



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



Summary Inspection Report

Emirates National School – Mohammed
Bin Zayed

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إقرأ

Emirates National School - Mohammed Bin Zayed

Inspection Date	5 th – 8 th November, 2012
School ID#	105
Type of School	Private
Curriculum	American and International Baccalaureate (IB)
Number of Students	2724
Age Range	KG – Grade 12
Gender	Mixed
Principal	Roy Getchell (Campus Director)
School Address	P.O. Box 44321, Abu Dhabi, UAE
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Introduction

The school was inspected by six inspectors. They observed 76 lessons and met with school leaders, members of the advisory board, the academic quality controller, teachers and students. Inspectors observed students arriving and leaving school, attended lessons, assemblies and watched the students during break times. The inspectors looked at school documentation on finance and administration, and information on assessments, self evaluation and teachers' planning. In addition, parents' responses to the inspection questionnaire were analysed and students' work was examined.

Description of the School

The school is located in Mohammed Bin Zayed city and occupies one large site with separate buildings for kindergarten, primary, girls' secondary and boys' secondary. Since its foundation, it has been governed by a board of directors. The recently appointed campus director works with members of the school's advisory board to manage the school with the assistance of the senior leadership team.

The school aims to 'provide students with educational programs that develop character, use technology to improve learning and prepare students to be leaders and community members.' Approximately 99% of the students are local UAE nationals and are Muslim. Overall, there are 2,724 students in the school, of which there are 513 children in kindergarten (KG), 1,426 students in the primary school and 785 students in the two secondary schools. There are 1,514 boys in the school and 1,210 girls. There are no identified students with special educational needs and the school does not recognise students as gifted and talented.

Students are admitted to the school after passing an oral and written assessment to assess standards in English and maths. Fees start at 19,760 AED for KG children, rising to 51,510 AED by Grade 12.

The school is currently running an American curriculum. It is also integrating full International Baccalaureate (IB) programmes from primary through to diploma. By grade 12, students sit American SAT tests in English and maths as well as MoE exams in Arabic and Islamic Studies. A few subjects offer American Advanced Placement (AP) exams. There are no other international, externally accredited exams at present. Staff salaries range from 12,150 AED to 14,850 AED per month.

The Effectiveness of the School

Band B

Grade 5

Inspectors judged Emirates National - Mohammed Bin Zayed to be in Band B, that is a satisfactory school.

Since the previous inspection, the school's ownership, governance and management have worked together successfully to secure improvement in important areas of the school's performance. There has been progress across all performance standards, including students' progress, boys' behaviour, and staff and student retention. Weaknesses remain in the care and guidance provided for students and in the quantity, quality, range and deployment of resources particularly in science and information and communication technology (ICT). Students make satisfactory progress in almost all subjects. However, standards remain below international expectations in almost all subjects and fall well short of standards reached by schools following the same curriculum. This is because the curriculum is in its infancy and the IB is not embedded.

Students' progress in literacy is at an acceptable standard, enabling them to access all other areas of the curriculum. Students make better progress in numeracy, although they have limited opportunities to exercise their skills in subjects other than maths. In almost all subjects, students' thinking skills are not well developed. The only subject where students regularly have good opportunities to develop and apply their thinking skills is in maths. Students work collaboratively on calculations using a range of strategies to grasp new concepts and in tackling practical problems. Students' ICT skills are not developed in line with international standards. They are not given the opportunity to integrate ICT into their learning across the curriculum. At present, students' level of achievement in ICT falls short of the school's aims.

In Arabic, students have mastered basic skills when compared with schools following the same curriculum. They can use a wide range of classical Arabic vocabulary but writing, using grammatically correct Arabic, presents more of a challenge. In Islamic studies, students understand the meaning of verses from the Holy Qur'an and memorise them well. They are less confident when discussing higher-level questions. In social studies, students demonstrate knowledge of the UAE culture and heritage and identify geographical and historical features of the country. Research skills and independent study are not developed sufficiently well.

Most students speak English as an additional language (EAL). Speaking skills improve rapidly with age, and older students demonstrate considerable fluency. Standards in reading and writing are below international standards, with too much variation by Grade 12 in students' ability to spell correctly and apply

grammar rules. Overall, the standards boys and girls achieve are in line with age-related expectations for EAL students. In maths lessons across the school, students are generally performing in line with international, age-related expectations with a few students in the senior school exceeding expectations. Attainment in science does not match international standards in lessons, particularly in practical and experimental science.

In all grades and some subjects, girls make more progress than boys. They make better progress than boys in English, science and social studies as boys lack motivation in these subjects. The school has been slow to recognise the needs of students with special educational needs and those who are gifted and talented. This constrains the progress these children make because their needs have not been identified or met.

There is inconsistency in students' personal development. Students behave well in KG and in most primary grades. Although there has been some improvement in the secondary grades, boys' behaviour is still not consistently acceptable, especially when compared to girls. At times, misbehaviour slows learning. Children in KG are enthusiastic learners, confident to make choices and willing to engage. In most lessons, students generally cooperate well when given the opportunity, showing politeness and respect to each other and their teachers. They are developing a broad appreciation of cultures beyond their own. Students have very few opportunities to contribute to their community and limited understanding of how to live safe and healthy lives. Children's skills and personal qualities develop well in KG, as they are encouraged to take on responsibilities. This strong start in personal development is not built on consistently. Students in the secondary school do not have sufficient opportunities to develop their independent learning skills. These skills underpin successful learning in all curricula but are essential to the successful implementation of the IB curriculum.

The quality of teaching is inconsistent. There are few mechanisms to share ideas and very little coaching or mentoring to share and spread expertise. It is good in KG, where teachers have a well-developed understanding of how young children learn best. In maths, teachers have strong subject knowledge, which enables them to recognise students' needs and adapt their teaching methods to provide the right level of challenge and support. There are high levels of engagement in maths lessons and in some English lessons for the older boys and girls. In most other subjects, the content, pace and delivery takes insufficient account of the range of abilities within the class. One notable exception was a Grade 12 English lesson where the teacher supported the least able throughout the writing task and also challenged the most able. Teaching is weakest in science and ICT, where much of the teaching fails to engage students because very little emphasis is

given to practical investigation and application. In most classes there are very positive relationships between students and between students and teachers. Not all teachers make the purpose of the lesson clear or check that students understand what they are expected to learn. Objectives are displayed for students but they do not reflect learning outcomes, so that students have no way of knowing how successful they have been. Assessment is very patchy. There are a few signs of assessment being used well. In Grade 12, English teachers use assessment to match further work to students' needs and to show students how they are progressing. Target setting and self assessment are now in place for Grade 5 girls and, in some maths lessons, teachers promote effective use of self assessment and peer assessment in class to motivate and challenge students to do their best.

The school complies fully with the most recent requirements in Arabic, UAE history and Islamic studies and enables students to gain an understanding of UAE values, culture and heritage. The KG curriculum successfully meets the needs of most young children, who learn in a welcoming and stimulating environment. There is good adult-child interaction in activities, which are made meaningful through good cross-curricular links. In most subjects, the curriculum compares unfavourably with the best international curriculum practice and prevents many students from making more than adequate progress. This is because there is a lack of coherence and coordination of the different curricular threads adopted by the school. There is an emphasis on facts, at the expense of learning skills and practical and experiential learning. The curriculum is suitable for students who speak English as an additional language. The school has made little headway in developing the curriculum to identify or meet the needs of students with special educational needs and those who are gifted and talented. Students go on annual visits to places of interest, but there is very little opportunity for students to participate in other extra-curricular activities. The lack of a health education programme and limited careers guidance means that students are not well prepared for the next stage of their education.

The UAE Islamic culture helps students to feel safe and secure in their community. The majority of staff show genuine interest in students' academic progress and well-being and there is a positive ethos in the school. There is a well thought out code of conduct, which is applied to students equally and fairly. The younger students say that they feel safe in school and that their teachers are approachable if they have any concerns. Older boys say that there has been a marked improvement in behaviour and they too feel safe. This is largely because the school has successfully taken measures to reduce the incidences of physical bullying, which have declined sharply in the last two years. The newly appointed

counsellor for boys is already making a positive impact with an interactive assembly on bullying and the introduction of more supervision at break times. The counsellor for girls has yet to gain their trust so that any concerns the girls have can be addressed in a similarly effective way.

There are comprehensive, well-documented procedures for checking the moral character of staff on appointment. The school does not have a child protection policy in place and staff have not been trained to deal with child protection issues. There is a draft child protection procedure, which has been formally agreed and is to be presented to the campus advisory committee before being presented to staff. There are several serious health and safety issues, for example, the unsafe storage of chemicals and very unsatisfactory evacuation procedures. The school has recently tightened procedures to follow up on unauthorised or unexplained absence. Attendance is good but punctuality remains a real concern. The boys' counsellor has recently started to provide advice on course choices and careers guidance. There is nothing similar in place for girls.

Most features of the school's buildings and premises are satisfactory and adequately maintained. They meet ADEC's minimum requirements and generally reflect good health and safety practice. Most classrooms are spacious and suitably resourced. There are sufficient play areas and playgrounds for boys and girls. There is a suitable outdoor play space for KG children. Other accommodation is broadly of sufficient size and meets students' needs, with the exception of the science laboratories. These are not sufficient in number to support the delivery of the proposed IB curriculum. Sports facilities and resources are adequate for the practice of physical education. The libraries in each building are of adequate size; they are not well resourced or used. All electrical equipment is tested and maintained in safe working condition.

Teaching staff are suitably qualified for their roles. In a number of subject areas, inadequate resources limit good quality teaching and learning. There are sufficient computers to support the teaching of ICT as a subject, but not to support the full implementation of IB and other externally examined curricula. There are insufficient projectors and interactive whiteboards to promote the use of ICT across the curriculum. The school has reasonable stocks of books in English, both fiction and non-fiction and a satisfactory supply of textbooks. Resources for Arabic and Islamic studies are insufficient. In the Kindergarten there is a good variety of materials and a well-stocked library.

The campus director and the strategic advisory board have a clear and realistic overview of the school's strengths and weakness, and understand its stage of development. There has been significant transformation in terms of expectations

over the last three years. Attendance has improved, exclusions have plummeted, and student relationships are much more harmonious. Fights and major disputes are rare. The secondary leadership team articulates a clearer strategic direction than the primary team, backed up by stronger processes and structures. Both teams are highly motivated and aware of the need to motivate staff and keep staff turnover low. For these reasons, the school demonstrates the capacity to sustain the current momentum and further improve progress and standards.

The school has not prioritised its actions well. This has led to an excess of curriculum initiatives that has overwhelmed teachers. The monitoring of teaching and learning lacks depth and does not result in the rigorous evaluation of the impact of initiatives on outcomes or the pursuit of issues relating to continuous professional development. Parents' views are consistently taken into account and relationships between the school and parents are now much stronger. The number of students leaving the school each year has dropped and the senior grades are now operating at full capacity. Both leadership teams have begun to put procedures in place to involve students in decision-making. Financial management is in order but documents do not demonstrate how financial resources are aligned with the school's strategic priorities. The school achieves average results for above average fees and consequently does not yet provide satisfactory value for money.

What the school should do to improve further:

1. Accelerate progress and raise standards in line with best international, age related expectations such as IB by raising expectations and enabling all students to reach their potential, particularly in science and ICT.
2. Plan curriculum development strategically within the context of the school's current resources and capacity to ensure that there is coherence and continuity by:
 - i. meeting the range of learning needs through differentiation, especially for students with special educational needs and those who are gifted and talented; and
 - ii. focusing on the development of students' learning skills, especially higher order thinking, experimental and practical approaches, and the use of ICT across the curriculum.
3. Improve the quality and consistency of teaching and learning by:
 - i. providing mentoring and coaching in order to share good practice and spread expertise;

- ii. building on developing practice in formative assessment to ensure that all teachers plan to meet the different needs and abilities within their classes by providing the right level of challenge and support;
 - iii. broadening the range of methodologies so that students have the opportunity to think for themselves, work collaboratively, and apply their knowledge, skills and understanding in practical activities; and
 - iv. providing targeted professional development with rigorous and supportive follow up.
4. Strengthen leadership and management by:
- i. implementing a rigorous program to monitor and evaluate the impact of teaching and learning throughout the school;
 - ii. providing training and support for middle and senior leaders to ensure a good degree of rigor and consistency in the way they monitor, evaluate and feed back to teachers;
 - iii. holding teachers and especially middle and senior leaders to account for students' standards, progress and attitudes to learning; and
 - iv. following-up constantly, consistently and relentlessly.
5. Greatly improve punctuality in line with best international practice.