



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

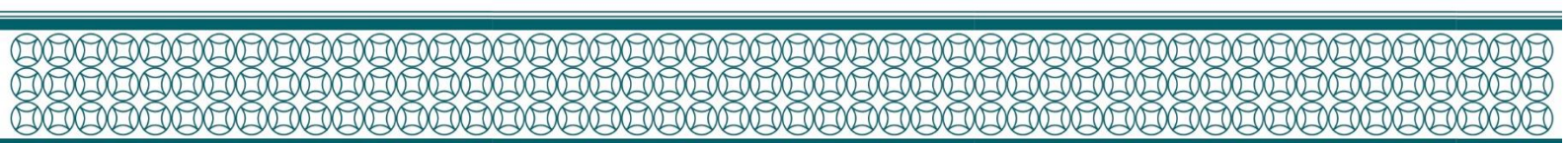
**Beit Al Maqdes International Private
School**

Overall
Effectiveness

Good

Academic
Year

2019/20





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The overall performance of the school:.....	4
Key areas of strength and areas for improvements:.....	4
Progress made since last inspection and capacity to improve	5
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	13
Performance Standard 3: Teaching and assessment	14
Performance Standard 4: Curriculum	15
Performance Standard 5: The Protection, care, guidance and support of students	16
Performance Standard 6: Leadership and management	17
Provision for Reading	19



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Beit Al Maqdes International Private School		
School ID:	9100	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED5,420 to AED11,050 (Very low to low)
Address:	Mohammad Bin Zayed City Abu Dhabi	Email:	9100@adek.abudhabi.ae
Telephone:	+971 (0) 255 27500	Website:	http://www.bmaqds-sch.cm

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	83	Turnover rate	13%
Number of teaching assistants	5	Teacher- student ratio	1:13

Students' Information				
Total number of students	1292	Gender		Boys and girls
% of Emirati students	2 %	% of SEN students		2%
% of largest nationality groups	Jordan 23 % Syria 21 % Egypt 15 %			
% of students per phase	KG	Primary	Middle	Secondary
	10 %	37 %	28%	25 %

Inspection Details			
Inspection Hijri dates from:	21/03/1441	to	24/03/1441
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019
Number of lessons observed:	116	Number of joint lessons observed:	21

The overall performance of the school:

- The school opened in 1999 and the principal has been in post since that time. The number of students attending the school has decreased significantly and, at 13%, there has been medium staff turnover.
- The overall performance of the school is good and has improved since the last inspection. This is due to consistently good teaching across the school, clear direction from the leadership and effective training for staff to enable them to continually improve students' achievement.

Key areas of strength and areas for improvements:

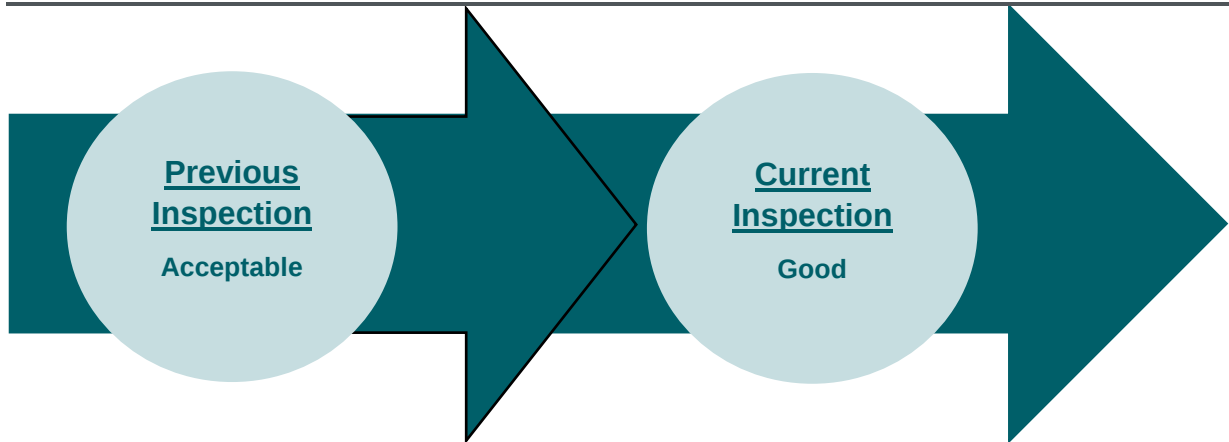
Key areas of strength

- Students' achievement in the core subjects across the school.
- Students' attitudes and relationships, their respect for Islamic values and their knowledge and awareness of the UAE culture and heritage.
- The overall quality of teaching to ensure students collaborate effectively and do their best in lessons.
- The provision for supporting, guiding and caring for students.
- The work of the leadership team with improving standards and provision.

Key areas for improvement

- Achievement in all subjects and particularly in information and communication technology (ICT) by:
 - reviewing long-term planning to ensure the continual raising of expectations of what all students can achieve in lessons
 - further developing the accuracy of and use of assessment information and gap analyses to identify any areas of work that need further reinforcement
 - further developing training for teachers to build on the current good approach to differentiate activities in lessons, especially in ICT
 - focused monitoring of ICT lessons to ensure planning is effective in promoting rapid progress and secure understanding
 - developing long-term planning to introduce learning technology into lessons.
- The provision for ensuring more-able students are consistently challenged in all lessons by:
 - reviewing long-term planning to ensure lessons contain activities set at a higher level of challenge for these students
 - further developing the systems to consistently monitor the progress of these individuals.
- The provision to consistently and systematically enable students to develop their innovation and problem-solving skills by:
 - reviewing lesson planning for all subjects to look at ways of including more innovation and problem-solving tasks
 - providing training for all teachers to support their work in this area.

Progress made since last inspection and capacity to improve



- The school has made good progress in addressing almost all of the recommendations in the previous inspection report. Most aspects of achievement and provision have improved since the last inspection and the school's overall performance is now good.
- The school has successfully improved students' achievements in English, mathematics and science, particularly in Middle and High phases. Teachers now set high expectations for students, use good questioning techniques and make good use of assessment information to check progress and inform their lesson planning.
- Work is now often individualised with effective support for lower attaining students. Suitable individual education plans (IEPs) for students with special educational needs (SEN) now ensure these students progress well. More-able students are yet inconsistently challenged to meet their full potential in lessons.
- Overall, teachers now use resources well to enhance students' learning but they do not yet enable students to use learning technology sufficiently in lessons.
- Teachers now make full use of assessment information to inform the planning of lessons and to give feedback to students. However, further accuracy is required.
- Staff have successfully strengthened curriculum planning to enhance opportunities for collaboration. However, the consistent development of innovation and problem-solving skills remains an area for improvement. The planning also ensures that students now have good opportunities to develop their extended writing skills in English and Arabic and good opportunities to share their writing with one another.
- Leaders have been successful in pursuing school development plan initiatives. They demonstrate a good capacity to maintain school improvement in the future.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Overall achievement across the school is good in nearly all subjects. Students' achievement in music, and in Islamic Education in High is very good. - More-able students do not always achieve as well as they could. - Students engage and collaborate well in lessons. However, their ICT, innovation skills and problem-solving skills are less well-developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- Students behave well, show very positive attitudes and provide strong support for each other. - Students' attendance is outstanding, but few students do not always eat healthy. - Students show very good appreciation and understanding of Islamic values and UAE heritage. Students do not consistently develop their innovation and problem-solving skills during lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Teachers show good knowledge of the subjects they teach and enable good collaboration and peer support. - Teachers use assessment information well to inform lesson planning and to check students' progress, but internal assessment is not yet fully robust. - Teachers caters effectively for the needs of most groups but do not consistently enable students to develop their innovation and problem-solving skills, particularly the more-able students.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	The curriculum has a clear rationale and ensures that students gain in-depth knowledge and understanding.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	- The good planning of cross-curricular links helps students transfer their learning well across subjects, with a particularly good emphasis on promoting their knowledge of the UAE culture and heritage. - Curriculum planning does not consistently and systematically enable gifted and talented (G&T) and more-able students to reach their full potential especially with developing their problem-solving and innovation skills.
--	--

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The school has very robust procedures to ensure all students are safe, very well supported and cared for. - Staff relate very well to all students. The school is highly successful in promoting outstanding attendance, but less successful in encouraging a small minority of students to arrive in time for assembly each morning. - Identification and support of SEN students are effective, but opportunities for G&T and more-able students to reach their full potential in lessons are less well developed.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The leadership team works well together to enable continual school improvement. - The school has good systems to monitor and evaluate teaching and learning, and good systems to train staff in constantly improving teaching strategies. - Partnerships with parents and the role of governors is good. The school's links with other schools and international partnerships are under-developed.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very 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	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	- Student achievement in Islamic education is good overall and very good in High. Progress over time and in lessons is good overall and very good in High. - Attainment is good overall, but very good in High. Internal data across the school and Grade 12 MoE examinations results show outstanding attainment overall. This is not borne out in lessons and in students' work.. - In KG, children progress well in understanding basic Islamic teachings and concepts. Students continue to make good progress in Primary and Middle and very good progress in High in reciting and understanding verses from the Holy Quran. However, recitation with the application of Tajweed rules for a minority of students is less well developed. - The majority of groups make better than expected progress in KG, Primary and Middle and the large majority make very good progress in High. However, more-able students do not progress as well as they are capable of in gaining a deeper understanding of the verses of the Holy Quran.	
	Relative Strengths - Students' ability to learn and understand verses from the Quran. - Children's understanding of the teachings and concepts of Islam.	Areas of Improvement - Recitation skills following Tajweed rules for a minority of students. - Deeper understanding of the verses of Holy Quran for the more-able students

Arabic	- Students' achievement in Arabic is good. Progress over time and in lessons is good. - Attainment is good. Internal data across the school and Grade 12 external examination results show outstanding attainment, but this is not borne out in lessons and in students' work. - Across the school, students progress well in developing their reading, comprehension, speaking and listening skills. In KG, children name objects in their environment, blend letters and make new words. In Primary, students can apply grammar rules accurately. By the end of High, students discuss literary texts and accurately deduce the main themes and keywords. Across the school, a minority of students do not read with the correct 'Tashkeel'. - The majority of groups make better than expected progress, but occasionally more-able students do not make the progress of which they are capable.	
	Relative Strengths - Students' reading, comprehension and speaking and listening skills. - Students' deep understanding of text in High.	Areas of Improvement Reading with accurate 'Tashkeel' by a minority of students.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Social Studies	- Students' achievement in social studies is good. Progress over time and in lessons is good. - Attainment is good. Internal assessment data and Grade 12 MoE examination results show outstanding attainment, but this is not borne out in lessons and in students' work where the majority of students attain above curriculum standards. - Across the school, students make good progress in developing their knowledge in UAE history, tradition and the achievement of UAE rulers. They can compare between UAE in the past and present. Students develop good knowledge in geography concepts such as globalization. However, across the school, their skills in using maps to extend their learning are less well developed. - The majority of groups make better than expected progress. However, more-able students do not always progress as well as they could.	
	Relative Strengths - Students' understanding of UAE traditions and the achievement of its rulers. - Students' knowledge of globalization.	Areas of Improvement Students' use of maps to extend their learning in geography.

English	- Students' achievement in English is good. Progress over time and in lesson observations is good. - Attainment is good. Internal assessment data and external data for Grade 12 shows attainment as outstanding, but this is not borne out in lessons where the majority of students attain above curriculum standards. - KG children progress well in reading simple words and phrases. They match words to pictures, write clearly and form letters correctly. Across the school, students develop good speaking, listening, reading and writing skills. These skills are less well developed for a minority of younger Primary students. Older students develop higher-order reading skills and analyse different texts in depth. Across the school, students acquire a good range of vocabulary. They show increasingly good ability and confidence in expressing their ideas. Most students develop good comprehension skills. - Overall, the majority of groups of students make better than expected progress although more-able students do not always make as much progress as they could with comprehension and writing tasks.	
	Relative Strengths - Confidence in talking and breadth of vocabulary that students acquire as they progress through the school. - Development of students' comprehension skills.	Areas of Improvement - Students' skills in speaking, listening, reading and writing in lower Primary grades. - Progress of more-able students in extended comprehension and writing.



Mathematics	- Students' achievement in mathematics is good. Progress over time and in lessons is good. - Attainment is good. Internal data shows attainment as very good. Grade 12 examination results indicate outstanding attainment. These standards are not borne out in lessons and students' work. - Children make good progress in KG as they develop number skills and space and shape knowledge. Students continue to progress well and their understanding of decimal numbers, algebraic skills and use of mathematical language is good. By Grade 12, students competently solve complex trigonometry problems. Problem-solving and mental mathematical skills are underdeveloped in Primary and Middle. - The majority of groups of students make better than expected progress although more-able students do not always make the progress of which they are capable.	
	Relative Strengths - Students' use of and understanding of mathematical vocabulary. - Students' trigonometric skills in High.	Areas of Improvement Students' mental mathematics and problem-solving skills in Primary and Middle.
Science	- Students' achievement is good. Progress over time and in lessons is good - Attainment is good. Internal data and Grade 12 external data show that attainment is very good, but this is not borne out in lessons and students' work where attainment is good. - KG children make good progress in building their knowledge about the environment and how animals live. Most students continue to progress well in acquiring an understanding of concepts about living and physical processes. Across the school, students explain their science understanding well and learn to accurately observe and draw conclusions. However, their skills of independently carrying out practical investigations are underdeveloped. - Overall, the majority of groups of students make better than expected progress, although more-able students do not always progress as well as they could.	
	Relative Strengths - Students' overall understanding of scientific concepts. - KG children knowledge about the environment and life science.	Areas of Improvement Students' practical investigative skills.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	- Student achievement in other subjects is good overall. Progress in lessons and over time is good. - Attainment is good overall but very good in music. - In art, good quality creative work is completed throughout the phases. In physical education (PE), most students develop good hand-to-eye coordination through practice drills. Students develop very good music skills in performing different rhythms, singing and composing. KG children and students do not always gain sufficient competency in using different types of ICT software or in practicing their learning. Their understanding of ICT concepts is not sufficiently broad and in-depth. - The majority of groups of students make better than expected progress overall. However, more-able students do not always progress as well as they could.	
	Relative Strengths - Students' singing and composing skills in music. - Students' creative skills in art.	Areas of Improvement Students' depth of understanding and competency in ICT.
Learning Skills	- Learning skills are good overall. Students are well motivated and generally enjoy learning. They collaborate and support each other very well in lessons. They have a good knowledge of the strengths and areas for improvement within their own work. - Students apply their learning well to their understanding of the world and establish strong and meaningful links between subjects. - Students often carry out basic research. Their use of learning technology is limited. Students' innovation and problem-solving skills are under-developed in most lessons.	
	Relative Strengths - Students' motivation and enjoyment in learning. - Students' collaboration skills and support for each other.	Areas of Improvement - Students' use of learning technology. - Students' innovation and problem-solving skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development are very good. Students demonstrate positive and responsible attitudes and behave well in and out of lessons. Students are sensitive to each other's needs and provide strong support for each other in lessons. Relationships throughout the school are very good. - Overall, students have a secure understanding of how to lead a safe and healthy lifestyle. However, a few students do not always bring healthy snacks to school. At 98%, attendance is outstanding, but a small minority of students do not arrive at school in time for assembly. - Students demonstrate a very good understanding of Islamic values and how these influence their daily lives in the UAE. They are very knowledgeable and respectful of the traditions and heritage of the UAE and consider these frequently in lessons across the school and in their daily broadcasts. They show a clear awareness and understanding of their own and other world cultures. - Students work well with a range of responsibilities they are given. They are actively involved in volunteering within the school and the local community; for example, in helping needy people in the local community and raising money for the Red Crescent. - Overall, students demonstrate a very positive work ethic. In some instances, students develop their innovation skills, but this is not a common feature of their work in lessons. Students are well aware of environmental issues and sustainability. They participate and initiate projects inside the school and beyond.				
Areas of Relative Strength:				
- Students' relationships and attitudes. - Students' appreciation and understanding of Islamic values and UAE culture.				
Areas for Improvement:				
- Students' choices about their own healthy food. - Students' innovation skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- Overall the quality of teaching and assessment is good. Teachers have good subject knowledge and plan lessons that interest and motivate students. They create attractive learning environment and use resources effectively. They question students very well and ensure students' full engagement and collaboration. - Overall, teachers cater effectively for the needs of different groups of students. However, they do not consistently provide challenge for the more-able students. - In the best lessons, teachers promote students' problem-solving and innovation skills well. However, this is not a consistent feature in all lessons. - Internal assessment information is generally used well to measure achievement and to inform teaching and the development of the curriculum. However, it is yet not fully robust. - To some extent, the school suitably benchmarks students' achievement against national and international expectations, but senior leaders understand the need to further develop this area of assessment. - Teachers have a good knowledge of the strengths and weaknesses of students' performance and ensure that all are regularly involved in assessing their own learning.				
Areas of Relative Strength:				
- Teachers' good subject knowledge. - Teachers' strategies to enable students to collaborate and support one another.				
Areas for Improvement:				
- Strategies to ensure that more-able students are consistently challenged and to promote their problem-solving and innovation skills. - The further development of external benchmarking and accuracy of internal assessment.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of the curriculum is good. It has a clear rationale, is well balanced and closely follows MoE requirements. - There is clear planned continuity and progression, preparing students for the next phase in education within the school and beyond. The curriculum provides appropriate curricular choices in High. - Cross-curricular links are well planned and meaningful and help students transfer knowledge and skills between subjects. Leaders frequently review the curriculum. - Overall, the school adapts the curriculum well to ensure that provision meets the needs of almost all groups of students. However, planning does not consistently provide activities to challenge more-able students. - The curriculum provides an appropriate range of extra-curricular activities for students to follow their interest particularly the G&T. While the planning ensures good support for SEN students, it does not systematically enable students to develop their enterprise and innovation skills particularly in lessons. - The curriculum provides extensive opportunities to promote students' understanding of Emirati culture and UAE society and several coherent learning experiences are embedded. Links are planned into most lessons. - Moral Education is effectively implemented. While it is taught as individual lessons, it is also fully integrated into other subjects and school activities such as morning assemblies. Students adopt the values and ethics introduced to them. This impacts positively on their behaviour, attitudes, and understanding of values appreciated in the UAE society such as tolerance, and respect for others.				
Areas of Relative Strength:				
- The range of cross-curricular links. - The promotion of students' understanding of UAE culture and heritage.				
Areas for Improvement:				
- Curriculum adaptation to consistently offer challenge to more-able students. - The consistent provision of opportunities to develop students' innovation and problem-solving skills.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is very good. The school has a comprehensive and very well implemented child protection policy. - The school environment is very safe, secure and hygienic. The school keeps secure records of incidents and injuries. Supervision of students is very effective and transport facilities are very well organised. - The premises and facilities meet the needs of students and are very well maintained. - The provision for encouraging students to lead a healthy lifestyle is good. Staff carefully monitor all lunches. However, they rightly recognise the need to encourage a few students to always bring healthy food to school. - Students have very good relationships with each other and with the staff. Friendly interaction between staff and students during lessons and breaks is a common feature. The school has well-managed procedures to encourage positive behaviour. - The school is successful in promoting outstanding attendance. However, it is less successful in encouraging a small minority of students to arrive punctually for assembly at the start of the school day. - The school has good procedures to identify SEN and G&T students. Detailed IEPs are in place for SEN students. The overall provision for supporting these individuals is good. The school provides a good range of extra-curricular activities for the G&T students to follow their talents, however, they are not always sufficiently encouraged to reach their full potential in lessons. - Students receive good guidance on university and college entry requirements. All students receive very good personal support.				
Areas of Relative Strength: - Arrangements to ensure the safety and security of students - The systems to promote attendance.				
Areas for Improvement: - The provision for consistently supporting more-able students. - The punctuality of students arriving at school.				



Performance Standard 6: 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. Leaders are focused on improvement and share the vision with staff, parents and students. They have a secure knowledge of how to apply best practice. - Leaders at all levels work well to ensure good relationships and communication. They know what is needed to improve standards. They use resources effectively to ensure a good pace of improvement. - The school's self-evaluation provides a clear view of strengths and weaknesses. It is based on careful analysis of assessment data and provides a secure basis for setting priorities in the school's development plan. Occasionally, school leaders do not analyse assessment data in sufficient depth to identify areas of improvement needed in students' achievement. - The school's good monitoring and evaluation of teaching is a key feature in helping improve standards. Senior leaders make good use of this information to inform the training programmes for all teachers. - Effective communication and reporting keep parents closely involved in supporting their children's learning. The school participates in a good range of community events, but links with other schools and international partnerships are limited. - The governing body is well represented by stakeholders and it takes full account of parents' views. Governors have a clear overview, work closely with senior leaders and hold them to account for the school's performance. - Day-to-day management is efficient and effective. Overall, the school has a good range of resources to support teaching and learning although classroom learning technology resources for students are limited. - The school strongly promotes international assessment. They use the previous initiatives such as Mock PISA and 'Question a Day' to continue the preparation of students for TIMSS and PISA.	
Areas of Relative Strength:	
- Leaders' success in enabling school improvement. - Robust systems for monitoring teaching and learning.	



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- Links with other schools and international partnerships.
- The provision of learning technology resources.



Provision for Reading

Provision for Reading

- The school has two well-run libraries, which provide a good reading and researching environment for all students. The number of books for a school of this size is limited. Nonetheless, students are fully encouraged to borrow and read books regularly and to make full use of the audiobooks facilities available.
- The school has a clear and fully implemented plan to encourage students' reading. This includes competitions and a wide range of chances for students to review and share their ideas about books they have read and enjoyed. The school does well to involve the parents in encouraging this area of students' work.
- Overall, teachers provide a good range of reading opportunities in all subjects. They provide lots of chances for students to read aloud as well as reading to analyse text and develop comprehension skills. On-going training opportunities ensure teachers continually develop their skills in promoting students' interest in, and abilities with, reading.
- Students are regularly tested and clear records are maintained to show progress in reading.