



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



Private School Inspection Report

Summit International School

Academic Year 2016 – 2017

Iqraa

Summit International School

Inspection Date	January 23, 2017	to	January 26, 2017
Date of previous inspection	March 1, 2015	to	March 4, 2015

General Information	
School ID	226
Opening year of school	2013
Principal	Amina Timol
School telephone	+971 (0)2 622 2504
School Address	Street 19, Abu Dhabi
Official email (ADEC)	Summit.int@adec.ac.ae
School website	www.summitschool.ae
Fee ranges (per annum)	Low to medium (AED 18,700 to AED 23,100)
Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	Measures of Academic Progress (MAP)
Accreditation	Virginia Standards of Learning (VSL)

Students		
Total number of students	927	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	188
	Primary:	554
	Middle:	185
	High:	0
Age range	3 to 14 years	
Grades or Year Groups	KG1 to Grade 8	
Gender	Boys and girls	
% of Emirati Students	8%	
Largest nationality groups (%)	1. Jordanian 23%	
	2. Egyptian 15%	
	3. Syrian 10%	
Staff		
Number of teachers	57	
Number of teaching assistants (TAs)	30	
Teacher-student ratio	KG/ FS	1:24
	Other phases	1:27
Teacher turnover	12%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	103
Number of joint lesson observations	5
Number of parents' questionnaires	128; return rate: 14%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'To work as a team of educators, students, and community members in providing the highest possible quality of education for a diverse population of students.'
School vision and mission	'The school's mission is to enable students to achieve their maximum potential in becoming ethical, conscientious, and knowledgeable life-long learners, capable of critical thinking and effective teamwork within our school and towards being members of a global society.'
Admission Policy	The school has an inclusive and non-selective admission policy.



Leadership structure (ownership, governance and management)	Leadership comprises the principal, vice principal, and phase coordinators. The school is supported by the three owners and the governing body. The board consists of the owners, parents, educational professionals and the school leadership team.
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SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	2	3
Autism Spectrum Disorder (ASD)	1	1
Speech and Language Disorders	1	3
Physical and health related disabilities	1	1
Visually impaired	2	2
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	24
Subject-specific aptitude (e.g. in science, mathematics, languages)	35
Social maturity and leadership	15
Mechanical/ technical/ technological ingenuity	11
Visual and performing arts (e.g. art, theatre, recitation)	15
Psychomotor ability (e.g. dance or sport)	12

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band B	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is acceptable. School leaders have developed and sustained a harmonious, safe and caring community during a period of rapid growth. Staff responded well in the previous school year when a large minority of the students in each phase were new to the school. Most students show positive attitudes and an awareness of Islamic values in their personal development. They do not always have the opportunity in their lessons to develop self-reliance or deepen their understanding of Islam. They have a good appreciation of UAE heritage and culture. School leaders have not sustained the same focus on students' achievement as on establishing a positive school ethos. Improvements in the quality of teaching and the adaptation of the curriculum have not been consistent across all subjects and all phases. The majority of students make good progress in a minority of subjects and make acceptable progress in the majority. School leaders do not effectively use data to improve student achievement. This means that leaders and governors do not have a completely accurate view of the school's priorities. Parents' participation in school life is good. The school has yet to engage effectively with the wider community.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since its last inspection. The majority of students' achievement in social studies, English and science has improved. Improvement in other subjects has not been consistent. Leadership of subjects taught in Arabic is now more effective. The school has expanded the library and the range of available technology resources. Students engage in cultural and physical activities in physical education (PE), art and music lessons. The school has only recently identified and begun to support gifted and talented (G&T) students. Individual plans are now in place for students who have special educational needs (SEN). The school has not made sustained progress in the accurate and effective use of performance data. Overall, school leaders' capacity to improve the school further is broadly acceptable.

Development and promotion of innovation skills

The school promotes innovation skills adequately. Grade 2 to Grade 8 students learn to use computer tablets in lessons as if in the workplace. The minority of older students take part in a national computer coding programme. The school is only now introducing the study of robotics into the curriculum. Teachers in English are innovative in the study and use of media texts such as 'tweets' in lessons.

Overall, across the curriculum, the school is making adequate progress to develop and teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the quality of teaching and students' progress in social studies, English and science
- students' positive attitudes to their school, their teachers and each other
- students' appreciation of UAE heritage and culture
- the school's care of students and the promotion of healthy lifestyles
- parents' participation in school life.

The inspection identified the following as key areas for improvement:

- school leaders' analysis and sharing of data to improve students' achievement
- the planning of lessons to meet the needs of all students
- teachers' written responses to students' work in most subjects
- the support of gifted and talented students
- the school's engagement with the wider community.



Performance Standard 1: Students' Achievement

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

The overall level of students' achievement is acceptable. Attainment overall remains acceptable through the phases. This is partly because, in recent years, over a third of students in each grade have joined the school from other schools. The school's own recent assessment of students' attainment against curriculum standards and their progress against their starting points is not accurate. Attainment was weak for almost all students in Grades 3 to 8 in 2016 MAP tests in English, mathematics and science. Attainment and progress seen in lessons and scrutiny of students' work shows that most boys and girls have broadly acceptable outcomes. The progress of most students who have special educational needs is acceptable from their starting points.

Students' achievement in Islamic education is acceptable. Most students achieve in line with age-related expectations. By the end of KG, for example, most children can recite short verses of the Holy Qur'an confidently. Students make acceptable progress and by the end of the primary phase most recite verses from the Holy Qur'an following the 'Tajweed' rules they have learned. By the end of the middle phase, most students show acceptable understanding of 'Umrah' procedures and aspects of the life story of Prophet Mohammed (PBUH) in line with curriculum expectations.

Students' achievement in Arabic as a first language is acceptable. Most students achieve in line with age-related expectations. By the end of KG, most children can differentiate between long and short vowel sounds while listening and reading words. By the end of the primary phase, most students can read a story fluently and recognise its elements. By the end of the middle phase, most students identify parts of speech correctly and apply grammatical conventions in line with curriculum expectations. Overall, most can speak, read and write in line with age-related expectations. Progress remains acceptable throughout.

In Arabic as a second language, students' achievement is also acceptable. Most students achieve in line with age-related expectations. In Grade 6, for example, most students recognise names of places and animals in a text and answer related questions correctly. By the end of the middle phase, most students can write a short paragraph and read it to the class confidently demonstrating age-appropriate skill level.

Students' achievement in social studies is good. The majority of students achieve above age-related expectations. From KG upwards, majority of the students show a good understanding and a lively interest in the subject. By the end of KG, children recognise UAE leaders and traditional costumes and sing the national anthem with enthusiasm. In the primary phase, the majority of students can, for example, compare UAE prosperity in the past and the present and make links to real-life

contexts. By the time they reach Grade 8, students can confidently discuss population distribution and global communications technology. Achievement for the few non-native Arabic students, in primary and middle phases, in UAE social studies is weak because the school does not offer the subject in English for them.

Students' attainment in English is acceptable and their progress is generally good. Most students achieve in line with age-related expectations in reading, writing, listening and speaking. Children's progress in KG is acceptable but it accelerates through the primary and middle phases. They develop effective speaking and listening skills, in particular. For example, in one Grade 2 class, lively group discussions about identifying correct punctuation promoted students' use of spoken English effectively. In Grade 8, students' skilfully skim-read a text about Greek mythology and made age-appropriate comparative written notes with Roman stories.

Students' achievement overall in mathematics is acceptable. Most students achieve in line with age-related expectations. They make good progress with number bonds from their starting points in KG and Grade 1. Although progress slows slightly as they move through the school, in the primary and middle phases most students' computational skills continue to develop in line with age-related expectations. Students' progress is strongest when they make links to real-life situations. In one Grade 6 lesson, for example, students prepared a presentation to show the varying ratios of awards won by international football stars.

Overall achievement in science is acceptable. Most students' attainment is in line with age-related expectations and progress is good in KG and in the middle phase. In KG2, for example, children linked their social studies work to science and constructed a 'community model'. In Grade 8, students understand Newton's laws and can make clear and logical explanations of phenomena in everyday life. Progress slows in the primary phase when, at times, teachers provide too many repetitive worksheets.

Students' achievement in other subjects is broadly acceptable. Most students show knowledge and understanding in art, music, PE and ICT that is in line with curriculum standards. In French, the lack of speaking and listening activities limits students' attainment in the subject. In PE, students show that they understand the rules of different team games, such as basketball and football. Most students' progress is generally acceptable in these subjects and is best when lessons link learning to students' everyday lives.

Most students' learning skills are acceptable. They can collaborate with each other and enjoy working in teams from KG to Grade 8. They have positive attitudes to their lessons and can work for short periods without support. Their stronger progress in

social studies, English and science is promoted by the links they make between different subjects and with everyday life. However, most students do not develop strong critical-thinking and problem-solving skills as they are not practised enough in lessons.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Good	Good	Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	

Students' personal and social development is good overall. Most students have positive and responsible attitudes to their learning and strong relationships to each other and the school. They show developing levels of self-reliance in their work. Students are knowledgeable about healthy lifestyles and take actions to practise them. For example, most students bring healthy snacks to school and enjoy participating in sports activities such as football. Students demonstrate their enjoyment of school through good attendance, at 94%. There are few punctuality issues at the start of the school day and students are eager to get to their lessons promptly.

Students demonstrate Islamic values of respect and good behaviour in lessons and around the school. They show a strong appreciation of the heritage and culture of the UAE and of the values and role of Islam in UAE society. Their good progress in social studies lessons means they have a clear understanding of Emirati and world cultures. For example, Grade 7 students conducted an assembly previewing 'Black History Month'. Their progress in Islamic education is less strong but remains acceptable. Students show respect to the UAE flag and national anthem in morning assemblies. They celebrate quotations from UAE leaders as inspirations for their

futures.

Students have creative and sometimes innovative ideas in lessons and enjoy developing their own projects. They say they would like to have more projects to promote environmental awareness. Students do not have enough opportunities to volunteer in the local community. Older students take responsibility for helping to sustain younger students' good behaviour during break and lunch times through their 'Leaders Project'.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is acceptable. Teaching for effective learning is good in English in the primary and middle phases, good in science in KG and middle school, and good in social studies throughout the school. Most teachers show secure subject knowledge. Teachers' strong subject knowledge of English as a second language promotes students' good progress in the subject. This enables students to access the rest of the English-medium curriculum. Teachers make good use of effective teaching assistants, who frequently make a strong contribution to students' progress. Teachers' make effective use of resources to capture students' interest and stimulate them to learn more, especially in English and science. For example, in KG1 science, the teacher used a caged bird to prompt understanding of what living creatures need to survive. Teaching in Arabic, Islamic education and mathematics has yet to develop consistently effective strategies. For example, teachers' questioning in Arabic lessons does not always promote deeper understanding.

Assessment is acceptable in most subjects throughout the school, although variable overall. Teachers use questioning to assess students' learning by encouraging them to discuss and reflect. For example, in Grade 7 English, the teacher prompted a lively debate, asking who agreed with a student's observation that the emblem of a falcon represented bravery on the UAE police badge. Most teachers do not make use of information to compare their students' achievement with others nationally and

internationally. Teachers' ongoing assessment of students' work is not always accurate because systems of moderation are not effective. Teachers' planning, particularly in mathematics and Arabic, does not always meet the needs of all students, particularly those identified as gifted and talented. The marking of students' work in almost all subjects is not always regular. It often does not help students to make the next steps in their learning.

Performance Standard 4: Curriculum

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

The overall quality of the curriculum is acceptable. Although the school follows the requirements of the Virginia State Common Core Standards, it is not fully in line with MoE requirements in teaching social studies for non-Arabs, or learning arrangements for ASL students and those who study Islamic education in English. The curriculum is adequately broad and balanced. In less well performing subjects, such as Arabic and mathematics, the school has focused more on knowledge than on the development of skills. Teachers plan together weekly to support continuity in subjects. Students are adequately prepared for the next stage in their education in school and beyond. Lack of accurate assessment information means students' progression is not always consistent between subjects and grades. There are cross-curricular links seen in lesson plans in most primary and middle grades. In KG, the thematic curriculum links all subject areas. Teachers do not always make the most of these links to deepen students' learning in their lessons.

Subject coordinators carry out periodic reviews to modify the curriculum. These have been most effective in social studies, English and science. Reviews of Islamic education, Arabic and mathematics have not resulted in modifications that meet the academic needs of all groups of students, particularly those who are gifted and talented. All students who have special educational needs now have detailed, individual education plans that are effectively implemented by teachers and support staff in lessons. There are limited opportunities for students' activities outside of lessons. Students have welcomed the recent introduction of the 'Scratch' ICT

competition. Students increasingly use tablet computers in lessons and innovative use of media texts in literacy, such as ‘tweets’, enhances the curriculum. Students participate in educational visits beyond the school. The curriculum teaches children in KG to respect Emirati culture and older students show good appreciation of the country in which they live. Displays around school show how students are developing a good understanding of UAE society. There are limited opportunities for curriculum enhancement through visitors coming to the school, sporting links or connections with local businesses or the community.

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

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

The overall quality of protection, care, guidance and support of student is good. Safeguarding is effective and the school has a secure child protection policy that staff have read, signed and understand. Students are safe and secure in the building and have an adult to turn to for help, if needed. Health and safety procedures are effective and the school undertakes regular checks. Supervision of students during dismissal time is carried out with good care and attention to safety. Staff make good use of every available space to meet the needs of a school at full capacity. The school nurses organise activities for students that promote, for example, personal hygiene and the importance of visiting the dentist. KG staff have carried out projects to help younger children make healthy food choices. Students have appropriate break times throughout the day where they can meet friends, join in play or sit quietly. As yet the school does not provide additional games or resources for students’ play.

Care and support are good because relationships between staff and students are strong. The school manages students’ behaviour well, particularly the high numbers of students new to the school each year. Rewards and sanctions are used well and are meaningful to students. The school has effective systems and procedures which

maintain students' good attendance and their punctuality to lessons. As yet, it does systems for punctuality to school are not as thorough as the ones to monitor punctuality to lessons. There are effective procedures to identify students who have special educational needs (SEN) and the SEN coordinator monitors and evaluates their progress. Well-deployed teaching assistants support these students effectively. Staff identify gifted and talented students but they often carry out the same work as others in the class. The school nurses have individual files on every student and teaching staff take an interest in students' personal development and offer helpful guidance.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is acceptable. School leaders have successfully sustained a harmonious ethos in the school. Their focus on students' achievement has not been as consistent. Acceptable educational leadership has demonstrated secure capacity to improve English, social studies and science, but only adequate progress in Islamic education, Arabic and mathematics and other subjects. Relationships are strong between staff and students and with parents. Since the last inspection, the school's use of technology and special support for students who need it have improved. Leaders' provision for gifted and talented students has not improved enough, however. The school leadership has yet to ensure the school follows the statutory requirement related to UAE social studies, ASL and Islamic studies.

Leaders' limited use of data has led to an inaccurate self-evaluation form (SEF). However, other aspects of self-evaluation are developing generally well and the impact of the school development plan (SDP) is already evident on, for example, social studies and English. The effectiveness of teaching is being monitored increasing well.



The views of parents have informed new policies and priorities in the SDP. They have good opportunities to be actively involved in the life and work of the school. Reporting is regular but information about students' performance lacks accuracy. The school has some links within the local community. These do not often lead to activities or projects outside the school.

Governance is acceptable. Governors have had a positive impact on the school's provision and students' personal development. Their focus is not sufficiently on academic outcomes and they do not ask enough challenging questions of senior leaders. The day-to-day life of the school and student behaviour are well managed, particularly by middle leaders. All staff are qualified with relevant subject knowledge appropriate to their deployment. The school environment leaves very little spare space but is efficiently and creatively used. Appropriate resources are distributed fairly and efficiently.

What the school should do to improve further:

1. Raise students' achievement by ensuring school leaders:
 - i. benchmark students' performance against external, national and international standards rigorously
 - ii. prepare students appropriately for tests so that the results are meaningful
 - iii. provide teachers with clear information about students' achievement over time
 - iv. analyse the achievement of all groups of students to target appropriate support.
2. Improve teaching and assessment by ensuring teachers:
 - i. plan lessons to meet the needs of all students, including the gifted and talented
 - ii. use the information gained from assessment to identify higher achieving students
 - iii. make imaginative selection and use of resources to stimulate learning
 - iv. provide challenging activities that extend students' learning
 - v. apply questioning techniques that require students to think deeply
 - vi. provide regular, consistent and constructive assessment responses to students' work and provide advice on next steps for improving their learning
 - i. give students more opportunity to self- and peer-assess learning and have discussions about the outcomes.
3. Improve leadership and the curriculum by ensuring the school:
 - i. links students' work to real-life situations
 - ii. provides more activities for students outside of lessons
 - iii. participates in competitions and activities with other schools
 - iv. supports voluntary activities and environmental awareness in the local and wider community
 - v. provides for non-Arab students the required UAE social studies curriculum and ensures the learning arrangement for ASL students and those who study Islamic education in English meets requirements.