



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



Inspection Report

Belvedere British School

Academic Year 2014 – 2015

إقرأ

Belvedere British School

Inspection Date	11 – 14 May 2015
School ID#	222
Licensed Curriculum	English National Curriculum
Number of Students	742
Age Range	4 to 14 years
Gender	Mixed
Principal	Kellie Jepsen
School Address	PO Box 109770, Mohammed Bin Zayed City, Abu Dhabi
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School Website	www.belvederebritishschool.com
Date of last inspection	26 – 29 May 2014

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND B;	GRADE 5
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The main strengths of the school are:

- the leadership team and staff have significantly improved some aspects of the school since the last inspection
- students demonstrate high levels of self-discipline, respect for others and enjoy learning
- foundation stage 2 (FS2) provision creates high quality experiences for learning and development and provides a strong base for future learning
- improvements to academic achievement in English and mathematics.

The main areas for improvement are:

- teaching and learning, particularly in Arabic and development of 21st Century skills
 - academic achievement in Arabic
 - leadership and management; particularly monitoring the quality of teaching and the impact of middle leaders
 - governors to ensure the principal plays a key role in all staff appointments
 - quality of resources and facilities in Arabic and science.
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Introduction

The school was evaluated by 4 inspectors. They observed 79 lessons, conducted meetings with senior staff, heads of department, support staff, students and parents. They analysed test and assessment results, scrutinised students' work, analysed the 169 responses to the parents' questionnaire and considered many of the school's policies and other documents. Senior leaders were involved throughout the process and undertook 3 joint observations with inspectors.

Description of the School

Belvedere British School opened in September 2012 in Mohammed Bin Zayed City. The vision is: 'Belvedere School is a healthy, safe environment within which students can enjoy learning, make progress and achieve standards. They will be encouraged to participate fully in school life and make a positive contribution to the school and community, and ultimately become successful, motivated, well-adjusted adults who achieve economic well-being'.

The student population is 742 from Foundation Stage 2 (FS2) to Year 9; 55% are boys, 84% are Muslim and 69% are of Arabic heritage. Of the main nationalities represented at the school 37% are Emirati, 7.5% are Egyptian, 7% are Pakistani, 7% are Jordanian, 6.5% are Indian, 6% are British. There are 120 students in FS2, 426 in Years 1 to 5, 196 in Years 6 to 9. The school has identified 6 students as having special educational needs (SEN), with most having learning difficulties; 13% require English language support and 2 students are identified as gifted and talented (G&T). Admission to Year 1 to 9 is determined by testing and assessing needs matched to the demands of the curriculum.

The school follows the English National Curriculum (ENC); the Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies. Students take a range of external standardised tests, including Rising Stars, optional and statutory standard assessments tests (SATs), general certificate of secondary education (GCSE) foundation and intermediate tests.

The principal has been in post for 3 years. The leadership team comprises: principal, administration supervisor and 4 assistant vice-principals (AVP). The school has 59 teachers and a high turnover of 35% last year. Fees range from AED 23,000 to AED 26,500, this places the school in the high category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Belvedere British School provides an adequate standard of education and all aspects are now at least satisfactory. Personal development of students is good and the care, protection, guidance and support they receive is improving. The buildings and resources facilitate a satisfactory and improving learning environment.

Academic achievement is satisfactory, with students in English and mathematics making the most progress. Attainment and progress in Arabic, particularly for native speakers is unsatisfactory. Students are working at age appropriate levels in all year groups and in most subjects. Teaching and learning is very good in FS2. It is satisfactory or better in a large majority of lessons. It is unsatisfactory in most Arabic first language lessons.

Leadership and management are satisfactory and improving. They have successfully improved many aspects of the work of the school since the last inspection.

Students' attainment & progress

Students' attainment and progress are satisfactory. Rising Stars, SATs and Pearson standardised benchmark test data demonstrates students make satisfactory progress in most subjects. Standardised data suggests that attainment levels in most year groups are broadly in line with ENC averages. Students are working at age-appropriate levels in many lessons and subjects. The exception to this is Arabic where academic achievement is unsatisfactory.

Attainment and progress are satisfactory and improving in English and mathematics. They are satisfactory in Islamic education, social studies, science and information, communication and technology (ICT). Attainment and progress are unsatisfactory in Arabic for first language speakers. This is the result of unsatisfactory teaching, high staff turnover and lack of middle leadership.

Baseline assessments for children in FS2, place their starting points at UK averages in all areas of their development. The 'Read Write Inc.' phonic and writing scheme is being used with great skill by teachers. Children have not yet completed their school year and the majority are able to write in sentences, with many using full stops and capital letters. This represents very good progress, with attainment well above international expectations.

Students make satisfactory and improving progress in the acquisition of basic skills in speaking, listening, reading, writing, numeracy, and thinking. SEN students

make better than adequate progress in many subjects and lessons. Their needs are not being sufficiently met in subjects taught in Arabic due to the lack of effective support.

Teachers use regular assessments well to monitor students' progress compared to expected NC levels. Underachieving students are identified and effective intervention strategies planned. Assessment practices are not consistently used in some lessons to design activities aligned to the learning needs of different groups of students.

Students' personal development

Students' personal development is good. There is a harmonious ethos in the school where students from all cultures work and play together well. Students are polite and show respect for the classroom expectations set by teachers. Good behaviour is a consistent feature in classes and around the school. In one Year 8 English lesson, students welcomed the visitor and shared freely their views about the literature they were reading. Students listen well to each other in lessons, respecting different opinions and challenging each other with courtesy. Almost all students have positive attitudes to learning and are keen to do well. They have the confidence to give their views, with some demonstrating curiosity and confidence by asking questions of their teachers. Enjoyment of school is evident in their strong sense of commitment to their studies.

Students have good opportunities to learn about the heritage and values of the UAE through its integration into different curriculum areas. They involve themselves actively in the celebrations of the UAE National Day, International Day, Eid celebrations and UAE mothers' day. In some lessons, students use their knowledge of the UAE whilst acquiring other skills, such as orienteering around Abu Dhabi in physical education (PE). The school offers students a range of roles to develop their leadership skills. Through the young leader, student council and sports leader roles, they make a positive contribution to their school and feel their views are valued. Students' leadership roles in lessons are underdeveloped.

Most students understand how to lead safe and healthy lives, which is promoted well through the curriculum and the healthy options available in the canteen. Attendance has improved, it is now above average at 93%. Students are punctual to lessons, and punctuality at the start of the day is improving.

The quality of teaching and learning

The quality of teaching and learning are satisfactory. The quality of lessons observed by inspectors ranged from very good to very unsatisfactory; the large majority were deemed to be at least satisfactory. The most effective lessons were

seen in mathematics and the FS, the least effective teaching was mainly observed in Arabic and science.

Relationships between staff and students are very good. The sharing of learning objectives has a positive impact on students' understanding of why they are learning and has become more established across the school. Teaching methods interest and motivate students and support the development of their skills, knowledge, and understanding to a satisfactory level in most subjects.

In FS2, teaching and learning are very good. Children are grouped according to their ability, with extra staff used well to support learning. This organisation is very successfully improving the pace of learning in literacy and numeracy. Children throughout FS2 display very good fine motor skills. Creative experiences for children are not as well developed. Students in Key Stage 1 (KS1) are beginning to develop strong learning skills. For example, in Year 2 mathematics, students confidently explained the methodology behind working out symmetry and, in Year 2 English, students used iPads skillfully to research tourism in Abu Dhabi.

In the most effective lessons, students have a clear understanding of their learning. In these lessons, the pace of learning is high and students work well collaboratively and independently. They have opportunities to develop 21st Century skills through research, sharing thoughts, creating and presenting their own ideas. For example, students in Year 6 ICT were inspired by the car design and the chance to construct it from their plans at a forthcoming visit to Yas Island. In the least effective lessons, learning was not sufficiently matched to students' ages and abilities. Learning activities lacked rigour and challenge. As a result, progress in these lessons and over time is slow.

Assessment practices are used well to monitor students' progress. Achievement levels, closely aligned to the ENC, are used effectively to inform students of the expectations for lessons and their own progress. This is well developed in science in the upper years, music, mathematics and English. There is inconsistency in some lessons in the use of assessment of prior knowledge and skills to match activities to students' needs. The development of 21st Century skills is inconsistent in some lessons. Teachers have access to appropriate professional development. The impact of this training is not sufficiently monitored to ensure consistent implementation in lessons.

Meeting students' needs through the curriculum

The broad and balanced delivery of the curriculum provides a satisfactory range of opportunities to meet students' learning needs. Most students are working at age-appropriate ENC levels. The curriculum motivates students well and promotes their academic progress, especially in English and mathematics. The FS2

curriculum is being delivered skilfully, especially in the development of phonics and writing. The implementation of the curriculum does not meet the needs of learners in subjects taught in Arabic, particularly in first language Arabic lessons. This is a result of ineffective planning to enable students to make sufficient progress.

In FS2 to Year 5, the core curriculum is enhanced by foundation subject topics that include ICT, PE, music, art, geography, history and drama. In Year 6 to 9, a carousel of subjects including music, art, geography, history and French successfully extends students' learning opportunities. The curriculum provides satisfactory support for SEN students. The inconsistent modification of the curriculum in some lessons slows the progress of higher achieving students.

Around 40% of students take part in a broad range of extra-curricular sessions after school. Students enjoy listening to visiting speakers. For example, parents give talks about their careers, helping Year 9 students consider their options ahead of choosing their subjects for GCSE study. The school has effective links with the community police who give helpful safety and cyber bullying talks to students. There are insufficient wider community links to further enhance learning opportunities.

The protection, care, guidance and support of students

Protection, care and guidance provide satisfactory and improving support for students. There is a caring, protective and safe environment where students enjoy their time in school. Class teachers and form tutors provide effective support, care and guidance for students. There are effective procedures for monitoring academic progress. This is particularly strong in FS2 and leads to children making rapid progress. Data is used well to identify and support students who are below expected attainment levels.

Students' behaviour has improved significantly since the last inspection. This is due to the effective implementation of consistent routines and behaviour management strategies. The school has a child protection policy and staff fully understand their responsibilities. There are separate prayer rooms for boys and girls. The first aid facilities are of adequate quality and supported by a licenced nurse.

The quality of the school's buildings and premises

The buildings and facilities provide a satisfactory and improving environment. The premises are well maintained and clean. Most classrooms are spacious enough to allow a variety of learning opportunities to take place. Corridors and classrooms are colourfully adorned with display. They celebrate students' achievements in

English and Arabic. The ICT laboratory, together with the stimulating music and art rooms, gives students adequate opportunities to apply their skills and knowledge in practical and artistic ways. The science facilities provide limited opportunities for students to experience hands-on practical learning.

The 2 large multi-purpose halls and 3 outdoor covered areas are used well to provide variety in students' physical education (PE) experiences. The building is organised well to facilitate single sex classes in grades 6 to 9. FS2 and Years 1 and 2 have their own separate covered large equipment areas to provide good opportunities to extend their learning through play.

Security is extremely well organised, with guards checking all visitors. Electronic key entry on some internal doors creates further effective security. Regular electrical and maintenance checks are organised by the school's designated health and safety officer. Evacuation procedures are clearly signposted around the school and regular drills carried out.

The school's resources to support its aims

The school has a satisfactory and improving range of resources to meet its aims and support learning. There are sufficient qualified teachers, with secure subject knowledge, to support the curriculum. Vacancies in middle leader posts in science and Arabic are slowing necessary improvements in these areas. Teaching assistants in FS2 to Year 4 are used well to support learning. Resources in most classrooms are used well to create variety in students' learning opportunities. Learning resources in English excite students' interests. For example, the use of newspaper advertisements effectively helps to develop their understanding of media marketing strategies. FS2 resources make a positive contribution to children's learning and development of personal and social skills. The limited resources in Arabic and science inhibit students' progress.

Classrooms are equipped with interactive white boards that are used well to provide visual stimulus and interest to assist learning. The ICT classroom has sufficient resources for students to work independently. iPads are having a positive impact on students' progress in the accelerated reading program. The school has made effective improvements to the library as a resource for learning. These include a wider range of books; age-appropriate readers; big books for younger students; reading corners; and iPads for research. The Arabic section of the library is less well-resourced. The sports resources are plentiful and used well to provide variety in meeting students' physical educational needs. The school's procedures to ensure that transport is well-maintained and meets all safety requirements are adequate.

The effectiveness of leadership and management

Leadership management are satisfactory and improving. The leadership team's drive and motivation have successfully brought about improvements in many aspects of the school since the last inspection. The owners actively support the school and hold senior leaders to account for students' outcomes. Challenging accountability goals are set for the principal as part of the school's performance management procedures. The goals are aligned to the successful implementation of the school development plan (SDP) targets. Regular reviews are held with governors to ensure that improvements are being achieved. The owners do not sufficiently involve the principal in the recruitment of teachers.

The school runs well on a daily basis. Staff create a calm, caring environment for learning. Students feel safe and confident in approaching an adult if they have a concern. Senior and middle leadership undertake lesson observations. The process is not sufficiently focused on the effectiveness of learning. This results in inflated outcomes in the effectiveness of teaching and its impact on learning. The effective performance management systems ensure most staff are well supported and held accountable for achieving their goals. The school is data rich and uses it very well to set ambitious improvement targets. Senior leaders monitor the outcomes regularly. There is inconsistency in the use of periodic review of the outcomes of data at middle management level. Middle management capacity in science and the subjects taught in Arabic is limited because of vacancies in these key areas.

The production of the self-evaluation form (SEF) involved staff in committees producing their ideas in each of the performance standards. It is well structured and provides detailed evidence of students' progress and attainment levels in comparison to those in the ENC. The SDP is very detailed and links well to the SEF. It targets areas from the previous inspection and improvements across the performance standards. It does not contain sufficiently measurable success targets and specific costs for resourcing improvements.

There are reasonably effective links with parents and most are positive about the care, support and quality of education provided. The survey of parents for the inspection shows a large majority are satisfied. A few parents in the meeting during the inspection expressed concerns about homework, high turnover of teachers, ENC levels of their children and bullying.

Progress since the last inspection

Some areas of the school have improved significantly since the last inspection. In particular, attainment and progress and teaching and learning across a range of subjects. The FS2 provision is now very good in many aspects and provides a solid foundation for the children's future learning and development. More consistent classroom routines and behaviour expectations have created a significant improvement in students' behaviour, engagement and enthusiasm in lessons. A limited amount of improvement has taken place in some subjects taught in Arabic. There has been little progress in the quality of provision in Arabic for first language learners.

Senior leaders have demonstrated a satisfactory and improving capacity to make further improvements.

What the school should do to improve further:

1. Improve teaching and learning to create more consistency in students' learning outcomes by:
 - i. improving attainment, progress and the quality of learning in Arabic, particularly for first language speakers
 - ii. improving consistency in the use of assessment of students' prior knowledge and skills to plan activities matched to their identified learning needs
 - iii. ensuring in-class assessments are used effectively to check all students understanding of the intended learning
 - iv. creating greater consistency in the development of students' 21st Century skills.
2. Ensure leadership and management has greater impact by:
 - i. ensuring greater consistency in strategically monitoring and evaluating the effectiveness of learning to analyse and respond to identified trends
 - ii. continuing to develop periodic data review procedures to create a consistent approach at all management levels
 - iii. continuing to develop middle management capacity, particularly in science and the subjects taught in Arabic
 - iv. ensuring the principal plays a key role in all staff appointments.
3. Improve the quality of resources for learning in both Arabic and science.

Inspection Grades

Performance Standard	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								