



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Al Najah Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018

Iqraa



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Contents

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 areas 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	13
Performance Standard 3: Teaching and Assessment	15
Performance Standard 4: Curriculum.....	16
Performance Standard 5: The protection, care, guidance and support of students.....	17
Performance Standard 6: Leadership and management	18



School information

General Information	Inspection date:	from	12 Muharram 14 39	to	15 Muharram 14 39	
		from	02-Oct-17	to	05-Oct-17	
	School name			Al Najah Private School		
	School ID			197		
	School address			Mohamed Bin Zayed City, Abu Dhabi		
	School telephone			+971 (0)2 553 0953		
	School official email			alnajah.pvt@adec.ac.ae		
	School website			www.alnajahschool.com		
	School curriculum			English National Curriculum (ENC), International Baccalaureate Diploma Programme (IBDP),		
	Fee range and category			AED 13,500 – AED 35,000. Low-High.		
	Number of lessons observed			131		
	Number of joint lessons observed			16		
Staff Information	Total number of teachers			150		
	Turnover rate			24%		
	Number of teaching assistants			14		
	Teacher- student ratio			KG: 1:22 Other: 1:16		
Student Information	Total number of students			2,461		
	% of Emirati Students			6%		
	% of Largest nationality groups			Egyptian: 33%		
				1. Jordanian: 21%		
				2. Syrian: 16%		
	% of SEN students			3. 0.2%		
	% of students per phase			KG: 16%	Primary: 44%	
				Middle: 22%	High: 18%	
	Grades/ Year groups			KG to Grade 12		
	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 good. The principal has been in post for two years. Strongly supported by a new governing board, she and the school's leadership team have successfully secured school improvement since the last inspection. The rate of teacher turnover last year was 26%.
- Achievement is good overall. The school has maintained high standards in international examinations. Students' English language skills continue to develop well overall, particularly in speaking. Achievement in Arabic as a first and second language, Islamic Education, and Social Studies is acceptable. Learning skills are good overall.

Students' personal development is good. Their relationships, attitudes to learning and attendance are very good. Respect for the heritage and culture of the UAE and Islamic values contributes to their very good behaviour.

- Teaching and assessment are good overall. Teachers deliver purposeful lessons which interest students. School data analysis systems are generally strong. Teachers do not consistently use assessment data to provide class activities which sufficiently support less-able and challenge more-able students.

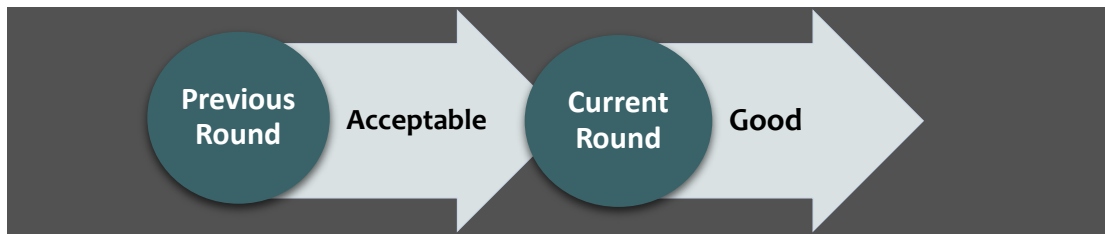
The curriculum is good overall. It is planned well and reviewed regularly. It provides a range of choices for older students and prepares students well for the next phase in their education.

The overall quality of protection, care, guidance and support is good. Provision to ensure the health, safety and protection of students is very good. Systems and procedures for managing students' behaviour, attendance and punctuality are strengthened and effective in practice. Guidance and support for students is good.

- The school is led effectively. Systematic and thoughtful self-evaluation and improvement planning processes and arrangements for distributed leadership have resulted in significant progress in addressing the recommendations in the previous inspection report. The school is committed to international assessment measures.



Progress made since last inspection and capacity to improve



- A representative governing board was appointed in May 2017. It has clear strategic vision and has played a significant role in supporting changes in leadership roles.
- Leadership and management have been strengthened at all levels. Leaders have developed a rigorous system for tracking student achievement. Classroom observations now focus upon the quality of learning, and allow leaders to effectively target aspects of teaching which require development.
- Teaching has improved. Through a wider sharing of practice, staff have started to undertake more accurate analysis of students' achievement and match provision more precisely to students' learning needs.
- The school has expanded the work of the Special Educational Needs (SEN) department and allocated sufficient time and resources to identify and provide effective support for students with learning difficulties and/or disabilities.
- The curriculum in the kindergarten now provides regular opportunities for children to learn through making their own choices.
- Overall, school leaders' capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

1. The effectiveness of distributed leadership arrangements.
2. Students' very positive attitudes to learning and behaviour around the school.
3. The school's promotion of students' development and well-being in a safe and caring environment.
4. Use of data tracking and assessment systems at primary, middle and high phases.
5. Planning of the curriculum to prepare students for the next phase of their education.

Key areas for improvement

1. Improve students' achievement in the Arabic-medium subjects by:
 - i. modifying the curriculum to meet the needs of all students
 - ii. improving assessment and tracking processes to provide reliable and comprehensive measures of students' progress
 - iii. sharing good practice in teaching across the English and Arabic teams.
2. Improve support for lower and higher attaining students by:
 - i. developing the use of assessment data by teachers in planning lessons to more precisely meet their specific needs
 - ii. extending the work of the SEN department to include support for lower-attaining students
 - iii. further formalising systems and procedures to identify and support students who are gifted and talented.
3. Improve assessment processes in KG1 by:
 - i. aligning the curriculum more precisely to that of the UK Early Years Foundation Stage (EYFS)
 - ii. training all staff in use of the relevant assessment data.
4. Improve communication with parents by:
 - i. increasing their formal engagement in the life of the school
 - ii. utilizing technology to encourage more regular use of the information available to parents.



Provision for Reading

- The school provides a wide range of opportunities for students to read.
- The School Development Plan (SDP) prioritises development of the reading skills required for success in the Program for International Assessment (PISA) examinations.
- Dedicated reading time, regular school competitions and good quality activities encourage a love of reading for all. These include an imaginative ‘Bedtime Story’ evening for students to which parents are invited, and an eight week ‘Reading Partner’ initiative in which Grade 4 students read to KG2 students. The school successfully encourages large numbers of students to participate annually in the Abu Dhabi Reading Challenge.
- The professional development (PD) programme supports all staff to develop their understanding of the teaching of reading.
- School library and reading facilities have been extended to include an e-library subscription, classroom libraries, and reading areas. Students are encouraged to develop a love of reading in both Arabic and English by bringing in favourite books.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is good.
- Inspection evidence indicates that achievement in Arabic as a first and a second language is acceptable across the school. External Measure of Student Achievement (EMSA) data indicate that overall, most students in Grades 3 to 9 are attaining levels in line with the curriculum standards in Arabic reading and writing. In the recent Grade 12 MOE examinations, students' performance was outstanding in Islamic education, Arabic, and social studies.
- In the recent International General Certificate of Secondary Education (IGCSE) examinations, students' performance was outstanding in Physics, Biology, Chemistry, Environmental Management, Mathematics and Accounting, very good in English – Second Language, Arabic and ICT, and good in English – First Language. Overall, these results were broadly in line with those of the previous year.
- In the International Baccalaureate Diploma Programme (IBDP) students' performance was outstanding in Arabic and Business Management, very good in Biology, Mathematics SL, Chemistry HL and History, good in Chemistry SL and English, and acceptable in French, Physics and Film. Overall these results were broadly in line with those of the previous year.
- Standards In the recent international Advanced Subsidiary (AS) Level examinations were outstanding in Arabic, very good in Biology and Chemistry, good in Mathematics, and acceptable in Physics. They were outstanding in Arabic and Biology, very good in Chemistry, and good in Mathematics and Physics in the recent international Advanced (A) Level examinations. Overall these results were slightly below those of the previous year.

Subjects

- Students' achievement in **Islamic education** is acceptable. Students make acceptable progress across the school in understanding how to apply Islamic values in daily life and how to reflect upon their behaviour. Skills in recitation and reading Qur'an is less developed.
- Students' achievement in **Arabic** as a first language is acceptable. Skills in listening, understanding, and reading are more fully developed than skills in speaking standard Arabic and creative writing. Students' achievement in Arabic as a second language is acceptable. They make progress in line with curriculum expectations in their skills of reading, writing, speaking and listening as they move through the school.



- Students' achievement in **Social Studies** is acceptable. They make progress across the grades in line with curriculum standards.
- Achievement in **English** is good overall. As they progress through the school, students' speaking and listening skills develop particularly well.
- Students' achievement in **mathematics** is acceptable in KG and good in all other phases. Most students attain in line with curriculum expectations in KG and primary phases. The majority attain above expectations in middle and high phases. Students' skills in number and measurement develop particularly well as they progress through middle phase.
- Students' achievement in **science** is good overall and very good in high phase. Attainment strengthens because of good progress throughout the school. Students' practical and experimental skills are good. They demonstrate confidence relating concepts they have learnt to their findings in laboratory work.
- Students' achievement in **other subjects** is acceptable in KG and good in other phases. In art, music, physical education (PE) and French, students' acquisition of the necessary skills accelerates as they move from primary into middle school. They are confident in creative and language work and develop a disciplined approach to team skills and personal fitness. In information and communications technology (ICT) students make good progress in the development of their competency and confidence in use of applications software as they move through phases.

Learning skills

- Students' learning skills are good overall. They enjoy their learning and interact and collaborate well together, communicating their learning clearly. They are able to work independently, taking responsibility for their own learning. They regularly relate their learning to their experience of real life, and to what they learn in other subjects. They find things out for themselves and use technologies to support their learning. Their critical thinking and problem-solving skills develop steadily.



Areas of Relative Strength:

- The overall quality of students' achievement in English, mathematics, science and other subjects.
- Students' learning skills, and the positive impact these are having on their progress and attainment, particularly as they move from primary and middle to high phase.

Areas for Improvement:

- The overall quality of students' achievement in Islamic education, Arabic, and social studies.
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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	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development and their innovation skills are good overall. Their attitudes and behaviour are very good. They demonstrate self-discipline and respond well to others.
- Students' enjoyment of school is shown in their very good average attendance of 97% and high levels of punctuality. Bullying is rare, and relationships with peers and staff are typically considerate.
- Students have a clear understanding of Islamic values and respect for the culture and heritage of the UAE. They show appreciation of both their own and other world cultures.
- Students understand their responsibilities as members of a school and wider community. They often volunteer to help in projects, for example supporting a charity. They do not often take the lead in organising such activities.
- Students are aware of important environmental issues. They take care of their school and participate in a range of activities and field trips which develop their understanding of sustainability and conservation.
- We need a bullet on innovation.

Areas of Relative Strength:

Students' personal development, positive attitudes to learning, and attendance.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

Students' use of initiative in managing projects.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Very Good

- The quality of teaching and assessment is good overall, with particular strengths in English, mathematics, science and other subjects.
- Teachers use their good subject knowledge to plan lessons that include thoughtful questioning. They use a range of activities to engage and challenge most students. As a result, the majority make good progress. In the most effective lessons, teachers help students develop their skills in problem-solving and working independently.
- Internal assessment processes involve rigorous analysis of achievement and comparison of data against national and international benchmarks. This information is used effectively to review the quality of teaching within departments and identify individuals or groups of students requiring additional support.
- Teachers do not always use the analysis of assessment information skilfully to set tasks that are matched precisely to students' different abilities. Consequently, some activities do not always challenge the most able or provide sufficient support for students with learning difficulties.

Areas of Relative Strength:

- The quality of teaching in English-medium subjects.
- The school's rigorous analysis of achievement.

Areas for Improvement:

- Skilful use of assessment information to match tasks precisely to students' abilities.
- Promotion of students' skills in problem-solving and independent work.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of the curriculum is good. It is broad, balanced and age-appropriate, and helps students develop skills, knowledge and understanding in all subjects. The KG1 curriculum is not matched closely enough to that of the Early Years Foundation Stage (EYFS), England. - Continuity and progression is effective. Students are well-prepared for the next phase of their education. Broadened subject choices for older students are well-matched to their aims and aspirations. - Curriculum review is regular and effective. The 'Every Teacher an English teacher' approach promotes the teaching of English well in every subject. - Teachers modify the curriculum to meet students' needs, although when they plan lessons they do not always take sufficient account of the needs of low-attaining and high-attaining students. - Opportunities for enterprise, innovation and social contribution are provided across the curriculum and through a variety of extracurricular activities. - The Moral Education programme from Grades 1 to 9 is delivered effectively by English teachers who plan together well to ensure students' learning is consistent and relevant.				
Areas of Relative Strength:				
- Curriculum provision for strong continuity and progression in learning. - Effective approaches to curriculum review and adaptation.				
Areas for Improvement:				
- The need to match the KG1 curriculum more closely to the EYFS (England) curriculum. - The quality and focus of planning for lower attaining and higher attaining students.				



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 care, guidance and support of students is good. Staff, students and parents are fully aware of the school's robust child protection and related procedures. - The school environment is very safe, secure and hygienic. Supervision is highly effective and safety checks are thorough. Procedures for promoting attendance and punctuality are highly successful. The promotion of safe and healthy living is an important part of the school's provision. - Appropriate systems identify students with special educational needs. A very few are currently registered at the school. SEN staff support these students appropriately in the classroom and within a specialist area. - The school identifies and makes appropriate provision for students who are gifted and talented, often through extra-curricular activities. The needs of students with SEN and those who are gifted and talented are not yet met consistently in all lessons. - Staff provide good academic and personal development guidance to support students. This includes effective university entrance guidance and partnership arrangements such as those with the Paris Sorbonne University.				
Areas of Relative Strength:				
Promotion of students' development and well-being in a safe and caring environment.				
Areas for Improvement:				
The quality of teaching and learning for those students who need additional support to learn well.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance	Very Good
Management, staffing, facilities and resources	Very Good
- The overall quality of leadership and management is good. The principal has very effectively distributed leadership to ensure accountability for improvement outcomes. Leaders at all levels communicate a clear vision linked to UAE priorities. - Good self-evaluation and improvement planning involves staff systematically in developing the self-evaluation form (SEF) and school development plan (SDP). These focus strongly upon the analysis of international assessment data and internal data. More effective monitoring of the impact of teaching upon learning has assisted teachers to improve their practice. - Partnerships with parents and the community are acceptable. School leaders survey parental opinion and consider it in planning. Regular reports inform parents well about their children's progress. Parental communications and involvement in school life have yet to be fully developed. - Governance is very good. The governing board, representing a range of stakeholders, influences the school's leadership and direction very positively. - The day-to-day management of the school has a positive impact on students' achievements. The staff benefit from focused professional development. The school is suitably resourced, with a range of appropriate facilities. - We need a separate bullet for international assessment	
Areas of Relative Strength:	
- The positive impact of leadership at all levels on improving students' achievement. - Effective running of the school on a daily basis, creating a positive learning climate. - The very positive influence of the governing board.	



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Areas for Improvement:

- Communication with parents and their involvement in school life.