



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Beit Al Maqdes International Private school

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	26 Muharram 1439	to	29 Muharram 1439
		from	16-Oct-17	to	19-Oct-17
	School name			Beit Al Maqdes International Private School	
	School ID			100	
	School address			Mohammad Bin Zayed City, 30 Street, Sector 23, Area 206	
	School telephone			+971 (0)2 552 7500	
	School official email			beitalmaqdes.pvt@adec.ac.ae	
	School website			www.bmaqdis-sch.com	
	School curriculum			Ministry of Education (MoE)	
	School phases			KG – G12	
	Fee range and category			AED 5,100-AED 9,100 (very Low)	
	Number of lessons observed			123	
	Number of joint lessons observed			9	
	Staff Information	Total number of teachers			116
Turnover rate			13%		
Number of teaching assistants			18		
Teacher- student ratio			1: 13		
Student Information	Total number of students			1549	
	% of Emirati Students			2%	
	% of Largest nationality groups			1. Syrian 22%	
				2. Jordanians 21%	
				3. Egyptians 13%	
	% of SEN students			6%	
	% of students per phase			KG: 14%	Middle: 27%
				Primary: 37%	High: 21%
Gender			Girls and boys		



The Performance of the School

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 

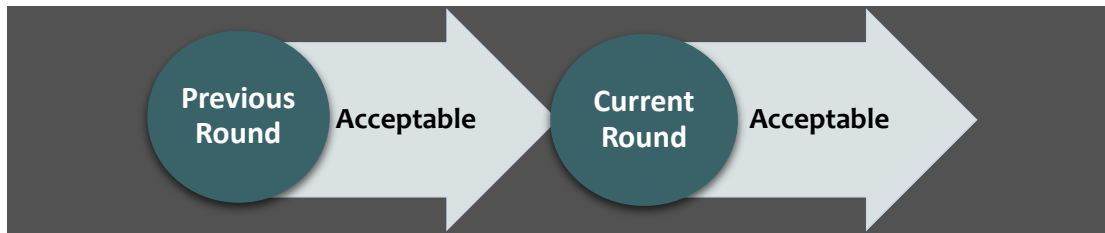


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school has implemented a comprehensive teacher development programme and refurbished facilities, creating a positive learning environment. The school had an influx of new students at the beginning of this academic year. Senior leadership has not changed since the last inspection.
- Students' achievement is acceptable overall, with areas of good achievement mainly in primary. Achievement in Arabic is good across the school. Most students make at least the expected progress across the grades. Students' learning skills are acceptable, although their enterprise and innovation skills are less well developed.
- Students' personal and social development is good. They are respectful and well behaved. Attendance is outstanding and most students are punctual. Students clearly appreciate UAE heritage; are knowledgeable about Islamic values and understand other world cultures.
- The overall quality of teaching and assessment is acceptable with examples of good teaching practice. Teachers use their subject knowledge to plan a range of activities, but high achievers are insufficiently challenged in lessons. Teachers usually assess students' learning in lessons through questioning, although they use occasionally other techniques. They use assessment to inform teachers' planning but the impact is variable.
- The quality of curriculum is good overall. Extra-curricular activities enhance students' personal and social development. The impact of curriculum adaptation to meet the needs of all groups of students is inconsistent.
- The protection, care, guidance and support of students is good. Effective transportation, health and safety and child protection procedures are in place, ensuring a safe and secure environment. The school systems for identifying students with special education needs (SEN) is robust, although the impact is variable.
- The overall quality of school leadership and management is good. The experienced senior leadership team is implementing a long-term plan to improve the quality of teaching and learning. They share a realistic understanding of the changes that need to be implemented to ensure the systems for monitoring the quality of teaching and learning are more effective.



Progress made since last inspection and capacity to improve



- The school continues to provide acceptable standard of education overall. However, Arabic achievement has improved in the middle and higher phases and now is good. Higher-order learning skills remain an area for improvement.
- Students' personal development and the care, welfare and safeguarding of students remain consistently good throughout the phases. New systems result in outstanding student attendance, with few students arriving late for school and lessons
- The school has implemented a comprehensive teacher development programme and refurbished facilities, creating a positive learning environment. The impact of these changes on learner achievement has not yet been consistently realised across all subject areas.
- The experienced senior leadership team continues to work effectively with all stakeholders to make improvements. Whilst there has been significant improvement in many aspects of the school, the impact on teachers' performance and students' achievement is not yet consistent
- Overall, the school's leaders' capacity to improve the school further is good.



Key areas of strength and area for improvement

Key areas of strength

1. Students' achievement and improvement in Arabic across the school.
2. Students' positive attitude and behaviour in lessons and around the school.
3. Provision of a safe and secure environment with robust transportation, health and safety, and child protection procedures
4. Leadership focussed on school improvements.

Key areas for improvement

1. Improve students' achievements in English, maths and science particularly in the middle and high phase by:
 - i. ensuring teachers have high expectations of what students can achieve in lessons
 - ii. ensuring teachers ask open-ended questions, to deepen students' understanding and extend their knowledge
 - iii. providing work that is individualised to students' learning needs, particularly those who need greater support or challenge
 - iv. ensuring teachers use strategies and resources effectively and consistently to promote students' learning
2. Enhance learning development for the lowest and highest achieving students by:
 - i. ensuring that individual educational plans (IEP) for students with special education needs (SEN) are implemented consistently and modified as required
 - ii. introducing more rigorous planning to provide support and challenge to meet the needs of all groups of students
 - iii. ensuring that teachers and school leaders regularly review the progress of these groups and plan for the next steps in their learning.
3. Improve the effectiveness of assessment by:
 - i. analysing data to identify individual students' learning needs
 - ii. ensuring teachers modify their planning to meet the learning needs of individual students
 - iii. providing constructive feedback that enables students to know and



understand how they can improve their learning

- iv. making more rigorous use of assessment information in lessons, including continuous assessment.
4. Enable students across the school to be more creative and further develop their learning skills including innovation, enterprise, enquiry and research by:
- i. more focused planning of curricular and extra-curricular activities and events to promote students' learning skills
 - ii. improving teachers' planning and questioning skills, so that they promote students' deeper and critical thinking, problem solving, enquiry and independent learning skills
 - iii. ensuring students are using technologies to learn independently and for research.
5. Provide further opportunities for extended writing in English and Arabic and reading for pleasure across all subjects and grades by:
- i. implementing a school-wide literacy plan integrated across all subjects
 - ii. upskilling all teachers to contribute to the development of literacy
 - iii. providing access to reading-age appropriate and interesting classroom reading resources.
 - iv. providing students with more opportunities to write at length in lessons and through extra-curricular activities
 - v. setting high expectations for acceptable quality of writing and sharing it with students.



Provision for Reading

- The school promotes reading for all students, although there is inconsistency across phases. Opportunities for reading are features of lessons across the school. In effective lessons, techniques such as scanning and skimming are discussed. In Life Skills lessons, there is a focus on how to acquire and retain new vocabulary, and emphasis is placed on literacy as a core life skill.
- Some students read extended pieces of text, although the quality of reading for comprehension varies. A whole-school literacy policy should be developed to promote reading across all curriculum areas.
- Library periods are scheduled weekly to support the development of Arabic reading.
- Extra-curricular activities offer some reading opportunities. The school encourages parents' involvement in the promotion of reading. Parents are invited to attend and judge poetry competitions.
- There are two libraries; one in the boys' section and another in the girls' section. A teacher has been assigned with responsibility for each library. Students can read in a library or borrow books to read at home. However, English fiction books are limited.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- Students' achievement is acceptable overall, with good achievement in Arabic across the school. In KG, achievement is good in Islamic studies and science in addition to Arabic. In primary, achievement is good in Arabic, social studies, maths and science. In middle phase, achievement is acceptable overall except for Arabic. In high phase, achievement is good in Arabic, Islamic studies and social education while it is weak in English.
- 2016/17 end of year school results and MoE central exams indicate at least good attainment in all subjects at the end of primary and middle phases except for English and maths in middle phase where attainment is acceptable. 2016/17 MoE external exams for Grade 12 indicate at least good attainment in all subjects in the advance and general streams, except for maths in general stream where attainment is acceptable.

Subjects

- Students' achievement in **Islamic studies** is acceptable overall and good in KG and high phase. Most students understand Islamic instructions and Hadith. They can recite verses of the Holy Qur'an in-line with grade-level expectations. The majority of students in high phase recite verses of the Holy Qur'an with high accuracy and following Tajweed rules.
- Students' achievement in **Arabic as a first language** is good. The majority of students attain levels above curriculum standards in reading, speaking and listening. They make better than expected progress across the grades. However, extended writing skills are less well developed.
- Students' achievement in **social studies** is good overall but acceptable in middle phase. The majority of students are gaining understanding and knowledge of contemporary United Arab Emirates, its culture and heritage, world history and geography, above curriculum standards and make good progress.
- Students' overall achievement in **English** is acceptable, but weak in high phase. Most students attain levels in-line with curriculum standards in reading, speaking and listening. Students' extended writing skills are less well



developed; this is particularly evident in high phase.

- Students' achievement in **mathematics** is acceptable overall, but good in primary. Most students achieve standards in line with curriculum expectations. Students make acceptable progress in all phases of the school except primary where it is good. In primary, the majority of students work collaboratively to find solutions to challenging mathematical problems and can explain their findings confidently.
- Students' achievement in **science** is good overall, but acceptable in middle. The majority of students in KG, primary and high phase gain appropriate knowledge. They apply their learning using their scientific skills in a level above curriculum standards, and make good progress. In middle phase, most students attain the expected curriculum standards and make acceptable progress. They do not use their scientific skills sufficiently to advance their progress further.
- Students' achievement in **other subjects**, is acceptable overall. Achievement of students in music and health education is good; it is acceptable in physical education, variable across computer and Digital technology and innovation, and weak in art.

Learning skills

- Students' learning skills are acceptable overall. Most students enjoy learning, and can work together in groups to develop their collaborative skills. They make links with real-life situations.
- Students' independent research using technologies and their problem-solving, critical-thinking and innovation skills are less well developed.

Areas of Relative Strength:

- Students' achievement in Arabic language, particularly in reading, speaking and listening across the school.
- Children's achievement in Islamic education and science in KG.
- Students' achievement in social studies, maths and science in primary, and in social studies in high phase.



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Areas for Improvement:

- Students' extended writing skills in both Arabic and English languages.
- Students' overall achievement in English in high phase.
- Students' skills in innovation, enterprise, enquiry, research, critical thinking and the use of 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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development is good.
- Students throughout the school have positive attitude towards learning, and are well-behaved, respectful and courteous to one other and staff.
- Students are knowledgeable about healthy lifestyles. They bring healthy snacks to school and enjoy participating in sports activities such as football.
- Students attendance is outstanding at 99%. Few arrive late at the start of the school day.
- Students have clear appreciation of UAE's heritage and strong understanding of Islamic values. They show awareness of world cultures.
- Students show understanding of their roles in school community, have creative ideas and enjoy developing their own projects. They also contribute to the local community.
- Students are aware of environmental issues and participate in projects to improve their school environment and local community.
- Students show positive work ethic, and are provided with opportunities to be innovative through projects and extra-curricular activities. Overall, the school has yet to embed the learning skills that underpin innovation in all aspects of the curriculum.

Areas of Relative Strength:

- Students' attendance.
- Supportive relationships between students and staff.
- The contribution students make to the life of the school and wider community.

Areas for Improvement:



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- Students' initiative, creativity and innovation skills.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. The quality of teaching is good in Arabic in most of the lessons. There are examples of good teaching in other subjects across the school.
- Teachers use their subject knowledge to plan lessons with a range of activities that engage students and meet their different learning needs. However, they do not provide enough challenge for those who are gifted and talented.
- Teachers use questioning and dialogue adequately to deepen students' understanding. However, they do not enable students to develop critical thinking skills, problem solving and independent learning sufficiently overall.
- The school analyses its internal and external assessment data to inform learning. School leaders and teachers correctly identify key strengths and areas for development in students' learning. They plan for remedial lessons and differentiated tasks. However the impact remains variable.
- Teachers use of assessment information to monitor and track students' individual progress is not well developed.

Areas of Relative Strength:

- The quality of teaching Arabic across the school.
- Teachers' use of a range of activities in their planning.

Areas for Improvement:

- The quality of teachers' questioning to challenge students to develop critical thinking and problem solving, and learn independently.
- The use of assessment information to monitor and track students' individual progress.



Performance Standard 4: Curriculum

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

- The school's curriculum is good overall. It is broad, balanced and age-appropriate.
- The school offers high phase students a choice between advanced or general stream. Enhanced learning experiences are offered for most age groups through trips, clubs and visitors. Students develop future career pathways through links with tertiary institutions. This enables them to receive advice and guidance.
- Precise curriculum planning help progression of learning throughout the school. Cross-curricular links, to enable students to transfer learning between curriculum areas, are not integrated consistently. Strong links with Emirati culture is integrated in most aspects of the curriculum.
- The school leaders and teachers review the curriculum systematically to ensure continuity. They adapt the curriculum to meet the needs of all groups of students. However, it is not sufficiently adapted to meet the needs of gifted and talented students and high achievers.
- Opportunities for creativity, independent learning, critical thinking and enterprise are insufficient.
- Moral Education is taught as a stand-alone lesson for grades 1-9. In lessons, students are engaged, attentive and demonstrate good knowledge and understanding of moral education's values. Teachers usually enable the students to link their learning to real life situations and UAE context.

Areas of Relative Strength:

- The integration of Emirati culture in all aspects of curriculum.
- The range of extra-curricular activities, clubs and field trips to extend learning

Areas for Improvement:



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- Cross curricular links to enable transfer of knowledge.
- Curriculum adaptation to meet the needs of all groups of students particularly high ability students.
- Opportunities for students across all curriculum areas to do more critical thinking and independent learning, and be more creative.



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is good. - The school child safeguarding policies are known by the students, teachers and parents, and implemented effectively. Buildings have been recently refurbished to promote safety. - Maintenance, health and safety and clinic records are systematic and kept in order. The school promotes healthy life styles effectively. This is reinforced by the healthy canteen menu, sports and the support of parents and staff. - Relationships between staff and students are respectful and appropriate. Systems and procedures of managing school transport, students' behavior and attendance are particularly effective. Systems for managing punctuality are not well established yet. - The school has an appropriate system to identify students with SEN, and individual educational plans (IEPs) are drafted to ensure the necessary support is provided. Challenging opportunities in lessons for those who are G&T and high achieving students are not well developed. - Career counselling is effective and assist older students to develop higher education pathways aligned to personal and national aspirations.				
Areas of Relative Strength:				
- Provision of a safe and secure environment with robust transportation procedures. - Health and safety, and child protection procedures. - School procedures to promote high attendance. - Quality of academic guidance for older students.				



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Areas for Improvement:

- Procedures to promote punctuality for few students.
- Challenging opportunities for the gifted and talented, and high achieving students.



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	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The quality of leadership and management is good overall. - Senior Leadership Team (SLT) including the principal, have clear vision and direction supported by all stakeholders. They demonstrate secure knowledge of best teaching practice and assessment. They have taken constructive steps to provide a positive learning environment. This has led to improvement in students' achievement and personal development. The impact is evident although it is inconsistent across subjects and phases. Distributive leadership policy adopted by senior leadership empowers middle leaders' roles. - The senior leadership team promote the UAE national agenda. The school is tracking students' progress in completing the 'One question a day' application to promote students' performance in 'Trends in International Mathematics and Science Study (TIMSS)'. Middle leaders have started putting plans to promote students' performance in the 'Program of International Student Assessment (PISA)' as soon as they have received the results of the mock PISA exam. - The school self-evaluation form (SEF) has an accurate view of the school's key strengths and areas for development. The school development plan (SDP) identifies priorities for improvement. However, impact on students' achievement is variable. - Communication and relationships are effective and staff morale is positive. The senior leadership team has improved many aspects of the school and demonstrates good capacity to improve the school further. - The school's systems for reporting and communicating with parents both formally and through informal channels and social media, are effective. The principal's open-door policy and the easy access to teachers are highly appreciated by parents. The principal has used community networks to develop many aspects of the school's facilities and environment, and enrich students'	



learning experience.

- The governing board includes all stakeholders and meets regularly. Governors gain detailed knowledge about the school's performance. They hold senior leadership accountable for the school's performance and students' outcomes. They provide the school with sufficient resources including human resources. Although this has noticeable impact on staff quality and students' achievements, it remains inconsistent.
- The day-to-day management of the school is effective and impacts positively on students' achievements. The school was recently refurbished and new facilities were added. Staff benefit from regular professional development and sufficient resources. However, its impact on students' achievement remains variable.

Areas of Relative Strength:

- Effective senior leadership and impact of distributive leadership.
- The school's involvement with the local community.
- Governors' role in school improvement.
- Day-to-day management of school in providing a positive learning environment.

Areas for Improvement:

- Impact of additional resources and professional development on staff performance and students' achievement.
- More rigorous self-evaluation based on the inspection framework standards