



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Emirates National Private School - Manaseer

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	2 Safar 1439		to	5 Safar 1439	
		from	23-Oct-17		to	26-Oct-17	
	School name			Emirates National Private School - Manaseer			
	School ID			9224			
	School address			Abu Dhabi, AlManaseer, 28 th Street			
	School telephone			+971 (0) 2 499 3500			
	School official email			9224@adec..ac.ae			
	School website			www.ens.sch.ae			
	School curriculum			American			
	School phases			Grade KG1 - Grade 4			
	Fee range and category			23,330 - 32,260 AED (middle to high)			
	Number of lessons observed			118			
	Number of joint lessons observed			43			
Staff Information	Total number of teachers			77			
	Turnover rate			22%			
	Number of teaching assistants			36			
	Teacher- student ratio			1 : 15			
Student Information	Total number of students			1212			
	% of Emirati Students			58%			
	% of Largest nationality groups			1. Jordanian 12%			
				2. Syrian 3%			
				3. Palestinian 3%			
	% of SEN students			2%			
	% of students per phase			KG: 40%		Middle: N/A	
				Primary: 60%		High: N/A	
Gender			Boys and Girls				



The Performance of the School

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 

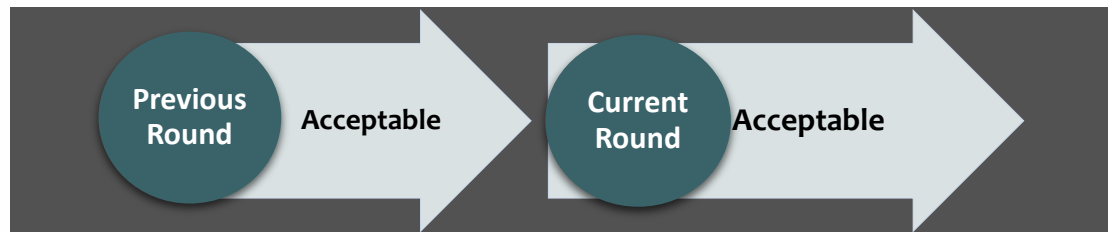


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The Board of Trustees appointed a new principal from September 2017. As a result, the school is in a period of transition.
- Students' achievement is acceptable. Students' progress, learning skills and attainment are acceptable in most subjects. In Islamic Education, progress, learning skills and attainment are good in KG and in Primary. Progress, learning skills and attainment in Social Studies are good in KG. English writing and speaking skills are less secure in both phases.
- Students' personal and social development is good. Students display positive attitudes in lessons and around the school. They behave well and are friendly and respectful to one other, to staff and visitors. Attendance is good but students are not always punctual to school. Students demonstrate a strong understanding and appreciation of Islam's influence on UAE society, and of other world cultures. Their critical-thinking and innovation skills are not yet developing sufficiently in lessons.
- The overall quality of teaching and assessment is broadly acceptable. Most teachers demonstrate secure subject knowledge and teach lessons that promote acceptable achievement for most students. The school has few consistent approaches to assessment that are understood and used by all staff. Staff are not yet benchmarking students' achievement effectively against national and international standards.
- The overall quality of the school's curriculum is acceptable. The curriculum is broad, balanced and age-appropriate at both phases. The school makes adequate modifications to the curriculum. However, the needs of the more able students and students with additional needs are not always met consistently.
- The protection, care, guidance and support of students is good. The school has effective child protection approaches in place. Safety arrangements for departing the premises are fully effective. The school identifies students who have special educational needs (SEN) and has started to identify students who are gifted and talented.
- The overall quality of leadership is acceptable. The new principal has a clear vision and an accurate awareness of current teaching standards. Self-evaluation and school improvement planning are currently being aligned. Leaders do not yet use school data effectively to improve the school.



Progress made since last inspection and capacity to improve



- Whilst attainment and progress in all the core subjects has improved, they remain acceptable overall.
- The school timetable now makes appropriate provision for Islamic education. Additional qualified staff have been hired to teach this subject. Assessment data does not yet inform teacher's planning. Teachers have extended the range of extra-curricular activities related to the curriculum.
- The implementation of the PYP curriculum has improved because of the provision of focused professional development for teachers.
- Parents are now more involved in the life of the school.
- Students' attendance has improved and is now good. Punctuality remains an issue.
- The board of Trustees appointed a new Principal from September 2017. Whilst the Board of Trustees appreciates that the school is currently in a transition period, it aspires to have a very good school in two years' time.



Key areas of strength and area for improvement

Key areas of strength

- Students' strong knowledge of Islamic values and UAE culture.
- Partnership with parents and the community.
- The Principal's accurate evaluation of the school's teaching standards.

Key areas for improvement

1. Establish robust assessment practices to monitor and track students' progress and inform their learning by:
 - I. establishing a shared understanding of the nature and purpose of assessment
 - II. identifying appropriate points of assessment
 - III. designing valid assessments that cater for the profile of the students at the school
 - IV. developing clear instructions and success criteria
 - V. ensuring that assessment data informs planning.
2. Enhance the effectiveness and impact of middle leaders by:
 - i. providing clarity on their roles and priorities
 - ii. undertaking leadership training
 - iii. modelling outstanding teaching
 - iv. facilitating cross phase collaboration to ensure consistency in assessment practices.
3. Improve students' punctuality to school by:
 - i. developing whole school award systems
 - ii. establishing a 'consequence' system
 - iii. heightening parents' awareness of the impact of lateness on learning and progress.



Provision for Reading

- The school has two libraries which are stimulating and inviting environments. They contain a broad and suitable range of Arabic and English books. The children visit the library regularly. In addition to borrowing books, students are taught library skills.
- There is a print rich environment at the School.
- Teachers integrate reading into all content areas in English. Provision is made for the explicit teaching of comprehension skills.
- The school implements a range of initiatives and activities to promote the development of reading skills.
- The school promotes enjoyment of reading through the RAZ-Kids programme which students can access at home. For the last two years, the school has implemented a competition to encourage reading in English.
- The school assesses the students' reading ability in English through the MAP examination.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good		
	Progress	Good	Good		
Arabic (as a First Language)	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Arabic (as additional Language)	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Social Studies	Attainment	Good	Acceptable		
	Progress	Good	Acceptable		
English	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Mathematics	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Science	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Other subjects (Art, Music, PE)	Attainment	Weak	Weak		
	Progress	Weak	Weak		
Learning Skills		Acceptable	Acceptable		



Overall achievement

- The overall quality of students' achievement is acceptable. Students' current achievement in lessons is acceptable in most subjects. Achievement in Islamic education is good in KG and primary. KG children's achievement is also good in social studies.
- The school's continuous assessment data indicates that students' attainment is outstanding in KG and primary, but this is not borne out by their coursework in lessons.
- MAP data for 2017, indicates that almost all students attain below age-related expectations. Attainment from KG2-grade 4 is weak in both mathematics and English. However, over the last three years the data indicates a steady upward trend in both mathematics and English.

Subjects

- Students' achievement in **Islamic education** is good and most students achieve levels that are above curriculum expectations. Students' recitation is accurate and conveyed clearly. They understand the importance of Hadeeth and appreciate the importance of prayer in their lives.
- Students' achievement in **Arabic as a First Language** is acceptable overall. Students' skills in speaking, listening, and reading are in line with curriculum standards. Their writing skills are less well developed. Most students can communicate a basic level of understanding using short sentences and single word answers. Students' achievement in **Arabic as a Second Language** is acceptable overall. The few students who study this subject are taught as a composite class. Whilst these lessons are differentiated, this nevertheless impedes their overall progress and attainment.

Students' achievement in **social studies** is acceptable. Most students make acceptable progress across each grade. They have an appropriate understanding of contemporary Emirate life and affairs. Students have a clear understanding and knowledge of Islamic values and the importance of religion in UAE.

- Students' achievement in **English** is acceptable. Most students can read generally well for their age, listen attentively and communicate their understanding accurately. Students' writing and speaking skills are less



secure.

- Students' achievement in **mathematics** is acceptable. Most students achieve in line with age-related curriculum expectations. Most students can collaborate effectively for short periods of time, but their problem solving, and mathematical reasoning skills are underdeveloped.
- Students' achievement in **science** is acceptable. Most students achieve in line with age-related curriculum expectations and make acceptable progress over time. In the primary phase, practical activities enable students to acquire and develop basic scientific investigative skills ensuring they achieve at an acceptable level for their grades.
- Students' achievement in **other subjects**: PE, Art, Music is weak. Most students achieve below age-related curriculum standards.

Learning skills

- Students' learning skills are acceptable overall. Most students can work collaboratively and share ideas. In the majority of subjects, students are able to make connections between areas of learning. Most do not yet demonstrate an acceptable level of skill in enquiry, research or critical-thinking.

Areas of Relative Strength:

- Students' achievement in Islamic education and social studies.

Areas for Improvement:

- The overall quality of students' achievement across the curriculum, including other subjects.
- Students' writing skills in English and Arabic.
- Greater opportunities for students to learn through enquiry, research and critical thinking skills.



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

- Students' personal and social development is good. Most students behave responsibly and show respect to one another. Bullying is rare. Positive staff-student relationships are based on reciprocal respect and kindness.
- Students have a good understanding of how to live a healthy lifestyle. The school promotes a healthy life style through lessons, songs, videos and assemblies
- Students enjoy being at school. This is reflected in improved attendance, which was good at 95% at the time of the inspection. A minority of students do not always arrive to school or lessons on time.
- Students demonstrate a good understanding and respect for Islamic values and awareness of Emirati culture. They recite verses from the Holy Quran and perform Duaa in morning assemblies appropriately and respectfully. Displays and projects mounted on walls in classrooms and corridors demonstrate the students' appreciation of UAE heritage.
- Students have a good sense of social responsibility. They donate their used clothes to the Red Crescent. School Ambassadors welcome visitors and represent the school in many events.
- Students are enterprising. They enjoy taking part in projects but are provided with limited opportunities to develop their innovation skills.

Areas of Relative Strength:

- Positive relationships amongst students and teachers.
- Students' appreciation of the role and values of Islam, and UAE culture and heritage.



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Areas for Improvement:

- Promotion of innovation and enterprise skills.
- Punctuality to school.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable		
Assessment	Acceptable	Acceptable		

- The overall quality of teaching is acceptable. Teachers demonstrate secure subject knowledge and teach lessons that promote acceptable achievement for most students.
- Teachers plan lessons and use resources to support students' learning. They interact well with students, fostering a positive climate where most students are willing and motivated learners.
- In most lessons, teaching strategies enable students to make expected progress. Lessons are not always sufficiently challenging for the higher achieving students. In most lessons, questions do not always challenge learning or deepen understanding.
- Few teachers effectively differentiate work so that is matched to the needs of all students.
- Teaching in most subjects is adult led. Students collaborate in lessons, but insufficient opportunities are provided to develop their critical thinking, problem-solving and independent learning skills.
- The overall quality of assessment is weak. The school has few consistent approaches to assessment that are understood and used by all staff. Staff are not yet effectively benchmarking students' achievement against national and international standards.
- In most lessons, teachers have an acceptable understanding of what students understand. Most teachers are not systematically using assessment information from continuous assessment or exams to inform future learning.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Student- teacher interactions in lessons.



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Areas for Improvement:

- Analysis of assessment data to monitor students' progress.
- Use of assessment information to inform future learning.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable		
Curriculum adaptation	Acceptable	Acceptable		
- The overall quality of the curriculum is acceptable. The curriculum is broad and balanced and age-appropriate at each cycle. The school follows the American Curriculum and the IB (PYP). Senior leaders review and update the curriculum annually. The Units of Inquiry are reviewed regularly and amended accordingly. - Only some teachers organise activities that enable students to be creative and innovative. - The curriculum provides opportunities for students to transfer knowledge between subjects. In the Units of Inquiry, English language, science and social studies are fully integrated. Whilst mathematics is a standalone subject, teachers make connections with other subjects. - Although the curriculum provides choices for students, the implementation of choice is inconsistent. - Students are adequately well prepared for their move to the next phase of their education. - A variety of extra-curricular activities enhances the students' personal development. - The implementation of the Moral Education programme is linked with the students' real-life experiences in an effective way helping them to understand the importance of values such as respect and tolerance in their daily lives.				
Areas of Relative Strength:				
- Regular review and adaptation of the curriculum. - Opportunities for students to transfer knowledge between subjects.				
Areas for Improvement:				
- The promotion of student choice within the taught curriculum. - Opportunities for developing creativity and innovation within lessons.				



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	Good	Good		
Care and support	Good	Good		
- The overall quality of care, guidance and support for students is good. Staff, students and parents demonstrate secure awareness of policies and procedures, including child protection, for keeping students safe. - The school provides a safe, hygienic and secure environment for students and staff. Buildings and equipment are well-maintained and meet the needs of all students. Record keeping is rigorous; daily safety checks are conducted and recorded. - The school have improved the process to promote attendance. This had reached a good level at 95% at the time of the inspection. The school is less successful at encouraging students to arrive punctually. - Students learn about healthy living and lifestyles in lessons, school themes and during assembly. The 'Square' symbols in the school provide students and parents with survey findings regarding their satisfaction with the food. - Staff relate very well to students. Teachers apply effective systems for identifying students who have special learning needs (SEN). Effective learning support is provided for students with SEN. The school has started to identify students who are gifted and talented. - The well-being of all students is monitored well by the staff and social workers. - The school provides acceptable guidance for students' academic and personal development. Comprehensive information is provided for students and parents about future options.				
Areas of Relative Strength:				
- Effective system for identifying students with special learning needs. - Monitoring the wellbeing of students.				



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Areas for Improvement:

- Provision for students who are gifted and talented



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 effectiveness of school leadership and management is acceptable. The new principal has an ambitious vision, linked to national priorities, that is understood by all. Her accurate evaluation of the school's teaching standards is enabling her to prioritise areas for development. • The school's self-evaluation of its overall performance is inconsistently aligned to SEF indicators. This is because leaders do not yet use data effectively to judge how well the school is performing. • The school development plan, in its current form, addresses some, but not all, of the identified areas for development. • School leaders do not implement assessment strategies for international comparisons. The new principal is keen to promote national and international assessment and benchmarking. • Partnerships with parents and the community are good. School leaders review parents' views regularly and considers these when planning. Communication with parents is regular and they are kept informed of students' progress, behaviour and attendance. • The governance of the school is acceptable. Governors canvass their stakeholders' opinions regularly. They have started to hold senior leaders to account for the quality of performance. They ensure that resources are available to address weaknesses and that all statutory requirements are met. • The day-to-day management of the school is efficient. Staff are suitably qualified and benefit from relevant professional development. The school environment is conducive to learning.	



Areas of Relative Strength:

- The principal's accurate evaluation of the school's teaching standards to enable her to prioritise areas for development.
- Communication with parents.

Areas for Improvement:

- Alignment between the SEF and SDP.
- The use of data to monitor impact of school improvement work.
- The use of national and international assessments to benchmark school performance.