



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



Private School Inspection Report

Cranleigh School Abu Dhabi

Academic Year 2016 – 2017

Iqraa

Cranleigh School Abu Dhabi

Inspection Date	January 30, 2017	to	February 2, 2017
Date of previous inspection	April 27, 2015	to	April 30, 2015

General Information	
School ID	251
Opening year of school	2014
Principal	Brendan Law
School telephone	+971 (0)2 497 0000
School Address	Cranleigh Road, Saadiyat Island, Abu Dhabi
Official email (ADEC)	cranleighad.pvt@adec.ac.ae
School website	www.cranleigh.ae
Fee ranges (per annum)	Very high (AED 65,000 to AED 96,333)
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	EMSA, IGCSE, Common Entrance (CE),
Accreditation	British Schools in the Middle East (BSME)

Students		
Total number of students	1033	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	270
	Primary:	488
	Middle:	238
	High:	37
Age range	3 to 15 years	
Grades or Year Groups	FS to Year 13	
Gender	Boys and girls	
% of Emirati Students	17%	
Largest nationality groups (%)	1. British: 30%	
	2. American: 13%	
	3. Australian: 6%	
Staff		
Number of teachers	116	
Number of teaching assistants (TAs)	39	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:18
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	130
Number of joint lesson observations	36
Number of parents' questionnaires	224; return rate: 26%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, 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	'The school aims to produce grounded young men and women capable of tackling life's challenges with confidence, determination and courage.'
School vision and mission	'Cranleigh Abu Dhabi seeks to provide a truly transforming experience in which intellectual, artistic, sporting, spiritual and social development is at the heart. Cranleighans and their parents join in a caring community that recognises and nurtures the innate ability of every child.'
Admission Policy	Non-selective for all students able to access the curriculum. Inclusive of students who have special educational needs (SEN).



Leadership structure (ownership, governance and management)	Governance comprises the proprietor, principal and representatives of Cranleigh UK. Leadership comprises the principal, vice principal, bursar, director of communications, four heads of school, four deputy heads of school, and a director of teaching and learning.
--	---

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	22	2
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	5	0
Speech and Language Disorders	12	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	5	0

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

G&T Category	Number of students identified
Intellectual ability	34
Subject-specific aptitude (e.g. in science, mathematics, languages)	188
Social maturity and leadership	94
Mechanical/ technical/ technological ingenuity	18
Visual and performing arts (e.g. art, theatre, recitation)	37
Psychomotor ability (e.g. dance or sport)	13

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 A	Very Good
------------------------------	--------	-----------

	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						
---	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is very good. Students' achievement is rooted in their outstanding learning skills and personal development. Outstanding teaching at the foundation stage (FS) gives children a real enthusiasm for learning. The first cohort of 37 students to reach Year 11 will take external IGCSE examinations in June 2017. School leaders have an appropriately ambitious vision for the school which drives its direction. Their promotion of Islamic values and the heritage and culture of the UAE permeates its curriculum and ethos. This commitment to the national agenda includes best practice in innovation. For the minority of students for whom it is a first language, the school has not had the same success in promoting high achievement in the Arabic language. The school's evaluation of its own performance does not yet involve sufficient staff or representatives of all stakeholders.

Progress made since last inspection and capacity to improve

The school has made good progress since its last inspection, including in the quality of teaching and learning in Islamic education and in meeting the needs of learners of Arabic as a second language. Almost all groups of students now consistently make similar progress partly because of improved assessment and monitoring by teachers. Middle managers have greater responsibility for their areas. Teaching in Arabic as a first language has improved but students' achievement remains below other subjects. The school has not yet appointed a permanent leader for Arabic subjects to its senior leadership team. Overall, school leaders' capacity to improve the school further is good.

Development and promotion of innovation skills

The school's promotion of innovation skills is very effective and is an example of best practice. Students are innovative in individual projects and whole-school initiatives, both scientific and artistic. A proposal from students based on work with American scientists reached the final of 'Genes in Space', a UAE Space Agency project. In the 'Beautiful World Project', inspired by Sheikh Zayed bin Sultan Al Nahyan's poem, 88 students from Year 5 to Year 11 worked with professional artists to create an opera. They undertook the technical and creative aspects of the production in preparation for a performance at the National Theatre of Abu Dhabi. As a pilot school for the Crown Prince Court's Moral Curriculum, student-led assemblies, one-to-one sessions and student inspired campaigns promote their social awareness and responsibility. Students' innovation is particularly noticeable in their strong learning skills. They

hypothesise and draw inferences with ease, conducting their own research using information and communications technology (ICT) and through reading. Overall, the school is making a significant contribution to the national ambition of nurturing innovative future global leaders.

The inspection identified the following as key areas of strength:

- the range of learning experiences that promote students' personal development and learning skills
- leaders' vision and direction and their promotion of innovation
- teachers' knowledge of their subjects and their students
- the school's promotion of and students' respect for Islamic values and their appreciation of the heritage and culture of the UAE
- the quality of children's education in the foundation stage.

The inspection identified the following as key areas for improvement:

- further refining the quality of all teaching to ensure it consistently matches the best practice in the school
- further improvement in the leadership and teaching of Arabic, particularly as a first language
- the greater involvement of all school leaders in evaluating the school's performance.



Performance Standard 1: Students' Achievement

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

Students' achievement is very good overall. Attainment in Foundation Stage (FS) is very good and progress is outstanding. In the rest of the school, students' achievement in the English National Curriculum subjects is very good overall, as shown by current work and teachers' assessments. Achievement in Arabic subjects is not yet as strong but it is improving. The few Year 5, 7 and 9 students who took External Measurement of Student Achievement (EMSA) Arabic examinations, a year younger than the intended age, attained below curriculum standards. The school has limited data for external examinations. In 2016, the very few Year 10 students who took IGCSE examinations in mathematics, French and Spanish all achieved A* grades. A group of 60 Year 8 students, who took the Common Entrance (CE) examination in English, mathematics, science and French achieved very good attainment overall. Overall, all groups of students, including those with special educational needs (SEN), the 42% of students for whom English is an additional language (EAL) and Emirati students, make similar progress. Students who are gifted and talented (G&T) make very strong progress.

Students' achievement is good in Islamic education. In primary, the majority of students attain above curriculum expectations because teaching focuses on effective learning skills. For example, in a Year 4 lesson, the majority of students could recite Hadeeth, explain meanings and make links with morals. Progress is strongest in the high phase where, for example, in a Year 11 lesson the majority of students engaged confidently in a comparison between the prophets Zakarya and Yahya, showing deep understanding of their life stories. Achievement is less strong when it is constrained by limited Arabic language skills.

Students' achievement overall is acceptable in Arabic as a first language. It is very good in FS where the large majority of children respond confidently at levels above curriculum expectations when asked questions including, for example, about their countries. In the primary, attainment is acceptable and progress is good. For example, in a Year 2 lesson, most students were able to identify targeted letters and read simple sentences accurately. Attainment in Arabic as a first language is weak for the few students in the middle and high phases. For example, most students cannot read fluently or write a paragraph about themselves at an appropriate level. This is because teaching is not as strong in these phases.

In Arabic as a second language, achievement is good and it improves as students move up the school. This is because lessons engage and develop students' critical-thinking and collaboration skills. For example, in a Year 11 lesson, the majority of students read a text about famous characters in Arab history, answered comprehension questions correctly, and used ICT skills to research for more details in ways that demonstrated skills above expected levels.



Students' attainment is good in social studies and progress is very good. The majority of students attain above expectations. For example, in a Year 8 lesson, the majority of students could explain the impact of pollution in the UAE and suggest solutions. By Year 9, the majority take leading roles making group presentations to the class that connect Islamic values, UAE heritage and environmental awareness, demonstrating knowledge and understanding above curriculum expectations.

Students' achievement is very good in English. In FS, the large majority of children make outstanding progress in a calm and highly creative environment. A school-wide passion for reading books and electronic texts begins in FS. In primary, the large majority continue to make very good progress. In one Year 6 lesson, for example, a lower achieving group of students used group writing very effectively to create their own success criteria. In the middle and high phases, students' speaking and listening skills are equally well stimulated. For example, in a Year 10 lesson, students made very good progress using critical-thinking skills to analyse speeches from a recent UAE summit on climate change.

Students' achievement in mathematics is very good overall. Children enter FS with a wide range of numeracy skills. They make progress above age expectations as a result of skilful teaching, use of high-quality resources and continuous linking of numeracy to real life. By the end of FS, the large majority of children can perform calculations at levels above those expected and they can describe two- and three-dimensional geometry. Progress remains strong throughout the primary and middle phases because of students' learning skills, and by Year 10 the large majority have calculus skills above curriculum expectations. Gifted students in Year 11 are working well above age-related expectations. Their expert understanding of the principles of integration enable them to accurately solve equations and illustrate their answers graphically.

Student's achievement in science is very good overall. Almost all students develop skills above age expectations because investigation, research and problem solving are embedded in lessons. For example, in FS, activities fully support discovery through purposeful play. In a Year 11 lesson, almost all students made progress above curriculum expectations as they explored the features of electromagnets. Less able students make excellent progress because work is differentiated effectively. They learn specific skills to help them be independent and resilient. G&T students participate in external and international competitions to further develop their knowledge and understanding.

Students' achievement in other subjects is very good overall. It is outstanding in FS and very good in the rest of the school. In swimming, for example, expert coaching leads to almost all students making progress above age expectations in a range of

strokes. Students' high-quality artwork is displayed around the school. History and geography are very well linked to local and global issues. Achievement in French and Latin is above curriculum expectations and students enjoy analysing and sharing languages. Students show very good performance skills in both dance and drama. For example, year 7 boys made very good progress in dance as they independently evaluated their own performances through detailed notes and diagrams.

Learning skills are outstanding for almost all students because they are motivated and eager learners. They frequently choose to work collaboratively or independently, making mature decisions about how best to achieve their goals, including by working innovatively with ICT. Students thrive in developing their skills across all subject areas, successfully applying their critical thinking and other higher order skills as they go.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

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

Students' personal and social development, and their innovation skills, are outstanding. Almost all students are highly responsible members of the school community, with intellectual curiosity and independence of mind. Most behaviour management is by students, not staff, as they learn self-discipline and tolerance. Their interactions are characterised by humour, empathy and intelligent, informed debate. Attendance at 98% is outstanding because students want to be at school. Their highly active days show a strong commitment to a safe and healthy lifestyle. Students play a comprehensive range of team and individual sports, often at a very high level.

Students' understanding of Islamic values and awareness of Emirati and world

cultures are outstanding. A highly successful Model United Nations event, for example, has led New York University to ask school delegates to chair next year's event, presiding over university students. Students appreciate the relevance of Islamic values to their own lives and to the nation. Students choose to attend a daily 'Islamic Clinic', where G&T students support their peers. Celebration of the UAE is both historical and forward thinking. Students take every opportunity to enter local, national and international competitions to share their ideas and creativity. Students fully appreciate and celebrate their own and other's music, art and literature from the school's more than 60 nationalities. Students are unafraid to hold their own opinion and to test its validity in lively discussions with one another and their teachers. They engage in 'Open Minds' talks in conjunction with the Oxford & Cambridge Society and the student council, 'Cranleigh Voice', is influential in school life. Students' work ethic extends from their own projects to volunteering, often with an environmental theme such as dolphin and turtle conservation.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Outstanding	Very Good	Very Good	Very Good
Assessment	Outstanding	Very Good	Very Good	Very Good

The overall quality of teaching and assessment is very good. It is outstanding in FS where children quickly learn to speak with great confidence, for example through welcoming, themed role-play areas. Their fine motor skills are expertly coached and they swiftly learn to shape letters very accurately. The large majority of teachers across the school have excellent subject knowledge. They know how to teach in ways that promote outstanding learning skills. High expectations and challenging work ensure students make very good progress. All lessons are characterised by respectful relationships, peer appreciation of each other's work and cooperative working. For example, in one Year 8 French lesson, students competed with, supported and evaluated each other in a stimulating speed writing exercise. Most lessons use a range of high-quality resources to support students' learning. ICT is embedded in lessons throughout the school. Teaching to develop critical-thinking, problem-solving, innovation and independent learning skills is outstanding. Innovation skills are developed exceptionally well outside of lessons through the

school's impressive range of clubs, activities and national competitions. In Arabic as a first language, teachers do not always make lessons as student-centred as in other subjects. This does not make effective use of students' strong learning skills.

Internal assessment procedures are very good overall and outstanding in FS. The school's innovative points system for measuring progress ensures that students' academic development can be monitored and analysed through every phase. The school is yet to use these effectively as tools to set targets, monitor progress and raise attainment levels in the Arabic-medium subjects. Teachers have a secure and comprehensive understanding of students' strengths and weaknesses, often reinforced by careful, considerate and probing questioning in and out of lessons.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

Curriculum design and implementation overall are outstanding. The curriculum is designed to be innovative and challenging in almost all subjects. Students' learning progresses seamlessly through the curriculum. For example, students in FS learn about different animals. In Year 1 and 2 they use this knowledge to look at how animals adapt to their environment then, in the middle school, they learn about endangered species and how they might be conserved. Most students' outstanding learning skills make them ready for the next stage of their education. Students for whom Arabic is a first language are less well prepared. The timetable is designed to enable students to access a wide range of subjects and activities. They make choices from an early age up to their IGCSE options in the higher years. Cross-curricular links are a very strong feature with topics and themes that are designed to overlap. For example, in primary the science topic on rocks and soil links with geography work on the desert environment and the history topic of the Romans. Subject leaders' reviews of the curriculum ensure it meets students' needs.

Curriculum adaptation overall is outstanding, with detailed individual education programmes for students requiring additional support. Teachers regularly modify the curriculum and subject leaders have a high degree of autonomy. For example,

the Modern Foreign Language team increased the level of challenge with more work on French culture in the middle phase because students had reached academic goals earlier than expected. This is less successful in Arabic due to lack of fully effective leadership. Extra-curricular opportunities are outstanding. These include sports such as sailing, golf and horse riding. In the high school, students learn life skills to prepare them as independent adults. Innovation is built into the curriculum through, for example, students' creative use of computers to aid their research. Provision for music, drama and art is of very high quality. The curriculum has fully embedded links with UAE and Emirate culture. The school's piloting of the Crown Prince Court's 'Moral Curriculum' enhances social studies and promotes students' appreciation of 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
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

The schools' protection, care, guidance and support of students is outstanding, based on a robust policy framework in which staff have been trained. Students feel safe and know what to do if they have any concerns. The school is safe and secure. Bullying is not tolerated and the school is a pilot for a national review of internet safety including cyber bullying. Health and safety matters are monitored by a highly effective school team with representatives from senior leadership and a nominated governor. The school is accessible for all students and staff regardless of any disability, fully meeting the needs of all students. Safe and healthy living are fully promoted through the many sporting opportunities available for all students. This is reinforced by frequent promotions of healthy lifestyles and ready access to support and advice on personal matters.

Care and support of students are outstanding. Staff have an excellent understanding of students' academic and pastoral needs. They have effective procedures to identify and assess students who may have special educational needs. As a result, high-quality support is implemented quickly when needed so that students can make very good progress from their starting points. Mutual trust,

respect and responsibility are characterised by high attendance and calm, punctual movement around the campus with little adult supervision and no bells. Older students receive very effective personal guidance on career choices and transition to the next stage in their learning. Parents are fully involved in the life of the school. The pastoral system provides frequent opportunities for students to meet with staff. Staff have excellent knowledge of and information about each student. This ensures progress and improvement are always being monitored and evaluated.

Performance Standard 6: Leadership and management

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

Leadership and management are very good. The leadership has an appropriately ambitious vision for the school, which drives its direction. This can be seen in the highly effective promotion of students' learning skills and personal development. Leaders have successfully created an inclusive school with a purposeful learning culture. Morale is exceptionally high among most staff. The Arabic teaching staff are less sure of their responsibilities, being without senior leadership. The capacity for senior and middle leaders to innovate has developed almost all aspects of the school. This has yet to be the case in Arabic as a first language.

The school development plan (SDP) is strategic and ambitious. It drives innovative solutions to address the school's and the UAE's priorities. Improvement over time is good but has been limited by the school not implementing fully a key recommendation from the last inspection. Processes for creating the self-evaluation form (SEF) have not always fully included all middle leaders or representatives of other stakeholders. This has led to some confusion over, for example, what is meant by 'attainment' and 'progress' and alignment to national benchmarks. Monitoring of teaching is very good in almost all subjects.

The school engages parents as partners in their child's learning, including for those



students who require additional support. Parents are consistently well informed. For example, FS parents receive instant photos during the day of their children's achievements. Reporting is accurate, comprehensive and detailed and identifies the steps required to improve learning. The school's contributions to local, national and international communities are significant and sustained. The school has recently won the New British International School of the Year award.

Governors know the school well and exert a positive influence on its direction. They monitor the school's actions and hold senior leaders accountable. There is little local and no parental representation at present. Governors have yet to ensure fully effective leadership of Arabic.

Staff development improved teaching in almost all subjects. The premises are of the highest quality with extensive specialist facilities. ICT and library facilities, in particular, promote students' outstanding learning skills. School leaders have ensured that resources are well matched to the curriculum requirements and promote very good teaching and learning.

What the school should do to improve further:

1. Improve the quality of teaching further so that it consistently matches the best practice, by:
 - i. ensuring teachers in different subjects have the opportunity to evaluate students' learning in each other's classes
 - ii. introducing opportunities for team teaching where possible within subjects
 - iii. providing other approaches which enable teachers to share specific strategies that promote outstanding progress for all students.
2. Improve the provision and teaching of Arabic in the school by:
 - i. appointing an effective, full-time representative on the senior leadership team to lead Arabic in a way which reflects the national importance of the subject
 - ii. improving the pace of lessons based on clear directions and high expectations
 - iii. ensuring teachers provide constructive feedback, in lessons and in books, that helps students understand how to improve.
3. Improve leadership and management by:
 - i. involving representatives of all stakeholders in evaluating the school's performance and contributing to the SEF
 - ii. using recognised benchmarks to compare performance with national and international standards.