



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



Private School Inspection Report

Beit Al Maqdes International Private School

Academic Year 2015 – 2016

iqraa

Beit Al Maqdes International Private School

Inspection Date	9 – 12 November 2015
Date of previous inspection	6 – 9 October 2013

General Information		Students	
School ID	100	Total number of students	1,789
Opening year of school	2000	Number of children in KG	232
Principal	Hussain Abumoosa	Number of students in other phases	Primary 677 Middle 532 High 348
School telephone	+971 (0)2 552 7500	Age range	3 years 8 months to 20 years
School Address	East 11, Commercial Musaffah, Abu Dhabi	Grades or Year Groups	Kindergarten(KG) to Grade 12
Official email (ADEC)	beitalmaqdes.pvt@adec.ac.ae	Gender	Mixed
School Website	www.bmaqdis-sch.com	% of Emirati Students	2.0%
Fee ranges (per annum)	AED 5,100 – AED 10,500	Largest nationality groups (%)	1. Syria 24.2% 2. Jordan 21.1% 3. Egypt 13.7%
Licensed Curriculum		Staff	
Main Curriculum	Ministry of Education	Number of teachers	111
Other Curriculum	-----	Number of teaching assistants (TAs)	8
External Exams/ Standardised tests	Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS)	Teacher-student ratio	1:11 KG 1:15 Primary 1:9 Middle 1:8 High
Accreditation	-----	Teacher turnover	30%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	122
Number of joint lesson observations	13
Number of parents' questionnaires	219; (response rate: 10.9%)
Details of other inspection activities	The inspection team held meetings with the principal, governors, proprietor, senior staff, subject coordinators, teachers, students and parents. They attended assemblies, conducted learning walks and observed students' behaviour at break times. Inspectors also analysed school documents, performance data, records and students' work.

School	
School Aims	'To provide a supportive and caring learning environment in which students can achieve their potential.'
School vision and mission	'One loving family.'
Admission Policy	The school's admission policy is inclusive. It conducts admission interviews for placement purposes.
Leadership structure (ownership, governance and management)	The school has one proprietor and a governing body that includes parent and teacher representatives. The senior leadership team includes the principal, VP academic boys, VP academic girls and a VP administration.

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
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	3
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	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	50
Mechanical/ technical/ technological ingenuity	10
Visual and performing arts (e.g. art, theatre, recitation)	106
Psychomotor ability (e.g. dance or sport)	20

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 (B)	Acceptable
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	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 school provides an acceptable standard of education. Children start in Kindergarten (KG) with academic, personal and social skills that are below those expected for their age. They make good progress and attain well in KG because of good teaching. In the primary phase they also make good progress and attain well in key subjects. They remain too dependent on their teachers as they enter the middle phase. This is because they do not develop the higher level learning skills they need to continue their good progress through the school. The quality of teaching and assessment is not consistent for older students. As a result, their progress slows and attainment is not so strong in the middle and higher phases. Students' personal development and the care, welfare and safeguarding of students are consistently good throughout the phases. Support for the small number of students with special educational needs (SEN) is acceptable. The principal and school leaders have ensured that the school meets its stated aim of being 'one loving family'. The school has yet to fully become 'one learning family'.

Progress made since last inspection and capacity to improve

The principal, senior leaders and governors have met most of the recommendations from the previous inspection report. This is as a result of better understanding of what the school does well and what needs improving. The principal and senior leaders have demonstrated the capacity to improve by the progress made in each of the performance standards. The KG has moved from being an area of concern in the previous inspection to being a strength. This is because of improvements in facilities, resources and the quality of teaching. This improvement can also be seen in the primary phase. Teachers use information about the performance of students more effectively to target improvement, but marking is weak. In the middle and higher phases improvements are less consistent and students' make more variable progress. This is due in part to teachers not providing sufficient challenge for all students and particularly the most-able. Students receive improved guidance on next steps in their education and working lives.

Development and promotion of innovation skills

There are examples of students demonstrating innovation skills in each of the phases. This is dependent on the initiatives of individual teachers. There is not a well-established programme for promoting innovation skills throughout the school.

When teachers do provide opportunities for students to demonstrate innovation skills, they respond well. For example, in a Grade 4 science lesson, students created and acted out their own stories about healthy and unhealthy environments. Students make limited use of learning technologies for developing higher level research and enquiry skills. This makes them less able to become responsible for their own learning as they move through the school.

The inspection identified the following as key areas of strength:

- the start to their education that children make in the Kindergarten
- students' behaviour, attitudes and relationships with staff and with each other
- school leaders' effectiveness in making improvements and working with parents
- the school's protection, care, guidance and support of all students.

The inspection identified the following as key areas for improvement:

- teachers' expectations of what students can achieve
- teachers' written feedback to students
- development of older students' learning skills
- the punctuality of students arriving for school.

Performance Standard 1: Students' Achievement

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

Students' achievement is acceptable overall, with some improvement since the previous inspection. Achievement overall is stronger in the primary years than higher up the school where there is variability from year to year and between key subjects.

Children enter KG with knowledge, skills and understanding below what is expected for their age. Most of the children leave KG with knowledge and skills which are in line with where they are expected to be and a minority achieve above curriculum expectations. The current progress in KG is good in Arabic, English, maths, Islamic and UAE studies, science, art and physical education (PE). Progress is acceptable in ICT. Children are developing good learning skills. This is because teachers provide children with a variety of learning experiences to help them learn through practical work and play. For example, children's learning of letters and the sounds they make is reinforced through creating collages with recycled material and making the letter shapes with plasticine.

Throughout the primary phase, attainment is good when compared to curriculum expectations in Arabic, social studies, English and science. It is acceptable in mathematics and Islamic studies. Students attain standards that are in line with the expected targets for their age. In all of these subjects, progress through each grade is sustained. Results of the sample group of students in TIMSS and PIRLS at Grade 5, Grade 9 and Grade 12 show that attainment is acceptable against international standards. There is some variability in these standards where middle ability students do slightly better than higher and lower ability students. Students' performance in Ministry of Education tests at the end of Grade 12 is in line with that found nationally.

Progress is slower in the middle and higher phases for most students. This is because the solid learning skills of earlier grades are not developed into higher order learning skills as students get older. This means that older students do not have enough opportunities to use innovative, enterprising and creative learning that will help them be completely prepared for their future life after school. While there is little variation in attainment between girls and boys, girls make marginally better progress due to slightly more advanced learning skills. Support for students with SEN means the progress of these students is acceptable. Throughout the school, students make acceptable progress in their knowledge and understanding of Islam. For example, students in the higher phase are knowledgeable about Islamic values and can discuss the role of Islam in modern society.

Attainment and progress in other subjects are variable. Students benefit in many ways from their physical education and standards in this subject are good. Artistic standards and skills are good in KG and the primary phase but weak in the upper part of the school. Information and communications technology (ICT) is not used widely

enough by older students to develop research skills. Students do not learn coding or advanced computer skills. The school identifies students who are gifted and talented, including in mathematics, science, art, and Islamic studies. There are limited opportunities for these students to excel in the academic curriculum but they do receive adequate support in clubs and activities outside of the classroom.

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

Students' personal and social development, and their innovation skills are good overall. Relationships between staff and students, and between students themselves are generally warm and supportive. Behaviour is good and most students have a strong work ethic. They are respectful to each other, polite and sensible.

Students' show a good understanding of the importance of safe and healthy lifestyles. This is reinforced in their physical education lessons and in teachers' checks on younger students' lunchboxes. The morning registration system is accurate and efficient and the school's attendance rate, at 96%, is very good. Registration takes place after assembly and punctuality for assembly itself is weak. Too many students, particularly older boys, regularly arrive late. This means they miss out on their wider understanding of Islamic values and their awareness of Emirati and world cultures when these are celebrated in assemblies. Younger students and most girls show a good understanding of Islamic Values and appreciate the UAE culture and heritage.

Students co-operate well and usually demonstrate positive attitudes to learning in classrooms. As a result, they develop their confidence and leadership skills. For example, students of all ages lead assemblies and participate in the student council.

Students also volunteer to help others, such as older students who act as road safety guides outside the school for younger students. Students show a strong awareness of environmental issues and the students' eco council monitors recycling to minimise waste.

The extra-curricular activities available to students include sports clubs and homework clubs. There are fewer opportunities for developing creative and practical skills like music, sewing or cooking.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment are acceptable overall. In the KG and primary phases of the school, teaching is good and assessment is acceptable. Teaching is less effective and assessment is weaker in the middle and higher phases.

Children in KG who are new to the school, the country, or who require additional support do well in relation to their different starting points. This is because teachers in KG know the children well. They use the information they obtain about them to plan lessons that are well matched to the needs of individuals and to the different groups, in their provision. Children develop good learning skills in KG as teachers provide the children with a variety of learning activities to help them learn from first-hand experience. Staff allow children to choose activities that interest them. This is helping them to develop their confidence and self-esteem. They collaborate well and are creative in their play.

Teaching in the primary phase is good overall. These younger students benefit from having one classroom teacher with whom they develop a strong relationship. Most teachers demonstrate secure subject knowledge and deliver their subject areas in line with curriculum expectations. A minority of staff set higher expectations which enable students to respond with increased enthusiasm and enjoyment. This results in attainment slightly above the curriculum standards for a minority of students. For

example, in a Grade 3 Arabic class, students were fully engaged by the teacher's use of puppets, songs and costumes to bring the learning alive.

For older students in particular, teachers' marking does not tell students what they need to do to improve the quality of their work in key subjects. In the large majority of students' books, marking is limited to ticks and occasional words of praise. This is because often the written work is too easy and is not providing sufficient challenge, particularly for the most-able.

Relationships between students and staff are positive throughout the school. Staff plan their lessons and share the learning objectives with students so that they are clear about what is to be achieved. They use different methods and strategies to facilitate and enhance learning. Most teachers use questioning well to gauge students' understanding and are able to deal with misconceptions when they arise. As a result, learning flows without disruption in most lessons.

Teaching in the middle and higher phases is less strong but is acceptable. Students' investigative and innovative skills are less well developed in lessons, particularly for the gifted and talented students. Currently, there are too few opportunities for students to think for themselves and to use independent learning skills. There are not enough resources to help students fully develop their experimental and investigation skills – particularly in science and mathematics. Learning technologies are not always used to the full benefit of students. For example, older students do not use the full range of possibilities in showing information on slides in a presentation.

Staff throughout the school encourage interactions among students and promote respect and tolerance of the different viewpoints. For example, KG children learn to listen attentively and understand that other children have different views that need to be treated with respect. Most teachers have established good routines and students respond well to their expectations for appropriate behaviour.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

The school's curriculum is acceptable overall. Since the previous inspection the school has improved the curriculum, in particular for the KG and primary phases. The school offers boys a choice of advanced or standard curriculum in the higher phases. All girls take the advanced curriculum.

The curriculum for the KG is now good. It is well balanced for the ages of the children and provides a strong start, particularly in English, which is a new language for almost all the children. The curriculum is flexible enough in the KG to accommodate the significant number of children who arrive from other countries, many into KG2. The school is integrating the Montessori approach in teaching and learning to provide free choices of activities for children to access.

In the main school, the key subjects follow the requirements of the Ministry of Education (MOE) curriculum. The curriculum is not planned progressively enough. It sometimes covers work more than once through different grades and for different genders. Too often this is repetition rather than review and reinforcement and slows students' learning. Teachers are not fully aware of what may have already been taught in earlier grades. The curriculum is not always appropriate for all abilities. From Grade 8 upwards, the curriculum is not sufficiently adapted to meet the needs of gifted and talented students. It is adequate for students with special educational needs.

There are appropriate learning experiences for most age groups, especially to Grade 9 and some enhancement to the curriculum through trips, visits and visitors. There are partnerships with universities and museums. The school has taken the decision not to teach music throughout the school. This time is given to additional English and mathematics classes. The lack of creative subjects, together with weak teaching and standards in art in the middle and high school, reduce the opportunities to for imaginative and innovative work. There are limited opportunities for students to explore and research subjects on their own, using learning technologies.

The school has developed links to the UAE's values, culture and society in the curriculum. This means that each term students have a UAE related homework project that they share with their parents.

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	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The protection, care, guidance and support of students overall is good. The inspection confirmed the parents view that their children are safe, well looked after and all the appropriate procedures are in place. The care and support of students is acceptable because further work is needed to improve students' punctuality, particularly that of older boys. The school has been effective however in improving students' attendance, which is now good.

Child protection procedures are good. The school's policy is effective and is regularly reviewed. Students feel safe and are confident to report any concerns to an adult in school. The school communicates protection policies and procedures to students, staff and parents. The school nurse keeps detailed records and registers of daily incidents and cases for follow up. Students are always properly supervised around the school and on transport to ensure their safety. Other procedures to ensure safety on school transport are appropriate and maintenance records are up to date. There are no ramps for physically disabled access to the building, although currently no students require this access. In all other respects the premises and facilities are suitable for all students, including those with SEN.

The promotion of safe and healthy lifestyles is good. Staff encourage students to make healthy choices in the snacks they bring to school. Their physical education lessons and assemblies also promote healthy lifestyles. The quality of advice and guidance given to students is good. This includes improved guidance since the previous inspection on the next steps in their education and their lives when they leave the school. For example, high school students attend conferences about

university courses. The school identifies students with SEN and the gifted and talented and supports them outside of the classroom. Their needs are not always fully met in lessons.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The leadership and management of the school are acceptable. School leaders have addressed most of the recommendations from the previous inspection. They have demonstrated their capacity to improve through the improvements already made since the last inspection. These have had a positive impact on outcomes for students in the KG and primary phases.

Leaders at all levels know what needs to be done to improve further. Improvements in the middle and higher phases of the school have yet to show a significant impact. The leaders of key subjects in middle and higher phases are not sharing the successes of the primary phase with teachers of older students. As a result, there has been a lack of consistent and sustained impact on standards across key subjects for students in Grade 12. The school's development plan (SDP) and self-evaluation form (SEF) are working documents that show the school has a clear improvement strategy and measurable targets. There was an unusually high turnover of teachers in the last school year. School leaders promote relationships and communication that are professional and effective and staff morale is high, nevertheless.

The principal's leadership as 'father' of 'one loving family' creates a caring, supportive learning environment. His vision is shared by the whole school community, including parents. Parents say that there is good communication between the school and home. There is regular reporting of their children's academic progress and any concerns are promptly communicated and swiftly addressed.

The school's leadership promote students' development through engagement with the wider community. Partnerships with, for example, local universities and museums broaden students' cultural and academic horizons. The day-to-day running of the school is generally effective but gets off to an inefficient start due to students' poor punctuality. The school has very recently produced a new policy for punctuality.

The school's governing body includes representatives of teachers and parents. The proprietor is the chair of governors and takes an active interest in the students' education. Governors have regular involvement with the school. They attend parents' meetings and school events, where they seek out the views of parents on the effectiveness of the school. While governors are supportive they are not always sufficiently critical in holding the senior leaders to account.

School leaders, governors and the proprietor have overseen improvements in the school premises and resources since the previous inspection. For example, the KG has been refurbished and new computers have been purchased. These developments have helped to improve students' achievement.

What the school should do to improve further:

1. Improve the quality of teaching to raise students' achievement by:
 - i. ensuring that all teachers regularly provide written feedback in students' books explaining what they need to do to improve
 - ii. providing work for students that is both challenging and stimulating, particularly in the middle and higher phases,.
2. Develop older students' learning skills by:
 - i. ensuring they practise critical thinking, innovation and creativity
 - ii. providing them with more opportunities to conduct independent study and research .
3. Improve the punctuality of students arriving at school by:
 - i. ensuring that all students take an active part in assemblies
 - ii. consistently implementing the school's new policy for punctuality.