



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



Private School Inspection Report

Emirates National Private School, Al Ain

Academic Year 2016 – 2017

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Emirates National Private School, Al Ain

Inspection Date	October 24, 2016	to	October 27, 2016
Date of previous inspection	October 13, 2014	to	October 16, 2014

General Information	
School ID	154
Opening year of school	2006
Principal	Kholoud Matar Al Dhaheri
School telephone	+971 (0)3 761 6888
School Address	Altwaya Al Ain City, UAE
Official email (ADEC)	emiratesnataa.pvt@adec.ae
School website	www.ens.sch.ae
Fee ranges (per annum)	Low to very high: (AED 19,760 to AED 51,500)
Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	IB Diploma Program
External Exams/ Standardised tests	IB; MAP; MoE
Accreditation	IBO

Students		
Total number of students	2056	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG:	467
	Primary:	927
	Middle:	483
	High:	179
Age range	3 to 18 years	
Grades or Year Groups	KG 1 – Grade 12	
Gender	Boys and girls	
% of Emirati Students	91%	
Largest nationality groups (%)	1. Jordanian 2%	
	2. Syrian 2%	
	3. Omani 2%	
Staff		
Number of teachers	164	
Number of teaching assistants (TAs)	51	
Teacher-student ratio	KG/ FS	1:16
	Other phases	1:12
Teacher turnover	8%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	135
Number of joint lesson observations	22
Number of parents' questionnaires	125; return rate: 8%
Details of other inspection activities	Inspectors held discussions with the representative of the owner, campus director, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'To guide students socially and morally to become future leaders, who are open-minded and building upon their national identity.'
School vision and mission	Vision: 'Preparing future leaders through innovation in education and treasuring of cultural heritage.' Mission: 'Emirates National Schools will provide students with educational programs that develop character, use technology to improve learning, and prepare students to be students to be leaders and community members.'
Admission Policy	The school operates a selective policy. Students entering from Grade 3 undertake assessments in mathematics and language. Younger students submit a previous school report and attend for interview.



Leadership structure (ownership, governance and management)	The school is governed by a Board representing the Emirates National Schools group. The Board has appointed a Director General and central administration team. The Al Ain campus is headed by the campus director. The senior leadership team (SLT) includes the principal and three heads of school for KG, primary, middle/secondary phases. There are heads of subject and heads of literacy and numeracy for the primary school.
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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	1	0
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	46
Subject-specific aptitude (e.g. in science, mathematics, languages)	1
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	12
Psychomotor ability (e.g. dance or sport)	15

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)

School was judged to be:	BAND	A	Good
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	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 good. The school prepares students particularly well for their future education and careers. Students have a good understanding and appreciation of Islamic values and UAE culture and heritage. They know how to live healthy lifestyles. The effectiveness of teaching is good overall. There are some aspects of teaching in the primary and middle schools that are less effective where a few boys sometimes lose interest. The school provides a safe, secure and harmonious environment for learning. Teachers know students' strengths and weaknesses. They monitor their academic and personal development well. The principal and the large number of staff with management responsibilities work cohesively within the four campuses. Data to guide the strategic direction of the school is not always available in a relevant format. Parents are fully supportive and actively involved in the life of the school. The school benefits from high-quality premises and resources.

Progress made since last inspection and capacity to improve

The school has made improvements since its last inspection. Students' achievement in mathematics is at least acceptable throughout the school. Information and communication technology (ICT) is embedded in lessons and students regularly use ICT for research and to present their work. Leadership opportunities are a regular feature of the most effective lessons where students assume responsibilities during group work. Teaching is now good overall. There are still improvements to be made through the sharing of best teaching practice at the school. Overall, the school leadership has demonstrated good capacity to lead further improvement.

Development and promotion of innovation skills

The school is developing students' innovation skills generally well, particularly through its curriculum enrichment programme. For example, gifted and talented students are developing their robotics skills. The students' art exhibition was an innovative way of showcasing students' artistic skills to a wider audience. The webcam links with parents are a novel way of demonstrating to students a wider range of communication channels for researching their work. Innovation opportunities are not always effectively integrated into lesson planning and delivery by all teachers.



The inspection identified the following as key areas of strength:

- the development of students' learning skills throughout the school
- the school's preparation of students for further education and their future careers
- students' understanding and appreciation of Islamic values and UAE heritage and culture
- the extensive range of sports and cultural enrichment activities
- the support and involvement of parents in the life of the school.

The inspection identified the following as key areas for improvement:

- the need for further improvements in the standards achieved in the core subjects
- the need for greater consistency in the quality of teaching to match the most effective practice.



Performance Standard 1: Students' Achievement

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

Students' attainment overall is acceptable and progress is good. Attainment and progress are good in Arabic and Islamic education throughout the school. In English and mathematics, most children enter with weak literacy and numeracy skills, make good progress throughout the school and reach good attainment levels in English and acceptable levels in mathematics and science by the time they leave. In the primary and middle schools, in social studies most students attain in line with curriculum standards. In science, students make good progress in the secondary school. In 2016, a small cohort of students successfully completed the IB Diploma programme in mathematics, science, English, Arabic and business.

Overall achievement in Islamic education is good. Children in KG make good progress in their understanding of basic Islamic concepts. For example, most can memorise and recite short surah from the Holy Qur'an correctly. By the end of the primary phase, most students demonstrate age-appropriate understanding of Islamic principles and beliefs. By Grade 12, all students have a clear understanding of how to embed Islamic principles in their daily life. Most students can articulate understanding of social institutes with examples of on these impact on society.

Achievement in Arabic is good. Most children in KG use phonics well to identify objects that begin with the same sound. In Grade 2, most students understand the elements of a story and the majority can recount in formal Arabic with better than expected confidence. Good progress is maintained and, by Grade 8, the majority can write a biography with minimal grammatical errors at levels above curriculum expectations. By the end of middle school, the majority of students have a strong command of formal Arabic speaking skills. Grade 12 students speak and write advanced classical Arabic with real confidence and few grammatical errors. Almost all students achieved at least acceptable levels in their MoE examinations last session.

In social studies, most students develop an acceptable understanding of important social and economic aspects of the UAE in line with curriculum expectations. In the primary phase, they know the geographical location of the Gulf Cooperation Council countries and surrounding countries. Older primary students can explain the main industries and products that the UAE exports to other countries. By the end of Grade 9, the majority of students have a sound understanding of the history and culture of the UAE and can explain the main factors that have shaped its development.

In English, students enter the school with weak literacy skills. They make rapid progress in KG, for example in letter formation and phonics. Progress is less rapid in the primary school but they reach acceptable levels of attainment by the end of the phase. For example, by Grade 5, most can write short, fluent sentences but they are sometimes lacking accuracy in spelling. In the middle school, girls make better progress than boys, partly because the

minority of boys lose interest. By Grade 12, most students are fluent speakers of English and the majority can sustain an argument in a piece of extended writing at very advanced levels for their stage.

In mathematics, students' attainment is acceptable overall. Their progress is good in all phases. For example, students in KG build patterns to develop their numeracy skills. By Grade 6, almost all students can convert fractions to decimals and percentages, representing good progress. By Grade 9, most students can use algebra correctly to work out the length of segments of a line. By grades 11 and 12, in line with expectations for their phase, most students can analyse graphs and functions and can calculate mathematical functions such as the average velocity of objects.

In science, attainment is acceptable overall. Children make good progress in developing their basic scientific skills in KG. They are familiar with the use of the five senses and can identify different types of healthy food. Students' progress in the primary and middle phases is acceptable. For example, by Grade 3, most students understand how animals survive in different habitats and in the middle phase they know the adverse effects humans have on the environment. Students in the high school phase work collaboratively on experiments and understand the scientific method. For example, Grade 12 IB students form hypotheses and can design and write up their own experiments to test them, representing good progress overall.

Students are making generally good progress in other subjects and most reach at least good levels of attainment in physical education (PE) and art. Sports teams have achieved national success in a range of sports including football, rugby, swimming and handball. Fine art skills for the more able students are exceptional. They produce attractive and technically proficient work in water colours, pencil and oils. Students' ICT skills are developing generally well throughout the school. Girls in the high school phase are proficient users of spreadsheets. Students demonstrate acceptable skills in music lessons.

Students' learning skills are good overall. Most are developing as effective self-directed learners. They collaborate effectively in lessons and most students communicate their work clearly and confidently. More able students often help their peers in lessons. Their critical-thinking, creativity and problem-solving skills are less well developed in the middle school. Students' innovation skills are being developed through the school's enrichment activities but are not yet explicitly embedded in all classroom activities.

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

Students' personal and social development is consistently good. Almost all students behave well in lessons, when moving between classes and at school events such as morning assemblies. A few boys misbehave when lessons do not hold their interest. Most students have a positive attitude to their studies and are enthusiastic participants in extra-curricular competitions and events. They are proud of their school and their achievements, particularly in sport and the high-quality art they produce. Students act responsibly in class when given leadership opportunities. Older students take increasing personal responsibility for their own learning and are developing as committed, caring young citizens. Students understand how to live safe and healthy lifestyles. Children in the KG understand and follow classroom routines and quickly learn the importance of sharing and cooperation. The school's attendance is very good at 97%.

All students have a robust understanding of Islamic values. They show respect for adults at the school, their peers and the school environment. They show social responsibility by regularly collecting for charity and visiting members of the local community. A minority of students are careless with litter. Students' achievements are celebrated at school assemblies. They show respect for the singing of the National Anthem and recitation of the Qur'an. Most students have a general understanding of the history and culture of the UAE. Older students understand the aspirations of the country as a modern, advanced economy. They are beginning to develop an understanding of other world cultures and events, such as the plight of less advantaged people in other countries. Their innovation skills are developing generally well.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching is good and assessment is acceptable. Most lessons are effective in creating a positive learning environment where different groups of students can make progress. Most teachers have a secure knowledge of their subjects and how students learn. They plan their lessons well and most provide activities and work which meet the range of students' attainment levels. High achieving students are not always given sufficiently challenging work or sufficient responsibilities in lessons. Students' communication and collaboration skills develop well throughout the school. Children in KG benefit from a positive learning environment where their contributions are always celebrated.

Learning is more productive in lessons where teachers focus on student-centred activities, use a range of relevant high-quality resources and provide opportunities for students to present their work to each other. In an effective Grade 4 mathematics lesson, for example, the teacher prepared a range of stimulating activities that expertly matched students' range of needs. ICT was used well to develop their understanding of multiplication factors. Teachers share lesson objectives but these are not always phrased as learning outcomes which can be assessed robustly during and at the end of the lesson. Students work productively in groups, particularly where responsibilities such as leader, writer and researcher are clearly designated. Students benefit from applying their knowledge and understanding across different subjects. For example, Grade 8 English students use Venn diagrams to illustrate their reasoning.

Internal assessment procedures are effective and comprehensive. The small number of students who require additional support are monitored closely. All teachers use continuous and formative assessment well. They know the strengths and weaknesses of their students and provide effective support for them in and out of lessons. However the school leaders and teachers do not compare assessment outcomes with national and international benchmarks consistently to provide strategic target setting guidance. Most teachers provide appropriate written and oral feedback on students' work.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

The implementation and adaptation of the curriculum are good. The curriculum provision promotes students' academic and personal development very well. The school's planning, delivery and resourcing prepare students effectively for further education and their future careers. The IB Diploma Programme provides challenging, interesting and relevant opportunities for high-attaining students to further their studies. The stimulating KG curriculum and engaging teaching ensures that children make rapid progress in their development of basic literacy and numeracy skills. In lessons, there are not generally enough planned opportunities for students to be innovative and creative or for the highly attaining to be suitably stretched.

Subject coordinators ensure the appropriate subject content is covered and students are accurately assessed through ongoing and final assessments. Cross-curricular links are a regular feature of planning and lesson content. The few students who require special help are supported well with appropriate resources and activities in lessons and through withdrawal classes. The school provides a wide range of additional sporting and cultural opportunities for a significant minority of students to develop their particular gifts or talents. The school's success and participation in sporting competitions has included football, rugby, handball and swimming. Students' appreciation of art is impressive as is the quality of the fine art displayed around the school. ICT is now offered throughout the school. It is not yet routinely used by students in all lessons. Opportunities for students to develop their appreciation, understanding and practice of Islamic values and UAE heritage and society permeate individual subjects.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

The protection, care, guidance and support for students are good overall. The school provides a safe, secure and caring environment for students. Children in KG are closely supervised, taught and supported by several adults throughout the school day. The school's intervention programme promotes literacy and numeracy skills for those students who require general academic support and a range of enrichment activities for those who are gifted and talented. However, the school does not always identify all those students who might require individual support for specific learning needs. The small number of students identified as requiring specific, additional help with their learning are well supported.

All staff have been trained in the use of the school's child protection policy. The school's healthy lifestyles programme ensures all students are aware of the benefits of healthy eating and the importance of exercise. The school's four campuses are clean, well maintained and appropriate records are kept. Sports facilities, including the swimming pools, are safe for student participation. Students' personal and social development is promoted well through the IB learner profile. A minority of boys in the primary and middle schools are not being appropriately managed and guided to ensure they always act responsibly. The school's timetabled counselling sessions provide appropriate advice to senior students. The school's preparation of students for further education and their future careers is thorough. A wide range of assessment data on students' attainment levels is collected, analysed and shared with students and parents. The school has recently introduced a more explicit procedure involving individual staff being responsible for monitoring students' academic progress across all their subjects. The impact of this has not yet been felt.

Performance Standard 6: Leadership and management

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

Leadership and management are good overall. The principal provides appropriate well-planned, strategic direction. Responsibilities are devolved across school leaders at the four campuses. School leaders promote a safe, secure and supportive environment with a clear focus on students' academic and personal development. Relationships at the school are respectful.

School leaders have a generally clear understanding of the strengths and weaknesses of the school. They do not always have a consistent approach to judging the quality of learning. Data is not always available in an appropriate format to guide strategic planning. The self-evaluation form (SEF) is based on generally comprehensive evidence yet over-estimates the school's performance. The school development plan is similarly comprehensive and links well to the SEF evidence. Regular lesson walkthroughs highlight areas of concern which are shared with individual teachers.

Parents' support for and involvement in the school are comprehensive. They contribute to the SEF and to lessons. Parents are regularly surveyed and their opinions acted upon, for example in making changes to the option choices. Communication with them is effective. International partnerships include close cooperation with the IB organisation which provides accreditation for the diploma program. Community links promote students' personal and social development well. The school's Board of Directors and their representative act as critical friends and enablers of the school's aims. They have an appropriate focus on improvement.

The school functions efficiently on a daily basis across the four campuses. The school is fully staffed with suitably qualified teachers and non-teaching staff. The premises are clean, spacious, very well maintained and with high-quality specialist facilities. The school libraries are very well resourced. Resources are generally of good quality and relevant for supporting the curriculum.

What the school should do to improve further:

1. Improve further the standards achieved in the core subjects, by ensuring that:
 - i. senior leaders use data more strategically to provide targets by grade and subject that are benchmarked against national and international standards
 - ii. teachers use relevant performance data to set and monitor clear academic targets for all students
 - iii. senior leaders monitor lessons with a greater focus on student progress and the quality of learning.
2. Improve the consistency and quality of teaching to match the most effective practice by:
 - i. having an agreed system in place where teachers share existing good practice at the school
 - ii. developing more effective questioning techniques that check individual students' understanding
 - iii. ensuring lessons in the primary and middle schools contain activities that hold the interest of boys
 - iv. ensuring more able students are always given sufficiently challenging work or increased responsibilities in lessons.