



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

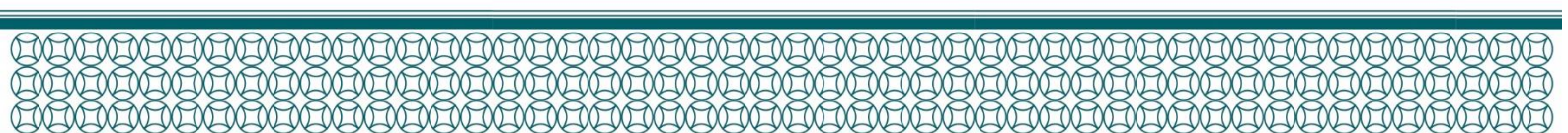
Inspection
Report of

Private International English School

Overall
Effectiveness

Very Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Private International English School		
School ID:	198	School phases:	Primary, Middle and High
School Council: **			
School curriculum: *	Indian	Fee range and category*	AED 9,200 to AED 16,500 (Very low to low)
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Staff Information			
Total number of teachers	123	Turnover rate	5%
Number of teaching assistants	7	Teacher- student ratio	1: 15

Students' Information				
Total number of students	1878	Gender	Boys and girls	
% of Emirati students	0%	% of SEN students	0.5%	
% of largest nationality groups	Indian 99%	Nepalese 1%	NA	
% of students per phase	KG	Primary	Middle	Secondary
	13	45	29	11

Inspection Details				
Inspection dates	from:	20/01/1440	To	23/01/1440
		30/09/2018		03/10/2018
Number of lessons observed:	123	Number of joint lessons observed:	9	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school has a very low turnover of teachers. Arabic is taught as a second language (SL). There is a high turnover of students each year with 18% leaving in 2018 to return to India.
- The overall performance of the school is very good. Students' progress and teaching have improved to very good overall, apart from primary, which remains good. Assessment processes have improved. There are many strengths in the school; in particular, students learning skills and attitudes, relationships, understanding of Islamic values, care and support. Leadership is very effective and provides a clear direction resulting in improvement. The school has a comprehensive, detailed and accurate SEF and SDP which are reviewed regularly.

Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	• Over time, external assessments show that a large majority of students attain levels that are above curriculum standards. • A large majority of students make better than expected progress relative to curriculum standards. • Students interact and collaborate purposefully to achieve common goals.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	• Students' leadership skills permeate through assemblies, students' council and numerous activities across the school • Students have excellent understanding of Islamic values, respect and appreciation of UAE culture and heritage. • A large number of students who are involved in a very wide range of social contribution activities.		

Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	• Teaching is very good in kindergarten (KG), and middle and high schools. • Teachers across the school plan tasks and activities that develop students' learning skills very effectively in most subjects. • Regular assessments and the School Competency Framework (SCF) provide reliable and valid data that the school uses very effectively to promote students' very good progress.		



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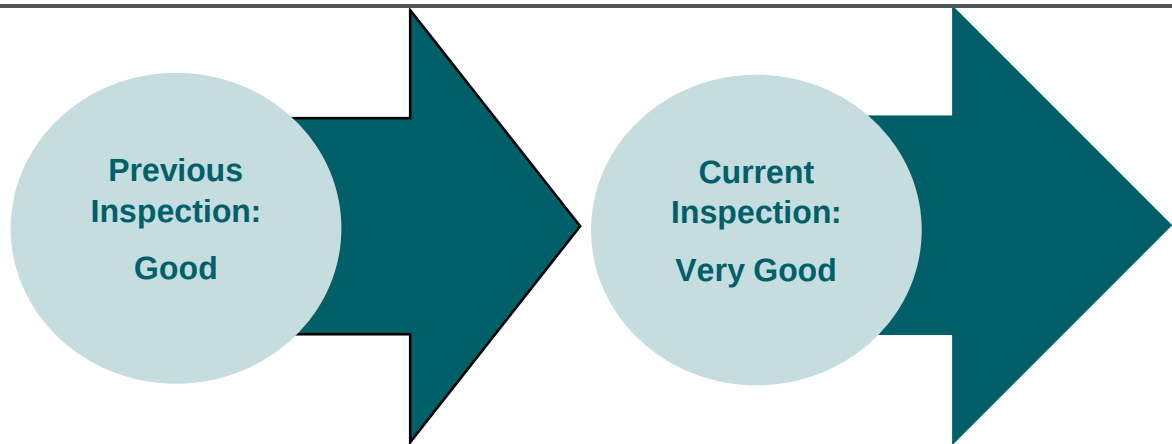
Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- Wide curricular choices in primary, middle and high phases enrich learning. - Cross curricular links are planned across all subjects to help students develop and apply their skills. - The curriculum promotes an excellent understanding of Emirati culture and UAE society.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	- Procedures for the protection, care, guidance and support for each student are highly effective. - Staff provide exemplary role models in the support they provide to students. - Comprehensive and proactive students' welfare procedures support each student's personal, academic and emotional growth, including those with special educational needs (SEN) and those who are gifted and talented (G&T).		

Performance Standard	Leadership and management		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The school led with drive and determination by the Principal, who sets a very clear strategic direction. - Parents' outstanding involvement promotes their children's academic and personal development in all phases. - School improvement plans are highly coherent and based on accurate self-evaluation.		



Progress made since last inspection and capacity to improve



- The school has made good progress in all of the areas for improvement identified in the last inspection.
- Provision in KG has improved through innovative planning which focuses more on learning through play and practical activities. As a result, achievement in KG is now very good. The SDP has a detailed and comprehensive KG plan in place to drive further improvement.
- The quality of teaching and learning of language skills in Arabic has improved and Arabic as a second language is now acceptable across the school. The SDP has a detailed and comprehensive plan for Arabic in place to drive further improvement.
- Students with special educational needs (SEN) are now better supported in lessons. The co-ordinator works with teachers to plan activities which ensure that needs are met. Students also benefit from small group lessons where planned curriculum activities can be studied with closer support. SEN students make very good progress which matches that of their peers.
- Leaders have improved performance in all areas. Overall, their capacity to improve is very good.



Provision for Reading



- Kindergarten teachers have received phonics training, which is supporting children's early reading skills. All teachers have attended training this year on the seven steps of teaching reading, and in teaching phonics and sight reading.
- Reading is taught as part of English, Arabic, French and Hindi lessons and plays a prominent part in all other subjects and project work. Students follow a set scheme across the school in English and Arabic that focuses on the development of specific reading skills.
- The school is implementing its annual plan effectively. It includes a clear focus on developing students' comprehension skills and on increasing students' enjoyment of reading.
- The library is well stocked with a wide range of fiction and non-fiction books, newspapers, magazines and articles in both English and Arabic.
- Each class has a library period each week to promote a love of reading. Students in the high school use the time for independent study. Students in the middle and primary schools enjoy choosing from a wider range of fiction than those in small classroom libraries.
- Teachers keep a record of the books students read and encourage them to review selected books.
- The school assesses, and monitors closely, students' progress in reading in Arabic, Hindi, French and English. The school checks progress against its own assessments and international benchmarks.



Key areas of strength and areas for improvements:

Key areas of strength

- Well-developed learning skills and attitudes that impact very positively on students' achievement.
- Students' appreciation and application of culture, heritage and Islamic values.
- The school's vision that is embedded at all levels in the school through strong leadership.

Key areas for improvement

- Raising achievement in primary to match other phases by:
 - raising teachers' and students' expectations of what can be achieved
 - providing greater challenge for all students
 - more sustained writing in Arabic and English lessons
 - focusing planning on the development of skills as well as subject content.
- Further develop assessment strategies in lessons to evaluate learning and inform the planning of next steps by:
 - including and evaluating subject specific knowledge, understanding and skills in assessment rubrics to support students' understanding of how to improve
 - adjusting tasks in lessons, especially when these are found to be too easy
 - planning individual and group tasks that are not only different but that are matched to the learning needs of all student groups.



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Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students' achievement in Islamic Education is good overall. The majority of students achieve higher than expected curriculum standards and achieved higher in phase 3. Grade 12 MOE exams are outstanding for the past 2 years. The high phase has made an improvement since last inspection. - Students' attainment is good overall and very good in high. Students show a sustained accumulation of knowledge across grades, such as Islamic rules and regulations related to different global social aspects. School's internal assessment results indicate outstanding attainment which was not evident in most of inspected lessons. Recitation skills are strong in high but less well developed in primary and middle. - Students' progress is good overall and very good in high. This is similar to the previous inspection judgements except for high, which moved up to very good. Students across grades communicate their knowledge well and can relate what they learn to their real world experiences such as applying Islamic ethics in different public and social situations.
Arabic	- Students' achievement in Arabic as a second language is acceptable. It has improved since the last inspection. - Attainment is acceptable overall. In primary, middle and high school, most students attain in line with curriculum standards. The external Grade 12 MOE exam result in 2018 shows outstanding, however, this is not in line with observed lessons. Students acquire an acceptable vocabulary, but reading and listening skills are better than speaking and writing skills. - Most students make expected progress in primary, middle and high school as they extend their Arabic vocabulary and can read the text with reasonable accuracy and understanding.
Social Studies	- Students' achievement in social studies has improved to very good as a large majority of students are performing above curriculum expectations. - Students' attainment is very good. The consistent emphasis on global relevance and the planned connections with other subjects is driving improvement. Students gain knowledge and share it in the social context of the UAE. - Students' progress has improved and is very good across all grades. Students are developing strong skills and knowledge of history and geography of the UAE compared to the world. Students are not challenged enough, especially in the lower grades, or questioned enough to improve their critical thinking skills.



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English	• Overall, students' achievement is very good, and has improved since the last inspection. It is good in primary grades. • The attainment of a large majority of students is above expected curriculum standards in listening and understanding, speaking, reading and writing by the end of high phase. Attainment in CBSE examinations in Grades 10 and 12 is high. • Students make very good progress from their starting points and over time. By the end of Kindergarten most can read and write simple words and a large majority can write simple sentences. Primary students build on this learning but their understanding of grammar and writing skills are still developing. In middle and high phases, students apply their very good literacy skills to write in other subjects, although opportunities to write at length in lessons is less well developed.
Mathematics	• Students' achievement in mathematics is very good overall, showing improvement since the last inspection. • Attainment is very good overall. In the high phase, Grade 10 students' attainment in CBSE examinations are outstanding. The weak Grade 12 results were achieved by new students to the school when the school expanded to 4 phases. In lessons, attainment is very good overall, because the majority of students attain levels above the curriculum standards. However, it is still only good in primary. • Students make very good progress in KG, middle and high school, progressively developing their mental mathematics and problem-solving skills. However, in the primary phase, a large minority of students do not always make enough progress because they are not given sufficiently challenging or complex tasks that extend their reasoning.
Science	• Achievement is very good across all phases in the school, an improvement since the last inspection. • Attainment is very good. In CBSE examinations, attainment over the last two years is outstanding in Grade 10 and very good for Grade 12. In the IBT test in 2017 the school performed above average when compared to Middle East and International results. Attainment in lessons and students' work in all phases is very good. A large majority of students attain levels above the curriculum standards because their scientific skills are well developed. It is not yet outstanding as laboratory and practical skills need further development. • A large majority of students make better than expected progress because, in all phases, teachers enable all groups of students to be effective learners by developing skills of enquiry and critical thinking.



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Other subjects	• Achievement in other subjects is very good overall. In art, skillful teaching has a positive impact, producing high quality work from primary onwards. In PE, students have health and fitness card; body mass index measurements show that they are fit and healthy due to high levels of participation. • Most students develop their Hindi reading, writing and comprehension skills well as they move through the school. In the high phase students understand the concepts of market forces in economics and discuss the impact of globalisation in business studies. • Achievement is good in music as the majority of students in middle and high school show good levels of competence in musical elements including rhythm, pitch, melody. This is not as well developed in the primary school.
Learning Skills	• Students' learning skills are very good overall. Almost all students take responsibility for their learning from KG onwards. They communicate their learning well when working collaboratively, presenting original research in the high phase with confidence. Students discuss their work, using their understanding and knowledge to argue points of view effectively. • Students make clear connections between areas of learning and use their understanding of the world to improve their achievement. Critical thinking and problem-solving skills are a strong feature, as they are built in to the planning process through the School Competency Framework. Self- assessment and reflection skills are not used consistently to evaluate improvement.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- Students' knowledge across grades of Islamic rules and regulations related to different global and social situations. - Students' ability across grades to relate what they learn to their real world experiences.	Students' Holy Qur'an recitation skills especially in the primary and middle phases.
Arabic	- Students' acceptable vocabulary. - Reading and listening skills.	Speaking and writing skills across the school especially in middle and high school.
Social Studies	- Students' strong skills and knowledge of history and geography of the UAE. - Students' communication skills and their abilities to exchange knowledge.	Critical thinking skills of students in primary phase.
English	- Students' progress in listening and understanding, speaking, and reading. - Students application of their very good literacy skills to write in other subjects.	- Students' achievement in primary grades, especially in writing. - Writing at length in high school.
Mathematics	- High attainment in CBSE examinations. - Students strongly develop their mental maths and problem-solving skills.	Lower attainment and progress in the primary phase where students are not given sufficiently challenging or complex tasks that extend their reasoning.
Science	- Students' development of scientific knowledge and understanding is very good across all phases. - Students are effective learners as they develop skills of enquiry and critical thinking.	Laboratory and practical skills can be further strengthened.
Other subjects:	- High quality work in art from primary onwards. - Strong development of computing skills.	Competence in musical elements including rhythm, pitch, melody is in the primary school.
Learning skills	- Collaboration, communication and teamwork skills. - Enquiry and critical thinking skills in the higher phases.	Self- assessment and reflection so that students know how to improve.



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

Indicators:	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
- Students' personal and social development, and their innovation skills, are outstanding. - Students' have very positive and responsible attitudes to learning. Behaviour is exemplary and systematically evaluated by the SCF rubrics during lessons. Bullying is extremely rare as students are very kind, respectful and considerate to each other and their teachers. - Students participate enthusiastically in sporting activities, such as football, basketball and aerobics, making appropriate choices to improve their health and well-being. - Attendance is very good at 96%, reflecting students' enjoyment of learning. Students are punctual to school and lessons. - Students have an excellent understanding and knowledge of UAE culture, heritage and Islamic values. They consistently apply Islamic values in their learning. Students lead on assemblies and celebrations of the UAE culture. - Students are exposed to other world cultures as they lead and participate in different activities that raise their awareness of the world around them. Students are proactive and have many exceptional opportunities to be involved in volunteering activities. For example, they lead fundraising activities to donate to the Red Crescent and to charities in ten countries abroad. The Eco club leads environmental activities including beach cleaning, recycling, green audit, and planting a sustainable garden. - The students' council helps arrange and manage students' safety during the school day by providing a range of extra-curricular activities. - Most students are highly creative and successfully manage innovative projects, in lessons and wider activities.				
Areas of Relative Strength: - Attitudes, behaviour and relationships with peers and adults. - Appreciation of UAE culture and Islamic values.				
Areas for Improvement: The attendance rate.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Good	Very Good	Very Good
Assessment	Very Good	Good	Very Good	Very Good
- The overall quality of teaching and assessment is very good, which is an improvement since the last inspection. - Teachers have very good subject knowledge in English, mathematics, science, social studies and other subjects, which they use to very good effect to develop students' knowledge, understanding and skills in lessons. - The whole-school format for lesson planning ensures careful consideration of independent learning skills, links to other subjects, resources, methods and groupings, although only a few of the most imaginative lessons result in outstanding achievement. - Teachers ask challenging questions and encourage students to give reasons for their answers, but they do not always follow up with additional questions that encourage students' more insightful responses. - Assessments to measure students' learning on a day to day basis provide very good information about students' knowledge and understanding. They identify key areas of strength and areas that could be improved. Analysis of school-based assessments identify areas individual students need to revisit and plans are in place to enable this. - In very good and outstanding lessons, tasks are not just different but are differentiated and matched effectively to challenge students' learning. In primary grades lessons do not always build on prior learning. - The Students Competency Framework (SCF) rubrics evaluate performance against set criteria in every lesson. It is a highly effective strategy which has a positive impact on learning. The school is reviewing it further to focus more on skill development and tailor it to subject requirements. - Teachers know their students well in all subjects and verbal feedback is constructive and guides students' independent studies.				
Areas of Relative Strength:				
- The focus on developing students' independent learning skills. - Teachers' very good subject knowledge.				
Areas for Improvement:				
The consistent planning of challenging tasks that build on students' previous learning, especially in primary grades.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
- The overall quality of the curriculum is very good. - The school follows the Central board of secondary education curriculum and is aligned to the school values, Emirati Culture and National vision. - The curriculum provides a focus for building on knowledge and skills in the core subjects. - A range of subjects such as Yoga, French, Hindi, Dance, Music, Art and Aerobics is offered alongside the core subjects in primary and middle phases. A very wide range of options is offered in the high phase, including, for example, business studies and economics. - The curriculum makes strong links across the subjects. The cross-curricular activities are planned in every subject, which enhance and enrich learning opportunities and the development of students' skills. - The school conducts annual reviews of the curriculum. While it is systematically developed and enhanced to ensure very good provision, school leaders accept that review could be still more frequent to ensure consistently strong achievement across subjects and phases. - The curriculum is modified to take account of all pupils' needs. It has been successfully adapted and enhanced in the KG to include Unit plans and through initiatives in planning, for example the SCF. - Lessons are enriched by use of laptops, calculators and tablets to support learning so that most pupils think creatively and work collaboratively on interesting projects. - A wide range of extra-curricular lunchtime and after school clubs enhance pupils' academic and personal development. - The curriculum helps to develop an excellent understanding of the UAE culture and society, across the school. - The school follows the newly published Ministry of Education Framework and workbooks for Moral Education. The programme is comprehensive and well planned. It develops deep understanding of moral values.				
Areas of Relative Strength:				
- Wide curricular choices, especially in high school. - Cross curricular links incorporated in all subjects. - Excellent links with the Emirati culture and UAE society.				
Areas for Improvement:				
Curriculum review needs to be more frequent to evaluate the impact of changes.				

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding
- The overall quality of protection, care guidance and support for students is outstanding. - The school has established and shared rigorous policies to keep students safe and secure. The school has clearly defined policies and procedures, which strongly support students' welfare and are understood by the whole school community. Arrangements to protect students against all forms of abuse are very effective. - The school is safe, hygienic and secure, checked rigorously and frequently. Staff are trained well to ensure continuing safety. Supervision is exceptionally effective. - The buildings are very well maintained and meet the needs of all students. The records are comprehensive, which includes records of incidents and actions. - Healthy living is regularly promoted in all aspects of school life. - Staff provide exemplary role models, and support students in developing positive relationships and excellent inter-personal skills. - Attendance is very good as a result of communication with parents regarding lateness and absence, and reflects students' highly positive attitude to learning. - SEN and G&T students are identified quickly and they receive highly effective systematic support and monitoring. Professional and experienced staff members provide students with high quality career and academic guidance. Intervention plans ensure the safety and welfare of all students. - Students personal development is closely monitored, recorded and shared with parents. Information is used to provide highly effective career guidance. Areas of Relative Strength: - The exemplary role models provided by staff that support all students to develop positive relationships and outstanding inter-personal skills. - The comprehensive and proactive students' welfare procedures. Areas for Improvement: - To further develop strategies to raise attendance.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership

Very Good

Self-evaluation and improvement planning

Very Good

Partnerships with parents and the community

Outstanding

Governance*

Good

Management, staffing, facilities and resources

Very Good

- The overall quality of leadership and management is very good.
- The principal sets a clear, strategic direction for the school which is shared by all. Senior leaders work effectively as a team and relationships and communication are consistently highly professional and effective.
- The school's self-evaluation and improvement planning processes are very thorough and precise. The detailed self-evaluation form (SEF) has an accurate view of the key priorities. The school development plan (SDP) has highly pertinent targets. Senior and middle leaders regularly monitor teaching and identify appropriate areas for improvement in all subjects.
- Partnerships between parents and school are outstanding. Parents' views are sought and acted upon by school leaders. Communication is highly effective enabling parents to be continuously informed about school events and student progress. Community partnerships are strong.
- The Governing Body includes representation from most stakeholders, although parents are not represented. It regularly monitors school performance and documents, holding leaders to account through for performance and personal development. The Governing Board ensures that appropriate staffing and resources are available and that all statutory requirements are met. The views of stakeholders are sought and considered regularly.
- The school operates very proficiently on a daily basis. School leaders have addressed the annual fluctuating school role through careful planning and smooth induction processes. Leaders ensure that all resources are equally available to all students. Staff are suitably qualified and benefit from regular professional development.
- Students are well-prepared for the CBSE international examinations. The school enters students in the Programme for International Student Assessment (PISA) mock examinations and involves all Grade 4 and Grade 8 students in the 'question a day' initiative in preparation for the Trends in International Mathematics and Science Study (TIMSS) assessments

Areas of Relative Strength:

- Parental involvement and relationships.
- Vision and mission from senior leaders which powerfully drives school improvement.

Areas for Improvement:

- More involvement of parents and other stakeholders in governance and decision making.

*Relevant for Private schools only