



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



Inspection Report

Emirates National Private School –
Al Manaseer

Academic Year 2013 – 14

Iqraa

Emirates National Private School – Al Manaseer

Inspection Date	9 – 12 February, 2014
School ID#	224
Licensed Curriculum	American, International Baccalaureate (IB)
Number of Students	1136
Age Range	4 to 10 years
Gender	Mixed
Principal	John DeFelise
School Address	28 th Street, Al Manaseer, Al Bateen, Abu Dhabi
Telephone Number	+971 (0)2 499 3500
Fax Number	+971 (0)2 642 5997
Official Email (ADEC)	9224@adec.ac.ae
School Website	www.ens.sch.ae
Date of last inspection	6 – 9 May, 2012

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:

- positive relationships and caring ethos
- strong progress in social studies and information and communication technology (ICT)
- strong promotion of UAE values, culture and heritage
- high quality building and resources.

The main areas for improvement are:

- academic standards in all subjects, especially Arabic and English
 - the quality of teaching and learning so that students make better progress
 - the quality of the curriculum to more effectively meet the needs of the more able and those who need additional support
 - the use of data analysis to support accurate self-evaluation and more effective school development planning.
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Introduction

The school was inspected by 5 inspectors who observed 79 lessons. They met with school leaders, teachers, students, parents and members of the Board and Executive Committee. They observed assemblies, break periods and students' arrival and departure. Inspectors analysed data and documents supplied by the school. In addition, 417 responses from parents to a questionnaire about the school were analysed.

Description of the School

Emirates National School, located in Manaseer in Abu Dhabi was opened in August 2011. Originally, and at the time of the last inspection, the school housed the boys school and the primary grades. It is now a kindergarten (KG) and primary school. A Board and Executive Committee represent this school and other schools within the group. The proprietors govern the school and its partners. The school aims to 'develop in students the skills and intercultural awareness needed to become responsible and productive forward thinking citizens of their own society and the world community.'

There are 1136 students with 431 in KG and 705 in the Primary (Grades 1 – 4). There are 498 girls and 638 boys. The vast majority, 73%, of students are Emirati, 15% are from other Arab nations and the remaining 12% of other heritages. Almost all students are Muslim. Eleven students are identified as having special educational needs (SEN), including students with autism, Spina Bifida and mild Attention Deficiency Hyperactivity Disorder (ADHD). A further 48 students have learning difficulties. Almost all students speak English as an additional language. Of those 59 require additional support for reading in English. The admissions policy requires students to be assessed on entry to ensure that they will broadly be able to meet the grade level requirements.

Emirates National School follows an American common core curriculum except in Arabic and Islamic education where the Ministry of Education (MoE) curriculum is followed. These curricula are combined with the International Baccalaureate (IB) Primary Years Programme (PYP). School fees are in the medium to high category ranging from AED 20,550 to AED 28,410.

The Effectiveness of the School

Students' attainment & progress

On entry to the school, students' spoken Arabic and other basic skills are broadly in line with age-related expectations. By the time they leave the school standards are in line with international expectations in all subjects apart from English and mathematics, which are below expectations. This still represents satisfactory progress in these subjects because of student's low starting points on entry to the school. Students make satisfactory progress in most subjects, including Arabic, and satisfactory and improving progress in social studies and information communication technology (ICT).

Almost all students learn English as an additional language. Consequently, when they first start school their communication skills in English are below expectations. They settle quickly and make steady progress in KG, especially in personal skills. Standards at the end of KG are in line with expectations except in English, which remains below age related expectations. In the primary grades, standards in social studies and ICT are above expected levels. Standards in Arabic, Islamic education and scientific knowledge are broadly in line with expectations, although the development of scientific enquiry remains underdeveloped. Spoken Arabic is at an acceptable level, but reading and writing skills are weak. Limited reading ability in English impacts on standards in mathematics because students are unable to read and comprehend written problems.

Students' personal development

The personal development of students is satisfactory and improving. There are positive relationships between adults and students and a caring ethos in the school. Almost all students behave appropriately, are cooperative and respectful. When students have the opportunity to work together they demonstrate good social and interpersonal skills. Attendance, at 93%, is satisfactory and improving though punctuality at the start of the school day remains an issue. Students show respect for the values of the UAE, for example, in morning assembly, they face the flag and sing the national anthem with enthusiasm. They are knowledgeable about many aspects of UAE culture and heritage.

Attitudes to learning are positive and most students have growing levels of self-confidence. There are few opportunities for them to develop leadership skills. Additionally, there are not enough school-based activities for students to participate in. Students have opportunities to learn about safe and healthy living in lessons and in some curriculum areas. Students take good care of their

classrooms by keeping them tidy. Opportunities to take care of other areas of their school and support the wider community remain underdeveloped.

The quality of teaching and learning

The quality of lessons observed by inspectors ranged from unsatisfactory to good, with the majority of lessons being satisfactory. Almost all teachers employ good behaviour management strategies. Teachers use available resources effectively, including interactive white boards, to motivate students and enrich learning experiences.

Teachers in KG understand how young children learn and use appropriate teaching strategies to meet their needs. Teachers' subject knowledge is generally secure. Teaching of phonics in English is not always accurate and skills in teaching reading and writing in Arabic and English are limited. Few teachers adjust their approach to adequately meet the specific needs of students learning English as an additional language.

Lesson plans are often detailed and well structured but these good intentions are not always transferred to the classroom. For example, the expected learning and success criteria of lessons are rarely shared with students or the language used is far too difficult to be understood. There is often insufficient support for the least able and not enough challenge for higher achieving students. In many lessons there are active elements to learning; the quality of the activities varies, and in some instances, merely occupy students without promoting sufficient progress. Students are regularly praised for their effort; feedback about how to improve their work is rare. Students do not have individual targets so they do not know what it is that they need to know, understand or be able to do next.

Meeting students' needs through the curriculum

The curriculum implementation is satisfactory overall. It is broad and balanced and meets the needs of the average learner. Students who need additional support and those achieving higher are not well served. The curriculum planning and delivery has not been sufficiently adjusted to meet the needs of students for whom English is not their first language. The school follows the American Common Core standards for most subjects and the MoE curriculum for Arabic, Islamic and Studies. These curriculums are combined with the Primary Years Programme (PYP) of the International Baccalaureate. The theme-based units of inquiry link learning across subjects to good effect. It also provides opportunities for students to develop curiosity and creativity, although these are not always sufficiently evident in lessons.

The core curriculum is enhanced to include art, music, physical education (PE) and ICT. An understanding of UAE culture, family and community values is strongly promoted through most aspects of the curriculum. School trips, visitors to the school and a programme of whole school celebrations and activities are beginning to enhance the curriculum. The school recognizes the need for a wider programme of clubs and activities to further enrich the curriculum.

The protection, care, guidance and support of students

The protection and care of students is a priority for the school. The school provides a positive, safe and caring environment for students. All teachers are familiar with the child protection policy and training ensures everyone knows the required procedures. Any instances of bullying are dealt with swiftly and as a result students say they feel safe and protected. Almost all teachers use similar behaviour management strategies and this ensures consistently high expectations.

Students with SEN and those needing additional support with reading in English are identified. The support being offered is at a very early stage and the impact of them is not measurable. Systems are in place to track and monitor the academic progress that students make. These are still evolving and are not used to set individual progress targets.

Students can talk about the types of careers they would like to pursue and have high aspirations with many keen to become doctors, lawyers and pilots. Daily attendance is monitored; tardiness has not been effectively addressed. The arrival and departure of students travelling by bus is well supervised. The clinic is well equipped, has full-time qualified nurses and is able to provide quality medical care. There is a prayer room available for students.

The quality of the school's buildings and premises

The school building and premises are of very good quality. The site is spacious and meets the curriculum needs of the school well. The indoor swimming pool, large gym and several indoor play areas positively enhance the facilities. Lavatories in KG are not the appropriate size for children of this age. The outdoor spaces are not used sufficiently well to provide practical learning opportunities.

The environment is attractive with displays in classrooms and communal areas; some displays are too high for students to comfortably see and the quality of them is variable. The premises are well maintained and clean. The site is secure, there is closed-circuit television (CCTV) in operation and there are sufficient numbers of security guards who ensure that visitors sign in at the gate. Great care and attention is given to all aspects of health and safety ensuring that the

school is safe for students and fit for purpose. The school has a dedicated person for health and safety and routine procedures are in place to ensure that students and staff are safe. The school has appropriate evacuation procedures and undertakes regular practices.

The school's resources to support its aims

Most aspects of resources are good and the quality and quantity of them support the curriculum well. Staffing levels are adequate and teachers are qualified to teach their subjects. Regular professional development has focused on the delivery of the PYP, the use of assessment systems and the delivery of school policy. Lesson observations have not led to sufficient links between observed deficiencies in classroom practice and targeted professional development. The assistants in the KG classes are contracted from an outside company to provide general classroom help. The level of support they provide for students' learning is limited and impacts on the progress students make.

All classrooms have interactive whiteboards that are used well to enrich both teaching and learning. Students have good access to computers but less access to a wider range of ICT equipment including digital cameras and microscopes. The school has three well-stocked libraries. There are not enough Arabic books to promote a love of reading and to support better outcomes in Arabic reading. There are good supplies of materials for students use for hands-on activities and in art lessons. There are also good supplies of resources to support the science, PE and music curriculum well. The school manages the transportation system and the canteen in an effective manner and health and safety rules are followed.

The effectiveness of leadership and management

The leadership and management are satisfactory. The Board and Executive Committee have clear and ambitious strategic plans for the further development of the school. To date the focus has been on establishing systems and processes and the next phase will focus more strongly on raising student attainment. The Campus Director directly line manages school leaders and ensures consistency in the management structures across the group of schools. The Head of Primary, Head of KG and the Principal are each responsible for discrete areas of operation. This unusual management structure works for the most part, but with the KG and Primary operating essentially as two separate schools under one roof, school improvement is fragmented. This is further exacerbated by the production of separate school self-evaluation and school development plans for each section of the school. Self-evaluation is overly generous and not supported by sufficient data. School development planning is at a basic level.

The school is committed to continual professional development. This needs to be more targeted and whole school orientated in order to help raise student standards more rapidly. Monitoring of teaching does not yet focus sufficiently on student learning and progress. Assessments are made, including baseline assessments in KG; progress against these starting points is not measured effectively enough nor used across the whole school. Tracking and monitoring systems are at an early stage of development and the data they generate are not used in target setting for individual students and for school development planning.

Daily management is effective with well-established systems and procedures in place and as a result the school runs smoothly. All school leaders strongly promote UAE values, culture and heritage. Links with parents and other organisations are strengthening. The parents' association meets regularly. Ideas and suggestions made by them, such as improving the quality of school meals, have been addressed. Responses from the parents' questionnaire were varied, with many positive and supportive of the school. Students have limited opportunities to be involved in the decision-making processes of the school.

Progress since the last inspection

The school has responded to the last inspection report in a number of ways. It has addressed the deficiencies in KG by appointing a head of KG and there is now greater stability in staffing and leadership. In addition, KG and Primary have moved into one building with the KG section on the ground floor. This has the potential to improve strategic planning, transition arrangements and curriculum planning. Consistent behaviour management strategies are now used across the school.

Professional development has improved in two key ways: new teachers now benefit from an improved induction programme and a child protection policy has been put in place and all staff trained in its implications. In addition, teachers have now been given time for joint planning. As a result, the quality of written plans has improved; they now take into account the needs of different ability levels of students. These good intentions are not consistently realized in the classroom.

The school has made steady progress in many aspects of school development and student attainment is gradually improving. This, along with the commitment of the Board, Executive Committee and senior leaders, would suggest that the capacity for further improvement is satisfactory.

What the school should do to improve further:

1. Raise attainment and progress in all subjects, especially Arabic and English by:
 - i. providing more opportunities for students to read and write in Arabic
 - ii. better meeting the needs of students learning English as an additional language (EAL)
 - iii. by adopting a consistent approach to the teaching of phonics across the school
2. Improve the quality of teaching and learning by:
 - i. providing professional development opportunities in the teaching of phonics
 - ii. deploying more effective strategies for teaching reading and writing skills in both Arabic and English
 - iii. monitoring the impact of professional development, focusing it on how much students learn and the amount of progress they make in lessons
3. Strengthening the quality of the curriculum by:
 - i. adjusting it to more closely meet the needs of the least able and to provide greater challenge for the higher achieving students
 - ii. enriching the curriculum further with a wider programme of clubs and activities
4. Use data analysis to better inform self-evaluation, to prioritise targets for whole school development and identify specific professional development needs in order to raise student outcomes more rapidly.

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								