



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Emirates Private School Bani Yas

Academic Year 2016 – 2017

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Emirates Private School Bani Yas

Inspection Date	February 6, 2017	to	February 9, 2017
Date of previous inspection	February 16, 2015	to	February 19, 2015

General Information	
School ID	107
Opening year of school	1999
Principal	Mohamed Hassan Ismaeil
School telephone	+971 (0)3 761 8888
School Address	East 8, Baniyas
Official email (ADEC)	Emiratesbaniyas.pvt@adec.ac.ae
School website	www.ens.sch.ae
Fee ranges (per annum)	Very low AED 3,456 to AED 5,820

Students		
Total number of students	1870	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	54
	Primary:	1130
	Middle:	686
	High:	----
Age range	4 to 14 years	
Grades or Year Groups	KG to Grade 9	
Gender	Boys and girls	
% of Emirati Students	3%	
Largest nationality groups (%)	1.Syrian: 32%	
	2.Yemeni: 18%	
	3. Egyptian 12%	

Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	MoE
Accreditation	-----

Staff		
Number of teachers	112	
Number of teaching assistants (TAs)	4	
Teacher-student ratio	KG/ FS	1:11
	Other phases	1:17
Teacher turnover	15%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	122
Number of joint lesson observations	7
Number of parents' questionnaires	196; (return rate: 11%)
Details of other inspection activities	Inspectors held discussions with the principal, senior leaders, other members of staff and the cluster manager. They spoke to students and a group of parents. They reviewed a wide range of documentation showing student achievement and procedures to help keep students safe. They observed assemblies, school activities and arrivals and departures from school.

School	
School Aims	'To provide a highly competitive quality education in a safe, encouraging environment to prepare a generation committed to its religion and loyal to its nation.'
School vision and mission	'To prepare an ambitious generation committed ethically, outstanding scientifically, and achieving his nation's vision.'
Admission Policy	The school has an open admission policy.
Leadership structure (ownership, governance and management)	The school is governed by a Board representing the Emirates Private School group of schools. The board has appointed a Director General and a central administration team. The senior leadership comprises the principal, vice principal and subject coordinators.

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

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

G&T Category	Number of students identified
Intellectual ability	8
Subject-specific aptitude (e.g. in science, mathematics, languages)	20
Social maturity and leadership	4
Mechanical/ technical/ technological ingenuity	8
Visual and performing arts (e.g. art, theatre, recitation)	15
Psychomotor ability (e.g. dance or sport)	20

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)

The school was judged to be:	Band C	Weak
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	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						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is weak. However, improvements are now taking place due to the vision, drive and ambition of the new principal, who has brought strong educational leadership to the school. Students' achievement in the Arabic-medium subjects is acceptable, but is weak overall in English, mathematics and science, where boys achieve less well than girls. Personal development of students is acceptable, with strengths demonstrated in their attitudes to learning, behaviour, their relationships with one another and with adults, and their understanding of Islamic values and awareness of Emirati culture. Arrangements for the protection, care, guidance and support of students are now acceptable. The quality of teaching and assessment is weak overall; recent well-judged professional development has yet to have a visible impact of students' learning. The quality of the curriculum is weak overall, despite relative strengths in its design and implementation, as it requires further adaptation to fully meet the needs of different groups of students, including boys and the more able, and provide additional opportunities for innovation, enterprise and creativity. Leadership and management are now acceptable, but require further strengthening to improve teaching and raise standards.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since its last inspection. The principal has addressed its most urgent recommendations effectively in a short time. Breaches of regulations and health and safety concerns have been resolved. The school is now licensed to teach the curriculum, has effective child protection procedures, and applies well-organised arrangements for students' departure at the end of the day. A new building is being constructed to address over-crowding in classrooms. Self-evaluation is now more rigorous in informing targets for school development planning. Middle leaders are now more effective in monitoring the quality of teaching. As yet, not enough has been done to accelerate the rate of academic progress by improving teaching and the adaptation of the curriculum. Overall, school leaders' capacity to improve the school is acceptable.

Development and promotion of innovation skills

The school does not yet promote innovation effectively enough, although it does provide a few activities where related skills are used by students. For example, students build robotic models and experiment with electrical circuits. Older students, mainly girls, plan projects and use their research and information and communication technology (ICT) skills to produce presentations about their

different cultures. Students work together in groups to develop their communication and collaboration skills but often undertake teacher-directed tasks that do not provide consistent opportunities to develop their critical-thinking skills. Overall, across the curriculum, the school has yet to develop or teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the vision and educational leadership provided by the principal
- better achievement in Islamic education, social studies and Arabic, especially for girls
- attitudes to learning, behaviour of students and relationships in the school.

The inspection identified the following as key areas for improvement:

- the need to raise achievement across all areas of the curriculum, especially for boys
- increase teachers' expectations of what students can achieve and improve teaching skills and assessment approaches to raise attainment
- improve the curriculum to meet the needs of all students and particularly to increase challenge for the more-able learners.

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Social Studies	Attainment	N/A	Acceptable	Acceptable	
	Progress	N/A	Acceptable	Acceptable	
English	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Mathematics	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Weak	Weak	
Science	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Weak	Weak	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Weak	Weak	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Weak	Weak	

The overall quality of students' achievement is weak. It is acceptable overall in kindergarten (KG). External Ministry of Education (MoE) data, data from school assessments, and evidence from lessons and students' recent work indicate attainment and progress are acceptable overall across the primary and middle phases in Islamic education, Arabic, and social studies and weak in these phases in all other subjects. In KG, attainment and progress are weak in English and acceptable in all other subjects. MoE data indicates that girls attain consistently higher than boys. Students who need specialised support (SEN) make progress which is broadly in line with their peers.

Students' achievement in Islamic education is acceptable. Most students attain appropriate curriculum standards as they progress through the school. When they leave KG, most children can explain simple Islamic practices, for example prayers they say in the morning, and memorise simple verses in the Holy Qur'an. By the end of Grade 5, most can recite age appropriate 'Surahs' with respect and explain the meanings correctly. In Grade 9, most can accurately recite parts of the Holy Qur'an with 'Tajweed', explain 'Surah' and give talks about the gift of safe and secure living, in line with curriculum expectations.

Students' achievement in Arabic is acceptable. Most students attain levels that are in line with the curriculum expectations for their age. In KG, for example, most children make acceptable progress so that, by the end of KG2, they can sound out and read three-letter words in Arabic. They can express themselves accurately in Arabic when they talk about their experiences in everyday life. Students continue to make acceptable progress and by Grade 5 can write a short story using acceptable structure and language. By Grade 9, most students can write for different purposes including, for example, reports and letters using appropriate vocabulary. Most can present information clearly and recite poetry with expression in line with curriculum standards.

Students' achievement in social studies is acceptable. They make acceptable progress across the primary and middle phases so that, by Grade 5, most students can explain the history of founding the UAE, the constitution, and the role of the late Shaikh Zayed in establishing the union. By Grade 9, most understand and are able to explain how HH Shaikha Fatima Bint Mubarak developed the role of women in the UAE, in line with curriculum standards. The minority of students can design multi-media presentations, present them with confidence to their peers and accurately answer their questions, demonstrating deep knowledge. This is not yet a common feature in most lessons.

Students' achievement in English is weak. Skills in reading, writing, listening and



speaking are below age-expectations at all stages. By the end of KG children can say simple sounds but are working below age-related expectations. Students make weak progress across the primary phase, especially boys. By the end of Grade 5, only the large majority can write short sentences using simple vocabulary, but with inaccurate spelling. Students continue to make weak progress across the middle phases so that by the end of Grade 9 they can write longer sentences but often with grammatical or spelling errors. The large minority, especially boys, work below age-related expectations. Achievement improves for girls to broadly acceptable as they move into the upper grades.

Students' achievement in mathematics is weak overall, but acceptable in the KG where most learn about numbers and can count in English in age-appropriate ways. Students make weak progress in the primary phase and by Grade 5 only the majority understand remainders and can apply division techniques at age-appropriate levels. Progress is weak overall across the middle phase and by Grade 9 only the majority can expand algebraic equations independently. Girls' progress is stronger than that of boys, and is broadly acceptable in all phases.

Students' achievement in science is weak overall. Children make acceptable progress in KG, gaining knowledge and skills at age-related curriculum levels. For example, most know they need food and water to keep them healthy. Students' progress is weak across the primary phase and by Grade 5 only the majority know about the basic survival needs of animals and plants. Progress is weak overall across the middle phase, especially for boys. By Grade 9, only the minority of boys can explain the water cycle whereas most girls know how rain is formed. Most girls in the middle phase are working at age-related expectations.

Students' achievement in other subjects is weak overall but broadly acceptable in KG. Although most students enjoy physical education (PE), they make weak progress overall across primary and middle phases because they are given insufficient opportunities to develop their skills. Attainment and progress in art are acceptable overall. In KG, children link their work well to other areas of learning. In the primary phase achievement is weak; students' work lacks creativity and is often simply copying. In the middle phase achievement improves, with most students working at age-related expectations, especially girls. Achievement is weak in design, technology and innovation across the school.

Students' learning skills are weak overall but acceptable in KG. In the primary phase, students are not given sufficient opportunities to take responsibility for their own learning. Students find it difficult to interact and work in groups to share their learning without the supervision of a teacher, particularly when groups are large.

Their skills of collaborative working are more developed in the KG and a few of the upper grades than across the primary phase. Students' skills in critical thinking and innovation are underdeveloped across the different phases because insufficient opportunities are given within lessons to practise them.

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
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Personal development	Acceptable	Acceptable	Acceptable	
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 is acceptable overall. Their understanding of Islamic values and awareness of Emirati and world cultures are good. Most students generally behave well and have friendly relationships with each other and adults in the school. Students are beginning to become more engaged in their learning, especially in the higher grades, but they are easily distracted and usually require direction from their teacher. Occasionally, when lessons are not engaging, a few boys can be boisterous. Students understand the need to keep safe and live healthy lifestyles. While healthy food is available from the canteen, the minority of students bring unhealthy snacks to eat. Attendance is good and at least 94% overall. However, a few students are sometimes late for school.

Students have a clear appreciation and understanding of Islamic values due to the school's enriched curriculum. They are very respectful of the Holy Qur'an in assemblies and memorise its verses for competitions. They show respect to students from a variety of backgrounds. Students demonstrate a clear understanding and appreciation of their culture and heritage. They visit a variety of Emirati cultural sites and celebrate their heritage during UAE Day, National Day and Martyrs Day. Their work appreciating Emirati culture is shared with others through photographs and pictures displayed throughout the school. Students' knowledge and understanding

of other world cultures is less well developed.

Students' skills of social responsibility are acceptable overall. They are involved in committees responsible for the school environment and health and safety. Most students are willing learners, but they are not given sufficient opportunities to develop their innovation skills regularly in lessons. They work conscientiously to ensure their environment is pleasant and clean, for example by planting small trees and flowers in the school garden.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching and assessment is weak overall. Teaching is acceptable in KG. Most teachers have sufficient subject knowledge to deliver the curriculum but the majority do not provide appropriate activities to help students learn for themselves. Lessons are regularly planned but activities often tend to be based on worksheets with low expectations of what students can achieve, especially the more-able students. Teachers share lesson objectives to help students understand what they are expected to learn but do not always use these to assess students' understanding and progress. In the most effective lessons, teachers use open-ended questioning to challenge and extend students' thinking. This good practice is not yet consistent throughout the school. The way teachers question is more often limited to checking immediate understanding and accepting the first answer. As a result, many students are not required to work things out for themselves or to think deeply enough before the lesson moves on. Lessons tend to be overly teacher-led, especially in the primary phase. This restricts opportunities for students to develop their critical-thinking and innovation skills and become independent learners.

Leaders analyse internal and external assessment data to monitor students' achievement. However, all teachers do not consistently use curriculum outcomes to plan lessons that meet the abilities of different groups, including the more-able and those who need specialised support. For example, in English lessons, students complete worksheets that often just require them to write one word or a short

phrase as an answer. Teachers know the abilities of their students, but do not always provide effective feedback and challenge to ensure they achieve as well as they could. The school benchmarks students' academic outcomes against national expectations but the data sets are not yet consistently used to adapt the curriculum to meet the abilities of different groups of students.

Performance Standard 4: Curriculum

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

The overall quality of the curriculum is weak. Curriculum design and implementation is acceptable. The curriculum is balanced, with acceptable continuity and progression. Links between different subjects make learning more meaningful. However students are not given sufficient opportunities to apply the skills and knowledge they learn in one subject to another. For example, in English in the primary phase, students' scientific knowledge is enhanced through studying insects but this is not used in science lessons. Students in the primary and middle phases find it difficult to make connections between different subjects and do not easily relate knowledge to their understanding of the world. An exception to this was observed when students learned about healthy lifestyles in English lessons. The school reviews the curriculum regularly; there is insufficient focus on the differing academic development needs of students.

The curriculum is not sufficiently adapted to meet the needs of different groups, especially the more-able. While children make acceptable progress overall in the KG, the curriculum is prescriptive in the activities they can do and not adapted to allow them to learn experientially through investigation and discovery. The curriculum is often delivered in lessons through worksheets with activities which lack the stimulus to really engage students. This can result in students becoming passive in their learning or, especially in the case of boys, restless, with instances of low level disruption. Few opportunities are provided for enterprise, innovation or creativity, and extracurricular activities are limited overall. The curriculum very effectively promotes links with Emirati culture and UAE society. For example, students visit cultural museums, produce displays around the school to reflect UAE society and have developed an Emirati heritage corner to celebrate the history of the country.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	
Care and support	Acceptable	Acceptable	Acceptable	

The overall quality of protection, care, guidance and support for students is acceptable. The school has an effective child protection policy and procedures which are shared with the school community, including parents, to help keep students safe. Supervision, including that on school transport, is effective. The school has appropriate security arrangements. The local civil defence officers monitor the efficiency of evacuation procedures. Buildings and equipment are in sound repair following significant refurbishment, regular safety checks are carried out, and secure records are kept. Classrooms remain over-crowded. Specialist rooms such as the science laboratory and computer room are not fully used to develop students' investigation and innovation skills. Classrooms on the upper floor have no lift access for students with physical disabilities. The school promotes safe and healthy life styles. Students are screened and vaccinated by the school nurse. The canteen now has an appropriate license and properly trained staff.

The school's procedures for ensuring positive relationships are effective and these underpin the cordial relationships between staff and students. Staff use school procedures generally well to manage behaviour issues appropriately, although lessons have yet to be enlivened at times to maintain the engagement of boys. The school promotes attendance and punctuality adequately, but a few students are late for school. Students with specialised needs and who are gifted and talented are identified appropriately through teacher assessments. While there are only a few students with these special needs, teachers support them appropriately so that they are included in lessons. However, academically gifted and talented students are not fully challenged in lessons so that they can consistently achieve their potential. While the school provides appropriate guidance for students in their personal development, academic guidance is less well developed.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The overall quality of leadership and management is acceptable. The new principal has brought strong vision and direction following a period of instability in senior leadership. His commitment to improvement is shared by the broader leadership team and staff. Relationships are professional and staff have clear roles and responsibilities. Leaders at different levels are working hard to address the recommendations from the last inspection. Their efforts have not yet had sufficient impact on standards and the quality of teaching, however.

The self-evaluation form (SEF) uses a range of data to identify key priorities and links them to the school development plan (SDP). The SDP is based on appropriate key targets and actions. As yet, the SEF has not made effective use of student performance data to benchmark the performance of the school against others. Leaders regularly monitor teaching quality, but inconsistent focus on learning and achievement limits the value of feedback to teachers. The principal, supported by other leaders, has brought about significant changes and improvement in a short space of time.

Parents are now becoming more involved in the life of the school. The school communicates with them regularly and considers their views. They receive regular written reports about their child's progress. The school has not established more than a few partnerships in the community because leaders have been addressing the serious regulatory breaches from the last inspection.

The governing body represents a majority of stakeholders but does not consistently seek stakeholders' opinions when making decisions. It meets regularly to monitor the work of the school, including student achievement and wellbeing. It has ensured that most statutory requirements are now met.

The school is an orderly learning community. Staff are suitably qualified and now benefit from appropriate professional development. Classrooms remain over-



crowded and teachers do not make the best use they could of specialist rooms such as the science laboratory and computer rooms to develop students' skills. Classrooms on the upper floor have no lift access for students with physical disabilities. However, a new school building is being constructed.

What the school should do to improve further:

1. Raise achievement in all subjects, and particularly in English, mathematics and science by:
 - i. undertaking a systematic review of assessment evidence to identify areas where attainment is weakest in each subject
 - ii. implementing an action plan in each subject which targets these areas by focusing on teachers' planning for different ability groups in each class and ensuring the plans are implemented
 - iii. providing more opportunities for students to write at length and in different subjects
 - iv. increasing the scope in mathematics and science to develop basic number and problem solving skills
 - v. developing students' practical and higher order skills through scientific enquiry and investigation.
2. Improve the quality of teaching and assessment by:
 - i. raising teachers' expectations of what all students can achieve
 - ii. providing more open-ended tasks in lessons to challenge all students, including the more able, through tasks which provide opportunities for innovation, enterprise and creativity
 - iii. ensuring teachers' questioning consistently extends students' thinking, vocabulary and critical thinking
 - iv. ensuring assessment approaches are robust and accurate in gauging students' progress against curriculum expectations.
3. Improve the curriculum by:
 - i. providing relevant and stimulating extra-curricular activities
 - ii. making meaningful links across all subjects
 - iii. adapting curriculum programmes to meet the full range of abilities in each class
 - iv. enhancing the KG curriculum through experiential learning
 - v. providing suitable contexts for learning in all core subjects that boys find relevant and interesting.
4. Improve the impact of leadership and management by ensuring:
 - i. middle leaders provide more effective feedback to teachers by focusing on students' learning when observing lessons
 - ii. making appropriate use of assessment information and national performance indicators to benchmark the school accurately and to shape improvement strategies



- iii. continuing to extend the range of communications and dialogue with parents
- iv. taking steps to address punctuality for those students who are most often late.