



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report

Emirates National School - Al Nahyan

Overall effectiveness - Acceptable

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	17 Safar 1439	to	20 Safar 1439
		from	06-Nov-17	to	09-Nov-17
	School name			Emirates National School – Al Nahyan	
	School ID			106	
	School address			Abu Dhabi City, Al Nahyan, Abu Dhabi	
	School telephone			+971 02 499 5700	
	School official email			emiratesnatad.pvt@adec.ac.ae	
	School website			www.ens.sch.ae	
	School curriculum			American Curriculum International Baccalaureate (IB)	
	School phases			Primary to high	
	Fee range and category			AED34,150 – AED55,920, High to Very High	
	Number of lessons observed			92	
	Number of joint lessons observed			9	
Staff Information	Total number of teachers			65	
	Turnover rate			23%	
	Number of teaching assistants			5	
	Teacher- student ratio			1:11	
Student Information	Total number of students			803	
	% of Emirati Students			82%	
	% of Largest nationality groups			1. Jordanian 5%	
				2. Syrian 2%	
				3. Palestinian 2%	
	% of SEN students			1%	
	% of students per phase			KG: N/A	Middle: 54%
				Primary: 16%	High: 30%
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 

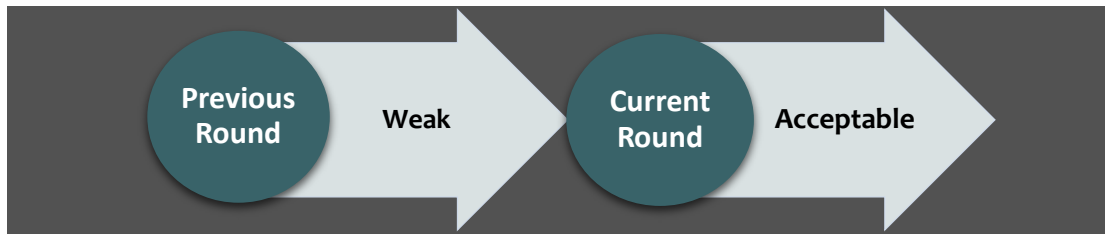


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. A new senior leadership team was appointed at the start of this academic year, which includes the principal, heads of the boys' and girls' schools and two assistant heads.
- Achievement is acceptable overall. Students make at least acceptable progress in all subjects and phases. Attainment is weak overall in Arabic as a first language and Islamic education. Learning skills are acceptable overall.
- Students' personal development is good. Respect for the heritage and culture of the UAE and Islamic values contributes to their good behaviour, relationships, and attendance. Their innovation skills are not yet well developed.
- Teaching and assessment are acceptable overall. Teachers deliver purposeful lessons which engage students. They do not yet fully meet the needs of all groups or provide sufficient opportunities for students to learn independently and improve their work.
- The curriculum is acceptable overall. It is planned well to ensure continuity and progression in learning. It is not always adapted sufficiently to develop links between subjects and with UAE culture and society.
- The overall quality of protection, care, guidance and support is good. The school environment is inclusive, very safe, and hygienic. Special Educational Needs (SEN) students are not always supported well during lessons.
- Leadership and management overall is good. The new senior leadership team (SLT) and the Governing Board have placed an effective focus on rapidly improving the school. Parents are successfully engaged as partners in school life. The roles of middle leaders have not yet been fully developed.



Progress made since last inspection and capacity to improve



- Since the last inspection, leaders have worked effectively to ensure the boys' school is a calm environment. Almost all misbehaviour has now been eliminated.
- The Board and senior leaders have placed a high priority on raising standards. Attainment and progress in science are now acceptable. In Arabic and Islamic education a focus on professional development has improved student progress to acceptable across phases.
- Leaders have improved curriculum planning and implementation, and teachers' lesson planning. Intensive training has raised expectations of what students can achieve. Additional training in use of assessment information has raised teachers' awareness of individual students' progress and the need to further personalise learning.
- Leaders know the strengths and weaknesses of individual teachers and are supporting them to improve. Middle managers have been delegated responsibility to raise standards and have an increasing understanding of students' performance within their subjects.
- Leaders have identified opportunities for students to develop skills of critical thinking, enquiry and research within lessons. These are at an early stage of development although there are examples of good practice, for example in Grade 10 personal projects.
- Overall, school leaders' capacity to improve the school is good.



Key areas of strength and area for improvement

Key areas of strength

- The personal development of students through improved behaviour management.
- The impact of effective curriculum and lesson planning that has improved the expectations of students and teachers.
- Students more consistent progress through each subject and grade since the last inspection.
- The effective focus placed by the Board and leadership team on rapidly improving the school.

Key areas for improvement

1. Raise the attainment of students across all subjects, and especially in Arabic as a first language and Islamic education, by:
 - i. developing the use of independent work
 - ii. improving students' use of key skills of innovation, enquiry, exploration, discussion and analysis
 - iii. providing training for teachers in implementing effective cross-curricular and UAE links
 - iv. providing high quality feedback to students on how to improve their work.
2. Improve students' use of extended writing in Arabic and English across all subjects by:
 - i. evaluating the use of writing in all subjects to identify gaps in provision
 - ii. developing teachers' regular use of extended writing techniques
 - iii. ensuring students use their workbooks for this purpose so that their progress can be regularly monitored.
3. Develop the role of middle leaders in monitoring and improving teaching quality by:
 - i. training subject coordinators in the skills of monitoring the impact of teaching upon learning and achievement
 - ii. giving subject coordinators responsibility for monitoring the work of their department colleagues
 - iii. facilitating reporting of their findings through line management systems to senior leaders
 - iv. ensuring this information is used to effectively focus further professional development.



4. Improve teachers' support for students' learning by:
 - i. developing teachers' use of assessment data to plan lessons which meet the needs of all learners
 - ii. revising lesson planning to include the specific support that will be provided to students with SEN
 - iii. improving teachers' monitoring of the impact of their lessons on students' learning.



Provision for Reading

- The library settings in both the girls and boy's schools are spacious and inviting. Students make weekly visits to the library, and receive formal lessons in reading and library skills, taught by the librarian.
- Daily reading is organised for every class and students make steady progress both in English and Arabic. Reading comprehension skills are not as advanced. In middle phase there is little focus on identifying main ideas, fact and opinion.
- The school leadership has embraced the UAE priority on reading by supporting and training staff with skills to develop students' interest and frequency in reading. A reading committee plans annual reading activities.
- The school does not yet have a detailed plan to strengthen reading, but has implemented different initiatives aimed at further engaging students, for example the Library Appreciation Ceremony.
- Classroom environments and the wider school setting promote reading consistently through posters and slogans that deliver positive messages in both Arabic and English.
- The school uses internal and external assessment tests to determine reading levels for each grade. This has resulted in an effective reading acceleration programme.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. This is indicated by inspection evidence and supported by internal assessment data overall. Attainment is weak in Arabic as a first language and in Islamic education in middle and high phase. In all other subjects, progress is at least acceptable. Progress across subjects and grades has improved since the last inspection.
- External Measures of Academic Progress (MAP) assessments indicate that, overall, students have attained consistently below the norms for the last three years in mathematics, reading and language. In recent Grade 12 MoE examinations students' performance was outstanding in Arabic and Islamic education. External Measure of Student Achievement (EMSA) data for Grades 5 to 11 in 2017 indicate that students' attainment overall is weak in Arabic reading and writing. Students' overall attainment in the IB Diploma Program was acceptable.
- SEN and G&T students, and boys and girls, make similar progress to others from their starting points.

Subjects

- Students' achievement in **Islamic Education** is acceptable. Progress is now acceptable across all grades due to improved teaching, although overall attainment has not yet caught up. Students make acceptable progress in their understanding of Islamic values and in recitation and memorisation of the short Surah and verses from the Holy Quran. In middle phase, students have limited knowledge about Islamic principles and in high phase few demonstrate higher order skills.
- Students' achievement in **Arabic as a first language** is acceptable overall. Although attainment is weak, progress is now acceptable due to improved teaching. Students make acceptable progress in their understanding of standard Arabic and in their listening and reading skills. Speaking and writing skills are less well developed. Attainment remains weak due to students' limited extended writing skills.
- Achievement for the small number of students who take **Arabic as a second language** is good. They make good progress in developing acceptable speaking, listening, reading and writing skills.
- Students' achievement in **social studies** is good overall. Students understand the history and culture of UAE, connecting their knowledge of modern and old ways of living.
- Students' achievement in **English** is acceptable. Students make acceptable progress in speaking and reading skills. Their comprehension and extended writing skills are less strong until Grade 12 where students' progress in developing higher order English skills accelerates.



- Students' achievement in **mathematics** is acceptable. Students quickly master calculation skills and can use these increasingly confidently when undertaking algebra and geometry. They find more difficulty using their knowledge in less familiar situations such as problem-solving.
- Students' achievement in **science** is acceptable. Students make acceptable progress in developing knowledge and understanding of scientific concepts and in practical and investigative skills.
- Students' achievement in **other subjects** is acceptable. Students enjoy the wide variety of subjects offered and make acceptable progress in developing their creative and physical skills in drama, art and physical education (PE).

Learning skills

- Students' **learning skills** are acceptable. They are increasingly responsible for their own learning and interact well in group and class discussions. They make some connections between knowledge, skills and understanding but transfer of these skills between subjects is limited. Students' skills of innovation, research, enquiry and critical thinking are underdeveloped. Students use technology appropriately to support their learning.

Areas of Relative Strength:

- Improved and more consistent progress made by students in all subjects and grades.
- The good progress made in social studies and Arabic as a second language.

Areas for Improvement:

- Attainment across subjects, particularly in Islamic education and Arabic as a first language.
- Skills of innovation, research, enquiry, and critical thinking.



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

- Students' personal and social development are good, and their innovation skills are acceptable. Students are generally confident learners with a positive work ethic.
- Students are well behaved and show positive and responsible attitudes. Relationships with staff are respectful and harmonious.
- Attendance at 94% is good and most students generally arrive punctually. They show a sound understanding of safe and healthy living and participate in activities which promote this.
- Students are proud of their school and increasingly take active leadership roles, for example as table leaders in lessons. The large majority rely on teachers for ideas without initiating their own.
- Students show clear understanding of Islamic values and their influence on UAE society. They appreciate UAE culture and participate in a range of activities celebrating their heritage. Students demonstrate understanding of other world cultures in discussions.
- Students are aware of their responsibilities within the school community and participate in environmental conservation activities.
- Students enjoy taking part in projects and offer constructive ideas, but do not often take the lead or display initiative.

Areas of Relative Strength:

- Students' personal development.
- Students' understanding of Islamic values and awareness of Emirati culture.



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Areas for Improvement:

- Students' skills of innovation, enterprise and entrepreneurship.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Teachers' subject knowledge is good and most understand how students learn. Teachers' lesson plans ensure continuity in learning because they are linked well to overall curriculum plans.
- Questioning promotes appropriate discussion but is not yet used consistently to encourage students to think deeply about their learning.
- Teachers provide a variety of different activities to adequately engage and motivate most students, but these are not yet sufficiently personalised to ensure all make the best possible progress. Opportunities for critical thinking, problem solving, innovation and independent learning are not yet well developed.
- Internal assessment processes are consistent and linked to curriculum standards. Benchmarking against external standards is acceptable. Assessment data are analysed, but not yet used consistently to plan lessons which meet the needs of different groups. Marking does not yet consistently provide high quality comment to students to help them improve their work.

Areas of Relative Strength:

- Teachers' good subject knowledge.
- Lesson planning which is well linked to curriculum requirements.

Areas for Improvement:

- Development of independent learning, higher order thinking and innovation skills.
- Use of assessment information in planning lessons to meet the needs of all groups.
- Providing high quality feedback in marking.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. It is broad and balanced. Good planning ensures IB requirements for different curriculum styles are implemented well and that continuity and progression are effective.
- Curricular options provide older students with an acceptable range of choices. Cross-curricular links are not fully developed across subjects. Personal projects are used well to enhance students' knowledge and understanding.
- The curriculum is reviewed periodically to ensure adequate provision in most subjects.
- The curriculum is modified adequately to meet the needs of most students. It is enhanced by an increasing range of extracurricular activities which encourage the use of innovation and creative skills, but these skills are not always planned for in lessons.
- Delivery of integrated social studies in Arabic and English provide students with good links to develop their understanding of UAE values, culture and society. These are not developed further across all subjects.
- Discrete Moral Education lessons are aligned well to the required pillars of understanding and delivered appropriately by experienced staff. Students recognise the impact of moral values within their daily lives.

Areas of Relative Strength:

- Planning of the curriculum to ensure successful implementation of the IB framework in each phase and effective continuity and progression.
- Modification of the curriculum to meet the needs of most students.

Areas for Improvement:

- Development of cross-curricular links.
- Planning for use of innovation and creative skills in lessons.
- Integration of links to UAE culture and society across the curriculum.



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	Good
Care and support		Good	Good	Good
- The overall quality of protection, care, guidance and support is good. Systems for ensuring students are kept safe are thorough and comprehensive, including those for child protection. - The school is an inclusive, very safe and hygienic environment. Safety checks are regular. Supervision is thorough and comprehensive. All required record keeping is in place. Healthy and safe lifestyles are promoted throughout most aspects of school life. - Relationships between staff and students are very positive and purposeful. Systems to promote good behaviour and attendance are successful. - Appropriate systems identify SEN and G&T students, who receive good support outside the classroom. In-class support is not fully effective for SEN students. - Guidance and support for students is appropriate and senior students receive effective advice over their future careers. Areas of Relative Strength: - The inclusive, very safe and hygienic school environment. - Very good relationships between staff and students and improved behaviour management systems. Areas for Improvement: - Support for SEN students in lessons.				



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	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The overall quality of leadership and management is good. The new SLT promote a clear vision and direction, and have a clear understanding of what is needed to improve the school. They have quickly and effectively addressed barriers to improvement. The roles of middle leaders have not yet been fully developed. - Leaders' development of the school evaluation form (SEF) and school development plan (SDP) actively involves stakeholders and uses data analysis effectively to identify key priorities and realistic actions. Senior leaders effectively monitor teaching and support teachers to improve. Middle leaders are now starting to take responsibility in this area. - The school successfully engages parents as partners in school life. Strong communications ensure they are well informed on their child's learning and development. Community partnerships are effective. - The Governing Board has detailed knowledge of the school and holds senior leaders accountable for performance. They moved quickly and decisively when improvements were insufficiently rapid. - Day-to-day management is very effective and efficient. The school is appropriately staffed. Professional development is regular and has raised staff expectations of what students can achieve. High quality premises and facilities and a range of resources promote students' achievements well. - At the time of the inspection the school was planning for entry to international assessments such as, Trends in International Mathematics and Science Study (TIMSS) to assess attainment for students in Grades 4 and 8.. Areas of Relative Strength: - The effective focus placed by the Governing Board and SLT on rapidly improving the school.	



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Areas for Improvement:

- Developing the role of middle leaders.