



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



Private School Inspection Report

Belvedere British School

Academic Year 2016 – 2017

Iqraa

Belvedere British School

Inspection Date	May 8, 2017	to	May 11, 2017
Date of previous inspection	May 11, 2015	to	May 14, 2015

General Information	
School ID	222
Opening year of school	2012
Principal	Kellie Jepsen
School telephone	+971 (0)2 509 0000
School Address	Street 32, Mohammed Bin Zayed City, Abu Dhabi
Official email (ADEC)	belvedere.pvt@adec.ae
School website	www.belvederebritishschool.com
Fee ranges (per annum)	Average to high (AED23,000 to AED30,000)
Licensed Curriculum	
Main Curriculum	National Curriculum for England (ENC)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	N/A
Accreditation	British Schools in the Middle East (BSME)

Students		
Total number of students	816	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	114
	Primary:	539
	Middle:	147
	High:	16
Age range	4 to 16 years	
Grades or Year Groups	FS2 to Year 11	
Gender	Boys and girls	
% of Emirati Students	34%	
Largest nationality groups (%)	1. Egyptian: 9%	
	2. Pakistani: 9%	
	3. Jordanian: 7%	
Staff		
Number of teachers	69	
Number of teaching assistants (TAs)	12	
Teacher-student ratio	KG/ FS	1:14
	Other phases	1:10
Teacher turnover	82%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	98
Number of joint lesson observations	10
Number of parents' questionnaires	197; return rate: 25%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, vice principal, other senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'Belvedere British School is a healthy, safe environment within which students can enjoy learning, make progress and achieve high standards. They will be encouraged to participate fully in school life and make a positive contribution to the school and wider community; and ultimately become successful, motivated, well-adjusted adults who achieve economic well-being.'
School vision and mission	'Belvedere British School pupils receive a robust, challenging and inspiring 21st Century education, preparing them for life and making the schooling years an enjoyable time filled with rich and memorable experiences.'

Admission Policy	The school has an inclusive and open admission policy.
Leadership structure (ownership, governance and management)	Governance comprises the three owners, four parents from each phase and the senior leaders. Leadership comprises the principal, deputy principal (head of primary), deputy principal (head of Arabic), academic supervisor (head of secondary), four key stage leaders and three subject coordinators for English, mathematics and science.

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 internally
Intellectual disability	0	0
Specific Learning Disability	1	32
Emotional and Behaviour Disorders (ED/ BD)	3	5
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	1	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	28
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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)

The 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						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. As the school has grown, leaders have established a secure and caring environment in partnership with students, staff and parents. Almost all students show their awareness of Islamic values in respectful relationships and in their good behaviour. The school effectively promotes, and students show good appreciation of, UAE and other world cultures. The foundation stage (FS) provides a strong start for children's academic and personal development. Progress and learning skills are good overall for the two thirds of the school in primary, and science is a strength across almost all the school. School leaders have yet to ensure the full compliance of Arabic medium subjects with curriculum and staffing regulations. As a result, teaching and achievement in these subjects are inconsistent. Achievement and personal development is less strong in middle, particularly the behaviour of a few boys in lessons. Lack of external benchmarking means leaders and teachers do not yet hold a comprehensive view of the school's performance.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since its last inspection. Effective middle leadership has contributed to improvements in the quality of teaching and the curriculum, and raised students' achievement. Teachers' development of higher order learning skills is acceptable, but is not yet systematic across all lessons. Improvements in Arabic, including in the use of resources and facilities, have been inconsistent and not always sustained because not all staff have been appropriately qualified. Ineffective management of recruitment abroad led to exceptionally high staff turnover in 2016, slowing the pace of overall school improvement. Governors have now given the principal full control of staff appointments, leading to greater stability. Overall, school leaders' capacity to improve the school is acceptable.

Development and promotion of innovation skills

The school promotes innovation skills generally effectively. For example, the school has introduced hand-held learning technology in lessons, as well as a junior information and communications technology (ICT) laboratory. Teachers' use of a school-wide communications application motivates students, providing daily communication with parents. In addition to their involvement in the school's 'Innovation Week', Years 7 to 11 engage in a series of engineering challenge days. Teachers have yet to embed innovation skills in their teaching across all subjects and particularly in middle. Overall, the school is making adequate progress across

the curriculum to develop and teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- school leaders' development of a secure and caring school
- the school's promotion and students' appreciation of UAE and other world cultures
- the start that children make to their education in the foundation stage
- the teaching of science and students' achievement in the subject
- the school's partnership with parents.

The inspection identified the following as key areas for improvement:

- the raising of achievement across all phases and subjects
- the promotion of students' critical thinking and problem-solving skills in lessons
- the behaviour of a few boys in the middle phase of the school and its impact on learning
- school leaders' support for and the compliance of Arabic medium subjects
- the development of external measures of students' achievement
- the use of expertise beyond the school in the professional development of teachers.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Acceptable	Weak	Acceptable
	Progress	Good	Acceptable	Weak	Acceptable
Arabic (as a Second Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Acceptable	N/A
	Progress	N/A	Good	Acceptable	N/A
English	Attainment	Acceptable	Good	Weak	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	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, ICT, Business Studies, French)	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Good	Acceptable	N/A
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Acceptable	Acceptable



The overall quality of students' achievement is acceptable. Progress and learning skills are good in FS and in primary, and acceptable in middle. Attainment as seen in the inspection is acceptable in FS and primary, and weak in middle. Year 11 students were on study leave at the time of the inspection. Inspectors' scrutiny of samples of their work, analysis of progress data and meeting with students showed broadly acceptable achievement across all key subjects in high phase. The school has no externally validated data to benchmark standards in English or Arabic medium subjects. Results from recent internal tests are generally in line with inspection findings. The attainment of students in middle, particularly boys, is below age-related expectations. Students with special educational needs (SEN) and those who are gifted and talented (G&T) make similar progress to others from their starting points. Achievement in science is good in almost all years.

Students' achievement in Islamic Education is acceptable. Most students are achieving age-appropriate curriculum expectations. In FS2, most children can memorize short Surah, such as 'Al Fatiha' and 'Al Nas'. In Year 5 most students can explain Allah's gifts to mankind, for example the human brain, and how it is used to worship Allah.

Students' achievement in Arabic as a first language (AFL) is acceptable overall. Most students are achieving age-appropriate curriculum expectations. Achievement is good in FS, acceptable in primary, weak in middle and acceptable in high. By the end of FS2, the majority can write letters in different positions in a word, identify objects which start with the same letters and read simple words fluently. In Year 6, most can correctly apply grammar rules appropriate to their age group. In middle, girls demonstrate acceptable speaking and understanding skills; these are underdeveloped for boys.

Students' achievement in Arabic as a second language (ASL) is acceptable. Most students are achieving age-appropriate curriculum expectations. For example, most in Year 1 can recognise and write letters of the alphabet in various positions in a word. Most in Year 6 can use correct prepositions to describe where objects are in their classroom. By Year 10, most can read text, write sentences about means of transportation, and differentiate between past and present tenses, at age-appropriate levels.

Students' achievement in social studies is good overall. It is good in primary and acceptable in the middle phase. In Year 3, for example, the majority's discussion of local food and traditional sports such as camel racing is informative, detailed and passionate. Students perform 'Yola' dance in class and in assembly, demonstrating pride in their heritage. In Year 9, most can identify and write paragraphs about UAE landmarks and tourist attractions such as Yas Formula 1 and the Khalifa Tower, at

age-appropriate levels.

Students' achievement in English is good overall. The majority of students are achieving above age-appropriate curriculum expectations. Attainment is broadly acceptable in FS and good in primary but is weak in middle, particularly for boys. Achievement is acceptable in high. In FS2 phonics most children can sound, read and write the 'or' sound in words such as 'anchor'. In Year 5, the majority can fluently contrast the English fictional story of 'The Demon Headmaster' with the rights enjoyed by citizens in the UAE. In a Year 7 boy's lesson, only a few could write simple sentences about characters in a novel.

Students' achievement in mathematics is acceptable in primary, middle and high. Most are achieving age-appropriate curriculum expectations. In FS, attainment is acceptable and progress is good. By the end of FS, most children can count to 20 and measure objects using non-standard units such as cubes and paperclips. By Year 6, most can solve equations using algebra and can find fractions of three-digit numbers. Most in Year 10 can use algebra to solve simultaneous equations and inequalities.

Students' achievement in science is good overall and is acceptable in high. The majority of students are achieving above age-appropriate expectations in FS, primary and middle, demonstrating good investigative skills. The majority of FS2 children show a good understanding of the world around them and can demonstrate how plants grow. By Year 6, the majority can explain how blood carries oxygen, nutrients and white blood cells to the organs. By Year 10, the majority can explain the characteristics of light reflection and know that the angle of incidence is equal to the angle of reflection.

Students' achievement in other subjects is acceptable overall. Most students are achieving age-appropriate curriculum expectations. Achievement is good in FS where, for example, the majority can mix colours confidently and create symmetrical patterns using paint. In physical education (PE), most in Year 4 can jump and land safely in a sequence of adequately performed squatting, launching and landing techniques. In Year 10 business studies, most can identify a business cycle showing the impact of economic growth on recession.

The overall quality of students' learning skills is acceptable. It is good in FS, particularly in phonics, and in primary. Most are engaged learners but do not always take responsibility for their learning. Communication and collaboration skills are generally effective and interactions are productive, for example when students mark each other's work. Most understand the links between subject areas, particularly in English and science. Students' innovation skills are less strong because they do not have sufficient opportunities to consistently apply their problem-solving and critical-

thinking skills. For example, in most mathematics lessons they do not use their investigative skills independently to solve problems or find solutions.

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

The overall quality of students' personal development is good. The majority have positive and responsible attitudes to their learning, their behaviour and relationships are good and bullying is very rare. The poor behaviour of a few boys in middle phase limits their learning in lessons. The majority work well together in lessons and respond well to their teachers' guidance. They make healthy eating choices for lunch and enjoy taking regular exercise in team games at break times. Attendance is acceptable at 93% and students arrive punctually for lessons.

The quality of students' understanding of Islamic values and awareness of Emirati and world cultures is good. The majority show an appreciation of the influence of Islamic values on society and celebrate Islamic events as well as volunteering support for Red Crescent. They have a good appreciation of the heritage and culture of the UAE. This is evident in all subjects and in regular celebrations such as Flag Day and Martyr's Day. The majority show pride in their national identities, and a tolerant and informed understanding of other world cultures, for example when participating in national days for Iraq, Wales, Scotland and Jordan.

The quality of students' social responsibility and innovation skills is acceptable. They work together but do not always try to solve problems themselves before seeking

help. Students have adequate leadership and entrepreneurial roles in the school community but these are generally in older years. Year 10 students participated in an innovative programme of shadowing senior leaders. Innovation skills are at an early stage of development in lessons. Students have a basic awareness of environmental issues but engage in few activities beyond school.

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	Good	Acceptable	Weak	Acceptable

The overall quality of teaching and assessment is acceptable. Teaching for effective learning is acceptable overall and is good in FS and primary. The majority of teachers have good subject knowledge, although not always in Arabic medium subjects. Teachers plan and deliver their lessons appropriately, but not always promptly. They provide strong support for SEN students, and use ICT effectively to raise achievement for G&T students through research and investigation. Too few teachers adapt their teaching sufficiently to meet the needs of all boys in middle phase. Relationships between teachers and students are secure, and skilful questioning consolidates learning. Students in all grades lack systematic opportunities to innovate, develop higher order thinking skills, and take responsibility for learning, for example through leading an activity.

The quality of assessment is acceptable overall. It is weak in middle phase. Students' attainment is assessed regularly and compared with curriculum standards. Lack of accurate, external benchmarks contributes to insufficiently high teacher expectations. Leaders use internal assessment information to monitor students' progress, inform planning and meet the needs of most groups. Teachers generally have a reasonable knowledge of students' individual strengths and weaknesses, although this is insufficient to support and challenge all boys in middle phase. Assessment of children in FS is well developed, particularly in the setting of phonics groups. Teachers provide regular feedback in most subjects and generally give constructive responses to accelerate students' progress. They use assessment effectively to promote the progress of SEN and G&T students.

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 overall quality of the curriculum is acceptable and it is good in FS. The quality of curriculum design and implementation is acceptable. The school follows English National Curriculum (ENC) requirements but the curriculum for Arabic medium subjects is not yet fully compliant with regulations. Curriculum choices are appropriate. In FS, there is a wide choice of child-initiated activities. In FS and primary, the school plans good cross-curricular links that help students transfer their learning between subjects. For example, in Year 4 geography, students contrast Antarctic and UAE climates using their mathematical skills. The scope and sequence of planned programmes is appropriate due to periodic review. Opportunities for independent learning, research and critical thinking are underdeveloped. Previous learning is not always taken fully into account in middle phase, for students who have a legacy of gaps in their learning.

The quality of curriculum adaptation is acceptable. The curriculum is now adapted to meet the needs of most groups, particularly SEN and G&T students, but not sufficiently for boys in middle phase. It is enhanced with a range of international days, although there are few educational visits. A minority of students engage in sporting and cultural activities. Community links and opportunities for enterprise and innovation are underdeveloped. Appropriate opportunities to appreciate and learn about UAE traditions and culture are integrated in subjects, assemblies and other school activities. For example, students learn the importance of helping those who are less fortunate during the 'Year of Giving'. In the 'Day of Tolerance' they are reminded to be patient and to support one another to achieve common learning goals. ADEC's Student Competency Framework (SCF) is regularly referred to and linked to Islamic Values.

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	Good	Good	Acceptable	Good

The overall quality of protection, care, guidance and support of students is good. The school is a safe environment. The child protection policy has been widely shared with all stakeholders and staff receive regular training. Students are taught the dangers associated with use of the internet. Bullying is rare. Procedures for fire safety and security are well implemented. The health and safety coordinator undertakes frequent checks and keeps detailed records. Supervision arrangements for arrival, dismissal and travel of students are safe. The school clinic is hygienic and the school nurse provides good quality care. The school promotes healthy life styles and these are fully supported, for example, through PE and science lessons. Prayer and washing facilities meet the needs of both boys and girls.

The quality of care and support is good. Almost all relationships between staff and students are respectful. They contribute to a generally effective approach to behaviour management, including the rewards and sanctions policy. This has yet to be fully applied in middle. Systems to manage attendance and punctuality to lessons, including a robust reporting system, are effective. Procedures for supporting identified SEN and G&T students are good. The identification of potential SEN students is less well developed and lacks specialist expertise. Good use is made of the form tutor time, particularly in FS and primary, to promote personal development. Guidance to older students to help them in decisions about careers and further education is comprehensive. Year 11 students are well supported by their mentors.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is acceptable. All school leaders show a strong commitment to UAE priorities and have developed a caring and inclusive school. Educational leadership shows an acceptable capacity to improve. Statutory compliance is inconsistent in Arabic medium subjects. Relationships are professional and most middle leaders are effective in holding teachers accountable.

The quality of self-evaluation and improvement planning is acceptable. The school's self-evaluation form (SEF) is based securely on SEF rubrics. The school development plan (SDP) demonstrates strategic planning with clear priorities, particularly for developing the high phase. Leaders monitor teaching and learning competently. The school lacks external benchmarking in most phases. Leaders have addressed most of the recommendations from the previous inspection report, although the pace of school improvement has been hindered by high staff turnover.

The quality of partnerships with parents and the community is good. Parents are successfully engaged in their children's learning through informative reporting and events. The school has adequate links within the local community, although these do not yet lead to activities or projects outside school for more than a few students.

The quality of governance is acceptable. The views of parents are represented and inform policies and priorities. Governors hold school leaders accountable for their actions. They have not yet ensured that all statutory requirements are met.

The quality of management, staffing, facilities and resources is acceptable overall. Leaders have ensured most staff are appropriately qualified and deployed. This is not always the case in Arabic medium subjects, where there is a lack of effective external staff training. Day-to-day management is well-organised and the school environment supports learning effectively. Resources are adequate and efficiently used in most areas.

What the school should do to improve further:

1. Raise achievement and promote higher level learning skills by:
 - i. identifying the weakest performing areas in each subject and targeting these for specific interventions, and monitor impact
 - ii. ensuring students have frequent opportunities for independent learning
 - iii. developing students' skills as critical thinkers and problem solvers
 - iv. insisting learning starts promptly in all lessons
 - v. engaging all students in imaginative and challenging tasks.
2. Improve the quality of teaching and assessment by:
 - i. raising teachers' expectations for the achievement of all students by reference to externally validated benchmarks
 - ii. providing a range of challenging and active teaching strategies to engage all students, particularly boys in the middle phase
 - iii. using resources imaginatively to stimulate and support learning, particularly in Arabic medium subjects and in mathematics
 - iv. giving students appropriate time in lessons to answer open-ended questions and so add depth to the quality of their responses.
3. Improve leadership and management by:
 - i. ensuring, as the school's most urgent priority, full compliance with all curriculum and staffing regulations in Arabic medium subjects
 - ii. insisting on and supporting consistent and effective management of boys' behaviour in middle phase lessons
 - iii. developing mutual understanding and support amongst staff teaching Arabic and English medium curricula through shared planning, observations and assessment
 - iv. developing the curriculum to meet the needs of all groups of students, particularly middle boys, and promote higher-level thinking skills
 - v. adopting and implementing nationally and internationally recognised external measures of students' achievement across phases
 - vi. using specialist expertise to strengthen identification of SEN students
 - vii. providing expert external professional development, closely linked to school priorities
 - viii. developing students' participation in activities outside school.