



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



Inspection Report

Emirates National Private School- Al Ain

Academic Year 2014 – 2015

Iqraa

Emirates National Private School – Al Ain

Inspection Date	13 – 16 October 2014
School ID#	154
Licensed Curriculum	American and International Baccalaureate
Number of Students	1,659
Age Range	3 to 17 years
Gender	Mixed
Principal	Kholoud Matar Al Dhaheri
School Address	PO Box 69392, Al Ain, UAE
Telephone Number	+971 (0)3 761 6888
Fax Number	+971 (0)3 761 1131
Official Email (ADEC)	emiratesnataa.pvt@adec.ac.ae
School Website	http://www.ens.sch.ae
Date of last inspection	25 – 28 November 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 4
------------------------------	----------------	----------------

The main strengths of the school are:

- good progress made by children in the Kindergarten, and the improving trend in external tests throughout the school
- students' well-developed language skills in English and Arabic
- the caring and respectful ethos throughout all 4 campuses
- confident and positive attitude towards learning shown by girls, and many boys particularly in the older grades
- the priority given to the health, safety and security of students on 4 very high-quality campuses
- the range, quantity and quality of resources
- the well-articulated strategic direction supported by thorough evaluation and targeted, continuous professional development.

The main areas for improvement are:

- attainment and progress in mathematics and information and communications technology
- opportunities for students to develop leadership skills and work independently
- all teaching to be of sufficiently high quality to ensure that the needs of all students are met
- greater computer access for students to develop information and communications technology and research skills
- greater consistency in coordinators and middle leaders in promoting good teaching and raising academic standards.

Introduction

The school was inspected by 5 inspectors. They observed 85 lessons, conducted several meetings with senior staff, coordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 368 responses to the parents' questionnaire and considered many of the school's policies and other documents. The senior leadership team was involved throughout the inspection process.

Description of the School

Emirates National Private School, Al Ain, opened in 2006 and is part of the Emirates National Schools Group (ENS). It comprises 4 separate buildings: Kindergarten (KG), Grades 1 to 4, Grades 5 to 12 boys and Grades 5 to 12 girls. The school aims to prepare future leaders through innovation in education and treasuring cultural heritage. Its mission is to provide students with educational programmes that develop character, to use technology to improve learning, and to prepare students to be leaders and community members.

There are 1,659 students in total: 638 girls and 1,021 boys. There are 323 children in Kindergarten (KG), 778 students in Grades 1 to 5, 424 students in Grades 6 to 9 and 134 students in Grades 10 to 12: 67 boys and 67 girls. Almost all students are Muslim and of Arab heritage. Majority of the student population is Emirati (95%) and a small number are Jordanian, Syrian, Palestinian and American. The school has identified 3 students with special educational needs (SEN). Student admission procedures include an oral assessment and formal written assessments of ability in Arabic, English and mathematics to determine the likelihood of success in the programmes.

The school is licensed to follow the International Baccalaureate (IB) Primary Years Programme (PYP) and Diploma Programme (DP), and is in the process of gaining authorisation for the Middle Years Programme (MYP). The curriculum also follows the American Common Core State Standards (CCSS), aligned to Colorado state curriculum. Arabic, Islamic education and UAE social studies are taught using the required Ministry of Education (MoE) curriculum.

The school is governed by a Board representing the ENS group of schools. The Board has appointed a Director General and central administration team. The Al Ain Campus is headed by the Campus Director who is in her second year in the role. The senior leadership team (SLT) includes a principal and 3 Heads of School for KG, Primary, Middle and Secondary levels. There are 109 full-time teaching staff, 24 administrative staff, 4 nurses, 8 security staff, and 42 assistants to

teachers. Teacher turnover is decreasing and at the end of the previous school year was approximately 25%.

Fees range from AED 19,760 in KG to AED 51,500 in Grade 12 and include an educational resource fee. This places the school in the premium category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

The overall effectiveness of Emirates National School, Al Ain, is satisfactory and improving. The school provides excellent facilities and is well-resourced to deliver the curricular programmes. Key strengths of the school are the students' good personal development and the quality of the protection, care, guidance and support they receive. Attainment generally is satisfactory and improving. External test scores are on an improving trend and students develop strong language skills as they move through the school. There is consistently high-quality teaching and learning in KG. There is some inconsistency in the quality of teaching and learning in the primary grades.

All levels of leadership and management are committed to collaborative teamwork, and senior leaders encourage distributed leadership within a framework of clear roles, responsibilities and accountability for improving provision and raising standards. Leaders, staff and parents are articulate in their commitment to the school's strategic direction and its mission to become a successful IB World School.

Students' attainment & progress

Attainment and progress are satisfactory and improving. On entry to the school most children speak little English and almost all are learners of English as an additional language. In KG, children make at least good progress from their starting points, and standards and progress are above international expectations. Attainment and progress in most subjects taught in English and all subjects taught in Arabic are satisfactory and improving. In mathematics and information and communication technology (ICT), levels are satisfactory. Student performance overall shows an improving trend over five years in external tests in reading, language usage and mathematics. Language performance of Grade 10 boys has improved significantly.

In subjects taught in Arabic, students develop confident listening, speaking and writing skills and many students work at and above age-related levels. For example, Grade 5 students use new vocabulary to accurately summarise main ideas in a story, all students accurately use the rules of recitation when reading verses from the Holy Qur'an, and they demonstrate a good practical

understanding of Islamic values. Students' reading comprehension is less well-developed. Students have good knowledge of the UAE and this understanding is well supported by the integration of local culture into all subjects planning.

In English, students develop confident speaking skills and are fluently bilingual by the older secondary grades. They understand challenging texts, read confidently and present reasons to support their opinions. In science, primary students work confidently on practical investigative activities. Students have a good understanding of scientific vocabulary and concepts. In mathematics, students develop appropriate knowledge, understanding and skills. For example, by Grade 4 most students can use mental mathematical skills to add and subtract in solving problems. From Grade 5, the rate of progress increases, and older secondary students accurately prepare and interpret graphs of linear and quadratic function. By Grade 10, girls in particular, demonstrate good progress in the understanding of mathematical concepts.

Children in KG make very good progress in language development, particularly in English; by KG2 they have well-developed word recognition and securely use phonics. They have a good grasp of mathematical concepts such as number and shape. Physical development is very good and they demonstrate strong awareness of space and movement.

Students demonstrate good basic skills in literacy and the ability to think critically. They work well in cooperative groups. Skills in numeracy, ICT, research and independent work are satisfactory and improving. Attainment and skill development in additional subjects such as physical education (PE) and art are strong throughout the school.

Students' personal development

Students' personal development is good. Above average attendance rates of 95% reflect students' enjoyment of school. A culture of kindness and respect permeates the school community, and students demonstrate good understanding of UAE values and culture and treat each other and adults with courtesy. KG children thoroughly enjoy school activities and have well-developed social and personal skills. Most students, particularly girls, are enthusiastic and confident learners who demonstrate positive attitudes towards their education. In some primary lessons, boys show less commitment to learning and their behaviour slows progress. Activities including student council membership, community service and participation in sport give students opportunities to demonstrate leadership, responsibility and teamwork. They are not given enough opportunities and support in lessons to further develop independence and confident leadership

skills. Students are well aware of the importance of healthy lifestyles and make healthy food choices.

The quality of teaching and learning

The quality of teaching observed ranged widely; the majority was judged to be better than satisfactory. In KG, teaching is of consistently high quality and promotes good and better progress. Teachers have secure subject knowledge as reflected in skillful explanations and responses to student questions. This is particularly strong in IB DP lessons and enables students to develop understanding at progressively sophisticated levels. In KG, teachers demonstrate excellent understanding of early years education. Generally, good planning is based on clear objectives and in most lessons, students clearly understand what they need to achieve. Students learn well through listening. They confidently ask their own questions, and routinely reflect on what they have learned and ask questions in response.

Teachers successfully use a range of methods, learning strategies and resources to stimulate student engagement in most lessons. Students work cooperatively to good effect. Collaborative work as a strategy to develop confident teamwork is successfully implemented in the most effective lessons, noticeably in Arabic and science. This is inconsistent and students generally lack the opportunity to develop these skills. In a few lessons, students are helped to build self-reliance and work independently. This is a strong feature in KG where young children make choices about which activities to do and how to organize their own play. In other areas of the school there is not enough attention given to this practice. Consequently, skills for self-directed research are relatively undeveloped in the years below Grades 11 and 12. Teachers plan carefully for the range of learning needs, and in the more successful lessons, the level of challenge and support is effective. In less effective lessons, tasks are undemanding and pace is slow. Additionally, activities that do not provide enough challenge prevent many of the most able students from making sufficient progress.

Relationships between staff and students are encouraging and well maintained, and help students develop self-confidence. Classroom routines are practised and respected in the majority of lessons. In the most successful lessons, they are used to inject pace and purpose. Some teachers in Grades 2 to 4 do not make effective use of behaviour and classroom management strategies to handle the minor, yet disruptive, behaviour of a few boys.

Assessment is regular and accurate and in many lessons includes examples of self- and peer-assessment by students. Use of assessment for learning that leads to

prompt interventions in order to meet the needs of the different learning abilities is inconsistent across grades and subjects.

Meeting students' needs through the curriculum

The school implements a broad and balanced curriculum that provides continuity and progression within and between the IB programmes. The transdisciplinary emphasis adds relevance and interest. It successfully develops students' personal qualities and promotes a secure understanding of UAE values and culture through integration in every subject. This includes effective use of available resources, curriculum-related field trips and educational contributions made by visitors to the school as well as many cultural events. Implementation in KG provides very well for young children's learning needs. The curriculum successfully promotes language acquisition.

Planning is extensive in all grades and subjects; implementation in lessons does not give sufficient challenge to the more able students and support to those who find learning difficult. Additionally, planning to meet the needs of the very few students with identified SEN is more limited. Implementation is not providing enough access to students to develop their ICT and research skills in all subjects.

The school offers a range of extra-curricular activities; these do not yet attract participation by the majority of students. The school has developed a range of community and international links that extend student learning, such as opportunities for community service in school and, locally, inspirational visits by professionals including a pilot, and hosting the Montessori Model United Nations Conference in October 2014. Curriculum-related field trips enhance study in all subjects.

The protection, care, guidance and support of students

Protection, care, support and guidance of students are good. The school's strongly caring ethos supports students' academic progress and in particular sustains students' good personal development. Staff at all levels supervise students attentively and help maintain a safe and supportive environment. The school community has a clear understanding of child protection procedures.

The school generates a wealth of performance data. This is used to good effect by the senior leadership team (SLT) to develop initiatives that promote learning, such as providing additional in-lesson support for slower learners and gifted and talented students, and an after-school tutoring programme, run by volunteer teachers. Procedures do not sufficiently ensure that the needs of students with identified SEN are always fully met. Equally, there are insufficient opportunities for capable students to exercise and develop leadership skills.

Prompt contact and follow-up with parents and students helps to maintain above average attendance. Students have excellent access to prayer facilities. First aid provision is well organised and caters well to routine medical demands. Students are well supported when they join the school. They are given high quality guidance and support regarding further education and career choices.

The quality of the school's buildings and premises

The 4 spacious campuses provide very high quality learning environments that are maintained to a very high standard and cater well to the chosen curricula. Students artwork, and cultural and informative displays, add to a welcoming and colourful environment, particularly in KG and primary. All staff give high priority to students' health and safety. Carefully followed procedures keep the campuses in a very safe, clean and hygienic condition. Students enjoy the excellent facilities and use them responsibly. Security is vigilant.

The school's resources to support its aims

There are sufficient teachers, administration and support staff to deliver the curricular programmes. Support staff are particularly well deployed to support children's learning and personal development in KG. Teachers are committed to improving the quality of teaching and learning, and appreciate the focused and continuous professional development opportunities. All classrooms are well equipped, with a plentiful supply of quality resources to support and enrich the educational programme. ICT resources are well provided for in regular classrooms and specialist facilities; many teachers across subjects and grades do not make the most effective use of these. Libraries are spacious and welcoming and provide a range of books in Arabic. They do not fully meet the needs of 21st Century learners. Science facilities and resources are plentiful and used well by teachers and students. Sports facilities and resources are exceptional. Good attention is given to risk assessment and evacuation procedures. Canteens on each campus are spacious, bright and very clean. They offer healthy food options.

The effectiveness of leadership and management

Leadership and management are good. Administration is well-organised and systems ensure that the school runs efficiently on a day-to-day basis. The Campus Director (CD) confidently holds all staff accountable within a collaborative and supportive framework in which teamwork is a priority. The Board provides experienced and knowledgeable support and advice. They appropriately hold the CD accountable for the effectiveness of provision, including extensive development of the curriculum, and raising students' attainment and progress. Senior leaders have created and articulated a clear strategic direction to become a

successful IB World School and this is well communicated with, and shared by, staff and parents.

School self-evaluation procedures are comprehensive and demonstrate a commitment to continuous improvement. The SLT demonstrate a clear understanding of the strengths to build upon as well as priority areas for further development. The self-evaluation document (SEF) provides evidence and evaluative commentary to support judgments. Focus centres mostly on provision, and the attention given to performance data is more limited. The school development plan (SDP) was developed with systematic input from staff, students and parents. It is closely linked to the recommendations of the November 2012 inspection report and contains all expected elements to track progress and achieve strategic goals. The SLT accurately identify staff development needs and take prompt and effective measures to provide continuous professional growth related to curriculum development, campus-specific and individual teacher needs. Not all coordinators and middle leaders are effective in promoting good teaching and helping raise academic standards.

School leaders at all levels prioritise an active appreciation, knowledge and understanding of the values, heritage and culture of the UAE within the school community. This is appreciated by students and parents, and supported by parental involvement. Responses from parents, both to the questionnaire and during a meeting with them, were mostly positive. Students and parents value opportunities to share their opinions with the school, through meetings and surveys. Some secondary students are concerned that their views and ideas are not always responded to. Links with parents are effective and they are kept well-informed about their child's progress and curriculum developments, particularly through an online system, curriculum information meetings and information sheets.

Progress since the last inspection

The school was last inspected in November 2012 and has made good progress on all the inspection recommendations. Specific goals in the SDP thoroughly address the recommendations, and comprehensive procedures ensure regular monitoring of the initiatives and strategies in order to evaluate progress. The increased focus on data-driven instruction and reliable assessment strategies has improved the identification of gaps and weaknesses in learning. A range of strategies help accelerate student progress, such as intervention and tutoring programmes, focused attention on student personal development, and the increased time given to English in Secondary school. Multiple strategies have resulted in more

consistency in the quality of teaching and learning, particularly in KG and the Secondary schools, both girls and boys' campuses. Well-targeted orientation, ongoing professional development and close appraisal procedures focus support and maintain high expectations of teachers.

The school provides a good range of ICT resources in classrooms and specialist areas. The effective use of ICT as a tool for learning is inconsistent and remains an area for development. Structures for evaluation of learning and teaching have been developed and there is regular coaching and evaluation of progress by curriculum coordinators and middle and senior leaders. All staff maintain personal professional development plans with targets and monitoring that support and hold them accountable for the development of their teaching strategies and continued student progress.

The school and SLT demonstrate good capacity for sustained further improvement.

What the school should do to improve further:

1. Increase the consistency of teaching quality, particularly in the primary grades and in mathematics and ICT, to raise student attainment and progress by:
 - i. sharing more widely the good practice and effective behaviour and classroom management strategies already in place in the school
 - ii. ensuring that planning and teaching provide enough opportunities for students to develop the skills of leadership, research and independent learning
 - iii. ensuring that teaching consistently follows through on the thorough planning in order to provide appropriate challenge for more able students and support for those who find learning difficult.
2. Develop students' ICT skills by ensuring regular access and opportunities to use ICT as a tool for learning in all subjects.
3. Develop the effectiveness of leadership and management by providing further guidance to middle leaders and coordinators to ensure that they all have the confident evaluative and coaching skills that will allow them to directly generate improvements in the quality of teaching and learning.

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								