



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



New School Inspection Report

Cranleigh School, Abu Dhabi

Academic Year 2014 – 2015

iqraa

Cranleigh School, Abu Dhabi

Inspection Date	27 – 30 April 2015
School ID#	251
Licensed Curriculum	English National Curriculum (ENC)
Number of Students	700
Age Range	3 to 14 years
Gender	Mixed
Headmaster	Brendan Law
School Address	Cranleigh Road, Manarat Saadiyat, Abu Dhabi
Telephone Number	+971 (0)2 497 0000
Fax Number	-----
Official Email (ADEC)	cranleighad.pvt@adec.ac.ae
School Website	www.cranleigh.ae
Date of opening	September 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 A;

GRADE 3

The main strengths of the school are:

- senior leadership and staff have established a safe and nurturing environment for learning
- outstanding governance
- students' behaviour is outstanding and they have very positive and mature attitudes to learning
- parents are highly supportive and appreciate the wide range of learning opportunities available for their children
- students' learning and progress in lessons is purposeful; it contributes well to the development of their skills, knowledge and understanding
- extracurricular and after-school activities provide exceptional opportunities for students beyond the formal curriculum.

The main areas for improvement are:

- the quality of teaching and learning in Arabic and Islamic education
- ensuring that Emirati students consistently make similar academic progress to other students
- continued development of middle management capacity
- further improvement in consistency of assessment and differentiation.

Introduction

The school was evaluated by 4 inspectors. They observed 87 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 162 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 4 joint observations with inspectors.

Description of the School

Cranleigh School opened in September 2014 in the Saadiyat district of Abu Dhabi. The school's vision is: 'To recognise each child's strengths and abilities and to provide them with the tools and the skills and attitudes that will enable them to achieve their full potential, to feel happy in their endeavours and their achievements and to play productive and positive roles at Cranleigh Abu Dhabi'.

The student population is 700; from Early Years Foundation Stage (EYFS) to Year 9; 57% are boys, 28% are Muslim and 15% are of Arabic heritage. There are 338 students in EYFS to Year 2, 240 in Years 3 to 6, 122 in Years 7 to 9. The school caters for students from many different nationalities: 11% of students are Emirati, 34% British, 15% American, 7% Australian and 33% from other nationalities. Fifteen students are designated as having special educational needs (SEN), with most having learning difficulties; 7% of students require English language support; 4% are identified as Gifted and Talented (G&T). Admission to the school from Years 1 to 9 is determined by a child focused screening process.

The school follows the English National Curriculum (ENC); the Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies. The school uses Assessment Profile on Entry for Children and Toddlers (ASPECTS), Performance Indicators in Primary Schools (PIPS), Interactive Computer Assessment System (InCAS), Middle Years Information System (MidYIS) standardised baseline tests to monitor students' attainment and progress.

The headmaster has been in post since September 2014, when the school opened. The leadership team comprises: headmaster; academic deputy head; pastoral deputy head; head of junior school; head of pre-prep; director of studies; bursar; and head of admissions and marketing. The school has 64 teachers. School fees range from AED 65,000 to AED 80,000 which is in the premium category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

In the short time it has been open, the school has established good quality educational provision, with some outstanding aspects. High quality leadership coupled with exceptional governance have ensured the school has made a good start. Students' personal development and their protection, care, guidance and support are outstanding; all other aspects of the school are at least good. The school has an accurate understanding of its strengths and areas for improvement and is well placed to sustain its current position and make further improvements.

Students' attainment & progress

Students' attainment and progress are good. In most lessons and subjects, students' work above age-expected levels and well above in some higher year groups. Progress in most subjects is at least good. Attainment is good in English and progress is very good. In mathematics, science, social studies and information and communication and technology (ICT), attainment and progress are good. They are satisfactory in Islamic Education and in Arabic as a first language. The attainment and progress of Emirati students is satisfactory across the range of subjects, which is below the achievement of other groups.

Standardised baseline test data are used well to determine the starting points for all students. The data demonstrates that, when the school opened, EYFS to Year 2 were in line with international averages, with Years 3 to 9 above. Most children in EYFS are working above age-expected levels. They make very good progress in all areas of learning. Students in most lessons, subjects and year groups make at least good progress; in some lessons it is very good. Progress is best when teachers set high expectations and create challenges that enable students to actively drive their own learning. In a few lessons, expectations are low and progress is slower when activities fail to match students' needs and abilities.

The majority of students make adequate progress in reading, writing, speaking and listening in standard Arabic. Students in all year groups studying Arabic as an additional language arrive with significantly differing starting points, knowledge and skills. Their progress is satisfactory from these generally low starting points, but below expected curriculum levels of attainment. They make adequate progress in vocabulary acquisition and listening skills. Writing and speaking skills are underdeveloped.

Across the school, students' acquisition of the basic skills of speaking, listening, reading and writing, numeracy and ICT is very good. The development of students' thinking skills is outstanding. SEN students make good progress in most

lessons as a result of the effective support they receive. More able students make good progress in most lessons and very good progress when activities are well matched to their needs.

Assessment strategies are good. Standardised benchmark tests are used well to check students' progress and to validate the school's internal assessments. The school's monitoring, analysis and response to outcomes is very good.

Students' personal development

Students' personal development is outstanding. Mutual respect, tolerance and understanding underpin school life. Some students said, 'We treat everyone how we like to be treated'. Students exhibit very positive and mature attitudes to learning. They develop outstanding interpersonal skills and personal qualities in lessons, and fully embrace and contribute to the positive ethos throughout the school. When asked by an inspector what was special about their school, a group of 9 year old students wrote 'Cranleigh is the key to a door that opens into culture, kindness, inspiration, knowledge and spirit'.

The extended school day enables all students to participate in exciting programmes, including sporting, artistic, musical, academic, and cultural activities. The school celebrates the UAE heritage and values very well through the well-structured social studies curriculum, together with assemblies and National Day events.

There are plans in place for greater opportunities for students to take on significant leadership responsibilities as the House System develops. The absence of a student council limits opportunities for their voice to be heard. Plans are in place to develop school councils and year group forums. The well designed reward system enables students to earn bronze, silver or gold certificates. 'Star of the Week' certificates in Years 3 and 4 provide further opportunities to recognise students' efforts. Students receive good guidance on how to live safe and healthy lives. Attendance is above average at 95%.

The quality of teaching and learning

The quality of teaching and learning is good. All lessons were deemed satisfactory or better; a large majority were judged to be at least good. The most effective teaching was seen in English, mathematic and the EYFS; the least effective was seen in Arabic and Islamic education.

Teachers are well qualified and have very secure knowledge and understanding of their subjects. Students enjoy excellent relationships with their teachers. Most teachers encourage them to learn through collaboration, thinking for themselves, and using their own ideas and initiative. As a result, students' listening, speaking

and questioning skills are highly developed. Their learning and progress in lessons is purposeful and contributes well to the development of skills, knowledge and understanding. Classroom routines and behaviour expectations are very well established in most classrooms. Almost all students demonstrate self-discipline, high levels of engagement, enthusiasm and interest in learning. In the best lessons, students have appropriate challenge matched to their identified needs and there is a high pace of learning. They take ownership of their learning, work enthusiastically together to solve problems and share their conclusions. In a small number of lessons, activities are not matched to students' needs. Some finish early and are inactive, others undertake work they have already mastered.

In the EYFS, number, phonics and reading development is above age-related expectations. Writing is developing well with good letter formation and simple sentence making skills. Children display very good fine motor skills. Across the school, teachers ensure students' 21st century skills of collaboration, research, independence and critical thinking are very well developed. In Arabic lessons, there is insufficient focus on providing a balanced development of all language skills. Teachers identify the needs of SEN students in lesson planning and most make good provision to match learning to their identified needs. Teaching assistants are used effectively to actively support learning in most lessons.

Assessment is used well by many teachers to track progress and inform their lesson planning. There is inconsistency in the use of assessment for learning to ensure learning activities are aligned to the differentiated needs of students. The lack of pace and challenge in some lessons fails to maximise students' learning. The effective six-week induction programme, before the school opened, enabled teachers to have consistent knowledge and understanding of the school's policies, practices and expectations. They have access to effective professional development to improve their knowledge and skills.

Meeting students' needs through the curriculum

The implementation of the curriculum is good; it is broad, balanced and provides a high quality programme to meet students' needs. The curriculum offer goes beyond requirements in many respects and provides extensive opportunities to promote students' independence. It strongly supports them in developing their interpersonal, collaborative and inquiry skills. The school responded appropriately by making immediate adjustments to the school schedule to meet the required time allocation for teaching social studies through the medium of Arabic and for Arabic language teaching, when deficiencies were pointed out during the inspection.

Expectations are clearly set in terms of defined measures, such as the Common Entrance Examination. The EYFS curriculum creates very good opportunities for children to develop their academic, social, personal and communication skills through activities and play. The exceptional enrichment curriculum provides regular opportunities for students to participate in events that build students' knowledge and enhance their understanding of UAE heritage and culture. Participation rates are high.

The curriculum actively promotes students' good progress. In comparison to the quality of planning in other subjects, planning in Arabic, Islamic studies and ICT for Years 1 to 3, does not consistently provide sufficient challenge or support for those who are more able or those who are starting from lower levels of prior attainment. In some lessons, the curriculum is insufficiently modified to meet the differentiated needs of students. It does not meet the needs of Emirati students as well as it does for others. The adaptation of the curriculum provides good support for SEN students.

The life skills curriculum, together with the many opportunities to develop independence and collaboration, provide students with very good preparation for the next stages of their education. The school is developing links with external partners. The owner of the school has provided access to facilities that allow broader aspects of the school's physical education programme to be delivered offsite.

The protection, care, guidance and support of students

The school provides outstanding protection, care, guidance and support. It has an extremely positive and nurturing ethos and creates a caring, safe and supportive environment for learning. Students are, happy and enjoy their time in school. The pastoral organization provides highly effective support. The 5 tiers of intervention and support ensure that students' academic and personal development is monitored regularly. There are effective procedures to identify concerns from students through the daily homeroom sessions. They receive further excellent support from heads of year in Years 3 to 6 and housemasters in Years 7 to 9. The headmaster, pastoral deputy head and the head of school for junior and pre-prep provide excellent strategic oversight of the pastoral care programme.

Students' behaviour is outstanding. They show high levels of maturity, self-discipline, respect, care and tolerance to each other and to adults. They respect and embrace the diverse cultures represented by the school population. The school has a child protection policy and staff fully understand their responsibilities. The first aid facility is of high quality and staffed by a qualified nurse. There are 2 prayer rooms, with separate facilities for boys and girls.

The quality of the school's buildings and premises

The new buildings and facilities provide a very good environment. The creative design of the premises creates a safe, secure and exciting learning environment. They are clean, well-maintained and colourfully adorned with displays, many of which celebrate students' achievements. Classrooms are spacious enough to allow variety in learning activities. The school is still in the building and development stage. Senior leaders have made effective arrangements to accommodate all subject areas within the completed buildings. For example, art and design and technology are temporarily accommodated in the science block, with minimum impact on the quality of provision for students.

The areas for sport currently available are considerably enhanced by the arrangement to use the facilities at New York University Abu Dhabi. This enables students to have exciting opportunities to experience a full range of sports and swimming in excellent facilities. All EYFS classrooms have outdoor areas; access to a central fully equipped free flow area; a large and safe covered large equipment area for students to learn through play. Years 1 and 2 have their own equipped play area, as do Years 3 to 6. All students from Years 3 to 9 have access to very large central grass area for play and sports activities. The well-equipped music room is sound proofed to minimize disruption to other classes. The 3 modern science labs provide students with very good opportunities to apply their learning in practical ways. There is a large central library that is used effectively to enhance learning opportunities.

Security is extremely well-organised, with 8 guards on duty throughout the day and appropriate checks on all visitors. Evacuation procedures are regularly practised and recorded.

The school's resources to support its aims

The school has a good range of resources to fully support its aims. Staff are experienced, well qualified, and highly competent. Resources in classrooms are of good quality and support teaching and learning well. In EYFS, the furniture and equipment are of very high quality. Reading resources in EYFS classrooms are not provided in sufficient quantity. ICT resources in classrooms are of good quality. Specialist resources in design and technology are good but lack modern computer controlled manufacturing technology.

There is a limited range of books in the library, with plans to increase this significantly when the senior school is opened. In particular, there are no Arabic books and no access to ICT equipment. There are good seating and meeting resources which make it an inviting place for students to congregate, read and play. The school has extensive laboratories and equipment for teaching science.

Each laboratory has separate lecture and practical areas. Preparation and storage facilities are exemplary.

Each teaching space is equipped with digital technology to support learning. The ICT rooms are equipped with sufficient modern computers to allow individuals to work independently. The conscious decision to provide both Mac and PC suites ensures resources are available to develop students' skills knowledge and understanding on a range of platforms. The school has effective and efficient transport system and catering facilities are hygienic and healthy. The school is fully equipped with appropriate safety and fire equipment, which are maintained appropriately.

The effectiveness of leadership and management

The headmaster and senior leaders provide very good strategic leadership and operational management of the school. They have established a very positive environment that supports learning. TDIC and Cranleigh School in the United Kingdom (UK), provide outstanding governance. Accountability procedures are very well structured and comprehensive. They ensure that all goals and improvements are fully achieved. They make regular visits to the school and undertake specific reviews of provision. For example, a specialist from Cranleigh UK inspected SEN and English as an additional language (EAL) provision, with findings reported to governors. The headmaster and senior leaders provide the driving force and momentum for improving the quality of provision across the school. There is some inconsistency in fully developing middle managers responsibilities and accountabilities for monitoring the quality of teaching and tracking academic progress.

The self-evaluation form (SEF) is reasonably well constructed; it has good detail and defines the actions taken to address the improvement areas. The associated school development plan (SDP) is very well structured, detailed and is fully aligned to the SEF. Targets and success criteria are clearly defined, with indications of ongoing monitoring. Lesson walkthroughs are carried out regularly. They are logged and actions recorded when the need for intervention is identified. The walkthroughs do not always focus sufficiently on the effectiveness of students' learning. Plans are in place for a comprehensive and robust staff appraisal system to be launched in the next academic year.

Strategic monitoring of data is regular and rigorous. In-school data is used effectively to accurately track the progress of students each term. It is used well to monitor the outcomes of different groups of students; for example senior leaders are well aware of the relative underachievement of Emirati students. Parents are highly supportive of the school and appreciate the wide range of

learning opportunities available. The school holds regular meetings with parents and values their views and support. There are effective procedures for dealing with parental complaints.

Capacity for further development

The headmaster has only been in post since September 2014 but he was fully involved, for 3 years prior to the opening, in all aspects of planning for the new school. The preparation and planning in readiness for opening was detailed, thorough and extremely well coordinated. The headmaster has built a highly capable and cohesive leadership team. They have successfully established a high performing school where good teaching and learning lead to good attainment and progress for students in most subjects.

The school's leadership has demonstrated very good capacity to continue to develop and improve the educational provision and outcomes for students as the school expands to full capacity.

What the school should do to improve further:

1. Improve the quality of teaching and learning in Arabic and Islamic education by:
 - i. having higher expectations of what students can achieve
 - ii. ensuring students fully understand the objectives of lessons
 - iii. using assessment information to deliver lessons to meet the specific needs of students, particularly non-native learners
 - iv. provide more opportunities for students to learn actively and independently.
2. Continue to develop the capacity and accountability responsibilities of middle managers for monitoring the quality of teaching and tracking academic progress
3. Further improve the consistency in the use of assessment for learning to ensure differentiated activities are fully aligned to students' prior knowledge and skills, particularly for Emirati students.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	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								