



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



Inspection Report of: Al Bateen School

Overall Effectiveness: Good

Academic Year 2017 – 2018

إقرأ



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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 Bateen School
	School ID:	231
	School address:	Khalifa Bin Shakbout Street, Al Manaseer, Abu Dhabi
	School telephone:	+971 (0)2 813 2043
	School official email:	albateensec.pvt@adec.ac.ae
	School website:	www.albateen.sch.ae
	Phases of the school:	Middle, High
	School curriculum:	National Curriculum for England (NCE) International Baccalaureate (IB)
	Fee range and category:	AED56,100 - AED65,900 (very high)
Staff Information	Number of lessons observed	95
	Number of joint lessons observed	14
	Total number of teachers:	95
	Turnover rate:	15%
Student Information	Number of teaching assistants:	12
	Teacher- student ratio:	1:8
	Total number of students:	800
	% of Emirati Students:	31%
	% of Largest nationality groups	1. Egyptian: 8% 2. British: 8% 3. Jordanian: 6%
	% of SEN students:	6%
	% of students per phase:	KG: Middle: 70% Primary: High: 30%
	Grades/ Year groups:	Year 7 to Year 13
	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  Outstanding
Performance Standard 3 Teaching and Assessment  Good	Performance Standard 4 Curriculum  Very good
Performance Standard 5 The protection, care, guidance and support of students  Very Good	Performance Standard 6 Leadership and management  Good

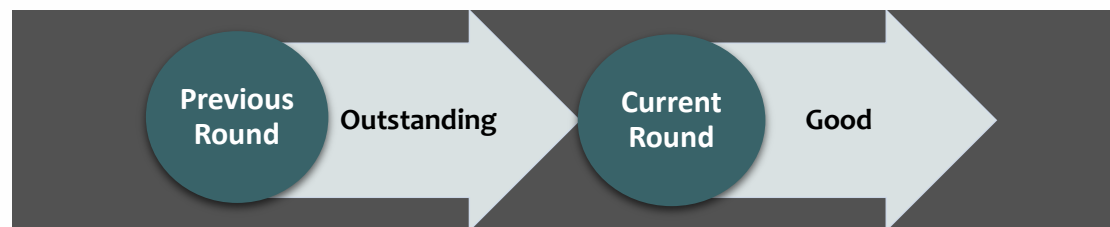


Evaluation of the school's overall performance

- The overall performance of the school is good. Since the last inspection, the composition of the school has changed and now includes only middle and high phases.
- Students' achievement is good overall. Students' overall attainment is good and progress is good in the middle phase and very good in the high phase. Students' learning skills are very good. Achievement in Arabic medium subjects and in mathematics is acceptable overall.
- Students' personal and social development, their social responsibility and their innovation skills are all outstanding. Their understanding of Islamic values and awareness of Emirati culture are very good. Students' attendance is very good.
- The effectiveness of teaching and the use of assessment are good. They are very good in high. Teachers' knowledge of their subjects and the development of students' independence are very strong. The school's internal assessment processes are highly effective. Teachers' do not always show equally high expectations across all subjects and curricula.
- The overall quality of the curriculum is very good. The school provides a wide range of subject choices with very strong links between them. The school's extended curriculum promotes enterprise and innovation very effectively. The curriculum is not always implemented or adapted to best effect for all groups of students.
- The protection, care, guidance and support of students is very good. Provision for students' welfare is outstanding. Identification of students with special educational needs (SEN) and those who are gifted and talented (G&T) is outstanding. The large majority of students receive very good guidance and support.
- Leadership and management are good. School leaders and governors set a very clear direction. Partnerships with parents and school governance are very good and the day to day management is outstanding. The school has yet to develop fully effective leadership in Arabic medium subjects and in self-evaluation.



Progress made since the last inspection and capacity to improve



- Since the last inspection, the school has continued to provide care and support of the highest quality to students. As a result, students' personal and social development continues to be outstanding.
- School leaders have improved teaching and students' achievement in Arabic medium subjects. These subjects still have yet to match the high levels of achievement found in other areas. School self-evaluation in these subjects has not always been entirely rigorous in identifying areas for improvement.
- Students' have shown inconsistent attainment in mathematics and AS levels since the last inspection. This is, in part, because leaders have not always adapted the curriculum to the best advantage of all groups of students.
- School leaders acknowledge the reasons for a decline in the overall effectiveness of the school. They recognise what needs to be done to develop and sustain improvement. Overall, school leaders' capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

1. The positive impact of students' personal and social development on their learning skills.
2. The effectiveness of teaching and students' successful achievement in English, science, non-core subjects and in the IB Diploma.
3. Student and staff contribution to the school and local community, the national agenda and international cooperation.
4. The school's provision of health, safety, care and support.
5. School leaders' management of the day-to-day life of the school.

Key areas for improvement

1. Further improve the effectiveness of leadership, teaching and students' achievement in Arabic medium subjects by:
 - i. developing vocabulary and pronunciation through extended written and spoken exercises
 - ii. using national benchmarks more accurately to identify students who have yet to exceed minimum expectations of attainment
 - iii. developing an intensive Arabic language programme at the start of each year to promote basic literacy skills.
2. Improve the consistency of teaching and students' achievement by:
 - i. implementing mathematics courses at IGCSE and IB diploma that allow all groups of students to develop a strong foundation in the core skills of mathematics
 - ii. working closely with parents and students from a very early stage to ensure students fully prepare for the challenge of AS courses.
3. Enhance leadership and management by:
 - i. providing further training for middle leaders in the accurate use of national and international benchmarks
 - ii. improving the accuracy and rigour of all school leaders' self-evaluation
 - iii. ensuring representation of the Arabic language within the school's leadership team.



Provision for Reading

- The school library is at the heart of the school. The range of fiction and non-fiction books and resources available to students enhances their reading experience in both Arabic and English.
- The school is implementing its annual plan for promoting reading, including competitions and authors' visits very effectively.
- The use of an accelerated reading programme provides a structure for students to extend and improve their reading skills. Students respond very positively to end-of-book quizzes and challenges.
- Arabic reading initiatives include a reading corner, Arabic Language Week, the publication of the school newsletter in Arabic, an online reading portal for students and calligraphy competitions.
- Reading for research is very well developed for older students, particularly in the IB programme.
- Teachers in all subject areas take responsibility for promoting English reading through lessons and form time. Arabic reading has a lower profile.
- Reading in English is monitored and tracked closely. There is less evidence of detailed tracking in Arabic.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is good. Students' attainment is good. Their progress is good in the middle phase and very good in the high phase. Achievement is very good overall in English, science and other subjects. Students' learning skills are very good.
- Attainment was very good overall in the IB diploma programme in 2017. It was outstanding in IB non-core subjects.
- Students' achievement in Arabic medium subjects is acceptable overall. It is good overall in high phase. Data from the External Measure of Student Achievement (EMSA) indicates that most students were attaining below age-related levels in Arabic up to Year 11. Current attainment in Arabic is in line with curriculum standards and progress is acceptable overall. It is good in high phase and in the recent MoE Grade 12 examinations, students' attainment was good.
- The recent attainment of most students in mathematics in IGCSE, AS level and IB was weak. Achievement in mathematics is now broadly acceptable.
- Students' achievement in AS level examinations is weak in all subjects.

Subjects

- Students' achievement in **Islamic education** is good. The majority of students make good progress throughout the school. Attainment improves in high but remains broadly acceptable. A lack of fluency in Arabic language reading constrains the Holy Quran recitation skills of a minority of students.
- Students' achievement in **Arabic first language** is acceptable overall. Attainment in reading, writing and speaking is in line with curriculum expectations in middle and above in high phase. The majority of students' make better progress in high phase because of teachers' effective lesson planning and more interactive lessons. Students' achievement in **Arabic as an additional language** is acceptable overall. Writing and reading skills are broadly in line with curriculum expectations in the middle phase. Speaking improves swiftly in the high phase from very short sentences and simple vocabulary to more expressive communication.
- Students' achievement in **social studies** is good overall for native and non-native speakers. The majority of students achieve above curriculum expectations. They develop a good understanding and very good appreciation of the UAE heritage, culture and values.
- Students achievement in **English** is very good overall. Students make very good



progress in reading, writing, speaking and listening throughout the school and attainment is well above curriculum standards for the large majority.

- Students' achievement in **mathematics** is acceptable. Progress remains acceptable as students move from middle to high phase. Most students have recently achieved only broadly in line with age-related expectations. They are now developing more familiarity with basic mathematical skills and improving their problem-solving.
- Students achievement in **science** is very good overall. Attainment is good in the middle phase and progress is very good. Attainment is very good in high because of very good progress in acquiring scientific thinking, enquiry and investigative skills.
- Students' achievement in **other subjects** is very good. Students' engagement is very strong across the wide range of subjects. Attainment and progress are very good, for example, in PE, geography, history and the creative arts subjects.

Learning skills

- Students' learning skills are very good overall. They collaborate very well and apply their critical thinking skills very effectively. Students make good use of technology. They show enthusiasm for practical activities and work very well both independently and when interacting with their peers. By the time students commence the IB course, they are skilled and experienced researchers.

Areas of Relative Strength:

- The overall achievement of IB students in the high phase.
- Overall achievement in English, science and non-core subjects.
- Students learning skills and particularly their independent, research skills.
- The high level of achievement of the most able students, including the gifted and talented.

Areas for Improvement:

- Students' achievement in Arabic medium subjects.
- The consistent achievement of students in mathematics.
- The attainment of students in all subjects at AS level.



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	N/A	N/A	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	N/A	Very Good	Very Good
Social responsibility and innovation skills	N/A	N/A	Outstanding	Outstanding

- Students' personal and social development is outstanding. Their innovation skills are very good. Students show highly positive attitudes to learning, respect for their teachers and care for each other. They are responsible and independent learners and their behaviour is outstanding.
- Students thoroughly enjoy coming to school and their attendance, at 96%, is very good. Any bullying is rare and students feel safe and secure at school.
- Students show very good understanding of Islamic values and their influence on UAE culture. Their appreciation of other world cultures and of innovation is very well represented in the quality of the work produced in art, design and technology. Not all students have the Arabic language skills to appreciate fully all aspects of Islamic values and UAE culture.
- Students show an outstanding sense of social responsibility as ambassadors for the school, the nation and the global environment. They lead activities in the local primary schools, sports events and the Model United Nations. Students demonstrate outstanding appreciation of the importance of healthy lifestyles.
- Students are highly creative and have very well-developed innovation skills.

Areas of Relative Strength:

- Students' commitment as socially responsible national and global citizens.
- Students' behaviour and respect for all in lessons and around the school.

Areas for Improvement:

- Students' skills in the Arabic language to deepen their understanding of Islamic values and UAE culture.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	N/A	N/A	Good	Very Good
Assessment	N/A	N/A	Good	Very Good
- The overall quality of teaching and assessment is good. It is very good in the high phase. - Across the curriculum teachers use their very good subject knowledge to plan stimulating and challenging lessons. Expectations are not always as high in AS level lessons. - Overall, teachers plan lessons which promote the development of students' strong learning skills. They promote independent learning and the use of technology very well and, in the high phase, critical thinking. - Work is well matched to students' needs in the majority of lessons though the least able are not always catered for as effectively, particularly in mathematics. - Internal assessment processes are very good throughout, providing a coherent approach across the curriculum. - Teachers' marking of work is regular and the majority of students know what they need to do to improve. - Teaching in Arabic medium subjects has continued to improve since the last inspection. Teachers in these subjects have yet to facilitate the level of student achievement seen in other subjects.				
Areas of Relative Strength:				
- Teachers' development of students' learning skills throughout the school. - Teachers' subject knowledge and understanding of how students learn, especially in the high phase. - Teachers' use of internal assessment processes.				
Areas for Improvement:				
- Teachers' having high expectations for students on all courses. - The effectiveness of teaching in Arabic medium lessons and mathematics to match the high level found in other subjects.				



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	N/A	N/A	Very Good	Very Good
Curriculum adaptation	N/A	N/A	Very Good	Very Good
- The overall quality of the curriculum is very good. It offers a very broad education that is well balanced and supports students' learning. - Continuity and progression in learning are effective for the majority of students. - The school offers a wide range of subjects and students make very strong links between them. - Good systems are in place for generally effective curriculum review. Lack of Arabic speaking senior leaders limits the effectiveness of curriculum review in Arabic medium subjects. - Teachers modify the curriculum well and plan lessons that meet the needs of all students, in the majority of subjects, including G&T and SEN students. - The curriculum includes very good opportunities for enterprise, innovation and social contribution. Students often explore and celebrate UAE society and Emirati culture. They use technology very well to research and share their ideas. - The mathematics curriculum does not always meet the needs of all students. Effective support does not start early enough for the group of students who find their sixth form options limited to AS level courses. - The school has introduced the new Moral Education programme from Years 7 to 10. Well prepared teachers integrate the four pillars of learning into their subjects in readiness for discrete lessons in the coming year.				
Areas of Relative Strength:				
- The school provides students with a very good range of subject choices and makes strong links between them. - The school's curriculum promotes enterprise and innovation.				
Areas for Improvement:				
In Arabic medium subjects, AS levels and mathematics, the curriculum is not always very well designed and implemented.				



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	N/A	N/A	Outstanding	Outstanding
Care and support	N/A	N/A	Very Good	Very Good
- The overall quality of protection, care, guidance and support is very good. Staff, students and parents are aware of the school's outstanding procedures and policies for students' health and safety, and child protection. - Effective systems are in place for monitoring attendance and lateness. The promotion of safe and healthy living is highly effective in all aspects of school life. - The school follows a detailed identification policy for students with special educational needs. Staff monitor and support these students very well. G&T students are also identified promptly and well supported. - The school provides ongoing academic and career guidance, and support in all phases. The school makes very good use of partnerships with universities to provide students with very effective career counselling. Students' destinations include prestigious UAE and international universities. The school has yet to ensure all students begin AS levels with skills suited to the rigours of the course. - The consistent application of the school behaviour policy and the highly positive relationships throughout the school result in the outstanding behaviour of students. All teachers follow a very effective points system to celebrate students' achievement and their personal development.				
Areas of Relative Strength: - The outstanding promotion of students' welfare is the highest priority. - Rigorous and clear policies regarding SEN and G&T identification and support. - The strength of partnerships with universities and career guidance.				
Areas for Improvement: The school's work in ensuring the suitability of students for AS level courses.				



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	Very Good
Governance	Good
Management, staffing, facilities and resources	Outstanding
- The overall quality of leadership and management is good. Governors support the principal and his team well in setting a clear strategic vision. - Overall, systems are good for staff contributions to the self-evaluation form (SEF) and the comprehensive school development plan (SDP). The training of middle leaders in accurate self-evaluation and monitoring is not yet fully effective. - Partnerships with parents and the community are very good. Parents are highly active, well-informed participants in their children's education. From links with local primary schools to working with the Model United Nations, there are strong connections to the national and international community. - The day to day management of this well-resourced school is outstanding. Smooth transitions and a calm atmosphere support students' achievement and their very good personal development. The absence of Arabic speaking senior leaders has slowed improvement in Arabic medium subjects identified in the last inspection. - School leaders have ensured the school has prepared for and contributed to the promotion of the UAE in international examinations.	
Areas of Relative Strength:	
- School leaders share a clear vision and direction for the school. - The school's very successful partnership with parents and the community. - The management of the school, including its excellent facilities and resources.	
Areas for Improvement:	
The school's use of accurate and precise self-evaluation and monitoring in all subject areas.	



- The representation of the Arabic language in the leadership team and to improve the performance of Arabic medium subjects.