resources to support the development of these skills
 - iii. improving the clarity of learning objectives to help students to understand what they are expected to learn.



Provision for Reading

- The school library contains a basic range of fiction texts in both Arabic and English. There are limited non-fiction texts and few resources to interest boys. The range of books is better suited to younger students than older ones. Library records show low rates of student borrowing. The library is dark and located behind the boys' section of the school. Only boys can access the library freely outside class time.
- Primary English reading books are stored in the library, and are seldom used. Classroom reading resources are under-developed. Students in the Kindergarten and Primary phase are developing their comprehension skills in Arabic during weekly library lessons. Teachers make insufficient use of books in English lessons.
- The school has developed reading areas in social spaces and improved the quality of resources in the library, but neither of these resources is used well.
- The quality of students' reading in Arabic is improving because of good links between subjects. Books in the reception and public areas are designed to encourage parents to read with their children.
- The school has provided no specific training for teachers on how to develop literacy skills, including phonics, across the curriculum. Students are encouraged to read on the buses but bus monitors are not aware that they should be supporting this initiative.
- Students in the Middle phase visited a book exhibition as part of the social studies curriculum. The school holds a reading day where mothers come in and read to younger students. Student library helpers hold an assembly once a month to model reading for pleasure, and award 'Star Reader' certificates to Primary students.
- There are no objective systems for measuring the school's success in promoting reading or improving literacy. The school's assessment processes do not track the success of students in developing critical reading skills.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. Children's achievement in Arabic in KG is good. The achievement of students in English is weak in both the KG and Primary phases. Achievement in mathematics and science is acceptable in all stages. While students demonstrate imagination and creativity in art, they do not apply these skills in other subjects.
- Students' achievement in international examinations is weak. The school could not provide the inspection team with data from International Benchmarking Tests. The performance of a small number of students in PISA mock examinations fell well below international standards. Across all subjects most students' attainment is in line with Ministry of Education (MOE) curriculum standards.
- Students make acceptable progress in lessons and over time. They make weak progress in English. Standards of achievement have been maintained over recent years. There has been an overall decline in students' achievement in the KG since the last inspection, particularly in English.

Subjects

- Achievement in **Islamic Education** is acceptable and most students achieve in line with curriculum standards. Children in KG2 know how to pray while most students in the Primary phase read Hadith and demonstrate Islamic values. Students in the Middle phase can recite verses from the Holy Qur'an confidently.
- Students' achievement in **Arabic** is good in the KG and acceptable in Primary and Middle phases, with most students achieving in line with curriculum standards. Children in KG say letter sounds and write simple words while students in Primary and Middle phases recite poetry fluently.
- Achievement in **social studies** is acceptable and most students achieve in line with curriculum standards. Children in the KG can name the seven Emirates, while older students can identify surrounding Arabian Gulf countries on a map. By Grade 9, students can describe the old civilizations of the Arab world.
- Students' achievement in **English** is weak overall, and in KG and Primary only the minority achieve in line with curriculum standards. The speaking and writing skills of students are developing too slowly. By the Middle phase, a few students are reading and writing above curriculum standards, but almost



all lack fluency and confidence when speaking.

- Achievement and progress in **mathematics** is acceptable and most students achieve in line with curriculum standards. Students' mental calculation, and knowledge about space and shape are acceptable at all stages. Students are less skilled at critical thinking and in using their knowledge to solve mathematical problems.
- Students' achievement in **science** is acceptable and most achieve in line with curriculum expectations. Primary students can explain how temperature affects the state of water. Students in the Middle phase can independently carry out practical investigations.
- Students' achievement in **other subjects** is acceptable and most show suitable skills in using recycled materials in imaginative design projects. Most have acceptable knowledge in using computers. Across all stages, students' skills and knowledge in music are weak.

Learning skills

Almost all students have positive attitudes to learning and work well together in groups. Across a majority of subjects, students understand the purpose of their learning in real life. Students are not skilled in learning independently and have not developed skills of critical and innovative thinking.

Areas of Relative Strength:

- Children's skills in reading and writing Arabic in KG.
- Students' understanding of the links between Arabic, Islamic education and social studies and the application of these subjects in real life.
- Students' creativity in art.

Areas for Improvement:

- Students' skills in English at all stages.
- Students' skills in critical and innovative thinking.



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	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Weak	Weak	Weak	
- The personal and social development of students are good. Students at all stages demonstrate focus and resilience in lessons. Almost all students show respect for adults and inclusive, caring attitudes. They take responsibility for organising games at break time. Bullying is rare and is dealt with effectively. - Younger students make healthy food choices and know what to do in an emergency. Older students give advice to parents on fire prevention. Student police maintain order at break times and ensure their peers are safe. - Attendance is good at 94%, and students are punctual. Students demonstrate their Islamic values in their truthful and respectful behaviour. - Students show deep respect for the late Sheikh Zayed bin Sultan, and have a good understanding of his legacy. They celebrate local traditions by dancing, making handicrafts and preparing local food. - Students show concern for others by visiting the sick and elderly, and helping the Red Crescent. They have less understanding about other cultures. - Most students show creativity and innovation in special projects and events, but they do not apply these skills in other lessons. Areas of Relative Strength: - Students' positive attitudes to learning and their behaviour. - Students' Islamic values, and respect for UAE heritage and culture. Areas for Improvement: - Students' knowledge of other countries and cultures.				



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- Students' development of innovation skills across their learning.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Most teachers demonstrate adequate subject knowledge. Teachers of Arabic in KG and Primary are more skilful at introducing reading and writing to young children and students than those who teach English.
- Teachers plan lessons and use resources appropriately in most subjects. In a few lessons, learning objectives are unclear, or activities are not closely enough linked to these objectives to support good progress.
- Almost all teachers provide clear direct teaching and ask questions to check students' understanding. Too few teachers ask questions which provoke students to think deeply and explain their ideas.
- A few lower achieving students receive extra lessons to help them to catch up with the class. Most teachers are not meeting the learning needs of students who require additional support in lessons.
- Teachers assess students' skills regularly against curriculum outcomes. They do not yet analyse this data closely enough or take suitable actions to address weaknesses in students' achievement.
- In most lessons, students understand what they are expected to learn. In the most effective lessons, teachers involve students in reviewing their progress. Overall, students receive insufficient feedback to improve their work.

Areas of Relative Strength:

- Most teachers' subject knowledge.
- Consistent lesson planning and clear direct teaching.
- The use of questions to check students' understanding.

Areas for Improvement:

- The quality of learning objectives and learning activities.
- Teachers' use of questions to engage students in thinking deeply.
- The use of assessment to plan lessons which meet the needs of all students.
- The quality of feedback given to students about their work.
- Teachers' expertise in meeting the learning needs of all students, particularly those



who require additional support.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	
• The quality of the school's curriculum is acceptable. • Teachers plan lessons following the textbook order, and the curriculum delivers broadly the same experiences to the whole class. This does not support students with special educational needs or more-able students effectively. • The curriculum makes sure that students are prepared for the next stage in their education. Students' transition easily from KG to Grade 1. Students moving from Grade 9 to secondary schools are supported effectively by a social worker. • Students' understanding of UAE heritage and culture is deepened through cross-curricular links. There is insufficient use of English across the curriculum. • School leaders review the curriculum regularly. Teachers use baseline assessment to group students by ability and to plan curricular activities. In a few lessons, topics and contexts are adapted to appeal to either boys or girls. • The curriculum gives students opportunities to be creative and innovative in isolated events, but these skills are not embedded within other learning. • Moral education is taught in all classes from grades 1 to 9 for a period a week. Lessons follow the textbook closely and a few teachers supplement this by posing students moral questions. The majority of teachers link moral education to Islam and support students' development of a positive work ethic and values.				
Areas of Relative Strength:				
• Cross-curricular experiences in Arabic, Islamic education and social studies. • The integration of UAE heritage and culture across all subjects. • Activities which enrich the curriculum and make learning meaningful.				
Areas for Improvement:				
• Curriculum planning, so lessons build more consistently on prior achievement. • The development of innovation and creativity within lessons. • Modification of the curriculum for students with special educational needs.				



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	Acceptable	Acceptable	Acceptable	
Care and support	Acceptable	Acceptable	Acceptable	
- The overall quality of protection, care, guidance and support for students is acceptable. Students, staff and parents understand the school's child protection procedures. - The premises and facilities are in poor condition. Staff are aware that the deterioration of the building can lead to safety risks. The health and safety committee are proactive in assessing, recording and resolving such risks. - Students are supervised well during break times, at dismissal and on school transport. The school uses partnerships with civil defence and other bodies very well to teach students how to be safe and healthy. - Staff have positive relationships with students and provide a high standard of pastoral care. Students feel safe and nurtured in school and this contributes to their good attendance. - The school identifies students with special educational needs and those who are gifted and talented. However, these students do not receive enough support in lessons to make sufficient progress in their learning.				
Areas of Relative Strength:				
- The proactive health and safety committee. - Nurturing relationships between staff and students which support students' care and welfare. - Interventions which encourage students to adopt safe and healthy lifestyles.				
Areas for Improvement:				
- The deteriorating fabric of buildings and furnishings. - Facilities for disabled students. - Support for students with special educational needs, and those that are gifted and talented in 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	Good
Management, staffing, facilities and resources	Acceptable
• The principal sets a clear vision and models the caring ethos that characterises the school. The school has an acceptable capacity to improve. Many changes have been made in response to the previous inspection report, but not all have been effective in raising standards. • The principal welcomes the views of stakeholders. School leaders monitor lessons and have increased the range of teaching strategies. The school's approaches to self-evaluation are adequate to inform senior leaders of key priorities for improvement. The school's development plan has appropriate targets. Leaders make too little use of data to evaluate the school's performance. • Staff provide an attractive learning environment in poor quality facilities. The school engages parents effectively in their children's learning. The school's links with other schools and organisations extend opportunities for students. • The board of governors provides good advice support with development planning. Governors are accessible to parents and teachers. The school is adequately staffed overall, but, does not have a vice principal, and staff lack expertise in special educational needs. • The school has no international exams co-ordinator and staff do not analyse international examination data. The school currently has no strategies in place to improve students' performance in international examinations.	
Areas of Relative Strength:	
• The shared vision which has created a caring and nurturing ethos. • The support provided by the board of governors. • Efficient day-to-day management of the school.	
Areas for Improvement:	
• The quality of resources and facilities. • The use of data in self-evaluation.	



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