



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

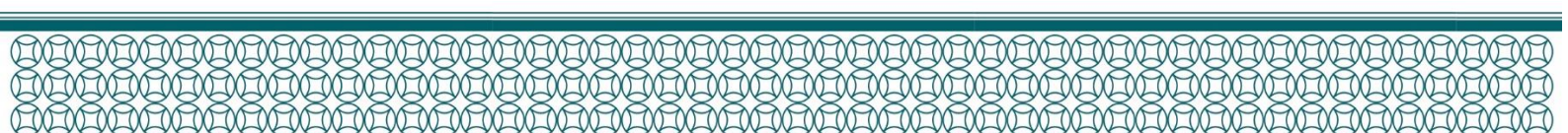
Inspection
Report of

Garden City British School

Overall
Effectiveness

Good

Academic year: 2018-2019





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Table of Contents

School Information	2
The overall performance of the school:	3
Provision for Reading	5
Key areas of strength and areas for improvements:	6
Performance Standard 1: Students' Achievement	7
Performance Standard 2: Students' personal and social development and their innovation skills	12
Performance Standard 3: Teaching and assessment	13
Performance Standard 4: Curriculum	14
Performance Standard 5: The Protection, care, guidance and support of students	15
Performance Standard 6: Leadership and management	16



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	Garden City British School		
School ID:	9286	School phases:	KG and Primary
School Council: **			
School curriculum: *	British (Cambridge)	Fee range and category*	AED 23,100 – 25,400 (Medium)
Address:	Falaj Hazzaa, Al Ain	Email:	GardenCB.pvt@adec.ac.ae
Telephone:	+971(0) 37805775	Website:	Gardencityschool.ae

Staff Information			
Total number of teachers	35	Turnover rate	14%
Number of teaching assistants	10	Teacher- student ratio	1:9

Students' Information			
Total number of students	329	Gender	Boys and Girls
% of Emirati students	49%	% of SEN students	3%
% of largest nationality groups	South African 11%	Jordanian 5%	Sudanese 4%
% of students per phase	KG 19%	Primary 81%	

Inspection Details			
Inspection date:	from	to:	
	<u>12/06/1440</u>		<u>15/06/1440</u>
	<u>17/02/2019</u>		<u>20/02/2019</u>
Number of lessons observed:	77	Number of joint lessons observed:	12

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school opened in 2017. This is its first inspection. The new principal and vice-principal have been in post since August 2018. Most middle leaders have been in post since the school opened. Teacher turnover is low at 17%. The student population is transient with 35% leavers at the end of the first year and 60% new joiners since September. 81% of the students speak English as an additional language (EAL).
- The overall performance of the school is good. Students' achievement is good in all subjects except in Arabic as a first language (AFL) where it is acceptable. Engaging teaching strategies ensure good progress and promote independent learning. The school's self-evaluation (SEF) is a collaborative and reflective document and links to the school improvement plan (SIP). Recent improvements have brought about positive changes such as active learning and support for students with special educational needs (SEN). The new principal's inclusive and supportive ethos permeates the school.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	N/A
Justifications	- Attainment is good in Islamic education and social studies in primary, and in science and other subjects in KG and primary. Attainment is acceptable in AFL, Arabic as a second language (ASL), English and mathematics. - A majority of students make good progress due to active learning and teaching strategies adapted to the needs of most learners. This is less effective in AFL where progress is acceptable. - Students enjoy learning, take steps to improve their work and work together in a range of learning situations.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	N/A
Justifications	- Students have positive attitudes to learning. They are empathetic and tolerant and usually behave well. - Their understanding and appreciation of Islamic values and of Emirati heritage and culture are very clear. - Students take on responsible roles and take part in projects but their innovation and enterprise skills are less developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	N/A
Justifications	- Teachers use child-centred strategies effectively in almost all subjects to support active learning. - Most teachers use assessment information to adapt learning to match students' needs, particularly those with SEN. However, more-able students are not always sufficiently challenged.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	Assessment procedures are mainly coherent but not yet comprehensive.
--	--

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	N/A
Justifications	- The curriculum is modified to meet students' needs in almost all subjects. - Links across subjects and real life are particularly effective in KG and links with UAE culture and heritage are strong throughout the school. - There is enrichment through a wide range of extracurricular activities. Opportunities to develop innovation and entrepreneurial skills are developing.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	- The school provides a very safe, hygienic and secure environment for all students. - Attendance has improved to be very good, but a few students arrive late. - Systems for identifying SEN students and their care and support are thorough. Identification of gifted and talented (G&T) students and challenge in lessons is developing.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	N/A
Justifications	- The principal and her team foster a caring and supportive ethos that permeates throughout the school. - Day-to-day management of the school is very well organised and impacts positively on students' achievements. - Monitoring of teaching and learning and its impact on students' achievement is not yet systematic.		



Provision for Reading



- The library is a well-used, attractive learning space with comfortable seating, two computers for research and over 11,300 books in English, Arabic and French. There are age-appropriate, well-labelled books from a range of genres. All classrooms have book corners.
- The school has a reading plan. Each class is scheduled for a weekly guided reading lesson in English and Arabic to develop comprehension. The librarian plans activities linked to reading and the 'My Identity' programme. Information about students' borrowing habits is analysed and shared with teachers. Progress in reading is tracked.
- Teachers in KG and learning support assistants are trained in phonics and teachers trained to support guided reading. Parents are given leaflets to help them support their child's reading.
- Library displays celebrate reader of the month, author of the month, photographs of students and staff reading, and recommended reads by students. Reading is promoted throughout the year through book fairs, buddy reading, competitions and at assemblies.
- The school's librarian has recently received an award from the Emirates Literature Foundation.



Key areas of strength and areas for improvements:

Key areas of strength

1. Students' overall achievement through positive teaching strategies.
2. Students' knowledge and respect for UAE heritage and culture and their secure appreciation of how Islamic values influence society.
3. Enrichment of the curriculum through a wide range of trips and extracurricular activities, and the support for SEN students.
4. The protection, health and safety and welfare of the students.
5. Leaders' vision and direction in fostering a caring and inclusive learning community, and the day-to day management of the school.

Key areas for improvement

- Improve students' attainment in all core subjects by:
 - ensuring activities are matched to learners' needs in AFL
 - further developing students' speaking skills through partner talk and discussing a range of texts to improve comprehension and vocabulary in English
 - improving phonics and reading skills, particularly for EAL students, across all subjects and phases
 - further developing fluency in mental mathematics and problem solving
 - increasing opportunities to estimate, predict, hypothesise, enquire and use technology independently.
- Further improve teaching and assessment by:
 - continuing to adapt and modify the curriculum, particularly in AFL
 - increasing co-teaching particularly between the Arabic and English departments
 - developing effective strategies, including questioning, to deepen students' learning and provide effective challenge
 - ensuring opportunities to develop innovative and entrepreneurial skills are embedded in lessons
 - further developing analysis and use of data to inform planning.
- Continue to develop aspects of leadership by:
 - systematically monitoring and evaluating teaching and learning and its effect on students' achievement
 - ensuring all staff have high expectations of behaviour and engage students in all lessons
 - persevering in efforts to improve punctuality
 - further developing tools to identify G&T students and providing appropriate challenge in lessons
 - continuing to ensure assessment systems are accurate in all subjects, comprehensive and benchmarked.



Performance Standard 1: Students' Achievement

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

*Relevant for Private schools only



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	• Students' achievement in Islamic education is good. • Internal assessment indicates very good attainment overall. • In lessons and students' work, attainment is good as the majority of students attain above curriculum standards. They can recite short Surats from the Holy Qur'an and deduce the meaning of difficult words from context. They identify the kind of prayer from its Rakaats and can differentiate between two-Rakaat and four-Rakaat prayers, but they do not consistently apply Tajweed rules when reciting. • All groups of students make good progress.
Arabic	• Students' achievement in Arabic as a First Language (AFL) is acceptable. In Arabic as a second language (ASL), achievement is good. • Internal assessments indicate very good attainment in AFL and outstanding attainment in ASL. • In lessons and students' work, attainment is acceptable in both AFL and ASL because most students attain in line with curriculum standards. In AFL and ASL, students can read and write simple sentences, however they make grammatical errors. Students in AFL can extract main ideas from a text but do not always read fluently. ASL students can read simple sentences accurately although not always with correct pronunciation. • Students in AFL make acceptable progress. ASL students make good progress, particularly with their speaking skills.
Social Studies	• Students' achievement in social studies is good. • Internal school assessments indicate very good attainment. • In lessons and students' work, a majority of students attain above curriculum standards. They can differentiate between rights, duties and responsibilities and relate these to respecting their parents and elderly people. They recognise Sheikh Zayed's role as founder of the UAE, and relate interests, such as in the natural world, to their own surroundings as well as to the world around them. Students extend their knowledge about the UAE by using their skills in technology to research additional information. However, their mapping skills are less developed. • Students make good progress overall, although more-able students are not always sufficiently challenged.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

English	• Students' achievement in English is good. • Internal assessment indicates acceptable attainment in KG and weak attainment in primary. • In lessons and their work, attainment is acceptable because most students attain in line with curriculum standards. In KG, children listen to stories, ask questions and give opinions. In primary, students engage in dialogue. However, partner talk and discussions are infrequent in both phases. In KG and Year 1, children's phonics skills enable them to blend sounds and decode words. In primary, guided reading is regular although reading skills are relatively less developed. Students write often, supported by key vocabulary and writing frames if needed. Their vocabulary is sometimes limited and grammar not always accurate. Students respond to feedback and improve their own writing. • Overall, most groups of students make good progress. EAL students who have been at the school since it opened make relatively better progress.
Mathematics	• Students' achievement in mathematics is good. • Internal assessment indicates attainment is weak in primary and acceptable in KG. • In lessons and students' work, attainment is acceptable because most students attain in line with curriculum standards. Children in KG develop their understanding of number through interactive learning. They use money to buy items and give change. In primary, students use manipulatives and draw arrays to improve their understanding, and they can compare and classify shapes. Students' mental mathematics skills are not always fluent. In Year 6, more-able students apply reasoning to compare equivalent fractions although most students find it difficult to interpret, estimate and solve problems independently. • Most groups of students make good progress. Students who have been in the school since it opened make relatively better progress.
Science	• Students' achievement in science is good. • Internal assessment indicates that attainment is very good. • In lessons and in students' work, attainment is good. KG children can classify healthy and unhealthy foods and understand the importance of exercise. In primary, students develop their knowledge of biology, physics and chemistry. For example, they understand how muscles work in the arm, can investigate how electricity is sourced in different ways and record their findings, and, identify and classify materials and investigate how gases are formed. However, their skills of prediction and formulation of hypotheses are underdeveloped. • Most groups of students make good progress although the more-able students are not sufficiently challenged.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	• Achievement in other subjects is good overall. • Attainment in most other subjects is good. It is very good in music and acceptable in French. • In music, students sing, use a range of instruments, create different rhythms and learn to appreciate famous composers. In art, students creatively use materials and layering techniques to design images. In PE, students practice speed and agility in a range of sports including swimming. In computer science, students can design a program to control the direction of an octopus on the ocean floor. Students' English skills are not always sufficiently reinforced through use of vocabulary in other subjects. In French, students' speaking and listening skills are only acceptable; they can use simple greetings and say the days of the week. In KG, children develop skills through integrated activities such singing a song about 'more and less' while developing rhythmic skills and learning about types of transport that fly and float. • Students make good progress overall. In French, they make less progress as activities do not engage them fully. In music, the large majority of students make very good progress due to practical learning.
Learning Skills	• Students develop independence skills and take increasing responsibility for their own learning in most subjects. They can reflect on their work and make improvements to it. In a few lessons, where activities are not well-planned, a few become disengaged. • Students interact well in groups in class, in assembly presentations and during outdoor learning. Students make connections between different areas of learning, particularly in KG, and apply these to their understanding of the world and life in the UAE. • Students' skills in investigation are developing, particularly in science and in KG. Students use books and technology to extend their learning in some lessons. Their skills in innovation and enterprise are less developed.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Recitation of short Surats from the Qur'an. - Identification and differentiation of types of prayer.	Applying Tajweed rules in recitation.
Arabic	Extracting information from a text in AFL and reading simple sentences in ASL.	- Accurate grammar when writing in AFL and ASL. - Accurate pronunciation when reading in ASL.
Social Studies	Appreciation of the contribution of Sheikh Zayed in the formation of the UAE.	Map-reading skills.
English	- Phonics skills in KG and Year 1. - Listening skills and improving their own writing.	- Fluent speaking skills in partner talk and discussions, to develop comprehension and vocabulary for writing. - Phonics skills in all grades for EAL students.
Mathematics	- Understanding of number concepts. - Using money to develop their understanding of number in a real context in KG.	- Interpreting, estimating and solving problems. - Speed in mental mathematics.
Science	- Practical skills and investigations. - Drawing conclusions and communicating ideas.	- Further use of practical and experimental investigations. - Prediction and hypothesising skills.
Other subjects:	- Application of rhythm in music, and design and creativity in art. - Improving speed and agility and technique in PE.	- English vocabulary specific to other subjects. - Improving speaking and listening skills in French.
Learning skills	- Independent skills and interaction in most subjects. - Making links with UAE and real life.	- Increased use of technology and higher order thinking and enquiry skills. - Innovation and enterprise skills.



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

Indicators:	KG	Primary		
Personal development	Good	Good		
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good		
Social responsibility and innovation skills	Good	Good		
- Overall, students' personal and social development are good. Their social responsibility is good, but their innovation skills are acceptable. - Students' relationships are positive, empathetic and inclusive. They are mostly self-reliant and respond positively to critical feedback. - Behaviour is good overall, however in a few lessons a few students become disengaged. Students make healthy choices about their meals at school and take messages about healthy eating home. - Attendance is very good at 97%. A few students arrive late. - Students have a clear understanding and appreciation of Islamic values and how they affect daily life. They have a deep understanding of Emirati heritage and culture and talk about its impact today and in the future. - Students understand their own culture, can compare a variety of other cultures and celebrate international day. However, students' knowledge of the wider world is less developed. - Decisions made by the students' council represent ideas from other students. Students fundraise in partnership with 'Red Crescent'. They lead assemblies and volunteer in the library. - Students show a positive work ethic and are keen to learn. Innovation and entrepreneurial skills are developing features. Students play the role of merchandiser and collect money at a stationary fair. They design models of the solar system, dinosaur parks, and vehicles from recycled bottles powered by balloon thrusters. Students can be creative and take part in projects but rely on others when making decisions and rarely show initiative. - Students enjoy being 'Eco leaders', have a good understanding of sustainability and share this information. They participate in projects to make the school environmentally friendly.				
Areas of Relative Strength: - Students' empathy and relationships with each other. - Students' knowledge and respect for UAE heritage and culture and their secure appreciation of how Islamic values influence society.				
Areas for Improvement: - Behaviour of a few students in lessons where they are less engaged. - Punctuality of a few students. - Students' understanding of enterprise and initiative in project work.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary		
Teaching for effective learning	Good	Good		
Assessment	Good	Good		

- The quality of teaching and assessment is good overall.
- Most teachers apply their subject knowledge and their understanding of how children and students learn through active, child-centred approaches.
- Teachers plan engaging lessons and provide interesting learning environments with key information and students' work on learning walls. Time and practical resources are used effectively in most lessons except in AFL where the pace of the lesson does not always allow students to get to more challenging tasks. Planning meets the needs of most students including those with SEN. More-able students are not always sufficiently challenged.
- Teachers' interactions with students ensure that they are engaged learners in most lessons. Questioning and dialogue are regular features, although critical thinking skills are not sufficiently developed.
- Teachers use strategies such as visual, practical and outdoor learning effectively. The development of phonics in KG, word mats, scaffolds and prompts enables the large majority of students, including those with EAL, to make good progress. Group work is a regular feature and promotes students' independence. Smart boards and iPads are available in all lessons and sometimes used, but independent use of technology and enquiry is generally less developed.
- The school is developing its assessment systems and achievement is currently monitored through internal tests, measured against curriculum standards. They are more accurate in English-medium subjects. The school participates in an international learning analytics programme to benchmark achievement in mathematics. Children in KG are effectively assessed against early learning goals. Assessments in phonics are occasionally moderated with a partner school.
- Teachers use assessment information to ensure that activities are differentiated. Occasionally, activities are not matched effectively to learners' needs. Teachers are effective in providing support for SEN students with well-matched resources but the more-able are not always appropriately challenged.
- Feedback in lessons helps most students make good progress. The school has introduced a marking system and best practice is seen in some books and lessons where students are given time to respond to formative feedback and improve their work.

Areas of Relative Strength:

- Effective child-centred learning to engage and motivate children and students in most subjects.
- Strategies to meet the needs of SEN students.

Areas for Improvement:

- Planning matched to learners' needs in AFL and for the more-able.
- A robust, comprehensive assessment process which produces reliable results in all subjects.



Performance Standard 4: Curriculum

Indicators:	KG	Primary		
Curriculum design and implementation	Good	Good		
Curriculum adaptation	Good	Good		
- The overall quality of the curriculum is good. - The curriculum is broad and balanced and promotes interest and engagement for most children and students. The school is licensed to deliver the Cambridge International Curriculum in primary and follows the Early Years Foundation Stage (EYFS) curriculum in KG. - Continuity and progression are effective. KG children are well prepared for the primary phase. Students are provided with a range of curricular options to develop artistic, musical and sporting skills. - Cross-curricular links are good in most subjects and are effective in supporting understanding of the UAE culture and heritage. - Review and development of the curriculum are improving. Leaders regularly discuss curriculum content and are beginning to analyse data to identify any gaps in curriculum provision. - The curriculum is modified to meet the needs of students in most subjects except in AFL where differentiation and collaborative work is infrequent. Differentiation in other core subjects is mostly effective and adaptation for less-able and SEN students is particularly well-planned. - The curriculum is enhanced and enriched by a wide range of extra-curricular activities including photography, chess, swimming, gardening and basketball. Enterprise and innovation skills are not as well developed in lessons. - Moral Education is embedded in all subjects and taught in discrete lessons. Values and morals are respected and shared using online 'Qridi', a programme that supports Sheikh Zayed's vision for students of reflection and tolerance.				
Areas of Relative Strength:				
- Links with Emirati and UAE society across the curriculum. - Enrichment and the extensive range of extra-curricular activities.				
Areas for Improvement:				
- Modification of the curriculum to meet the different needs of students in AFL lessons. - Further development of innovative thinking and entrepreneurial skills.				



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

Indicators:	KG	Primary		
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good		
Care and support	Good	Good		
- The overall quality of protection, care, guidance and support for students is very good. All members of the school community are fully aware of safeguarding procedures, including the child protection policy and who to contact in case of concerns. - The school provides a very safe, hygienic and secure environment for students and staff with frequent safety checks. Supervision is highly effective to and from school transport, at the school gate and around the school premises including the pool. - The building is well maintained and records are comprehensive. The premises and facilities provide a safe and inclusive physical environment which meets students' learning needs including those with SEN. - The importance of healthy lifestyles is effectively promoted in lessons and assemblies. - Staff and students treat each other with mutual respect. Systems and procedures for managing students' behaviour have had measurable impact since the beginning of the year except in a few lessons where a few students become disengaged. The school's procedures for promoting attendance are effective although it continues to work with parents to encourage punctuality. - The school has rigorous systems to identify SEN students. They are beginning to develop systems to identify G&T students. SEN students are integrated well into lessons through individual activities, with carefully thought-out resources to suit the lesson objectives. One-to-one lessons are also timetabled in the well-equipped SEN room. Enrichment clubs are provided to develop gifts and talents although any identified G&T students are not always sufficiently challenged in lessons. - Students of all abilities are well cared for. KG children start the day by eating breakfast in school after their long bus journeys. Effective personal and academic guidance is provided for students and parents, particularly for SEN students.				
Areas of Relative Strength:				
- The protection, care, guidance and welfare of the students. - Inclusion and support for SEN students in and out of lessons.				
Areas for Improvement:				
- Students' punctuality, and the management of a few students' behaviour in lessons. - Identification of G&T students in all areas and appropriate challenge in lessons.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance*	Good
Management, staffing, facilities and resources	Very Good

- The overall quality of leadership and management is good.
- The principal and her team facilitate a caring and inclusive ethos that permeates the school. Leaders are reflective and there is shared accountability for ensuring good quality outcomes. Staff morale is very positive.
- Leaders are effective in addressing barriers to learning such as the large proportions of new students with EAL and students' behaviour. They have been innovative in developing the online application Qridi, to support moral education. The school demonstrates good capacity to improve as it has been successful in meeting most of the recommendations of its first monitoring visit.
- Most key priorities are identified and analysed in the SEF and SIP by teams of teachers, led by middle leaders. Their understanding of how assessment data relates to SEF judgements is developing. Walk-throughs, lesson observations and co-teaching has had an impact on improving teaching and student outcomes. However, this is not yet embedded to raise attainment in all subjects and achievement in AFL.
- Parents are effective partners in their children's learning, particularly when their child has SEN. Communication is effective and regular, and reports focus on students' academic progress and their personal and social development. Targets are set at meetings with teachers, parents and students. The school has developed partnerships with its sister school and other schools in the local area. International partnerships include participation in a learning analytics study in Finland.
- The governing body includes representation from most stakeholders, meets regularly, receives updates and ensures the school is well supported. It is aware of the achievements and personal developments of students in general but is less well-informed about student outcomes.
- Almost all aspects of the day-to-day management of the school are very well organised and impact positively on students' achievements. The school benefits from professional development sessions with its sister school, in addition to its own.
- The high-quality facilities allow access for all and include appropriate learning areas to promote discovery in KG, and an award-winning library. A range of resources, including specialist rooms, promote effective teaching and learning.
- Students' participation and outcomes in the 'Question-a-day' programme are monitored and supported. English core subjects have begun to use Cambridge checkpoint to measure progress and benchmark in English, mathematics and science.

Areas of Relative Strength:

- Leaders' vision and direction in fostering a caring and inclusive learning community.
- Management of the day-to-day life of the school.

Areas for Improvement:

- Systematic monitoring to evaluate teaching and learning and the effect on students' achievement.
- Further development of accurate assessment systems and benchmarking in all subjects.

*Relevant for Private schools only