



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Amity International School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	30-Rajab-1439	to	03-Shaban-1439		
		from	16-Apr-18	to	19-Apr-18		
	School name			Amity International School			
	School ID			9261			
	School address			Al Bahya, Abu Dhabi			
	School telephone			+971(0)2 503 9000			
	School official email			amity.pvt@adec.ac.ae			
	School website			www.amityabudhabi.com			
	School curriculum			British			
	School phases			Foundation Stage1 to Year 8			
	Fee range and category			42,000 AED to 52,000 AED (High)			
	Number of lessons observed			93			
Number of joint lessons observed			6				
Staff Information	Total number of teachers			72			
	Turnover rate			4%			
	Number of teaching assistants			39			
	Teacher- student ratio			1:11			
Student Information	Total number of students			922			
	% of Emirati Students			31 %			
	% of Largest nationality groups			1. UK 17%			
				2. India 5%			
				3. USA 4%			
	% of SEN students			1%			
	% of students per phase			KG: 39%		Middle: 6%	
				Primary: 55%		High: N/A	
Gender			Boys and Girls				



The Performance of the School

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

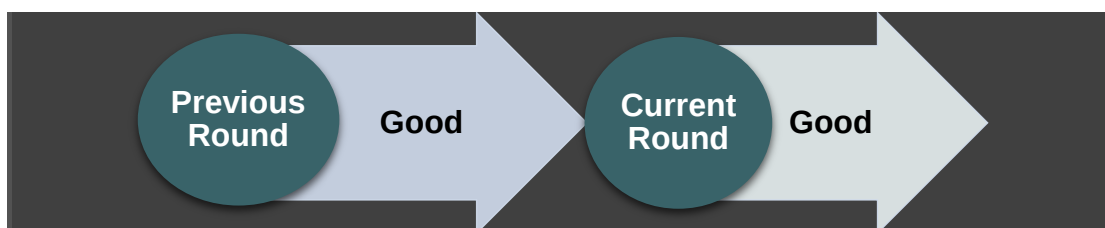


Evaluation of the school's overall performance

- The overall performance of the school is good. The school has grown significantly in size and has more than doubled its teaching staff in the last two years. The school has successfully integrated incoming students whilst maintaining an overall good standard of achievement.
- Students' achievement is good in the primary and middle school phases and very good in Foundation Stage (FS). Students' achievement is good in Islamic education and is acceptable in Arabic as a first language; it is weak in Arabic as a second language. English and mathematics achievement is good overall; science is very good. Overall, learning skills are good and very good in English, mathematics and science.
- Students' personal and social development and their innovation skills are very good overall. Their personal development is outstanding. Their behaviour and attitudes to learning are very positive. Attendance is very good and students' understanding of well-being is outstanding. Their understanding of UAE culture and Islamic values is very good. Social responsibility is good and opportunities to initiate enterprise projects are less well developed.
- The quality of teaching and assessment is good. High quality teaching and assessment practice exists, but is not always applied consistently across the primary and middle school phases. It is very good in FS. Teachers do not always use assessment information to suitably modify lessons to meet the needs of all students.
- The quality of the curriculum is very good overall. Curricular choices are outstanding. There are good cross-curricular links and opportunities to enrich the development of skills in the performing arts and innovation.
- The overall quality of protection, care, guidance and support is outstanding. Health and safety procedures are robust, thorough and well documented. Behaviour management is positive and highly effective. There are thorough systems to identify students with special educational needs (SEN) and gifted and talented (G&T) students. The pastoral care and guidance for all students is outstanding.
- Leadership and management are very good overall. The inspirational principal and senior leaders have an aspirational vision for all students. Partnerships with parents are strong. Facilities are spacious and of a very high quality. Day to day management is highly organised and very effective.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing the recommendations of the previous inspection report.
- A continuous professional development (CPD) programme mostly supports teaching well. While the highest performing teachers have been accurately identified and support the overall effectiveness of teaching and learning, there is still inconsistent quality in teaching practice throughout the school. A significant increase in new teachers in the last two years as a result of the school growth is a contributing factor to this lack of consistency in teaching and learning.
- There have been improvements in students' attainment in Arabic as a first language, English, mathematics and science. Good achievement has been maintained in Islamic education and social studies. While a head of Arabic has been appointed, attainment in Arabic as a second language remains weak, as do learning skills, progress and teaching.
- Leadership capacity is apparent now throughout the school. Middle leaders and best practitioners are beginning to take more responsibility with senior leaders for monitoring and improving learning. While G&T students have opportunities with the outstanding range of extra-curricular activities, there is still a need to support them more effectively within lessons.
- Since the previous inspection there are better and more frequent opportunities for shared and sustained discussion, dialogue and critical thinking in the more effective lessons. In FS there is now a wide variety of choices for young children to investigate and to satisfy their curiosity.
- Overall, school leaders' capacity to improve the school is very good.



Key areas of strength and areas for improvement

Key areas of strength

- Improved attainment in most subjects especially English writing across the school.
- Students' positive attitudes, behaviour and relationships and their respect for UAE culture and heritage.
- Improved teaching and learning in the FS.
- The extensive range of extra-curricular activities available to students.
- Robust systems to ensure this caring community is safe and secure.
- The senior leadership team is led by an inspirational principal who is well supported by leaders.

Key areas for improvement

1. Continue to raise achievement in all subjects especially Arabic for all learners by:
 - i. providing active and interesting activities which will engage students
 - ii. thoroughly assessing and recording the achievement of individual students in lessons
 - iii. planning in an even more focused way to provide support and challenge for all students
 - iv. adopting the practices used within Islamic education and social studies lessons to engage students in purposeful learning in Arabic lessons.
2. Develop further the role of middle leaders in directing, coaching and supporting high quality teaching by:
 - i. continuing to identify and share best practice through leadership and peer lesson observations
 - ii. middle leadership further enhancing the CPD programme for identified teachers to provide support and challenge for all students to develop communication skills, use of technology, reflection and the use of high order thinking skills
 - iii. in tandem with the coaching and mentoring programme; middle leaders giving clear individual targets for teachers to achieve to improve their professional practice.
3. Consistent use of data to support teachers' planning of lessons to ensure the needs of all students are met by:
 - i. further develop student tracking systems
 - ii. use data analysis more effectively to inform and drive the teachers' planning of lessons.
 - iii. analyse data for all groups of students to identify their strengths and areas for improvement.
 - iv. use data more effectively to monitor the progress of all students as groups and individuals
 - v. review curriculum periodically and modify planning to meet the needs of all students



Provision for Reading

- The school is successful in raising awareness of the importance of Arabic and English reading and how reading for pleasure can assist in personal development. This includes regular guided reading sessions and book reviews.
- Teachers have received good professional development on improving reading and have used this information to help develop their teaching. This high emphasis has improved students reading skills in national tests.
- Opportunities for individual reading, guided reading and class reading are embedded within the curriculum. These strategies have had a positive impact and have led to an improvement in reading skills. Teachers are well-prepared to teach reading. A highly effective reading programme (Oxford Reading Tree) begins in FS and continues through to the primary school to support students' progress in reading. This programme focuses on targeted reading.
- Library periods are scheduled for English and Arabic classes with an ongoing programme to encourage reading for pleasure. Students are encouraged to read at home and to record their thoughts about the books they read.
- The libraries are well stocked with a wide range of fiction and non-fiction books in both English and Arabic at a ratio of 19 books per child. The total number of books is 17,870 which includes guided reading books in classrooms. However, the independent use of these facilities by students is still low. Students awareness of reading is raised in classes and encouraged through special projects.
- The school assesses and monitors students' progress in developing critical reading skills. UAE expected reading levels and international age-related benchmarks are collated and analysed on an individual basis.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is good. It is acceptable in Arabic as a first language and weak in Arabic as a second language. English achievement is very good in foundation stage.
- The school's internal data indicates overall very good attainment. These standards are not borne out in lesson observations. Attainment is good in the core subjects of Islamic education, social studies, English, mathematics and science. It is acceptable in Arabic as a first language and weak in Arabic as a second language.
- All groups of students make good progress, including those with SEN and G&T students.

Subjects

- Students' achievement in **Islamic education** is good and the majority attain levels that are above curriculum expectations. Students' recitation skills from the Holy Qur'an are clearly conveyed. Students make good links between praying and its relevance to their lives and demonstrate a good understanding of Islamic concepts, etiquettes and values.
- Students' achievement in **Arabic as a first language** is acceptable overall. Most students can read and understand age-appropriate words, sentences and texts using proper 'Tashkeel'. They listen and communicate understanding orally, using complete sentences. They can answer questions expressing their opinions. They present their work to their classmates and can apply their learning in real life context. Students' writing skills are less well developed in primary and middle school.
- Students' achievement in **Arabic as a second language** is weak and most of their listening and understanding, speaking, reading, writing and grammar skills are below curriculum standards. The majority of students have difficulty in speaking and reading targeted words, sentences and texts related to their lesson objectives. The majority have writing skills that are below age-related expectations.
- Students' achievement in **social studies** in the primary and middle phases is good and the majority attain levels that are above curriculum standards. They demonstrate clear understanding of concepts like weather, humidity, identity and punctuality. Students demonstrate a good understanding of UAE history and the role key leaders play in its success. They can speak proudly about great figures of the UAE like Sheikh Zayed.
- Students' achievement in **English** is good and the majority attain levels above curriculum standards. Students make good progress in reading, listening and speaking skills. Their writing skills are very strong. Students



in the foundation stage achieve very well and confidently use phonics to help them write two and three syllable words accurately.

- Students' achievement in **mathematics** is good overall and the attainment of the majority of students is above curriculum standards. Students make good progress in handling numbers, algebra and geometry. In FS and the primary phase, students enjoy rich opportunities to work together and share and explain their learning.
- Students' achievement in **science** is very good overall and the attainment for the majority is above curriculum standards. Students make very good overall progress because they are curious and enjoy investigations and experiments. They are beginning to use predictions, design fair tests and provide descriptions of what has been observed and why there has been change.
- Students' achievement in **other subjects** is very good and most are developing creative skills well in art and music. In physical education most students are developing very good skills in catching, throwing and shooting; swimming is a strength and supports confidence in sailing and kayaking. In ICT lessons the majority of students can write programmes and apply coding above curriculum standards.

Learning skills

- Students' learning skills are good overall. The large majority of FS children make suitable choices and take responsibility for their learning. Students are resourceful in thinking about and solving problems, but the use of enterprise is underdeveloped in some lessons. Students use communication skills well, particularly written English across the curriculum. Technology is used by students to research information and extend their thinking and application of knowledge.

Areas of Relative Strength:

- FS children's very good English attainment and progress.
- Writing in English using different genres in primary and middle.
- Very good learning skills in English, mathematics and science in all phases.
- Students' confidence in communicating their learning to others.

Areas for Improvement:

- Arabic for first language learners and particularly for students learning Arabic as a second language.
- Further improvement in attainment from good to very good in Islamic education, social studies, English, mathematics and science.
- Students' enterprise skills in lessons.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
Social responsibility and innovation skills	Good	Good	Good	N/A
- Students' personal development and social skills are outstanding across the school. Students show very positive attitudes towards learning and enjoy their friendships. Attendance is very good (96%). Students and teachers share mutual respect and common values. Their well-being is enhanced by the extensive range of activities they enjoy and they value the benefits and importance of healthy eating and an active lifestyle. - Students have a very good appreciation and understanding of UAE culture and heritage. They respect Islamic values in their daily lives and respect and celebrate diversity. National Day is an important community event. - Students' social responsibility is very good. Students are involved in the life of the school, including school council and Eco-Ambassadors. They interact with leaders to promote their ideas and their contribution is outstanding. Sustainability and conservation projects are good and include cleaning of the adjacent shoreline. Recycled materials are used extensively in art and design works across the school. Enterprise projects are developing. - Innovation is very good in English, mathematics and science and is less well developed in Islamic education, Arabic as a first language and social studies. It is weak in Arabic as a second language. Areas of Relative Strength: - Students' outstanding contribution to the well-being of the school community. - Students' understanding of the UAE culture and heritage and their outstanding appreciation and respect for other world cultures. - Participation in cultural, sporting and aquatic activities, and performing arts. Areas for Improvement: - Students' awareness and use of enterprise in school and the UAE. - Students' innovative skills in Arabic medium lessons.				



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is good. The large majority of teachers apply their strong subject knowledge effectively in lessons. Teachers build on students' motivation in lessons through positive interactions and providing regular opportunities to work actively. The planning and delivery of activities in Arabic lessons are less effective.
- Collaborative work is encouraged by teachers, and through skilful questioning they foster discussion and the sharing of ideas.
- Teacher-student interaction, including the use of effective questioning and dialogue, keeps students focused on learning activities. Interactions are particularly positive in activity-based learning. The large majority of teachers develop critical thinking and problem solving effectively. Teachers are now planning cross-curricular links and linking learning effectively to the real world. They plan differentiated lessons to meet the needs of all groups of students however, in a minority of lessons, high achieving students are not challenges sufficiently.
- Assessment processes are consistently applied throughout the school. The findings are discussed but are not yet used effectively enough to inform teaching in all subjects to meet the learning needs of all. More-able students could be challenged more.
- Teachers are well aware of their students' strengths and weaknesses and use regular checklists to identify their level of understanding. Formative assessment strategies need to be further developed to ensure consistency across the school. Teachers correct work regularly. The school benchmarks assessments of students against international standards in primary and middle phases.

Areas of Relative Strength:

- Teachers' subject knowledge and awareness of how students learn.
- Teacher- student interactions and use of questioning

Areas for Improvement:

- Effective planning of activities that promote students' learning skills in Arabic
- Consistent use of assessment for learning
- More challenge for high-achievers in lessons.
- More consistent use of data to inform planning.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	N/A
Curriculum adaptation	Good	Good	Very Good	N/A
- The overall quality of the curriculum is very good. The school's implementation of the curriculum has a clear rationale. It is broad, balanced and age-appropriate. Collaborative planning by teachers ensures good progression from children's individual starting points and prepares them well for the next stage in their education. The planning of purposeful learning is less effective in Arabic. The regular review of the curriculum enables leaders and teachers to deliver mostly good education. - The range of extra-curricular choices is outstanding. Cross-curricular links integrate the development of skills across subjects very well. Activities in the classroom enable students to use knowledge from other subjects, for example, between maths and science. Enterprise and innovation are a stronger feature of curriculum planning in the middle school than other phases. - The school makes good modifications to the curriculum to meet the learning needs of most children. However further work is needed to ensure these modifications are implemented consistently by all teachers, particularly for higher achieving and G&T students. - Opportunities for problem-solving, co-operative learning and innovation are embedded within weekly integrated learning plans, and the curriculum is enhanced by a variety of community links and projects. Well-planned links to UAE culture and Islamic values in almost all aspects of the curriculum allow students to develop very good understanding. - Moral education is planned across the school and supports the emphasis that the school has on values and ethics. It is integrated well across the curriculum. Areas of Relative Strength: - Extra-curricular activities are wide ranging and well-linked to the curriculum. - Links to UAE heritage and culture Areas for Improvement: - Further opportunities to design and plan enterprise projects in primary and foundation stage.				



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	Outstanding	Outstanding	Outstanding	N/A
Care and support	Very Good	Very Good	Very Good	N/A

- The overall quality of protection care, guidance and support for students is outstanding. All staff, students and parents are informed of the clearly written procedures for the safeguarding of students and parents report they are confident about the safety of their children. The nurse, counsellor, child protection officers and the operations manager liaise very effectively, and deal sensitively with students' needs and concerns.
- The school premises are very well suited to the educational needs of all students. Rigorous safety checks are made frequently on all facilities including equipment, school transport and the swimming pool. All checks are documented accurately and filed appropriately. Comprehensive risk assessments precede all visits. Ensuring students' safety on the internet is given high priority.
- Staff have trusting and respectful relationships with students. Very successful behaviour management strategies are understood by the students and followed by all staff. The school's approach to promoting attendance and punctuality is very effective.
- Thorough systems identify SEN and G&T students. Detailed plans to support these students are shared with staff and parents. SEN children benefit from detailed interventions.

Areas of Relative Strength:

- The safe, secure and inclusive school community personal development of students.
- Identification of students with SEN.
- The guidance and pastoral support for all students.

Areas for Improvement:

- Securing still more consistency in the quality of support for students with SEN and G&T students to boost their achievement still further.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Very Good
• The overall quality of leadership and management is very good. The inspirational principal and leadership team have established an aspirational vision which is shared by all. Leadership is caring and respects diversity. A comprehensive continuous professional development (CPD) programme is developing best practice, but this needs to be consistently applied across the school. Morale is very high. • The school's approaches to self-evaluation are systematic. The use of moderation to ensure accurate and reliable internal teacher assessments is developing. The use of external assessments is supporting more valid and reliable data. The development plan identifies priorities from effective self-assessment. • Partnership with parents is very good. Parents receive accurate reports that identify what children need to do to improve. Parents are involved in the school life with daily online access to what their children are learning. There are good links with civil defence, other schools and the Al Bahya community. • Members of the Advisory Board give support to the SLT and have a good understanding of school priorities. Stakeholders' representation is limited. The Advisory Board appreciates that as data systems strengthen they will be able to monitor academic progress and the priorities for improvement more effectively. • The school is managed very effectively on a day-to-day basis. The facilities are spacious and of an outstanding quality. Staff are suitably qualified and deployed appropriately. There is a wide range of resources to meet student needs. • The school is preparing students for international assessments and encourage students to respond to ADEK's question-a-day initiative which prepares students for TIMSS study.	



Areas of Relative Strength:

- Leadership of the principal and the impact of strong teamwork.
- A caring and supportive whole school ethos.
- Partnership with parents.

Areas for Improvement:

- Extending the school's CPD programme to secure more consistent, high quality teaching.
- Widening the range of governor stakeholders' representation.
- Further use of clearly benchmarked data to better inform leaders and the Advisory Board of overall academic performance.