



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Vision Private School

Academic Year 2016 – 2017

Iqraa

Vision Private School

Inspection Date	February 13, 2017	to	February 16, 2017
Date of previous inspection	October 20, 2014	to	October 23, 2014

General Information	
School ID	123
Opening year of school	2007
Principal	Nabil Al Jarad
School telephone	+971 (0)2 447 7730
School Address	Street 23, Al Mushrif, Abu Dhabi
Official email (ADEC)	vision.pvt@adec.ac.ae
School website	www.visionschool-uae.com
Fee ranges (per annum)	Very low to low (AED6,800 to AED13,700)
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	External Measure of Student Achievement (EMSA), MoE, International English Language Testing System (IELTS)
Accreditation	----

Students		
Total number of students	2008	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	125
	Primary:	676
	Middle:	707
	High:	500
Age range	4 to 18 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and girls	
% of Emirati Students	less than 1%	
Largest nationality groups (%)	1. Jordanian: 25%	
	2. Egyptian: 24%	
	3. Syrian: 18%	
Staff		
Number of teachers	111	
Number of teaching assistants (TAs)	3	
Teacher-student ratio	KG	1:16
	Other phases	1:18
Teacher turnover	14%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	150
Number of joint lesson observations	17
Number of parents' questionnaires	122; return rate: 6%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'A learning of high quality. An interesting educational environment. Effective social participation. Creative and helpful generation.'
School vision and mission	'Deepening cooperation between the parents and the community. Providing outstanding work with the latest strategies for effective learning. Working within the school in a united and skilled team.'
Admission Policy	The school has an inclusive and non-selective admission policy.
Leadership structure (ownership, governance and management)	Leadership comprises the principal, vice principal, and supervisor of the girls' school. The school is supported by four owners. One of the owners is the chair of governors. There are 12 subject coordinators.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	1	1
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	1
Physical and health related disabilities	1	1
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	30
Psychomotor ability (e.g. dance or sport)	32

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
------------------------------	--------	------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
---	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. Leaders have created a harmonious school community. The majority of students show strong awareness of Islamic values in their good behaviour and their respect for each other and staff. They have a good appreciation of UAE heritage and culture. An acceptable quality of teaching and adequate adaptation of the curriculum means that most students' achievement is acceptable overall. Achievement is good overall in the high phase and progress in science is good throughout the school. Students' presentation skills are strong in Arabic and English. Teachers do not always promote higher order learning skills to raise achievement further. Support for gifted and talented (G&T) students and those who have special needs (SEN) is weak. School leaders and teachers are not effectively using data to improve the school's self-evaluation. This means leaders and governors do not have a completely accurate view of the school's priorities. Parents' participation in school life is acceptable. Not all students are punctual to school assembly. The school has yet to engage effectively with the wider community.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since its last inspection. Leaders have eradicated corporal punishment and improved behaviour and the quality of teaching. The KG now provides an effective start to children's education. Achievement throughout the school has improved in most subjects, particularly in science and in the high phase. Leaders have improved the quality of facilities and resources, including information and communications technology (ICT). School leaders and teachers have yet to make fully effective use of assessment data to improve self-evaluation. Overall, school leaders' capacity to improve the school is acceptable.

Development and promotion of innovation skills

The school promotes innovation skills generally well. The school's annual science and innovation fair results in a permanent exhibition that teachers use as a valuable learning resource. The innovative promotion of students' Arabic and English presentation skills is a consistent feature of lessons and activities throughout the school. Not all teachers promote higher level critical thinking and problem solving skills to raise achievement further. The integration of ICT across the curriculum is still at an early stage of development. Overall, across the curriculum, the school is making adequate progress to develop and teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the success of leaders in creating a harmonious school ethos that celebrates Islamic values and UAE culture and heritage
- students' behaviour and the strength of their relationships with staff and each other
- the strong progress of the majority of students in most subjects in the high phase of the school
- the quality of teaching in science and students' progress in the subject
- most students' confidence and skills in speaking and listening, in both Arabic and English.

The inspection identified the following as key areas for improvement:

- most teachers' use of assessment information to adapt their teaching to the needs of different groups of students
- the promotion of higher order learning skills to raise students' achievement further
- the support of students who have additional learning needs, including gifted and talented students
- the provision of additional subjects and activities in the school curriculum
- the punctuality of students.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Good

The overall quality of students' achievement is acceptable and has improved since the last inspection. It is good in the high phase, and progress is good in science throughout the school. MoE external examination data for Grade 12, and internal examination and continuous assessment data indicate attainment is at least good overall. This is not borne out in the inspection findings in all subjects and phases. EMSA external examination data for Arabic reading and writing indicates that attainment overall is acceptable. IELTS results in 2016 were above the curriculum standards. Inspection evidence for the very few students who are identified as SEN and G&T does not support internal data. They make weaker progress than their peers from their starting points. Available data shows that boys achieve slightly less well than girls in the middle phase only.

Students' achievement overall in Islamic education is acceptable. Most students attain in line with age-related expectations and above in the high phase. By the end of KG, most children can recite short 'Surah' from the Holy Qur'an and know the 5 pillars of Islam. In the primary phase, most students can explain the meanings of 'Surah' and 'Hadeeth'. They show awareness of Islamic values they learned. By Grade 9, most students apply the rules of Tajweed adequately when reciting verses of the Holy Qur'an. The majority of students' attainment in the high phase is above that expected for their age. By the time they reach Grade 12, for example, the majority recite verses from the Holy Qur'an very well, with high accuracy and following 'Tajweed' rules in a level above curriculum expectations. They can explain the meanings of 'Surah' knowledgeably showing deep understanding.

Students' achievement in Arabic is acceptable overall. By the end of KG, most children can recognise and sound different letters in different positions in a word. By Grade 5, most students apply their knowledge of grammar adequately to construct meaningful sentences. By the end of the middle phase, most students can read short stories fluently, identify key ideas and write a summary showing reading, comprehension and writing skills in line with curriculum standards. By Grade 12, the majority of students develop good reading, writing and presentation skills that are above those expected for their age. For example, the majority can read text fluently and expressively, analyse text and answer comprehension questions knowledgeably and confidently. They write for different purposes, though their writing is not as strong as other skills

Students' achievement in social studies is acceptable. In KG2, most children can identify family members and differentiate between relatives and friends. Progress is acceptable in the primary and middle phases. By Grade 9, most are achieving in line with age-related expectations. They can explain, for example, the contribution of 'Umm Al Emarat' to the social and health care in the UAE. In the high phase, most

students talk confidently about population distribution and global technology. Students' respect for, and engagement with, UAE culture and traditions is most evident in assemblies and activities outside of lessons.

Students' achievement in English is broadly acceptable. Most children are working in line with age-related expectations in KG, where effective teaching of letters and sounds creates confident speakers and attentive listeners. Most children's' written work is less developed. Most students continue to develop strong speaking and listening skills in the primary and middle phases. Their note taking skills are less well developed. In the high phase, the majority of students' written work swiftly improves and their attainment is above that expected for their age. For example, Grade 12 students draw on their learning in science to write accurately and at length about global climate change.

Students' achievement in mathematics is broadly acceptable. In KG2, most children's attainment is in line with age-related expectations. They recognise numerals up to 20, for example. By Grade 5, most students recognise simple prime numbers and common factors. In Grade 9, most students' attainment is in line with age related expectations. They can complete operations using simple equations and use appropriate mathematical language to describe their findings. In the high phase, students' attainment improves because their progress accelerates. By Grade 12, the majority of students confidently tackle complex operations.

Students' attainment in science is acceptable and their progress is good. Recent improvements in the quality of science teaching throughout the school have promoted good progress, but this has not yet had significant impact on attainment. Most students in KG and the primary phase develop a secure understanding of basic topics in line with age related expectations. By Grade 8, most students effectively develop their understanding of the scientific method, for example by dissecting a fish to identify its anatomy. In the high school phase, most physics students can explain the 'battery full' message on mobile phones in relation to the concept of capacitance. Students develop their innovation skills well in the school's science exhibition room.

Students' achievement in other subjects is acceptable overall. Most students demonstrate adequate skills in PE that are in line with age-related expectations. In ICT, most students develop basic skills in the use of common applications. These are not always sufficiently integrated into lessons. It was not possible to see art lessons at the time of the inspection. Displays of students' art show strong links to the UAE. The school has not been successful in recruiting a music teacher and there is no provision of music in the curriculum.

Most students' learning skills are acceptable overall. They collaborate with each

other and frequently work in teams in all phases. They have responsible attitudes to their lessons and can work for appropriate periods without support. They make better progress in lessons that make links between different subjects and with everyday life. Students demonstrate stronger innovation skills in science and in the high phase. Most students' critical thinking and problem-solving skills need further development through, for example, targeted questioning.

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	Acceptable	Acceptable	Acceptable	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is acceptable. It is good in the high phase because of the stronger learning skills of the majority of older students. Most students have positive attitudes to their learning and good behaviour prevails throughout the school. Relationships amongst students and staff are respectful and bullying is rare. Most students make healthy eating choices and take exercise. Students show their enjoyment of school through very good attendance of 97%. Punctuality to lessons is acceptable overall, although a minority of students arrive late during assemblies.

The majority of students show good understanding of Islamic values and awareness of Emirati and world cultures. The application of these values in their school lives is often stronger than the progress they show in related lessons. They recite Holy Qur'an verses very well in assembly. Students show respect for the diverse cultural backgrounds of others at the school. Almost all students have secure knowledge of the heritage and culture of the UAE because this is supported across the curriculum and in regular celebrations such as Flag Day and Martyr's Day. During assemblies, students show respect for the UAE flag and national anthem, celebrating quotations

from UAE leaders.

Students' social responsibility and innovation skills are acceptable. Students manage class activities and tidy the playground at break time. They do not have enough opportunities to volunteer in the local community. Students are generally aware of environmental issues but only a few are involved in environmental clubs. Most students' innovation skills are evident in their enjoyment of and commitment to science experiments and activities both in and out of lessons.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of teaching and assessment is acceptable. Teaching is acceptable and it is good in the high phase and in science in all phases. Most teachers have appropriate subject knowledge and are secure in delivering their subject, using a common lesson plan format. Teachers in KG ensure children learn through work and play and establish clear expectations for good behaviour. The management of behaviour in the majority of lessons is good in all phases for both boys and girls. Relationships with students are strong. Teachers promote good links to Islamic values and the culture and heritage of the UAE in almost all subjects. These are often through well-planned speaking and listening activities in English and in Arabic. Teaching is more effective, and students make better progress, in the high phase, where they are presented with open-ended, stimulating activities and well-paced lessons. These give students opportunities to innovate and creatively share their work. In an effective Grade 11 biology lesson, for example, students worked collaboratively to investigate the disappearance of colourful butterflies during the industrial revolution in London. Students who require additional help with their learning and G&T students are not supported effectively enough in lessons. Most lessons are too dependent on textbooks and worksheets which do not provide sufficient activities promoting higher order thinking skills. There is insufficient use of targeted questioning, ICT, and other high quality resources to raise achievement further.

Assessment is acceptable. The school is in the early stages of using assessment information. Students' attainment is regularly assessed and compared with curriculum standards and external benchmarks to provide teachers with data on their progress. Teachers have a general understanding of students' individual strengths and weaknesses. However, assessment information is not yet consistently and effectively used to measure and track individual or group progress over time, set targets that meet the needs of students, or to inform lesson planning. Although most marking is regular, teachers' comments do not yet help students to make the next steps in their learning.

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 follows the licensed MoE curriculum. The school's effective response to recent curriculum changes through timetable adaptation has had a positive effect on students' learning. Students in the high phase have a limited choice of options in their studies. Careful lesson planning ensures that learning progresses appropriately in the key subjects and that the needs and interests of most students are met. Cross-curricular links are appropriately planned and help students transfer their learning between subjects. For example, in an integrated Grade 12 mathematics and biology lesson, the teachers introduced exponential functions alongside the growth rate of bacteria cells. Regular periodic reviews result in subject leaders making changes to the curriculum to ensure the needs of most students are adequately met.

Curriculum adaptation is acceptable overall. The curriculum is modified to meet the needs of most students. Lack of specialist expertise means it is not yet adapted sufficiently to ensure that students of all abilities are fully engaged and challenged. This includes those with special educational needs and gifted and talented students. The school provides adequate opportunities for enrichment and innovation through visits, competitions and extra-curricular activities. These activities do not always include a wide range of students. The school does not provide a wide range of cultural and sporting activities. Not all subjects give the necessary focus to problem solving, critical thinking and the use of ICT to raise achievement further.

Appropriately chosen opportunities to learn about UAE traditions and culture are integrated throughout the curriculum, and students' appreciation of the UAE is enhanced by assemblies and other school activities.

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	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of protection, care, guidance and support for students is acceptable. It has improved since the previous inspection. The school's child protection policy has been shared with all stakeholders. Effective safeguarding is based on appropriately implemented policies and procedures for behaviour, attendance, fire safety and security. All evidence indicates that corporal punishment is no longer an issue. The school site is acceptably clean and appropriately maintained. Most classrooms are small for the number of students and PE facilities are restricted, with only hard surfaces for older students. The health and safety committee undertake regular checks and keep adequate records. There are ramps but no lift to cater for students with physical disabilities. The two clinics are clean and hygienic and the two nurses provide appropriate care for students, participating effectively in health education. The school has separate prayer facilities for girls and boys.

Relationships between staff and students are respectful and contribute to an effective whole school approach to behaviour management. The school's rewards and sanctions policy is not clear to all staff. The school has effective systems to manage attendance, but not punctuality to school. Procedures for identifying SEN and G&T students are acceptable. The school has no learning support team or specialised SEN coordinator to develop individual education plans. Tracking and assessment procedures do not ensure that all students make the progress they should, including G&T students. Social workers and visitors from colleges provide adequate guidance to older students to help them make decisions about careers and further education.

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. School leaders have successfully improved behaviour and created a harmonious school. Educational leadership has shown acceptable capacity to improve in all subjects. Relationships are strong between staff and students and with parents. Since the last inspection, school leaders improved the facilities. Leaders' provision for gifted students and for students who have additional needs has not improved enough.

The school's SEF is not yet based accurately on the inspection standards. This is because leaders' limited analysis of data does not always accurately identify the school's priorities. The SDP demonstrates strategic planning with clearer priorities, particularly for developing facilities. Leaders' effective monitoring of teaching, in conjunction with an external support, has improved the quality of learning in lessons. Lack of success in recruiting a music teacher means music is absent from the curriculum, and there is no specialist expertise in SEN.

The views of parents have informed policies and priorities in the SDP. They have opportunities to be actively involved in the life and work of the school. Reporting is regular but information about students' performance lacks accuracy. The school has adequate links within the local community. These do not often lead to activities or projects outside the school.

Governance is acceptable. Governors have had a positive impact on improvements since the last inspection. They focus on academic outcomes but do not always ask enough challenging questions of senior leaders.

The day-to-day life of the school and student behaviour are well managed except for student punctuality. All staff are qualified with relevant subject knowledge appropriate to their deployment. The school environment leaves very little spare space but is efficiently used. Adequate resources are available to support learning.

What the school should do to improve further:

1. Raise achievement in all subjects, particularly in KG, primary and middle phases, by:
 - i. identifying areas where attainment is weakest in each subject through a systematic review of assessment evidence
 - ii. ensuring action plans in each subject target these areas, focus upon teachers' planning for different ability groups within classes, and are effectively implemented
 - iii. planning for the integration of ICT and other high quality resources into daily lessons
 - iv. planning consistent opportunities for students to develop skills of independent learning, critical thinking and problem-solving.
2. Improve the quality of teaching and assessment by:
 - i. ensuring robust assessment processes which accurately track students' progress, and set them clear targets in their learning
 - ii. ensuring teachers' questioning consistently extends students' higher order thinking skills
 - iii. ensuring teachers use assessment data to plan lessons which challenge all students, including the more able, and effectively support SEN students
 - iv. ensuring teachers accurately assess the learning of groups of students during lessons and adjust their teaching to ensure good progress by all groups
 - v. ensuring marking consistently includes constructive responses to students' work which make clear to them how to improve.
3. Improve leadership and management by:
 - i. taking steps to improve punctuality for those students who are most often late
 - ii. providing specialist staff to support students who have special educational needs with individual education plans
 - iii. recruiting a music teacher
 - iv. providing a greater range of relevant and stimulating activities outside lessons, including those which promote sport, cultural awareness, and engagement with the local community
 - v. improving self-evaluation processes by more rigorous analysis of data.