



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



Inspection Report

Emirates National Private School, Abu
Dhabi Campus – Al Nahyan

Academic Year 2013 – 14

Iqraa

Emirates National Private School, Abu Dhabi Campus – Al Nahyan

Inspection Date	27 – 30 January 2014
School ID#	106
Licensed Curriculum	American International Baccalaureate
Number of Students	529
Age Range	9 to 18 years
Gender	Mixed
Principal	Gustav Gröpp
School Address	Hazza Bin Zayed Street / Delma Street, Al Nahyan area, Abu Dhabi
Telephone Number	+971 (0)2 499 3500
Fax Number	+971 (0)2 650 5554
Official Email (ADEC)	emiratesnatad.pvt@adec.ac.ae
School Website	http://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
-------------------------------------	----------------	----------------

The main strengths of the school are:

- the caring and respectful ethos in both schools
- students' high attendance
- positive attitude of girls and many boys towards learning
- satisfactory progress in English, mathematics and science
- commitment of staff to school improvement
- the priority given to the health, safety and security of students
- the quality and range of relevant displays, enhancing the learning environment.

The main areas for improvement are to:

- increase student attainment, especially in subjects taught in Arabic
 - achieve greater consistency in the use of an appropriate range of teaching strategies
 - monitor the impact of teaching and assessment to identify and meet students' learning needs
 - achieve greater consistency in the management of behaviour and punctuality, especially in the boys' school
 - ensure professional development provides sufficient emphasis on enhancing effective teaching skills as a result of the focus on curriculum development
 - extend the use of self-evaluation and improvement planning in order to increase students' attainment and progress in all subjects.
-

Introduction

The school was inspected by a team of 5 inspectors who observed 79 lessons as well as assemblies, break periods and students' arrival and departure. They met with school leaders, teachers, students and parents. Inspectors scrutinised students' written work, and analysed performance data and documents provided by the school. In addition, 83 responses from parents to a questionnaire about the school were analysed.

Description of the School

Emirates National Private School, Al Nahyan, opened in 2008 and is part of the Emirates National Schools Group (ENS). It comprises a Girls' school and a Boys' school that are located on separate sites in the Al Nahyan district of Abu Dhabi. The school aims to be 'an internationally minded learning community which is dedicated to the development of inquiring, critical thinking, globally responsible citizens who are challenged to realize their full potential through authentic learning experiences'.

There are 529 students in total: 258 girls and 271 boys. There are 117 students in Grade 5, 353 students in Grades 6 to 9 and 59 students in Grades 10 to 12. There are no boys in Grades 11 and 12. Almost all students are Muslim; 95% are Arabs and 82% are Emirati. The remaining students are Jordanian, Yemeni, Syrian, Pakistani, American, Lebanese and British in proportions ranging from 3% to less than 1% and a very small number are from other nationalities. Four students are identified with special educational needs (SEN), and an additional 11 with English language learning difficulties. Student admission procedures include an oral assessment and formal written assessments of ability in Arabic, English and mathematics to determine the likelihood of the student succeeding in the programmes.

The curriculum follows the American Common Core Content Standards. Arabic, Islamic education and UAE social studies are taught using the required Ministry of Education (MoE) curriculum. The school is licensed to offer the International Baccalaureate (IB) Primary Years Programme (PYP) in Grade 5, and is in the process of gaining authorisation for the Middle Years Programme (MYP) and Diploma Programme (DP).

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 Nahyan Campus is headed by the Campus Director who is in his sixth year. The Principal is in her third year, and both Heads of School are in their first year. Many teachers work in both the girls' and boys' schools. There are 45 full-time teaching

staff including 1 Emirati. There are 13 administrative staff, 2 nurses, 2 security staff and 5 technical staff. The school licence has expired and the school is in a renewal process involving dual licences due to the creation of two distinct schools for licensing purposes: one for Grade 5 to 12 girls and boys, and one for Kindergarten to Grade 4 students.

Fees range from AED 31,600 in Grade 5 to AED 53,770 in Grade 12 and include an educational resource fee. This places the school in the premium category.

The Effectiveness of the School

Students' attainment & progress

Standards in most subjects are similar to those in other schools following the same curriculum. In subjects taught in Arabic standards are lower. Standards in all subjects are below best international standards. Achievement on Measures of Academic Progress (MAP) testing in reading, language use and mathematics show an improving trend for all grades. In Grade 10, attainment is approaching international standards; in all other grades it is below those standards, and mostly well below for boys. Progress is satisfactory in most subjects. It is more limited in subjects taught in Arabic. In all subjects, girls achieve significantly more than boys. Students acquire satisfactory basic skills in literacy, numeracy and the use of information and communication technology (ICT). Their problem-solving skills and creative thinking lack sufficient development to allow confident use in other subjects.

In English, students demonstrate effective comprehension and confident speaking skills in lessons and around the school. Too few opportunities are given for extended speech in many lessons. Writing and reading skills are weaker and are developing at a slower rate. Girls' comprehension skills are in line with age-related expectations in subjects taught in Arabic. Speaking, reading and writing skills for all students are below expected levels because they lack fluency and do not consistently use correct standard Arabic. Progress in these subjects is limited because of an over-emphasis on textbooks and insufficient opportunities to practise and apply language skills. In Islamic education memorization skills are satisfactory; students have limited opportunities to make relevant links to real-life experiences. Achievement by students in American social studies is significantly higher than that in UAE social studies.

Students, especially girls, demonstrate a high level of knowledge and understanding of difficult concepts in science. Their practical and investigative skills are less well-developed. Students show satisfactory and improving knowledge, understanding and skills in mathematics, as in the case of Grade 9

students' ability to write algebraic formulae and solutions and confidently explain their calculations. Problem-solving skills are weaker.

Students, particularly girls, work cooperatively. The 21st Century skills of girls and boys, such as working independently and collaboratively and applying research skills, are less successfully developed. The attainment and progress of more able students and those who find learning difficult are below expected levels. This is a result of low expectations, activities that lack sufficient challenge, and work that does not sufficiently match students' abilities.

Students' personal development

High attendance reflects the positive attitudes to learning of the majority of students, especially the girls. They are well-behaved and respectful to peers and adults. A significant number of boys are frequently late to lessons and display a disregard for school expectations. Parents and students agree that boys' behaviour generally has improved considerably over the past year, and particularly during this school year. A significant minority of boys demonstrate poor attitudes, disruptive behaviour and a disregard for learning in some lessons. This has a negative impact on the pace and progress of learning for their peers.

Girls, and boys when provided with appropriate opportunities, display a mature sense of responsibility, and personal qualities such as persistence and curiosity. Students are reflective and express their views openly. Boys lack the confidence and problem-solving skills that would allow them to be pro-active in developing solutions for issues they identify in school. Student council members and prefects develop confidence; yet leadership skills are undeveloped across all grades, and relevant opportunities are limited, particularly in lessons. Emirati and non-Emirati students show appropriate understanding of the cultures represented in the school. In the girls' school, students actively make contributions in class and are involved in community projects. This is more limited with boys. The majority of students show a good practical understanding of how to live healthy lives.

The quality of teaching and learning

Teachers have secure subject knowledge; their understanding of how best to encourage and support learning is less well-developed. The ongoing assessment of students' progress is not well used to plan activities to challenge all students, especially the high achievers, or to give focused support to students who experience difficulties. Learning objectives, or more frequently lesson activities, are generally displayed. In most lessons, teaching does not ensure that objectives are clearly understood by students so that learning is more purposeful. There is limited attention to individual target setting. In successful lessons, students benefit from opportunities for self and peer assessment. Examples of this were

seen in drama lessons where students offered a sensitive critique of the ideas under discussion. In the most effective lessons, teachers use a range of strategies and methods and this results in better progress and attainment. For example, open and probing questions in English and mathematics prompt discussion and encourage students to justify their answers. This is inconsistent across subjects and grades. On many occasions too much teacher input results in a lack of pace, passive learning and limited development of 21st Century skills. In particular, students are given too few opportunities to develop, with guidance, skills in working independently and collaboratively.

In the least effective lessons, there is an over-emphasis on textbook learning and too great an emphasis on knowledge. Student motivation and engagement are lacking because of fewer opportunities to relate learning to real life, and to practise skills, for example extended speaking in language lessons. Teaching and progressive activities in technology lessons result in interested students who make steady progress. Teaching across subjects is not making sufficient use of ICT to motivate and support development of relevant skills, especially for boys. This opportunity is sometimes limited by equipment that is not working and awaiting maintenance.

Relationships amongst students and with teachers are generally positive and are particularly strong in the girls' school where effective behaviour management successfully supports academic progress and personal development, resulting in well-motivated students. In the boys' school, improvement strategies are not used consistently, promptly and effectively by all staff to manage behaviour. The strategies used generally over-emphasize sanctions at the expense of rewarding positive behaviour. This results in some lessons that are not sufficiently productive.

Meeting students' needs through the curriculum

The standards-based curriculum is appropriately broad and balanced and adequately meets the needs and aspirations of most students. It provides academic, sporting and creative experiences and promotes an understanding of the values and culture of the UAE by developing relevant examples across subjects. Staff work collaboratively in each subject team to more fully develop a curriculum that is relevant to students' needs and interests and meets the requirements of the chosen curriculum programmes. Although long-term planning addresses different learning needs, it does not ensure that teaching sufficiently meets the needs of high achievers and low achievers. Additionally, attention to developing 21st century skills is limited. Common planning time for

teachers is restricted due to the complexity of aligning and integrating the different curriculum programmes.

Access to extra-curricular activities has been very limited so far this school year. Other community links to enhance learning are also limited and only a narrow range of curriculum-related field trips are planned in order to enrich students' learning experiences.

The protection, care, guidance and support of students

There is a positive ethos regarding the care and well-being of students, and staff cultivate and maintain encouraging and mutually respectful relationships with students. This is particularly notable with any boys who challenge the expectations for behaviour. The pastoral system is increasingly effective in providing support and guidance for personal development. The introduction of a Dean of Boys and Heads of School is already having an impact on the quality of guidance and support. Staff in the boys' school remain inconsistently diligent in responding promptly to, and dealing effectively with, incidents of misbehaviour, for example, by employing immediate use of rewards and sanctions in lessons, or effective supervision of detention and behaviour contracts. Priority has been given to developing awareness of, and responsiveness to, incidents of bullying and boisterous behaviour by boys. Developments in both systems and management are having a positive impact on the behaviour and protection of all students; the school recognizes the need for further improvement. Academic achievement is appropriately recorded, yet monitoring and tracking in order to support students who experience difficulties and high achievers is not sufficiently rigorous.

Communication systems, which include prompt contact with parents, maintain and encourage high attendance while punctuality remains an ongoing challenge. Effective maintenance systems and management provide a secure, healthy and safe environment. There is no corporal punishment. The child protection policy is clear but the school does not adequately ensure that all staff members understand and follow the procedures. The nurses are qualified and provision for first aid is appropriate. Guidance activities for older students are effective and they are appropriately prepared for the next stages of education, for example all Grade 12 girls who left in 2013 are now studying in university.

The quality of the school's buildings and premises

The sites and buildings more than adequately meet ADEC requirements. The buildings present a welcoming environment enhanced by the quality of displays that celebrate students' work and give relevant information. Students use the facilities responsibly, and the buildings are well maintained and demonstrate

improving support for the curriculum. The need for an outdoor sports and recreation area for boys was recognized and the facilities are now under construction. The layout of the boys' library makes monitoring and supervision of larger groups challenging, especially where behaviour is a focus. The school ensures a high standard of hygiene throughout the day and security systems are adequate.

The school's resources to support its aims

Teachers have the required qualifications and are sufficient in number. Professional development is carefully provided to ensure they have the required knowledge and understanding of the curriculum programmes offered.

The quality and range of resources adequately supports the curriculum in most areas. All teaching spaces are suitably equipped with ICT resources including interactive whiteboards. The maintenance and repair of technical resources is not sufficiently prompt or reliable and this contributes to their limited use by students and teachers. The girls' library is inviting and well-organised. The boys' library has only recently been established and printed materials do not adequately support the curriculum in all subjects. Science laboratories and resources are not used with sufficient effectiveness to develop practical and investigative skills.

School transport is maintained in a safe and reliable condition. Cafeterias are hygienic and offer healthy food options.

The effectiveness of leadership and management

The senior leadership team (SLT) ensures compliance with ADEC's standards and regulations. Administration is well-organised and the school runs efficiently on a day-to-day basis. Leadership provides focused strategic direction and staff demonstrate commitment to school improvement. The school board provides well-informed support and appropriately holds leadership accountable for the effectiveness of provision and raising students' attainment and progress. The recent addition of two heads of school is already having a positive impact, for example on improvement planning which focuses on each school, the behaviour management of boys and staff morale.

Surveys and a parents' advisory council (PAC) are used to consult with parents and provide support and appropriate input into decision-making. For example, the PAC has taken the initiative to seek a resolution to address traffic concerns around student arrival and departure. There are student councils and surveys that provide more limited opportunities to share views. Parent responses to the questionnaire were mixed and more positive from the boys' school. All parents agreed that their children enjoyed school. Any concerns are mostly about student

achievement, the effectiveness of teaching, the handling of misbehaviour, and the value given to parental opinion. Parental views during meetings were positive and showed commitment to the school as well as an understanding of the areas that could improve. Links with parents are effective and they are kept well informed about student progress and school developments.

Self-evaluation includes input from all members of the school community, and staff clearly articulate understanding about key strengths and areas for improvement. The Self Evaluation Form (SEF) lacks depth and sufficient detail. The School Development Plan (SDP) gives focused attention to improvement planning specific to each school. Development planning is not sufficiently linked to evaluation of students' attainment and progress in all subjects in order to set priority targets and monitor progress. Performance management procedures are clear. Professional development gives strong emphasis to the development of the curriculum programmes. It is not adequately linked to the results of lesson observations and performance management in order to further develop teaching effectiveness. Additionally, the subject coordinator role is limited and there is insufficient distribution of responsibility for coordinators to coach and mentor teachers on their teams.

The SLT and school demonstrate satisfactory capacity for sustained improvement.

Progress since the last inspection

The school was last inspected in May 2012 and has made adequate progress on most inspection recommendations. There is commitment to addressing the recommendations and building on the progress already made. Developments in provision are having a positive impact on the effectiveness of teaching and learning and on students' outcomes.

The behaviour of most boys has improved significantly. There is a clear child protection policy. The training planned for this in the SDP, has not yet been provided. Teaching is having an increasing impact on raising student achievement in many subjects. The effectiveness of leadership and management has improved as a result of the introduction of clear performance management procedures, an enlarged SLT that enables focus on the specific needs of each school, and greater stability in staffing.

What the school should do to improve further:

1. Raise students' attainment in all subjects, especially those taught in Arabic, so that it is at or above best international standards.
 2. Continue to improve boys' behaviour and attitude towards learning by:
 - i. ensuring all staff consistently follow the agreed behaviour management procedures
 - ii. involving students and teachers in creating, and consistently using, strategies to promptly reward good student behaviour in lessons.
 3. Further develop the effectiveness of teaching and learning by ensuring that:
 - i. standard Arabic is consistently used by students in lessons
 - ii. teachers make more effective use of a range of teaching and learning strategies so that students have more opportunities to develop independent and collaborative learning skills
 - iii. teachers make more effective use of ICT in all subjects
 - iv. maintenance and repair of technology resources is prompt and responsive to teaching and learning needs
 - v. assessment results, formative and summative, are used to plan and deliver lessons that meet the learning needs of all students, and ensure they understand their targets for improvement.
 4. Strengthen leadership and management by:
 - i. rigorous evaluation of students' attainment and progress in all subjects in order to inform self-evaluation, guide priorities and sharpen school improvement goals
 - ii. linking professional development with the results of lesson observations in order to monitor and support identified needs to further develop the effectiveness of teaching
 - iii. developing collegial sharing of good practice by delegating to subject coordinators the responsibility to observe, coach and mentor within their teams to increase subject-specific teaching effectiveness.
-

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								