



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Emirates National School-MBZ

Overall Effectiveness: Very Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	26 Jumada Al-Awwal, 1439	to	29 Jumada Al Awwal, 1439
		from	12-Feb-18	to	15-Feb-18
	School name			Emirates National School	
	School ID			9105	
	School address			Mohammed Bin Zayed City	
	School telephone			+971 (0)2 559 0000	
	School official email			Emiratesnatmbz.pvt@adec.ac.ae	
	School website			info@ens.sch.ae	
	School curriculum			American/International Baccalaureate	
	School phases			Kindergarten- High	
	Fee range and category			Medium to very high: AED 23,330-55,920	
	Number of lessons observed			180	
	Number of joint lessons observed			12	
Staff Information	Total number of teachers			241	
	Turnover rate			19%	
	Number of teaching assistants			11	
	Teacher- student ratio			1 : 25	
Student Information	Total number of students			3850	
	% of Emirati Students			96 %	
	% of Largest nationality groups			1. Jordan 1%	
				2. Yemen 1 %	
				3. Oman 1%	
	% of SEN students			1%	
	% of students per phase			KG: 18%	Middle: 25%
Primary: 42%				High: 15%	
Gender			Boys and Girls		



The Performance of the School

Performance Standard 1 Students' Achievement Very Good	Performance Standard 2 Students' personal and social development, and their innovation skills Very Good
Performance Standard 3 Teaching and Assessment Very Good	Performance Standard 4 Curriculum Very Good
Performance Standard 5 The protection, care, guidance and support of students Very Good	Performance Standard 6 Leadership and management Very Good

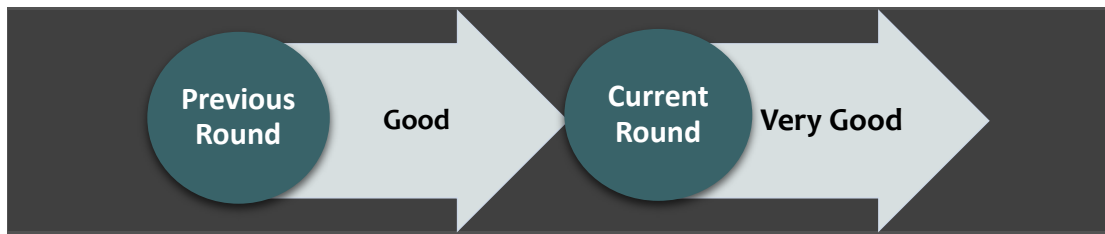


Evaluation of the school's overall performance

- The overall performance of the school is very good. Since the last inspection, the principal and senior leadership remains the same, however the school has increased its students numbers.
- Students' achievement is very good overall. Achievement is at least good in all subjects in all phases. Achievement in mathematics and science is very good throughout, and it is very good in English in KG, primary and high school. Students are making very good progress in Arabic as a first language. Students' learning skills are very good.
- Students' personal development is very good. They enjoy strong relationships with teachers, are self-disciplined, respectful and have positive attitudes to learning. Attendance is very good, however, punctuality at the start of the school day is less well developed for a few students. Respect for the heritage and culture of the UAE and Islamic values permeates all aspects of the school.
- Teaching and assessment are very good. Teachers' knowledge of their subject and of how students learn is effective. They make cross curricular links and connections to the real world. There are robust internal assessment systems. A few teachers do not always use assessment information to adapt their teaching for boys in the middle school or for gifted and talented (G&T) students.
- The curriculum is very good overall. The integration of the American and International Baccalaureate (IB) curricula offers students a rigorous and challenging program of choices. It meets the needs of all groups of students including students with special education needs (SEN). It provides almost all students with opportunities for critical thinking, enterprise, community service and innovation through extra-curricular activities. This is not always challenging enough for the gifted and talented (G&T) students.
- The protection, care, guidance and support for all students is very good. Students are well cared for and feel safe. The suitability of premises and facilities is outstanding.
- Leadership and management is very good. There is a clear vision and effective strategic leadership by the principal and his senior team. The day-to-day management of this large, complex organisation, comprising of five separate buildings, is outstanding, as is governance.



Progress made since last inspection and capacity to improve



- Since the last inspection, the school has made very good progress.
- School leaders and staff have successfully improved students' attainment in all subjects. Attainment for mathematics, science and English has improved overall and now is very good. Attainment for Islamic education, Arabic, social studies and other subjects, has improved in all phases and now is good. It is very good in KG for Arabic. Students in year 12 in 2017 obtained high grades in the International Baccalaureate Diploma (IBDP), the International English Language tests (IELTS) and gained university placements.
- The behaviour of boys in middle school has improved. Most teachers have adopted a wide range of teaching strategies to motivate boys and have successfully reduced the gap in attainment between boys and girls. This is still not successful in a few lessons.
- Most teachers are now using assessment information to plan appropriate lessons to address students' different needs. There is high quality marking of students' work supported by the whole school adoption of a computerised system of assessment.
- The punctuality of students has improved since the last inspection. The schools' statistics, monitoring data, and inspectors observations indicates a large decline in lateness. However, a minority of students still arrive late in the morning.
- The school leadership and the governing board have a shared vision to provide an outstanding school for the 'Future Leaders' of the UAE and have been successful in improving students' achievement. They have very good capacity to improve the school further and achieve their vision.



Key areas of strength and areas for improvement

Key areas of strength

- The improved attainment in all subjects, particularly in English, mathematics and science.
- The effective integration of the American and IB curriculum which offers students a rigorous and challenging programme of choices.
- The visionary leadership of the principal and his leadership team and their commitment to developing 'Future Leaders'.
- The promotion and teaching of reading in Arabic and English, in all phases of the school.
- The academic achievement of grade 12 students and their success in gaining university places.

Key areas for improvement

1. Ensuring consistent students' achievement in all subjects and the engagement of all boys in middle school by:
 - i. identifying and sharing effective practice among teachers
 - ii. planning a programme of professional development specifically for teachers of middle boys to share good practice
 - iii. adapting the curriculum to include topics that motivate and engage all students, particularly boys
 - iv. ensuring that in Islamic education, social studies and other subjects teachers use differentiated strategies that meet the needs of all groups of students.
2. Increasing the participation of parents to continue to improve students' punctuality at the start of the school day, by:
 - i. regularly notifying them if their child arrives after the national anthem
 - ii. drawing attention to punctuality in parental newsletters
 - iii. publicly rewarding students who are punctual to school in the morning.
3. Ensuring all teachers provide activities and resources that meet the needs of gifted and talented (G&T) students by:
 - i. ensuring teachers are aware of all G&T students in their lessons
 - ii. planning challenging and appropriate activities in lessons that meet their individual needs.
 - iii. tracking and monitoring the progress of G&T students in all lessons.



Provision for Reading

- The school has five large, inviting, well-resourced libraries, supported by five librarians and four librarian assistants and over 38000 books in Arabic and English. Each classroom also has a small library and with a corner especially for books about 'Sheikh Zayed'. There are regular library lessons for all KG and primary classes.
- Reading for comprehension is a feature of English and Arabic lessons. Students are involved in many reading competitions. They won the first place in UAE in the Abu Dhabi Reading challenge.
- A whole school plan for Arabic and English reading is being implemented effectively.
- Arabic and English teachers are well trained to encourage reading in different ways. Additional support is given to SEN students who are weak in Arabic and English reading.
- There are numerous extra-curricular activities and competitions to enhance reading. Reading is integrated across all curriculum areas.
- There are guided reading lessons. Parents participate in reading activities. The school strongly supports creative writing.
- The school has detailed assessment systems in place to evaluate students' reading capabilities and to track their progress.



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	Very Good	Good	Good	Good
	Progress	Very Good	Very Good	Very Good	Very Good
Arabic (as additional Language)	Attainment	N/A	Outstanding	Outstanding	Outstanding
	Progress	N/A	Outstanding	Outstanding	Outstanding
Social Studies	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
English	Attainment	Very Good	Very Good	Good	Very Good
	Progress	Very Good	Very Good	Good	Very Good
Mathematics	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Science	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Very Good	Very Good	Good	Very Good



Overall achievement

- The overall quality of students' achievement is very good. Achievement is at least good in all subjects in all phases. It is very good in mathematics and science throughout, and in English in KG, primary and high school.
- Student performance in internal examinations is outstanding, in all subjects. In external examinations it is inconsistent. Results for grade 12 students in IBDP were outstanding in Arabic and English, and in Ministry of Education (MoE) Islamic education and Arabic. Results for International English language tests (IELTs) were very good. Attainment observed in lessons in all subjects, in all phases was at least good.
- Progress in lessons and over time is very good overall. Children enter KG with very low levels of English and make very good progress by the end of KG and in primary. In middle school, in a few lessons, boys' progress slows, but in high school progress is very good overall. Progress of students with SEN is at least very good from their starting point. Progress of students who are gifted and talented is variable.

Subjects

- Students' achievement in **Islamic education** is good. The majority have a clear understanding of Islamic instructions above curriculum expectation and they make good progress. Their recitation skills of Holy Qur'an are good overall and they can make links between their learning and daily life.
- Students' attainment in **Arabic** is good overall, and they make very good progress. Children's attainment in KG is very good. The majority of students attain skills in listening, understanding, speaking, reading and writing above curriculum standards across the school. Their progress accelerates as a result of the school initiatives in promoting reading and writing.
- The achievement of the very few students who learn **Arabic as a second language** is outstanding. They can use the Arabic language fluently in their daily life practices. Most can read and write in levels above curriculum expectations.
- Students' achievement in **social studies** is good. A majority of students possess knowledge and understanding of UAE geography, history and culture above curriculum standards. They are proud of their identity and apply world geography concepts to real life situations. They exhibit higher-order skills such as problem solving and critical thinking.
- Students' achievement in **English** is very good overall. Achievement is good in middle school. The attainment of the large majority is above curriculum



standards in KG, primary and in high phases. They make very good progress as second language learners in phonics in KG and in reading and creative writing in primary. Students' excellent reading and debating skills lead to very good progress in high school.

- Students' achievement in **mathematics** is very good. A large majority of students achieve above curriculum expectations in all phases. Children in KG have understanding of numbers, 2-D and 3-D shapes above expectations. Students in the primary phase use mental math skilfully to help them solve problems. They can apply their knowledge of measurement and numbers to solve age-appropriate problems.
- Students' achievement in **science** is very good. The large majority of students in all phases are attaining knowledge and skills above curriculum standards. In higher grades they pose scientific questions, design and conduct laboratory experiments and investigations. They can apply science to real life situations
- Students' achievement in **other subjects** is good overall. It is very good in **music** and in **computer science**. In KG and primary they play simple musical instruments. In **physical education** (PE) they learn to swim and improve their physical skills. Students' achievement in high school electives is good.

Learning skills

Learning skills are very good overall. In almost all lessons students are engaged and able to take responsibility for their own learning. Students, at all ages, interact and collaborate and can communicate effectively. They understand the connections between subjects and can apply their learning to the real world. Students' think critically, research, problem solve and are creative and innovative. They use educational technology to research and produce assignments and presentations in lessons.

Areas of Relative Strength:

- Students' achievement across the school in English, mathematics and science.
- Academic attainment of Grade 12 students.
- Students' learning skills

Areas for Improvement:

- Achievement in Islamic education and social studies.
- Progress in lessons for few boys in middle school and students who are gifted and talented.



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

- Students personal and social development is very good overall. Their understanding of Islamic value and awareness of Emirati and world cultures is outstanding.
- Students are self-disciplined, motivated, displaying high levels of respect for their teachers and care for one another. A few boys in middle school can become disengaged in weaker lessons.
- Attendance, at 97%, is very good. However, punctuality at the start of the school is less well developed for a small minority of students.
- Bullying is extremely rare, and students feel safe and secure at school. They show a very good appreciation of the importance of healthy lifestyles and make healthy food choices.
- Students have an excellent understanding of Islamic values and their influence on UAE culture. Their appreciation of UAE and other world cultures is evident in art work around the school. They participate and lead many cultural activities throughout the year,
- Students have a well-developed sense of social responsibility, each class taking turns in leading activities in assembly and routinely cleaning up after classes.
- Students are highly creative with most demonstrating well-developed innovation skills through involvement in inquiry-based projects. A number of students have received patent certificates for their innovations. Students are encouraged to be innovative and their work is celebrated around the school. Skills that underpin innovation are embedded in most aspects of the curriculum.

Areas of Relative Strength:



- The very good attendance .
- Students' understanding and appreciation of UAE culture and heritage.
- Students' high level of respect for their teachers.
- Students' understanding of healthy living

Areas for Improvement:

- Punctuality at the start of the school day for a minority of students.
- A few boys' disengagement in weaker lessons.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is very good. It is good in the middle phase.
- Most teachers apply their knowledge of their subjects and how students learn them effectively.
- Teachers plan stimulating lessons and interact positively with students. In KG, teachers balance activities chosen by children with directed tasks. They develop children's learning through play.
- Teachers use effective strategies to match work to students' individual needs, though some further refinement is needed to challenge G&T students.
- Most teachers make clear connections between subjects and relate learning to the real world.
- Teachers provide opportunities for students to become independent learners, making their own choices. They have high expectations and ask searching questions that deepen learning. Overall, teachers' questioning promotes problem solving and critical thinking.
- The school has a robust internal assessment system and accurately benchmarks students' attainment to provide work generally matched to their needs. This is not always the case in the middle phase, where teachers do not always use assessment information to adapt their teaching to meet the needs of all boys.
- Feedback to students on how well students are doing is regular and help them take the next steps in their learning.

Areas of Relative Strength:

- Teachers' effective strategies to meet most students' individual needs.
- Teachers' high expectations and developing students high order thinking skills.
- Robust internal assessment systems.



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Areas for Improvement:

- Teachers' use of assessment information to adapt their teaching for boys in the middle phase
- Refining teaching strategies to challenge more consistently G&T students.



Performance Standard 4: Curriculum

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

- The curriculum is very good. An integrated American and IB curriculum includes the primary IB framework which is well established and effective. It provides a wide programme of electives for students in higher grades.
- The curriculum is structured to ensure smooth progression and continuity of knowledge and skills through the arranged scope and sequence of programmes.
- The IB curriculum provides rigour, and challenges students to develop their independent, higher order thinking skills. Cross-curricular work, research skills and critical thinking are matched to units of inquiry.
- The school reviews its curriculum rigorously to ensure it meets the academic and personal needs of all students, including those with SEN. Gifted and talented students are challenged by a wide range of competitions and extra- curricular activities, but not always in the classroom or by the curriculum.
- Overall, the curriculum provides opportunities for enterprise, innovation and a greater understanding and appreciation for the UAE's history and culture.
- The new moral education programme is delivered as a standalone lesson from grade 1 to 9. The alignment between the moral values and the IB Learner Profile deepens student understanding of their own character and helps to further promote discussion of moral values and how they apply to themselves.

Areas of Relative Strength:

- The integrated US/IB curriculum offers most students a rigorous, challenging programme of choices.
- The curriculum provides students with progression and continuity and cross curricular links.
- Opportunities for enterprise, innovation and a greater understanding and appreciation for the UAE's history, culture and society.

Areas for Improvement:

- Challenging opportunities within all aspects of the curriculum for G&T students.



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	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
- The school's arrangements for the care and support of students are very good. Everyone is fully aware of the school's child protection procedures and it is implemented effectively. - The school environment is safe. Secure maintenance records are in place. Break time arrangements promote healthy eating and social integration. School arrangements encourage students to have a positive attitude to the role of sport in healthy life-styles and make full use of facilities. - Relationships and behaviour management are very good, except for a few boys in the middle school. Management of attendance is very good, but a minority of students arrive late for morning school. - The school is inclusive, with a robust system of identifying SEN students. They are well supported within lessons with each having individual educational plan (IEP). Gifted and talented students have a broad range of opportunities to excel in activities inside and outside the school. They are less well challenged in lessons. - Academic counsellors provide guidance supporting students to make successful applications to universities.				
Areas of Relative Strength:				
- Students are well cared for and feel safe. - Very good relationships between staff and students. - Identification and support for students with SEN in lessons.				
Areas for Improvement:				
- Rigour in ensuring punctuality to school in the morning. - Management of behaviour for a few boys in middle phase. - Challenges for G&T students within lessons.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding
• The quality of leadership and management is very good overall. • The effectiveness of leadership is very good. There is inspirational leadership by the principal and a strong, cohesive senior team with a shared vision of producing 'Future Leaders' for the UAE. They have a well-developed understanding of modern educational practices. However, the role of subject coordinators is unclear. • Self-evaluation and improvement planning are very good. Staff members are fully involved in the systematic self-evaluation process, which is linked to data points in the school calendar. The school development plan (SDP) is reviewed regularly. The process and impact of school improvement planning is very good. • Partnerships and communications with parents and the community are very good. Parents are well informed about their children's learning and development. The 'Parents' Advisory Committee' are highly involved and supportive of the school. Communications with parents to improve punctuality is less effective. • Governance is outstanding. There is a clear, coherent line management structure, with defined accountabilities and roles of responsibilities, involving knowledgeable and experienced governors, parents and other stakeholders. They have a tangible impact and influence on school performance. • Day to day management is outstanding. There is effective and efficient day to day management of this large organisation. All policies, procedures and safeguards are in place. All systems run smoothly. Staffing is stable and morale high. • The school uses mock PISA (Programme for International Student Assessment) analysis to ensure students are covering all identified areas of learning. Eligible students participate in the 'one question a day' initiative to be ready for undertaking TIMSS (Trends in International Mathematics and Science Study)	



tests. The school motivates students and follows up on their progress. TIMSS and PISA are a key part of the school's strategic planning and appear in the SEF and SDP.

Areas of Relative Strength:

- Effectiveness of leadership and their vision of developing 'Future Leaders'.
- Impact of Governance on school performance.
- Day to day management of the school.

Areas for Improvement:

- The clarity of the role of subject coordinators in order that they have more impact on teaching and student outcomes.
- Communications with parents to improve punctuality of minority of students to school.