



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



Private School Inspection Report

Al Bateen - Al Mushrif School

Academic Year 2015 – 2016

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Al Bateen - Al Mushrif School

Inspection Date	02 – 5 November, 2015
Date of previous inspection	Al Mushrif: 28 September, 2014 Al Bateen: 02 February, 2014

General Information	
School ID	231
Opening year of school	2011
Principal	David Hutson
School telephone	+971 (0)2 813 2015
School Address	Al Manaseer Area, Abu Dhabi
Official email (ADEC)	albateensec.pvt@adec.ac.ae
School Website	www.almushrif.sch.ae www.albateen.sch.ae
Fee ranges (per annum)	AED 43,560, - AED 62,844

Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum	
External Exams/ Standardised tests	UK SATs, IGCSE and IB Diploma
Accreditation	

Students	
Total number of students	1353
Number of children in KG	184
Number of students in other phases	Primary 438 Middle 392 High 339
Age range	3 to 18 years
Grades or Year Groups	FS1 – Year 13
Gender	Mixed
% of Emirati Students	47.8%
Largest nationality groups (%)	1. UK 5.7% 2. Jordan 5.3% 3. USA 5.1%

Staff	
Number of teachers	1. 133
Number of Teaching Assistants (TAs)	48
Teacher-student ratio	1: 12KG/ FS 1: 14Other phases
Teacher turnover	14%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	94
Number of joint lesson observations	5
Number of parents' questionnaires	138; (response rate: 13%)
Details of other inspection activities	Lesson observations; meetings with leaders, teachers, students, parents; work scrutiny; review of documents

School	
School Aims	To offer a curriculum that provides knowledge, challenge and progression delivered through high quality teaching, learning and assessment; provide opportunities for students to develop individual abilities and talents through creativity, sport, teamwork, leadership, performance and service; promote intercultural understanding and support mother-tongue language development through the curriculum, enrichment and CAS (creativity, action and service programme) activities; develop international mindedness through the curriculum and CAS activities; ensure students are equipped with the skills and attributes they need to succeed as lifelong learners in a 21st century world – information technology, creative thinking, critical analysis, problem solving and decision making; provide a caring and supportive environment in which students respect each other, feel safe and happy, and in which they thrive.
School vision and mission	To provide a busy and welcoming community for learners who relentlessly strive to be the best they can be. Its aim is to facilitate learning that is relevant,



	meaningful and fun enabling children to make progress that they can be proud of.
Admission Policy	The school is inclusive and other applicants complete Cognitive Abilities Tests to help identify the strengths and potential for each student, preferred styles of learning and how the school can further support the child with their studies in each subject.
Leadership structure (ownership, governance and management)	The school is owned by Aldar Academies. The leadership team comprises of the principal; vice-principal (principal of the primary section), deputy principal (DP) with secondary responsibility; assistant principals (AP) – primary; assistant principals (AP) – secondary, head of Arabic, head of senior school and International Baccalaureate Diploma Programme coordinator. The middle leadership group comprises of phase leaders and subject leaders. The Board comprises Aldar representatives, parents, university representative, and senior leaders. The Strategic Governance Group (SGG) membership includes: principal, members of senior leadership team, an Aldar Education Management Team (EMT) member, elected parent members and an Aldar officer.

SEN (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	16	3
Emotional and Behaviour Disorders (ED/ BD)	3	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	2	0
Physical and health related disabilities	1	0
Visually impaired	1	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	All subjects identify students
Subject-specific aptitude (e.g. in science, mathematics, languages)	53
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	30
Visual and performing arts (e.g. art, theatre, recitation)	37
Psychomotor ability (e.g. dance or sport)	14

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)

School was judged to be:						
BAND (A)			Outstanding			
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

Al Bateen – Al Mushrif School provides outstanding education. Senior leadership and all staff share the vision, ambition and determination to provide the highest quality of education.

Almost all students start the primary section with little or no English. Attainment in the Foundation Stage is very good and children make outstanding progress. Attainment and progress are outstanding in the subjects taught in English in most year groups. Attainment and progress are not as strong in the subjects taught in Arabic. Progress in these areas is good throughout the school.

Students display outstanding personal skills and a maturity beyond their age. Teaching is excellent in the majority of lessons and students acquire very high quality learning skills.

Progress made since last inspection and capacity to improve

The school has tackled the recommendations from the previous inspection report successfully. Assessment procedures in the primary section, especially in science and information and communication technology (ICT), use the new UK framework. Boys' writing has improved as a result of more effective feedback and a focus on adapting tasks to be of more interest. The curriculum is planned more purposefully to enable students to transfer their learning between different subjects. In the secondary section, the school's provision of continuous professional development, coaching and team teaching is improving attainment and progress in the subjects taught in Arabic. Arabic teachers are now fully integrated into whole school training and receive specific additional training in the Arabic language. Leadership is distributed very effectively and leaders at all levels are held to account for their roles and responsibilities.

The school has demonstrated outstanding capacity to continue to improve the quality of education for students.

Development and promotion of innovation skills

Students demonstrate excellent communication skills. They use these very effectively to share ideas and explain their thinking. They confidently ask questions and challenge each other as, for example, when Year 8 use role play very creatively and make presentations. Students collaborate extremely effectively. They can work effectively in pairs or small groups, listen attentively to each other, negotiate their responses in older year levels and make creative and thoughtful presentations. Children in KG are empowered in a well-structured environment to

make choices and develop secure independent skills and creativity in a range of situations. Students in all years have acquired confident use of iPads and other digital technologies and use them in all subject areas.

Students have a very strong work ethic when working independently and within groups. This is highlighted in collaborative participation in the secondary school Island Project, responding to STEM (science learning network) challenges, and the 'Mantle of the Expert' in the primary school. These develop high levels of research, problem-solving and critical thinking.

Most teachers provide opportunities for students to problem solve and respond to probing questions in planning their lessons. Students routinely respond confidently to 'why', 'can you explain', 'how' questions. By Years 12 and 13, students confidently ask challenging questions of each other.

Curriculum review and modification leads to extensive opportunities for students in all years to innovate, enhance their learning and show enterprise. For example, using iPads within the continuous provision in FS and Years 1 and 2; the accelerated reader programme in primary and secondary; and Year 9 managing the complex process of publishing a high quality book of student writing.

Senior leaders have embedded a culture of innovation into curriculum planning and development. Staff embrace opportunities and appreciate the support and encouragement to promote innovation within teaching and learning.

The inspection identified the following as key areas of strength:

- very high levels of progress across the school, especially in the subjects taught in English
- extremely well developed communication skills in English
- development of high quality collaborative, independent and critical thinking skills
- students gain highly effective social and interpersonal skills
- high quality teaching and its impact on students' learning in most lessons
- a well designed curriculum that is planned and adapted to meet the needs of all students effectively
- very high priority given to students' protection, care, guidance and support
- cohesion of leaders at all levels with a shared, strong determination for continuous improvement.

The inspection identified the following as key areas for improvement:

- achievement of students in the subjects taught in Arabic to match the outcomes of other subjects.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Social Studies	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
English	Attainment	Very Good	Very Good	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics	Attainment	Very Good	Very Good	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science	Attainment	Outstanding	Outstanding	Very Good	outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
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	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Outstanding	Outstanding	Outstanding	Outstanding



Attainment on entry to the Foundation Stage (FS) is well below age-related expectations, especially in language skills and aspects of physical and personal development. Most children enter school speaking very limited or no English. Children make rapid progress so that the majority acquire age-related international expectations in key subjects, including literacy and numeracy. Children's fluency in spoken English is extremely well developed and they can articulate well when spoken to or when talking with other children. They can write simple sentences with good structure. Children in FS2 explain what they are doing as they share resources while they work together to investigate water. They have very good understanding of numerical notation, 1-1 correspondence and number recognition.

Attainment in Years 1 to 6 (primary) is very good. It is outstanding in science. It is very good in English and mathematics, good in social studies and Arabic as a second language and acceptable in Arabic as a first language and Islamic education. In English, the number of students attaining at least expected levels is above UK averages in reading and writing. The mastery of number fluency is a key strength and students in Year 2 confidently find fractions of whole numbers. Students in Year 5 multiply 4-6 digit numbers by 2 digit numbers and are able to estimate answers through 'rounding' skills. In science, students are able to draw conclusions and develop good investigative skills.

A minority of students enter the secondary section from feeder primary schools. The majority have had varied, often very limited, experiences in their primary school, especially in science and non-core subjects. By Year 9, attainment in English and mathematics is high. Attainment in science is very good. In social studies and Arabic as a second language it is good. It is acceptable in Arabic as a first language and in Islamic education. Attainment by Year 11 is very good. Most students gain 5 A*-C grades, including English and mathematics in IGCSE, which is well above average.

Attainment in English and mathematics and science is outstanding. In English, students have high-level critical thinking skills, use a wide vocabulary when expressing their opinions and read with remarkable insight. In Year 9, for example, students understand and use figurative language, similes, and read fluently with expression. In mathematics, students in Year 11 have very strong understanding of inequalities and quadratic equations. In science, enquiry skills are at a high level. In Year 10, students showed real understanding of covalent and ionic bonds and are able to draw dot cross diagrams of covalent bonds for different compounds. Students, including those with special educational needs (SEN) and Gifted and /or Talented (G&T), make outstanding progress in all the subjects taught in English.

Progress in the subjects taught in Arabic is good. In social studies and Arabic as a second language attainment is good. It is acceptable in Arabic as a first language and Islamic education. Year 11 students in Arabic have acceptable writing skills. Their spelling, use of tenses and grammar are inconsistent. In Year 10 Islamic education, most students have good knowledge of the life of the Prophet (PBUH). They have limited opportunity to recite the Holy Qur'an.

The first cohort is due to sit International Baccalaureate (IB) Diploma examinations this year. Progress is outstanding. Most students are currently on track to attain above IB averages and 6-8 students are on track to attain very high levels.

Throughout the school, students develop high quality learning skills. They are fully engaged in their learning, happy in lessons and willingly accept the challenge to work independently and collaboratively. They confidently communicate their ideas maturely and sensibly. They apply their learning to real life situations and use skills and knowledge between areas of learning. They develop very strong skills of innovation, enterprise, enquiry, research, critical thinking, problem solving and use of learning technologies.

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	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
Students' personal and social development is outstanding. Children in FS experience a very well organised, calm and vibrant environment with clear routines that help them to settle quickly. They behave extremely well, enjoy activities, listen well and respond promptly. They benefit from excellent relationships with their teachers and develop the social skills that enable them to work both collaboratively and independently.				

Students throughout the school have very strong attitudes to learning resulting in excellent behaviour. There is virtually no bullying and students run an anti-bullying committee. Students display high levels of maturity and are very confident and self-disciplined. They have a very strong sense of responsibility and thrive when taking leadership roles. Almost all students have an excellent work ethic. They can lead others confidently, as evident in assemblies and lessons. Many students take on leadership roles and contribute actively to the life of the school. Students participate in strategic planning groups alongside board members, parents and school leaders and teachers. The students' leadership team, school council and bullying committee enable them to enhance their leadership skills.

It is very clear that students are extremely proud of their school. They appreciate the ways that the school helps them to reach their full potential and develop social skills. They feel that they are kept safe and are very well supported and valued by school. They enjoy extremely harmonious relationships with peers and staff. They have a strong commitment to leading safe and healthy life styles, make healthy eating choices and take regular exercise.

The school uses a range of strategies to encourage high attendance and punctuality, such as in assembly when awards recognise high attendance. Attendance is very good at 96%. Students are very punctual in arriving at school.

Students show excellent appreciation of Islamic values and put them into practice very effectively in their daily lives. They demonstrate a very thorough knowledge and understanding of UAE culture and heritage and participate in a wide range of cultural activities.

Students acquire key skills to innovate and be creative. They show very high understanding of environmental sustainability through the Eco club, participating in projects such as recycling, cleaning the beach or the solar-powered car challenge.

Performance Standard 3: Teaching and Assessment

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

Teaching is outstanding. Most teachers demonstrate strong subject knowledge and a secure understanding of how students learn best. They put learning in a meaningful, real life context for students. They make effective use of a range of strategies that result in high levels of student engagement. Teachers skilfully apply a wide range of strategies that promote meaningful activities to enable students to become successful independent and collaborative learners. Teachers cultivate outstanding relationships with students, so that they are focused on learning and engage confidently in activities. Most teachers in all phases have high expectations for all groups of students in regard to participation and achievement, and lessons are productive. Teachers use questioning very effectively to probe the extent of students' understanding and to challenge them to share and justify opinions.

The effectiveness and impact of teaching shows improvement in the subjects taught in Arabic, especially as a result of the impact of professional training. Teaching remains less effective in comparison to other subjects. In a very few less effective lessons in the subjects taught in Arabic, the learning needs of all students, especially high achievers, are not met sufficiently.

Planning is thorough and, in most lessons, takes carefully assessed account of the range of learning needs including students identified with SEN and those who are G&T. Most lessons are well focused on student learning; they are purposeful and have good pace. For example, activities in a Year 4 mathematics lesson provided high levels of challenge for high achievers; in a Year 13 English lesson, students confidently directed the learning activity with responsible participation by all students.

In the more effective lessons, teachers very effectively promote innovation, creativity, research and critical thinking skills. For example, use of digital technologies in all subjects and year levels to enhance research and recording. Year 9 students prepare 'flipped' learning videos to lead learning in art lessons; and students prepare and publish a compendium of students' writing.

Internal assessment procedures are consistent and comprehensive in all phases. The school has a wealth of assessment data that is analysed thoroughly in order to make

comparisons with international benchmarks and expected curriculum standards. Aldar Academies Group moderates assessments across its schools. Most teachers use assessment well. They monitor progress and set individual and group targets to inform planning. They identify interventions to support the different learning needs in lessons. Marking of student work is constructive and helps them to identify strengths and how to improve in most subjects. Self and peer assessment is used effectively in many lessons in all subjects.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

The curriculum is very broad and balanced and there is an exceptionally clear focus on developing knowledge as well as skills and deeper understanding.

The curriculum design and implementation in FS offers exemplary interpretation and delivery of best international practice. The balance of development of skills, knowledge and understanding of the world in which children live and play is planned extremely well. The curriculum supports children's cognitive, physical and emotional development very well. This is evident in the interaction between children, their love of learning, gains in understanding and outstanding personal development. The transition between FS2 and Year 1 has been carefully managed and adjusted to ensure the appropriate development of the 'whole child' takes place and where this is required a continued FS provision is enabled.

The transition to the new English National Curriculum has been a key focus for professional development and moderation of assessment procedures. Teachers are confident in delivering the new framework and appropriate support is offered where necessary. The school has introduced International Baccalaureate and AS levels to offer a broad and balanced curriculum for Years 12 and 13 that develops cross curricular, enterprise and entrepreneurial skills.

The school provides rich opportunities to extend learning beyond the classroom. An extensive range of enrichment activities to broaden the curriculum is offered and incorporated into the student experience in each year group. The school is developing vocational education through the curriculum and enrichment activities. It offers

business studies, design & technology modules, work experience, visits to local businesses and develops ICT skills in many different ways. A careers fair, held annually, offers students the opportunity to broaden their horizons and increase their aspirations as well as helping to contextualise the learning they receive. Field trips from years 3 to 13 enable interpersonal and social skills to be developed which have a positive impact on interactions within the classroom.

Innovative approaches to involving students in the planning, delivery and evaluation of charity events and curriculum enrichment activities develops their enterprise, innovation and collaborative skills. All students are prepared very well for their next phase of education, training or employment.

UAE traditions, values and culture are extensively planned for within the curriculum with further opportunities exploited to deepen students' appreciation of UAE heritage.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

Protection, care, guidance and support are outstanding. The school has a very positive ethos with the care and welfare of students at its heart. It is calm and helps students to become self-disciplined and develop very strong relationships with their peers and teachers. There are very effective pastoral procedures and high levels of guidance and support. The school protects students from bullying and all forms of abuse. Child protection procedures are very effective and applied fully by adults throughout the school. The school is very inclusive and provides excellent support for students who are SEN and G & T. The school is itself a role model for promoting positive behaviour: good behaviour is rewarded and broadcast so that others can see its benefits.

Staff understand their roles in ensuring the school is healthy and safe. The facilities manager is very rigorous in overseeing maintenance and evacuation procedures.

The school also practices lock-down procedures in case of any high- risk situations. The buildings, facilities and range and quality of resources are excellent. 24-hour surveillance and closed-circuit television (CCTV) cameras ensure high levels of security.

The school is well equipped to cater for all students, especially those with physical disabilities. The ‘Buddy System’ enables students in higher grades to support and encourage younger students and assist them in transition from the primary to secondary section.

Very effective internal and external communications with parents and guardians provide highly effective support for students’ personal and academic development.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Outstanding
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding
Leadership and management are outstanding. Senior leaders are extremely effective and display high levels of professional competence. They have a very clear vision to provide the highest quality of inclusive education for students. They are well respected and staff morale is high. Leadership is distributed and cohesive and leaders at all levels are empowered to fulfil their roles and responsibilities. Leaders at all levels share the ambition and determination to improve the school. The school has very successfully tackled the recommendations from the previous inspection. Self-evaluation is comprehensive and outcomes are used to set priorities in the School Development plan to ensure continual improvements. All stakeholders, including Board members, parents and students, play an active role in strategic planning and reviews. Relationships and communication between all adults in school, parents and students are extremely positive and leaders are highly visible. Communication with parents is regular and the school has effective strategies	

to engage reluctant parents. The questionnaire and discussion with parents during the inspection show they are very positive about the school. Reports are personalised and inform them of their child's attainment, progress and targets.

The Aldar Academies group and the Board have robust procedures to hold the school to account and to monitor the quality of provision and student outcomes. The Board ensures that effective performance management systems are fully in place for all staff to maintain the quality of provision. Parents are very positive about the school and its impact on their child, especially in developing their independence and critical thinking skills. Weekly visits from the Aldar Academies group support the school and check on the quality of provision.

Continuous professional development, team teaching and coaching are very focused on improving the consistency of high quality teaching. It is having a very positive impact, especially in improving provision for the subjects taught in Arabic. Consequently, these areas are improving and moving ever closer to the quality of other subjects.

The school runs very smoothly on a day-to-day basis. Staff are well qualified, suitably approved and deployed. The premises are of very high quality. Provision for specialist subjects, such as physical education (PE), art, drama, design technology, music and science enables the school to offer a very wide curriculum and range of extracurricular activities. Classrooms are spacious, spotlessly clean, well maintained and displays around school are of high quality.

What the school should do to improve further:

1. Raise expectations and accelerate achievement in the subjects taught in Arabic so that they match outcomes in other subjects by:
 - i. continuing to provide focused professional development, coaching and team teaching and monitor the impact
 - ii. further development of marking and assessment procedures and use of data to provide suitable challenge for all students
 - iii. regular and rigorous monitoring of the impact of training on student learning
 - iv. providing more opportunities for students to speak and read the Arabic language more frequently.