



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



Private School Inspection Report

Emirates Private School

Academic Year 2015 – 2016

Iqraa

Emirates Private School

Inspection Date	February 1, 2016	to	February 4, 2016
Date of previous inspection	May 12, 2014	to	May 15, 2014

General Information		Students		
School ID	32	Total number of students	2323	
Opening year of school	1982	Number of children in Kindergarten (KG)	490	
Principal	Amina Abdullah	Number of students in other phases	Primary:	811
			Middle:	485
			High:	537
School telephone	+971 (0)2 444 8863	Age range	3 years 8 months to 19 years	
School Address	St 29 Muroor Road, Al Zaafarana Area, Abu Dhabi, UAE	Grades or Year Groups	KG to Grade 12	
Official email (ADEC)	Emiratesad.pvt@adec.ac.ae	Gender	Mixed	
School website	www.eps-school.com	% of Emirati Students	23%	
Fee ranges (per annum)	Very low to low: 7,590 AED – 14,375 AED	Largest nationality groups (%)	1. Egyptian - 34.9% 2. Jordanian – 8.7% 3. Sudani – 5.5%	

Licensed Curriculum		Staff		
Main Curriculum	British	Number of teachers	152	
Other Curriculum	American, Ministry of Education (MoE)	Number of teaching assistants (TAs)	16	
External Exams/ Standardised tests	British IGCSE, AS, A Level Cambridge And EDEXCEL, MoE	Teacher-student ratio	KG/ FS	1:26
			Other phases	1:10 to 1:15
Accreditation	Advanced ED	Teacher turnover	20%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	123
Number of joint lesson observations	5
Number of parents' questionnaires	60; (return rate: 2.9%)
Details of other inspection activities	Inspectors engaged in a range of activities, including lesson observations, meetings, work scrutiny, review of documents, analysis of data, surveys, talking to students, their parents and staff, assemblies and presentations by students.

School	
School Aims	The school prepares students for the British IGCSE, AS, A level, and Cambridge and EDEXCEL examinations. It aims to produce reflective, responsible independent students who possess strong global citizenship, integrity and an appreciation for lifelong learning.
School vision and mission	The school vision has adopted a complete futuristic programme which envisages the personality development and produces promising graduates who would serve this country and be ready to face global challenges.
Admission Policy	The school is selective. There is an admission test which may be waived at the discretion of the school. Siblings are a priority. Other year group spaces are available when places occur. The decision of the principal is final.
Leadership structure (ownership, governance and management)	Principal, Deputy Principal, Head of American, British and Emirates and KG. It is a family run business.

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
Intellectual disability	0	2
Specific Learning Disability	0	4
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	4
Speech and Language Disorders	0	1
Physical and health related disabilities	0	5
Visually impaired	0	0
Hearing impaired	0	3
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	200
Subject-specific aptitude (e.g. in science, mathematics, languages)	91
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	71
Psychomotor ability (e.g. dance or sport)	23

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
--------------------------	---------------	-------------

	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

Emirates Private School is a good school. Children's achievement in the kindergarten (KG) is broadly acceptable overall. At this stage, children do not benefit from being given better opportunities to apply important aspects of learning in practical activities they choose for themselves. As they progress through the school, students make increasingly good progress and this is accelerated in the high phase of the school where progress is very good. Students' personal development is very good. Their ability to work independently is not developed well enough until the top end of the school. Teaching is good, ensuring that as students move through the school their achievement reaches high standards, often above international levels. The school has a very good curriculum which includes a breadth of relevant learning experiences and appropriate choices. The school has good overall leadership and enjoys very positive relationships with parents and the wider community.

Progress made since last inspection and capacity to improve

The strong and clear leadership and management of the school has enabled the school to evaluate itself accurately. Leadership has put in place systems and strategies, such as sharing of responsibilities in the senior leadership team. This has led to improvement in the school's overall performance since the last inspection. Achievement has improved overall. The school now offers a wide choice of subjects, especially to older students, which interest them and help to accelerate their progress. The school has a good capacity for further improvement.

Development and promotion of innovation skills

The promotion of innovation skills is a developing area. It is best at the top end of the school where students are trusted to take some responsibility for guiding their own learning through research topics and extended work. For example, older students work on projects which interest them, carrying out their own investigations. This work is less obvious at the early stages of the school where KG children and younger students are not given enough opportunities to express themselves freely, experiment and learn through investigative play using some of the skills they are taught in class.

The inspection identified the following as key areas of strength:

- the improved achievement of students
- the very positive personal development of students
- a rich choice of curricular opportunities
- the safe and healthy environment of the school
- the confident and strong leadership and management.

The inspection identified the following as key areas for improvement:

- planning for a better Kindergarten (KG) curriculum
- promoting more opportunities to enable students to become self-directed learners.



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	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	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	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Mathematics	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very Good
Science	Attainment	Acceptable	Good	Good	Very Good
	Progress	Acceptable	Good	Good	Very 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	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Good



The overall quality of students' achievement is good. Attainment is good overall across the primary, middle and high school phases. Attainment in KG is acceptable except in Islamic education where it is good. In the core subjects of English, mathematics and science attainment is very good. Performance is high in IGCSE and A level, as well as in the American and MoE curriculum tests. Students' attainment in Arabic, Islamic education and social studies is good. In Arabic, students are encouraged to lead the learning which lets them build a better understanding and use of the language.

Attainment is very good when compared to national and international standards in external examinations. Students perform well in lessons and very young children know some of their initial letter sounds and numbers while older students can retrieve text well in Grade 8. In mathematics, Grade 4 students can use simple fractions and by the end of the primary phase can calculate perimeter and area. There has been a good trend of improvement in attainment over time in English, mathematics and science, against UAE and international standards by Grade 10. In English in Grade 9, most students have the ability to identify and retrieve facts and details effectively when watching English language video materials. Older students explained that in science group work they were given opportunities to listen to their peers and this helped them to analyse opinions to develop their own ideas.

Students' performance in A level examinations is above international standards, with achievement in chemistry a particular strength of the school. There were high standards in ICT in 2014 and these were maintained to 2015.

Progress is good in art and music and in all core subjects across the school. It is weak in KG because children are given too few opportunities to work without the direction of the teacher. In the lower phase of the school, there are also fewer opportunities for students to think freely. They are not able to work independently, finding out things for themselves through play and investigation. Progress accelerates as students move through the school from acceptable starting points in KG to very good progress in the high school. Progress is best where teaching is good or better and teachers have an accurate idea of what students need to learn next from rigorous and accurate assessment. Most students with special educational needs (SEN) make good progress from their starting points because of the support they receive from specialist staff and from subject teachers. The identified more-able students also achieve well, resulting in high standards in core subjects by the time they leave the school.

Students enjoy taking responsibility for their own learning. Peer assessment and feedback in lessons makes sure that students know how well they are doing.

Students are actively engaged in project and research work in the highest classes. Independence and innovation is weakest in the lower classes. Students can connect their learning and apply skills across other subjects but this is better in the higher phase than lower age groups. When given the opportunities, students are able to think things out for themselves, use research to find out more and ask further questions using their knowledge to pose and solve problems.

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

Students' personal and social development is very good overall. Students demonstrate very good attitudes, self-discipline and responsibility. They respond positively to critical feedback and are very well behaved in most classes. This adds to a pleasant learning community. Relationships between students and staff are respectful and polite. Students readily help each other and demonstrate a good understanding of healthy and safe living. Attendance is good at 94%.

Students respect and are very knowledgeable about UAE traditions and culture and its growing development in the world. They greatly appreciate living in the UAE and feel safe and cared for. They are very aware of other cultures and can describe aspects that are similar to the UAE culture. There is a rich and elaborate UAE heritage centre at the school where the students, especially in the lower phases, get opportunities to visit and integrate their learning.

The students have a clear understanding of Islamic values. In assemblies, students enthusiastically sing the national anthem, other traditional songs and recite Qur'anic verses and Hadeeth. Opportunities for environmental, community and social contribution are taken up by students. They have participated in a Community

Outreach Award competition across the Emirate and won 1st place.

Students are creative and take part in projects. Sometimes these rely too heavily on adult support to help and guide them, especially in KG and primary classes. Students are given too few opportunities to develop and apply independent learning and innovation skills.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Good	Good	Very Good
Assessment	Acceptable	Good	Good	Very Good

Teaching and assessment is good overall. Teachers' subject knowledge is good throughout the school and in all subjects and curricular, although stronger in the high phase and weaker in KG. Teachers consistently apply their knowledge to make lessons interesting for the students. In the younger classes, teaching assistants work well with classroom teachers to give students good support. Most teachers follow a common format throughout the school, enabling consistent monitoring of teaching and learning. Most lessons are well planned with clear learning objectives. Resources are used well and good use is made of the science laboratories and other specialist rooms such as art. Students' work on display adds to the learning environment.

Teaching is interactive, with teachers making effective use of questioning skills. Relationships between adult and students are good. Good class management ensures good students' behaviour. In some lessons such as Arabic, students lead the learning of others, use critical-thinking skills well and innovative ways to develop learning. This innovative learning is stronger in other core subjects such as English, mathematics and science, particularly at the top end of the school. It is weaker in KG and Islamic education.

Teachers use a range of different styles of teaching. There is highly effective teamwork between the SEN team and the teaching staff. Individual education plans for students with SEN are reviewed regularly to assess whether they are on track to meet short- and long-term targets. As a result, these students make good progress. Gifted and talented students are identified in the school and through additional

project work are able to extend their learning and interests.

Verbal feedback is a strong aspect of teaching in the higher grades. Internal and external assessments are rigorous and linked to the different curricular. These are compared to national and international standards and analysed thoroughly. Action plans are in place for students who need support. Marking is weak in some of the books, with teachers just using ticks to show they have seen it rather than evaluating what each student is achieving. Peer assessment is used to help students understand what they are trying to achieve. Teachers at the top end of the school have a good understanding of what students know, understand and can do. In KG, teachers are too positive in their assessment of children and do not use the criteria well enough to assess how well children are learning basic concepts and skills for the future.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Good	Very Good	Very Good	Very Good
Curriculum adaptation	Acceptable	Good	Good	Very Good

The curriculum is very good overall. Students can choose from three curricular on offer: UAE Ministry of Education (MoE), British, and American. This breadth supports the interests and talents of students and ensures they make good progress. In all curricular, cross-phase planning ensures very good continuity and progression. This is established by rigorous review of content to secure students' academic progress. For example, students in Grade 9 in the British curriculum begin a pre-iGCSE course in English that paves the way for their start of iGCSE English course in Grade 10. Students report that teachers prepare them well for the content and expectations of college courses as part of their normal lessons. This informs appropriate changes in content and sequence. The school successfully adapts the curricular to meet the needs of different groups of students. For example, books and reference materials are relevant to boys' and girls' interests. It also successfully adapts the pace of course content to meet the needs of higher- and lower-attaining students.

The KG curriculum follows the British model with adjustments to reflect the culture

and values of the UAE. In KG, the timetable is very structured and highly directed by the teacher about what children can do for most of the time. Teachers have an idea about what goals they should be achieving but have no systematic way for judging which children achieve them. The KG curriculum, particularly in KG1, does not sufficiently provide opportunities for children to make decisions about their learning through child-led activities.

The school arranges outside visits for all grades, including the zoo for the youngest students and key commercial, industrial, civic and heritage facilities for all grades. It also receives visitors and speakers on a range of topics relevant to the curriculum, health and heritage. A broad range of extra-curricular opportunities is offered to students including heritage, art, music, gymnastics, sport, environment and scouts.

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	Very Good	Very Good	Very Good
Care and support	Good	Good	Very Good	Very Good

The protection, care, guidance and support of students is very good. The school has appropriate procedures for the safeguarding of students, including child protection and protecting students from potential dangers of the internet and social media. These are clearly communicated to staff, parents and students through workshops throughout the year.

The school provides a safe, hygienic and secure environment for students and staff, despite the fact that it is an old building. Students are well supervised by adults throughout the day. Children in KG have no space in which to play freely either indoors or outside. This restricts the provision for KG children and, as a consequence, limits their learning and progress. Safety checks are frequent and thorough. Transport supervision is effective. Students across the school are consistently taught how to have a safe and healthy lifestyle. The school keeps records of health checks and incident logs. These are regularly updated. Medical

needs are followed up and maintained securely. Attendance is monitored thoroughly and any absences followed up. Relationships between adults and students are good and there are systems and effective procedures for managing students' behaviour. Rules and values are clearly stated.

The school is rigorous in ensuring that students with SEN are supported by the school and parents. Identified students have IEPs reviewed regularly and extensive support is given. A thorough system of reporting allows teachers to signal where some students need specific support. Targets are adjusted in relation to the outcomes of monitoring and reporting.

The school provides effective personal and academic guidance to students, preparing them well to transfer from different phases and to university. The school hosts representatives from universities who visit to talk to students about their university facilities and faculties.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very 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. Leaders have a clear vision and direction which is shared across the school. Relationships, communication between staff and the partnership between senior leaders are all very good. Staff have clearly defined roles and responsibilities and work together effectively. The school evaluates itself well and knows what areas need to improve. There are regular senior leadership team meetings and weekly department meetings to discuss ways forward. Leadership of the curriculum is very strong and systems which are firmly established allow students many choices. The day-to-day management of the school is very good. The school's procedures and routines are effective and create a positive climate for learning Routines for	



teaching, assemblies, buses and communication systems all run very smoothly. The principal delegates responsibilities and the heads of department take these seriously. Most leaders, at all levels, have a positive impact on the quality of teaching in the school. Rigorous monitoring is in place and assessment is widely used to raise the quality of teaching and learning. A few inconsistencies remain and leadership in KG and Islamic education is not as strong as the other phase and core subject areas. While systems and structures are in place, they are not implemented as consistently. For example, assessment evaluations are too positive and do not provide critical analysis of children's achievement. Consequently, children do not progress as well as they do in other phases and subjects.

The principal and other school leaders ensure that teachers have a programme of professional development. This has had a positive impact on improving learning through the school. All teachers receive professional development on strategies to support specific students' educational needs and this has improved provision and outcomes for students since the last inspection.

Parents are very involved in helping to shape the direction of the school. Their views are sought and the school works hard to engage stakeholders through a wide range of excellent communication systems. There is a strong focus on improving healthy living, anti-cyber bullying and expected behaviour within society. The premises and learning environment is well used with specialist rooms for science, music room, PE and a library. Some corridors are narrow and there are a few small classrooms. There are regular governors' meetings which monitor the progress of the school development plan. These meetings regularly discuss students' achievement in relation to national and international standards and action plans are in place to support weaker students. Leadership of the provision for SEN students and the gifted and talented is very effective. Students are assessed on entry and IEPs are generated to support their needs. The school encourages parents to engage with the process.

What the school should do to improve further:

1. Improve children's progress and attainment in the KG by:
 - i. increasing opportunities for children to apply the skills they have learnt in lessons in chosen activities
 - ii. organising play that allows children to explore, investigate and find out for themselves through their own interests and choice
 - iii. improving assessment in order to measure children's ability when they start and leave the KG and to guide their learning.
2. Increase students' capacity to learn independently to improve their overall achievement and progress in learning skills by:
 - i. Increasing opportunities for students to research, investigate and experiment in lessons
 - ii. planning specific problem-solving activities and critical thinking in all subjects
 - iii. implementing focused monitoring and evaluation approaches that focus directly on independent and self-directed learning and the use of higher-order thinking skills.
3. Implement across the school appropriate expectations for marking and ensure they are used consistently by all teachers.