



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

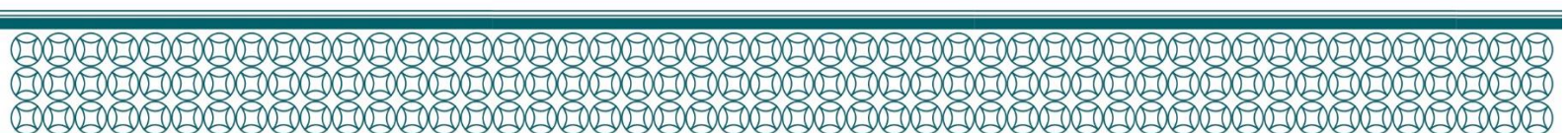
Inspection
Report of

Emirates Private School Bani Yas

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Emirates Private School Bani Yas		
School ID:	107	School phases:	Primary and Middle
School Council: **	NA		
School curriculum: *	Ministry of Education	Fee range and category*	AED4,600 to AED6,300 Very low
Address:	Baniyas East, Abu Dhabi	Email:	Emiratesbaniyas.pvt@adec.ac.ae
Telephone:	+971 (0) 27618 888	Website:	NA

Staff Information			
Total number of teachers	91	Turnover rate	10%
Number of teaching assistants	2	Teacher- student ratio	1:15

Students' Information				
Total number of students	1374	Gender	Boys and Girls	
% of Emirati students	2%	% of SEN students	0.2%	
% of largest nationality groups	Syrian 34%	Yemeni 29%	Egyptian 12%	
% of students per phase	N/A	Primary	Middle	N/A
		60%	40%	

Inspection Details				
Inspection date:	from	18/02/1440	to:	21/02/1440
		28/10/2018		31/10/2018
Number of lessons observed:	131	Number of joint lessons observed:	16	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- This school opened in 1999. The building does not facilitate students with additional needs and some classrooms are overcrowded. Removal of the kindergarten (KG) has reduced the student population by 27% since the last inspection. The appointed principal's application is under process. Teacher turnover is low at 10%.
- The overall performance of the school is now acceptable because achievement of most students in all key subjects is in line with curriculum expectations. An improved curriculum and quality of teaching have raised standards. Senior leaders involve subject coordinators in appropriate self-evaluation and improvement planning. Students' personal development remains acceptable. Students do not experience enough challenge in their learning or benefit from facilities and resources which would further promote their achievement.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Students' achievement is acceptable overall because attainment, progress and learning skills are now acceptable. • Students make acceptable progress in all subjects except Islamic education, Arabic and social studies, where progress is good. • Most groups of students are engaged in lessons, can work collaboratively and contribute to discussion when questioned by the teacher. However, they rarely think critically or initiate their own learning.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Most students' behaviour is courteous. • Students demonstrate a clear understanding of Islamic values and UAE culture. • Students' innovation, enterprise and creativity skills are weak.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	• Teaching is acceptable. Teachers' secure knowledge, planning of lessons to meet the needs of groups of students, and improved teaching strategies have raised students' achievement to acceptable overall. • Assessment processes are consistent and provide information which is used adequately to inform teaching. • Teaching rarely develops critical thinking, problem-solving, innovation and independent learning skills.		



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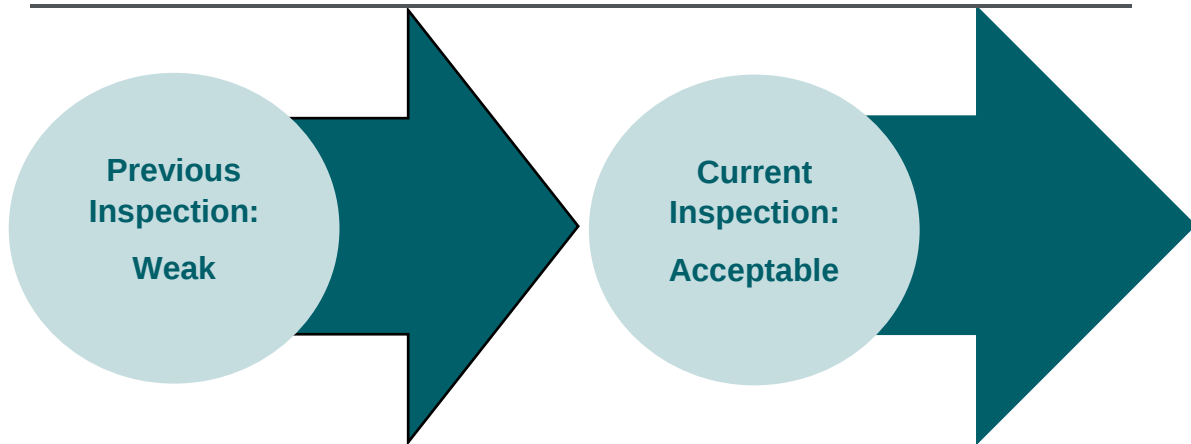
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The curriculum is reasonably broad and balanced and meets the needs of a large majority of students. It is appropriately reviewed. - Adaptation to meet the needs of most groups of students and provide links with Emirati culture and society is acceptable. - The curriculum engages students in their learning, however there are few opportunities for enterprise, innovation and creativity.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Arrangements for students' health and safety, including safeguarding, are acceptable overall. - Care, support and guidance for students are acceptable overall, although gifted and talented (G&T) students' learning is not sufficiently extended. - Some aspects of the school premises do not have appropriate facilities for students with disabilities.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Leadership, including governance and middle leaders, and self-evaluation and improvement planning processes, are acceptable. - Parents are appropriately involved as partners in school life. - Day-to-day management is efficient, but school facilities are unsuitable and resources are limited.		



Progress made since last inspection and capacity to improve



- Achievement has improved overall since the last inspection in all core subjects.
- Internal assessment procedures have been strengthened and students' achievement is now tracked and benchmarked appropriately.
- Teaching has improved overall with an increased range of strategies to engage most students in their learning. Consequently, students now make good progress in Islamic Education, Arabic and social studies. However, teachers as yet do not challenge the more able or provide tasks that provide opportunities for investigation, innovation and enterprise. Teachers' questioning now involves students in dialogue but does not yet promote critical thinking.
- Processes for review and modification of the curriculum have improved. However, more able students are not challenged sufficiently. Meaningful links are made in most subjects and most boys are engaged in lessons.
- Self-evaluation and improvement planning have improved. Middle leaders monitor teaching and provide feedback which has resulted in improvement overall. However, lesson observations do not focus enough on students' learning. Leaders continue to communicate with parents through an increased range of media. They have taken effective steps to improve students' attendance and punctuality.
- Leaders have made progress in addressing most of the recommendations of the previous inspection report. They have improved the curriculum, teaching and achievement. Overall, school leaders' capacity to improve the school is acceptable.



Provision for Reading



- The school library currently does not offer an environment that is conducive to reading. There is a limited range of books in English and Arabic and these are not currently accessible for students to borrow. The school does not have a librarian. Library visits are currently not time-tabled.
- A wider range of books from a book fair were on display in the library at the time of the inspection and students who visited read short stories, explored how to use dictionaries and wrote summaries.
- The school encourages parents to read at home with their children. There are few in-school activities planned to promote reading for pleasure. Reading comprehension is limited to text books in all subjects.
- The school has initiated projects and activities that promote students' reading and comprehension skills. However, such activities are not consistent or inclusive of all students.
- More able and G&T students are encouraged to take part in competitions and challenges related to reading such as My Language is My Identity.



Key areas of strength and areas for improvements:

Key areas of strength

- Improved achievement in all core subjects
- Students' appreciation of UAE culture and Islamic values
- Improved teaching, particularly in Arabic, Islamic education and social studies
- The day-to-day management of the school.

Key areas for improvement

- Further improve achievement and learning skills in all subjects by:
 - improving students' reading for pleasure in English and Arabic
 - providing more opportunities for students to speak at length and write extensively and creatively in English and Arabic.
 - fostering students' independent learning skills
 - providing more opportunities for students' enquiry, investigation and practical skills in all subjects.
- Improve teaching and assessment by:
 - using assessment information to more precisely match lesson activities to the needs of all students, particularly the more able and G&T
 - developing questioning that requires students to give extended answers and explain their ideas and thinking
 - giving students precise feedback about their learning and clear guidance on how to improve
 - planning opportunities across the curriculum for students to develop their initiative, creativity, enterprise, and innovation skills
 - modifying teaching strategies to provide improved challenge for more able and G&T students.
- Improve aspects of leadership and management by:
 - developing effective systems to identify and support students with special educational needs (SEN)
 - improving the monitoring of teaching to focus effectively on students' learning
 - ensuring the premises and specialist facilities such as the library, laboratories and sports fields are enhanced to improve students' achievement for all, including those with additional needs



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Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students' achievement in Islamic Education is good and has improved since the last inspection. - Attainment remains acceptable as most students attain levels that are in line with curriculum expectations. Examination results indicate outstanding attainment. In lessons, students can recite short verses of the Holy Qur'an and can explain their meaning. However, their recitation of longer verses is less developed. - Students in both phases now make good progress. This is due to teachers' effective use of language and explanations. Students make good progress in understanding and discussing the meaning of the verses in the Qur'an and applying them to daily life. - More able students do not always make enough progress because they are not given sufficiently challenging work in lessons.
Arabic	- Students' achievement in Arabic is good overall. - Students' attainment remains acceptable. Examination results indicate attainment is very good. In lessons, most students' literacy skills are in line with curriculum expectations. Overall, students' speaking and writing skills are not as strong as listening and reading due to limited acquisition of extended dialogue and creative writing skills. - Students' progress is now good overall due to good teaching based upon standardised lesson planning, clear objectives and differentiated activities. - All groups of students make similar progress to their peers.
Social Studies	- Students' achievement in social studies is good overall. - Attainment is acceptable. Examination results and internal assessment indicate attainment is outstanding. In lessons and students' work, attainment is acceptable because their knowledge and understanding of the UAE is in line with curriculum expectations. - Students in both phases now make good progress due to appropriate learning objectives and engaging teaching strategies. In Grade 1 students make good progress in developing their knowledge about the leaders of the UAE. By Grade 9, they can discuss important issues related to the Emirati occupied islands and suggest solutions to release them. - More able students do not always make enough progress because they are not sufficiently challenged to reflect deeply on social issues and challenges.



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English	- Students' achievement in English is acceptable in both phases. - Attainment is acceptable. Internal assessment and examination results indicate attainment is outstanding. In lessons and their work, most students attain in line with curriculum expectations. - Students make acceptable progress in both phases because teachers engage them and develop their language skills. Skills in speaking and listening are more developed than those in reading and creative writing. In primary most students can hold short, simple conversations, write simple sentences and scan simple texts for information. By Grade 9, students are more confident to articulate what they have learned, however speaking at length is usually limited to knowledge gained in the textbook. - More able and G&T students do not always make enough progress, due to insufficient challenge in their work.
Mathematics	- Students' achievement in mathematics is acceptable. - Attainment is acceptable overall. Internal assessments and examinations indicate very good attainment. In lessons and students' work, most students attain in line with curriculum standards. Students' understanding of place value and how to add, subtract, multiply and divide is at grade-related levels. - Most students make acceptable progress because teachers plan suitable tasks for students to develop their basic number skills. Their progress in developing mental mathematics skills is less confident. Students follow a given method to solve number problems, including those related to real life, but they rarely decide for themselves which strategy is best to use. - More able students do not make enough progress because they are not sufficiently challenged to apply their understanding to the solution of complex mathematical problems.
Science	- Students' achievement in science is acceptable in both phases. - Attainment is acceptable. Examination results and internal assessments indicate that attainment is outstanding. In lessons and students' workbooks attainment is acceptable because most students attain levels in line with curriculum standards. - Students make acceptable progress in developing their knowledge of scientific concepts and vocabulary. Their development of practical and experimental skills is limited by the quality of practical provision. Teachers work hard to overcome this, for example by practical modelling of cells. - Different groups of students make progress similar to that of their peers.
Other subjects	- In physical education (PE), students understand the importance of warming up and can link their learning to work in science lessons. Their development of different physical skills is inconsistent. - In art, students can work imaginatively in shading and colouring using pencils and crayons. - In information and communication technology (ICT) students understand control programming but have limited opportunities to develop and apply this. - In PE, art and ICT, students' development of subject-specific skills is hampered by the lack of basic equipment for teaching and learning.



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Learning Skills	• Students' learning skills are now acceptable overall. • Most students have positive attitudes towards learning and are engaged in lessons. They can work independently for short periods of time but rarely initiate their own learning. • Students can work together collaboratively and communicate their learning adequately. Peer assessment and self-assessment are developing features of their work. • Students make links in their learning across subjects and to real life. • Students' independent research, innovation, critical-thinking and problem-solving skills and use of learning technologies remain weak across the school because teachers do not plan enough opportunities to develop them, and resources and facilities to encourage practical learning are limited.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Improved progress in understanding the meaning of verses in the Qur'an - Recitation of verses from the Qur'an.	Further improvement in recitation of longer verses from the Qur'an.
Arabic	Improved progress in Arabic especially in listening and reading.	- Speaking at length. - Creative writing skills.
Social Studies	Knowledge and understanding of UAE history and geography.	Progress of more able students in thinking and reflecting deeply about social issues.
English	Speaking and listening skills.	- Reading, and extended writing skills. - Progress of more able and G&T students
Mathematics	Understanding of place-value and the ability to perform simple mathematical operations.	- Mental mathematics - Independent problem-solving skills, especially for more-able students.
Science	Understanding of scientific terminology.	Practical and investigative scientific skills.
Other subjects:	Students' use of media such as pencil, crayon and paint in art.	- Physical and performance skills in PE. - Application of skills in ICT to other subjects.
Learning skills	- Engagement in lessons. - Collaborative skills.	- Critical thinking, research, innovation, problem-solving and use of technology. - Increased independence and their ability to initiate their own learning.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:		Primary	Middle	
Personal development		Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures		Good	Good	
Social responsibility and innovation skills		Acceptable	Acceptable	

- Students' personal and social development is acceptable overall. While their social responsibility is acceptable, their innovation skills are weak.
- Students show responsible attitudes towards their learning and behave well, except in a few lessons where activities are not suited to their needs. Relations between students and staff are mostly courteous. Students respond positively to feedback from teachers and their peers.
- Most students follow rules and contribute to a safe learning environment although on a few occasions, particularly with boys in the middle phase, they need reminders to behave well. Bullying is rare.
- Students demonstrate general understanding of a safe and healthy life style, but do not always make healthy choices in their food. Attendance is outstanding at over 98%, and students are almost always punctual.
- Students have a clear understanding of Islamic values including forgiveness, empathy and respect, and their influence on UAE society. They celebrate UAE events with the help of Emirati parents who contribute to their good knowledge and understanding of UAE culture and heritage. Their knowledge and understanding of the wider world are limited to other Arab cultures represented in the school.
- Students are occasionally involved in social contributions through organisations such as Red Crescent. They are developing leadership roles in classrooms. Grade 9 students assume leadership roles in assemblies and assist with supervision during school arrival and departure.
- Students have a positive work ethic. However, they rarely initiate projects, make independent decisions or innovate in lessons. They participate in a few projects that encourage creative, cross curricular learning including the use of solar energy, the Unity Train, and building miniature models of important UAE buildings.
- Students keep their school clean and participate in environmental projects, for example planting trees making use of recycled car tyres. Their awareness of global environmental issues is acceptable.

Areas of Relative Strength:

- Students' attendance
- Students' knowledge and understanding of Islamic values and of UAE culture and heritage.

Areas for Improvement:

- Students' initiative, independent learning and innovation skills.
- The behaviour of students in few lessons.
- Understanding of other world cultures



Performance Standard 3: Teaching and assessment

Indicators:		Primary	Middle	
Teaching for effective learning		Acceptable	Acceptable	
Assessment		Acceptable	Acceptable	
- The overall quality of teaching and assessment is acceptable. It is good in Arabic, social studies and Islamic education. - Most teachers' subject knowledge is secure although a few do not model accurate grammar in English. Teachers plan lessons that engage students and enable them to meet learning objectives, but do not always provide activities which are precisely matched students' individual learning needs. Classroom environments and resources are adequate, but do not effectively support active and independent learning. - Teaching strategies are acceptable. Group work engages students, although tasks are often directed by teachers. Teachers' questioning checks students' knowledge and in better lessons, explores their understanding and requires extended answers. - Teaching to promote students' innovation, critical thinking, and research skills is weak in most subjects. Activities rarely allow students to engage in enquiry and practical investigations or use learning technologies. - The school monitors students' progress through consistent internal assessments. It conducts external tests and uses the information to analyse and track progress. Leaders benchmark students' progress against national averages. - Teachers use assessment information adequately, but not precisely enough to plan well for students' different abilities in lessons. More able students are not sufficiently challenged. Teachers seldom adjust tasks when they are too easy. Less able students have individual education plans and receive appropriate general support in lessons. - Teachers' feedback and students' involvement in assessing their learning provide them with general information on their progress. There are a few written comments in workbooks, but overall students are not given enough specific information about how to improve their work.				
Areas of Relative Strength:				
- Teaching and assessment in Islamic education, Arabic and social studies. - Teachers' planning of questioning and collaborative group work.				
Areas for Improvement:				
- Use of assessment information to precisely match activities to students' abilities, especially those of more able students. - Developing students' innovation, research, enquiry, critical thinking and technology skills. - The quality of feedback to students on their work.				



Performance Standard 4: Curriculum

Indicators:		Primary	Middle	
Curriculum design and implementation		Acceptable	Acceptable	
Curriculum adaptation		Acceptable	Acceptable	
- The overall quality of the curriculum is acceptable. It is reasonably broad and balanced but focuses more on the acquisition of knowledge than the development of skills. There is adequate progression in subjects. Students are suitably prepared for the next stage in their education and appropriate links have been established with colleges and receiving schools. - Cross-curricular links between subjects such as English, Arabic, social studies, mathematics, PE and science are extended by a few cross-curricular projects. - The curriculum committee meets termly to make curricular modifications which ensure the needs of most students, especially those with SEN, are met. Modifications are less effective in planning activities to meet the needs of more able students across subjects. - Opportunities and resources to develop students' creativity, enterprise and innovation skills are limited. A few extra-curricular activities are offered which support students' academic and personal development and help foster a sense of pride in their community. Appropriate experiences are provided to increase students' understanding of Emirati culture and society in subjects and the school displays which celebrate the culture of the UAE. - Students are taught moral education in stand-alone lessons. Learning in topics covered, such as ethics and bullying, are monitored closely by the school leaders and has a positive impact on students' behaviour.				
Areas of Relative Strength:				
Regular review of the curriculum by the curriculum committee.				
Areas for Improvement:				
- Opportunities for students to develop creativity, enterprise and innovation skills. - Modifications that challenge more able students.				



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

Indicators:		Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding		Acceptable	Acceptable	
Care and support		Acceptable	Acceptable	
- The overall quality of protection, care and guidance and support for students is acceptable. The school has adequate procedures for safeguarding, including child protection, that are shared with students, staff and parents. - The school buildings and equipment are maintained in sound repair. Safety checks are regular. Supervision of students in school and to and from transport is effective. - The school premises and facilities provide a safe physical environment, however there is no lift or ramps for students with additional needs. Some classes are overcrowded. The science laboratory is inadequate. The school promotes safe and healthy living, for example through awareness sessions about hygiene and healthy lifestyles held by the school nurse. - Staff-student relationships are courteous and the school has appropriate systems in place to manage behaviour. School procedures have been very effective overall in promoting attendance and punctuality. - The school does not have appropriate systems in place to identify SEN students and there is no SEN specialist. Teachers maintain a list of students who they identify as SEN and gifted and talented. Support for identified SEN students in most lessons is adequate. G&T students are enrolled in competitions and are given leadership roles in assemblies, however they are not challenged enough in lessons. - Appropriate personal and academic guidance and support is provided for all students, including through the advice of the social worker.				
Areas of Relative Strength:				
The schools' approaches to improving attendance and punctuality.				
Areas for Improvement:				
- Systems to identify and support SEN students and challenge for G&T students in lessons. - Premises and facilities to meet the needs of all students.				



Performance Standard 6: 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

- Leadership and management are acceptable overall. Leaders set a direction for the school that incorporates national priorities and most demonstrate an adequate understanding of the curriculum and best practices in teaching and learning. They have successfully improved teaching and achievement in all core subjects. Senior leaders have improved communication with staff and as a result, morale has improved. Middle leaders now have a better understanding of their roles.
- Self-evaluation and improvement planning processes are acceptable. Although the judgments in the self-evaluation form (SEF) are not aligned with the inspection framework criteria, it gives a realistic view of key priorities based on internal data analysis. The school development plan (SDP) is appropriately linked and contains appropriate actions and achievable goals. Monitoring of teaching and learning is regular, and has contributed to improved teaching and achievement. Feedback to teachers is not focused enough on the impact of teaching on learning.
- Parents contribute to raising standards by supporting their children in projects. They are involved in events such as assemblies, and celebrations. Communication has improved but is not yet systematic. Reporting is regular. There are community links with local schools and the Red Crescent.
- The governing board seeks the views of all stakeholders. It holds senior leaders accountable for school improvement and has been effective in monitoring their actions. However, it is not so effective in ensuring that staffing and resources are of high quality to promote effective teaching and learning.
- The school day is managed efficiently. The school is adequately staffed, and teachers have received appropriate professional development from partner schools. Specialist facilities such as the library, art room, science laboratories and sports facilities are unsuitable. Some classrooms are overcrowded and do not support effective teaching and learning. Resources to promote reading for pleasure, support enquiry, and develop investigative and practical skills are limited.
- Students participate in international examinations. The Programme for International Student Assessment (PISA) mock 2 examination scores, which are above the Abu Dhabi average, show an improving trend. Students find it difficult to interpret the 'Question-a-Day' in English, but the school has no current plans to address this.

Areas of Relative Strength:

- The direction and impact of leadership in improving achievement in all core subjects.
- Management of the day-to-day life of the school

Areas for Improvement:

- Improving the focus on students' learning in the monitoring of teaching.
- Suitability of the premises and specialist facilities.
- Governance that ensures high quality staffing and resources to promote effective teaching and learning.

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