



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Murooj Scientific School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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Contents

School Information.....	3
The Performance of the School.....	4
Evaluation of the school's overall performance	5
Progress made since last inspection and capacity to improve	6
Key areas of strength and area for improvement	7
Provision for Reading	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills	12
Performance Standard 3: Teaching and Assessment	13
Performance Standard 4: Curriculum	14
Performance Standard 5: The protection, care, guidance and support of students...	15
Performance Standard 6: Leadership and management	16



School Information

General Information	Inspection date:	from	14th Shaban,1439h	to	17 th Shaban, 1439h
		from	30-Apr-18	to	03-May-18
	School name	Al Murooj Scientific School			
	School ID	272			
	School address	Mussafah, MBZ, Block 11, M9, Abu Dhabi.			
	School telephone	+917 (0) 2 666 9229			
	School official email	almuroojsci.pvt@adec.ac.ae			
	School website	www.almurooj.ae			
	School curriculum	British			
	School phases	Kindergarten, Primary and Middle			
	Fee range and category	AED18855 – 33255. Low to High			
	Number of lessons observed	100			
	Number of joint lessons observed	3			
Staff Information	Total number of teachers	70			
	Turnover rate	10%			
	Number of teaching assistants	13			
	Teacher- student ratio	1 : 12			
Student Information	Total number of students	870			
	% of Emirati Students	18 %			
	% of Largest nationality groups	1. Egypt 27%			
		2. Jordan 16%			
		3. Syria 11%			
	% of SEN students	3%			
	% of students per phase	KG: 27%		Middle: 23%	
		Primary: 50%		High: NA	
Gender	Boys and Girls				



The Performance of the School

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

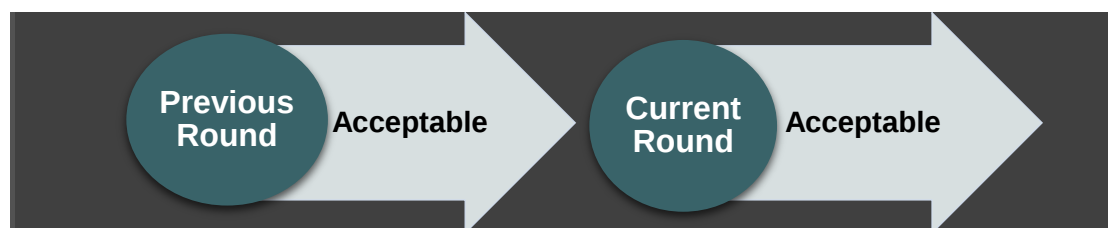


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school has appointed a new member to the senior leadership team with responsibility for students' academic progress. The school is expanding and this year enrolled students into Grade 9.
- The overall quality of students' achievement is acceptable. The majority of students achieve well in social studies and science. Achievement is acceptable in all other subjects. Students' learning skills are acceptable.
- The overall quality of students' personal development is good. Most students enjoy learning and demonstrate positive attitudes in class. They show good understanding of Islamic values, Emirati culture and society. Attendance is very good.
- The overall quality of teaching and assessment is acceptable. Teachers use the results of external assessment to plan lessons that meet the needs of most of the students. School data analysis systems are acceptable. Teachers do not always adequately challenge the most able students.
- The curriculum is acceptable overall. It is planned and reviewed appropriately. There is an effective range of extra-curricular activities. Insufficient provision is made for the development of innovation and enterprise skills across subjects.
- The overall quality of protection, care, guidance and support is good. Aspects of arrangements to ensure health, safety and security, and high attendance are very good. Gifted and talented (G&T) and special educational needs (SEN) students are identified well. Arrangements to challenge G&T students, and to improve punctuality, are less effective.
- The overall quality of school leadership and management is acceptable. The school leaders work appropriately as a team under the leadership of the principal and vice-principal. Self-evaluation and school improvement processes are acceptable. Partnerships with parents are good.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress in implementing the recommendations in the last inspection report.
- Students' achievement in social studies and science has improved and is now good.
- Teachers now use a wider range of strategies to reinforce learning in lessons. These include the increased opportunities for students to collaborate and the effective use of open-ended questions, which elicit good student responses in social studies and in science. In these subjects teachers are also developing strategies to challenge the higher achieving students. Students with special educational needs (SEN) are now supported more appropriately in lessons by other adults.
- Leaders have consolidated the progress made in promoting students' personal and social development and in arrangements for their protection, care, guidance and support. These remain good overall.
- The school uses an increased range of data, including external assessment data and benchmarks, to monitor and evaluate student outcomes. Target setting for students and teachers is at an early stage of development.
- A culture of self-evaluation, which includes classroom observation, has been established. The outcomes of these evaluations focus mainly on the quality of teaching and less on students' learning.
- Governors have a clearer understanding of the quality of student achievement and are beginning to exert increasing influence on the leadership in holding them accountable for the school's performance.
- Leaders have developed some aspects of the school and maintained acceptable school performance. Overall, their capacity to improve the school is acceptable.



Key areas of strength and areas for improvement

Key areas of strength

1. The behaviour of most of the students and their positive attitudes to learning and the relationships at every level in the school
2. Students' appreciation of their own heritage and culture, and the place of Islam in their lives
3. Students' achievements in social studies and science
4. Communication with parents and the effective arrangements for keeping everyone safe.

Key areas for improvement

1. Raise achievement in all subjects through improving the quality of teaching and students' learning skills by:
 - i. providing more opportunities for students to work independently and develop critical thinking, problem-solving, innovation and enterprise skills within lessons
 - ii. promoting students' use of ICT to support effective learning
 - iii. ensuring teachers use assessment information effectively in planning to meet the learning needs of groups of students and enhance their progress, especially for KG children and more able and G&T students
 - iv. ensuring teachers marking and feedback on students' work is of consistently high quality and matched to curriculum outcomes.
2. Further develop leadership by:
 - i. improving the monitoring and evaluation of teaching by ensuring sharper focus on its impact on learning and achievement
 - ii. sharing good practice in teaching more effectively
 - iii. improving the tracking of KG children's progress and supporting teachers to use this to accelerate learning
 - iv. using data more effectively to set measurable targets for school improvement and track progress in achieving them, including building on the useful start made in the analysis of external assessment data
 - v. improving punctuality by working with parents to raise awareness of its importance to students' achievement.



Provision for Reading

- The well-equipped learning resource centre (LRC) contains a range of books and resources in Arabic and English, including reference, fiction and non-fiction books. Overall it is underused for Arabic and English lessons.
- Classrooms do not yet provide a rich source of books and other materials for students to encourage students to read.
- The curriculum in both Arabic and English ensures that reading comprehension receives proper focus. The school has a development plan for the promotion of reading. Teachers implement this appropriately in English and Arabic, through daily reading in class in both languages, annual book weeks, and reading competitions with other schools.
- Teachers and other staff have had little training in teaching the development of reading skills.
- The assessment of reading occurs alongside other testing procedures in English and Arabic. Records of students' scores are kept to track progress.



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	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as additional Language)	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
Social Studies	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
English	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Science	Attainment	Good	Good	Acceptable	
	Progress	Good	Good	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. Attainment and progress are good in social studies and in science in KG and primary phase. They are acceptable in almost all other subjects.
- Cambridge Assessment International checkpoint data for 2017 indicate that attainment of Grade 5 students was outstanding in science, good in mathematics and acceptable in English. This data showed attainment of Grade 8 students to be good in science and acceptable in English and mathematics. No benchmarked data are available for KG children.
- Internal assessment data indicate that attainment of Grade 5 students is outstanding in Islamic education, Arabic first and second language and social studies, good in mathematics, and acceptable in English. Attainment of Grade 9 students was outstanding in Islamic education, and social studies, very good in Arabic first and second language, acceptable in English and science, and weak in mathematics. These outcomes are not borne out by inspection findings.
- G&T and SEN students make similar progress to their peers from their individual starting points, as do boys and girls.

Subjects

- Students' achievement in **Islamic Education** is acceptable. Most attain in line with age-related expectations. They make acceptable progress in developing their knowledge and understanding of basic Islamic concepts and their Quran recitation skills.
- Students' achievement in **Arabic** is acceptable. Most attain curriculum standards in listening, speaking, reading, and writing skills. They make acceptable progress in expressing ideas fluently, reading accurately and developing their comprehension skills.
- Students' achievement in **social studies** is good. The majority attain above curriculum standards. Students make good progress in developing their understanding of the history and geography of the UAE.
- Students' achievement in **English** is acceptable. Most attain in line with age-related expectations. They make acceptable progress in developing their skills of speaking, listening, reading and writing. KG children listen attentively and have a sound grasp of phonics. By the end of middle phase, students hold sustained conversations.
- Students' achievement in **mathematics** is acceptable. Most attain in line with curriculum standards. Students make acceptable progress in developing their problem-solving and mental mathematics skills.
- Students' achievement in **science** is good in KG and primary phase, where the majority attain above curriculum standards, and acceptable in middle phase, where most attain age-related expectations. In KG and



primary phase students carry out a good range of simple practical investigations, conduct research, for example on famous scientists, and write extended reports. In middle phase these skills are less developed.

- Students' achievements in **other subjects** is acceptable overall. In information and communication technology students make good progress in developing their technology skills, for example writing simple programs in Grade 7. In physical education (PE) and art they make acceptable progress in developing their physical and creative skills.

Learning skills

- Students' learning skills are acceptable. Most enjoy learning and demonstrate positive attitudes. They discuss their work appropriately in groups, take responsibility for their own learning, and make connections in their learning between different subjects and with real life experiences. Critical thinking, innovation, problem-solving skills and use of learning technologies are developing features of learning.

Areas of Relative Strength:

- Students' achievement in social studies and science.
- Students' positive attitudes to learning.

Areas for Improvement:

- Students' achievement in most subjects.
- Students' learning skills.



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	Good	Good	Good	

- Students' personal and social development is good and their innovation skills are acceptable.
- Students have responsible attitudes to learning and are well-motivated in lessons. They have very good relationships with their teachers and their peers and are well-behaved throughout the school. They adopt a healthy lifestyle and make appropriate choices about their own health and safety. Students' attendance is very good at 96%. However, too many students arrive late to school in the morning.
- Students demonstrate good understanding of UAE culture and heritage and clear appreciation of Islamic values. Primary and middle phase students possess a good understanding of other world cultures.
- Students are aware of their responsibilities as members of the school community. They willingly take on leadership roles such as in the School Council which is influential in improving provision for other students.
- Students demonstrate a positive work ethic and can be creative, for example in science. Their innovation, enterprise, critical thinking, and problem-solving skills, and their use of learning technologies, are less well developed overall
- Students show good understanding of environmental issues. They care for their school and, for example, help with beach-cleaning in the local community.

Areas of Relative Strength:

- Students' behaviour, relationships and attitudes.
- Respect for the heritage and culture of UAE.

Areas for Improvement:

- Innovation and enterprise skills.
- Punctuality to school.



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 quality of teaching and assessment is acceptable overall, with strengths in social studies and science. Most teachers have secure subject knowledge. Their understanding of how students learn is more limited.
- Teachers' lesson planning is appropriate. They use an appropriate range of activities, positive interactions, and appropriate questioning to engage students. A minority of teachers spend too long on explanations, leaving insufficient time for students to learn for themselves.
- Teachers use strategies that adequately meet the needs of most students. SEN students are supported appropriately in lessons by additional adults and make acceptable progress. Teachers are at the early stage of adapting activities effectively to meet needs of more able and G&T students and KG children. Critical thinking, problem-solving and innovation skills are not developed consistently across all subjects.
- Internal assessment processes provide appropriate information which is used to evaluate students' progress against curriculum standards. The school now benchmarks students' academic outcomes against external international expectations. Assessment data are recorded and analysed appropriately overall, including identifying where students are underachieving. Tracking is less effective for KG children. Assessment information is not yet used effectively by teachers to adapt their teaching to meet different students' needs.
- Teachers' knowledge of students' strengths and weaknesses is acceptable. Most mark students' work regularly and support those experiencing difficulty in learning. Marking and feedback are not yet consistently of high quality and matched to curriculum outcomes across the school.

Areas of Relative Strength:

- The quality of teaching and assessment in social studies and science.
- Support for students with SEN by additional adults.

Areas for Improvement:

- Use of assessment information to meet the learning needs of all students, especially the more able, G&T, and children in KG.
- Development of students' critical thinking, problem-solving, innovation and independent learning skills.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	
- The overall quality of the curriculum is acceptable. Implementation of the British Curriculum and national statutory requirements is reasonably broad and balanced and develops both knowledge and skills. - Appropriate continuity and progression in learning is guided by selected textbooks in most subjects. Joint planning within year groups ensures that classes have similar learning opportunities. - Cross-curricular links are acceptable overall and good between a few subjects, particularly between science and social studies in developing students' understanding of UAE culture. The curriculum is reviewed appropriately, with emphasis upon ensuring adequate provision in middle phase where subjects such as biology, physics and chemistry have been recently introduced. - The school makes adequate modifications to the curriculum to meet the needs of most groups, particularly SEN students. In science, for example, teachers have produced differentiated resources for each lesson. The curriculum is not yet modified to fully meet the needs of more able and G&T students. - A range of extra-curricular activities provide opportunities for students to develop enterprise and innovation skills. Such opportunities are not consistently planned across subjects. - Links with Emirati culture and UAE society are successfully embedded across subjects. - Leaders have introduced moral education appropriately into the curriculum as a discrete subject, and this reinforces values of tolerance and respect.				
Areas of Relative Strength:				
- Links with Emirati culture and UAE society. - Modification of the curriculum to meet the needs of SEN students.				
Areas for Improvement:				
- Activities to challenge more able and G&T students. - Activities to develop innovation and enterprise skills.				



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	
Care and support	Good	Good	Good	
- The overall quality of protection, care, guidance and support of students is good. Staff, students and parents are aware of the effective procedures for keeping everyone safe, including the child protection policy. Students are effectively protected from all forms of bullying including cyber bullying. - The premises are very safe, secure and hygienic. They meet the needs of all students. Very effective supervision is in place at all times. Buildings and equipment are very well maintained and comprehensive records are kept securely. Promotion of safe and healthy lifestyles is systematically built into most areas of school life. - Relationships between staff and students are positive and behaviour is managed successfully by staff through the school's behaviour management policy. The school has an effective approach to promoting attendance. Arrangements to promote punctuality are less effective. - Thorough systems identify SEN and G&T students. SEN students are supported well by teaching assistants. Teachers do not yet provide sufficient challenge for G&T students in lessons. - Students' well-being is regularly monitored.				
Areas of Relative Strength:				
- Care, welfare and safeguarding of students, including child protection. - Relationships between staff and students and behaviour management. - Identification of SEN and G&T students, and support for SEN students by additional adults.				
Areas for Improvement:				
- Challenge for G&T students. - Promotion of punctuality				



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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The principal and leadership team set a direction and vision that demonstrate commitment to UAE national and Emirate priorities. The school culture is focussed on being inclusive and on students' learning and development. Relationships and communication are professional and effective. - The school's self-evaluation and improvement planning processes are acceptable overall. The self-evaluation form (SEF) has a realistic view of key priorities. The school development plan (SDP) has relevant targets but these are not focused sharply enough or sufficiently informed by data analysis. Leaders regularly monitor teaching. Their observations do not focus sufficiently on its impact on students' learning and achievement. Good practice in teaching is not yet shared effectively. - Partnerships are good. The school engages parents effectively in supporting their child's learning. Successful communication strategies ensure they are well-informed about their progress. Reporting is regular and detailed. The school has productive links with the local community including the local police, fire service and local businesses. - The Governing Board, including the owner, meets regularly and includes representatives of the school community. Governors have acceptable access to information on students' achievements and are developing an increasing influence on the school's overall performance. - Most aspects of the day-to-day management of the school are well-organised and efficient. Staff benefit from relevant professional development and use resources to promote acceptable academic and personal development for students. Classrooms are spacious with specialist accommodation for art, music and science. - The school enters students for a range of international assessments offered by Cambridge Assessment. A few students enter the mock	



Programme for International Student Assessment (PISA). Almost all students participate in the 'Question a Day' initiative and results are analysed and fed back to department coordinators who use them to inform their subject planning.

Areas of Relative Strength:

- Leadership's role in improving attainment in social studies and science.
- Communication and partnerships with the parents.

Areas for Improvement:

- Monitoring of teaching, and sharing of good practice.
- More effective use of data to set measurable targets for improvement.