



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

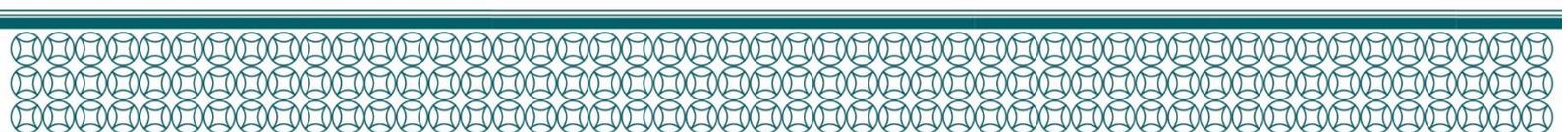
Inspection
Report of

Al Yasat Private School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Yasat Private School		
School ID:	9244	School phases:	KG to High
School Council: **	N/A		
School curriculum: *	American	Fee range and category*	AED 31,500 to 48,300: High
Address:	Al Shamkha, Abu Dhabi	Email:	Alyasat.pvt@adec.ae
		Telephone:	+971 (0)26412300

Staff Information			
Total number of teachers	84	Turnover rate	19%
Number of teaching assistants	7	Teacher- student ratio	1:14

Students' Information				
Total number of students	1154	Gender	boys and girls	
% of Emirati students	88	% of SEN students	3	
% of largest nationality groups	Yemeni 2%	Omani 2%	Egyptian 2%	
% of students per phase	KG	Primary	Middle	High
	24%	48%	20%	8%

Inspection Details				
Inspection date:	from	<u>14/05/1440</u>	to:	<u>17/05/1440</u>
		20/01/2019		<u>23/01/2019</u>
Number of lessons observed:	123	Number of joint lessons observed:	15	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Since the last inspection, the school has grown by 41% and has plans to grow further. It has recently appointed 2 new senior managers and this has strengthened the capacity of the team. This is an inclusive school and the majority of students enter school life below expected standards across most grades but make good progress relative to their starting point. Grade 10 students are new this year. Teacher turnover is at 19% due mainly to the appointment of new teachers.
- The overall performance of the school remains good because students' achievement remains good across all core subjects except Islamic Education where it is acceptable. Teachers facilitate active learning but place insufficient emphasis on the development of students' critical thinking and innovation skills. The senior leadership team, supported by governors, have successfully created and maintained a positive and inclusive school in a short space of time. The school principal has an ambitious vision for the school and has detailed plans in place to drive the school's improvement.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Overall, achievement in English, Mathematics and social studies remains good. Islamic education remains acceptable. However achievement has improved to good in Arabic in KG. Achievement is good overall in the new high school phase.• Students have good communication and collaboration skills and can link their learning to real world concepts. However, their ability to think critically and be innovative are less well developed.• All groups of students make the same good progress.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Students have very positive attitudes and behave very well.• Students' are knowledgeable and understand the role and values of Islam in UAE society.• Attendance and punctuality have steadily improved. Attendance is now acceptable in primary, middle and high school but is weak in KG.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teachers use their subject knowledge well and deliver active, engaging lessons. Assessment data is used effectively to monitor students' progress and plan purposeful activities. Teachers do not consistently challenge students to think critically or provide constructive written feedback in marked work so students know what they need to do to improve. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The school's curriculum is well planned and builds on students' prior learning. Cross curricular links are very good in KG and primary. In KG and primary, the curriculum promotes students' language skills in English and Arabic well. In middle and high school, modifications to meet the needs of high achievers are less well-developed than in KG and primary. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Protection, care, guidance and support are now very good for all students, including those who have special educational needs (SEN). The suitability of the premises and facilities to meet the learning needs of all learners is outstanding The promotion and management of attendance and punctuality, although improved, remains acceptable in primary, middle and high school and weak in KG. 		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Leadership and management are very good overall. Senior leaders' vision and direction are outstanding, and widely shared across the school community. Middle managers and teachers have a strong commitment to professional development and improvement. Senior leaders have not yet been successful in consistently engaging parents in supporting learning throughout the school. 		



Progress made since last inspection and capacity to improve



- Leaders have addressed almost all of the recommendations of the previous inspection and have maintained good standards overall.
- Senior leaders have raised attainment and progress in Arabic in KG and Arabic progress in high school. These are now good. Most teachers plan lessons to provide a range of activities where students have the opportunity to talk to each other and develop collaboration and communication skills. Students have improved their skills in speaking standard Arabic however their extended writing skills are less developed.
- The skills of middle managers have improved. They are now confident and empowered to make decisions. They identify improvement priorities through action research projects supported by senior leaders.
- Senior leaders have improved the frequency of active learning lessons to increase the level of students' engagement throughout the school. This is a result of the significant investment the school has made in developing middle managers and teachers. A lesson observation tool based on eight elements of effective teaching has been introduced to monitor lesson quality and to plan targeted professional development.
- The quality of self-evaluation has continued to improve. The school has implemented a whole school approach to improvement planning and includes representative teams from all subject areas. Improvement plans are detailed and frequently monitored against progress. Senior and middle leaders regularly observe lessons and give feedback to teachers. Overall, the school leaders' capacity to improve the school is very good.



Provision for Reading



- The school has two spacious and inviting libraries and is reasonably stocked in English and Arabic books.
- Reading for comprehension is a focus in the school with early intervention in KG and primary in both Arabic and English. Reading achievement is tracked and students are set reading levels that suit their ability based on reading comprehension assessment level. Students participate in reading challenges in both English and Arabic.
- An annual library literature promotion plan is in place to promote reading in English and Arabic. The plan provides monthly events across the school to promote reading. The plan also includes reading workshops for parents to encourage reading at home and staff training.
- Reading and literacy skills are integrated across subjects. The school has introduced initiatives to raise the quality of reading, particularly in KG and primary due to their low starting points in reading. Students make good progress in this respect.



Key areas of strength and areas for improvements:

Key areas of strength

- Improved achievement in Arabic in KG.
- Middle managers' and teachers' commitment to professional development supported by senior leaders.
- The comprehensive protection, care guidance and support for students.
- Suitability of premises and facilities for all students, including those with special educational needs.
- Inclusive learning environment that promotes students' good outcomes.

Key areas for improvement

- Further raise student' attainment in all core subjects against national and international standards by:
 - implementing personalised target setting for all students to increase aspirations
 - improving teachers' questioning to better develop students' critical thinking, independent learning and innovation skills
 - ensuring there is consistent, corrective and constructive written feedback to students in marked work
 - encouraging teachers to have consistently high expectations of students
 - providing work that is always engaging and challenging for all students.
- Improve attendance and punctuality of all students, especially in KG by:
 - reinforcing the importance of attendance at school to real life contexts and improved achievement
 - further improving monitoring and intervention approaches that building on existing motivational tools and strategies
 - utilising ex-students and the students' and parent councils to engage with students to link the importance of attendance to employment and career aspirations.
 -
- Ensure greater parental engagement to support students' learning by:
 - building on existing community links to communicate and foster engagement
 - planning joint student-parent learning projects to engage parents in learning
 - involving parents in further teaching action research projects



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable across the school. Most students attain levels of that are in line with the curriculum standards. Internal assessments show attainment is outstanding. This is not supported in lessons and current work.• In lessons, most students demonstrate a positive attitude and an understanding of Islamic concepts and values. In KG, students can recite short verses from the Holy Quran verses. In primary, students can list the five pillars of Islam and define the meaning of fasting in Ramadan whilst other can explain how Muslims can benefit from modern transportations in connecting with family and relatives. In high school, most students make good progress as they discuss social and moral issues. However, their ability to relate their studies to everyday life is limited.• Students in KG, primary and middle make expected progress overall in lessons but they do not develop critical thinking and problem-solving skills sufficiently, and this impedes their progress.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (FL) is acceptable overall. It is good in KG and high school and acceptable in primary and middle school. KG children's achievement has improved since the last inspection. Students' achievement in Arabic as a second language (SL) is good across primary, middle and high school. There are very few students taking Arabic as a second language in the school.• Internal assessments from last year show outstanding attainment in Arabic overall. In lessons and current work, Arabic FL students' attainment is good in KG and acceptable across the school. Attainment is good in Arabic SL.• In lessons, students across the school speak and understand standard Arabic, and this is a particular strength for Arabic SL students. Most students' reading skills are in-line with curriculum standards. However, students are less skilful in extended writing. Students use their critical thinking skills when discussing texts but they are not always successful in applying these skills to interpret complex ideas in writing.• Almost all groups of students make progress at the same rate with no significant difference in the progress between groups. Arabic SL students, however, make better progress than Arabic FL students.



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Social Studies	<ul style="list-style-type: none">• Students' achievement is good in social studies. The majority of students across the school attain levels that are above curriculum standards. Internal assessments show attainment is outstanding. This is not supported in lessons and current work.• In lessons, primary school children can recognise the difference between types of transportations used in the UAE, however their map reading skills are underdeveloped. Higher grade students understand the reason for the naming for each emirate. In middle school, students can describe the effects of wars on the distribution of population in the world. In high school, students can identify the ancient Islamic country 'Ummayad Caliphate" and their founders.• The majority of students make better than expected progress in relation to their starting points. This is best when they are given opportunities to be responsible for their own learning.
English	<ul style="list-style-type: none">• Students' achievement in English is good. Internal assessments show outstanding levels of attainment overall, but this is not supported by lesson evidence. In international MAP tests, students' attainment is weak, however the results show progress has been made in reading and language usage.• In lessons, the majority of students demonstrate good achievement. In KG students identify sounds and letters, write letters and simple sentences. In primary, students identify and use nouns accurately and write paragraphs with support. In middle school students use different types of figurative language. In high school students compare and contrast literature and write essays with teacher support.• Students make good progress in speaking, listening and reading due to focused teacher support, particularly in reading. Writing skills are less well developed due to lack of challenge and independent opportunities to write, particularly for the high achievers.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good. Internal assessments show outstanding levels of attainment overall, but this is not supported in lessons. In international MAP tests, students' attainment is weak, however the results show progress in mathematics across all grades.• In lessons, the majority of students demonstrate good achievement. For example, in KG, students can use numbers to represent quantities and solve quantitative problems. In primary, students build on their knowledge and by Grade 5 the majority can solve word problems involving addition and subtraction of fractions. They can identify and measure shapes in geometry, however their ability to apply algebraic thinking is underdeveloped. Older students make good progress and develop mathematical thinking skill in line with expectations.• Students make good progress overall and is best when teaching strategies include opportunities for students to link learning to real life contexts.



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Science	<ul style="list-style-type: none">• Students' achievement in science is good. Internal assessments show outstanding levels of attainment overall, but this is not supported in lessons. In international MAP tests, students' attainment is weak, however the results show progress is good in science across all grades.• In lessons, students across all phases develop good scientific thinking skills and best demonstrate their understanding of scientific concepts through project work. In KG, children understand the properties of materials. In primary, they apply scientific concepts of force and motion to produce a model racing car in a Formula 1 project. In middle school and high schools, students build on prior learning and further develop scientific skills of enquiry and investigation. However, their ability to write up experiments is limited.• The majority of students make good progress in all phases. They are well motivated and develop good scientific collaboration skills. However, their ability to think critically is underdeveloped.
Other subjects	<ul style="list-style-type: none">• Students' achievement in 'other subjects' is good overall. Art is acceptable while design and technology, moral education, French, PE and music are good.• In lessons, the majority of students attain levels that are above national curriculum standards. For example, in a French language lesson, students used technology to refine their correct pronunciation of words and phrases whilst in ICT, primary students show strong computer literacy skills. In design technology, students express their creativity and confidently apply practical skills.• Students make good progress overall. Students enjoy their learning and are engaged in lesson activities. However, their knowledge of techniques in art is underdeveloped.
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They have good communication and collaboration skills and interact well together within groups.• Students generally apply their learning well to real life contexts and to link what they learnt to other subjects.• Students' ability to take responsibility for their own learning and to think critically and be innovative are developing features within lessons.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none">Students' abilities to recite and memorise the Holy Quran from KG onwards.	<ul style="list-style-type: none">Students' abilities to relate Islamic studies to their everyday life.
Arabic	<ul style="list-style-type: none">Students' standard Arabic comprehension and speaking skills, especially for those with Arabic SL.	<ul style="list-style-type: none">Students' extended writing skills
Social Studies	<ul style="list-style-type: none">Students' ability to analyse social issues, such as the effect of war on populations of the world.	<ul style="list-style-type: none">Students' map reading skills in primary.
English	<ul style="list-style-type: none">Students' progress in development of reading skills.	<ul style="list-style-type: none">Students' independent writing skills.
Mathematics	<ul style="list-style-type: none">Students' ability to identify and measure geometric shapes.	<ul style="list-style-type: none">Students' algebraic thinking skills.
Science	<ul style="list-style-type: none">Students' ability to apply scientific concepts through project work.	<ul style="list-style-type: none">Students' ability to write up experiments using scientific language
Other subjects:	<ul style="list-style-type: none">Students' creativity and technical skills, for example in design and technology.	<ul style="list-style-type: none">Students' knowledge of artistic techniques in art.
Learning skills	<ul style="list-style-type: none">Students' collaboration and communication skills.Students' ability to link their learning to real life contexts.	<ul style="list-style-type: none">Students' innovation and critical thinking skills.Students' taking responsibility for their own learning and independent work.



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

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

- Students' personal and social development, and their innovation skills are good.
- Students have very positive attitudes and show respect to each other and their teachers. Behaviour is very good across the school.
- Students have a very positive attitude towards learning. They understand the need for a safe and healthy lifestyle and are mindful in their dietary choices. Most students eat healthily and take part in regular exercise.
- The school has introduced a series of measures to improve attendance and punctuality. Attendance is now acceptable across the school except in KG, where it is weak.
- Students show a good understanding of Islamic values and UAE and world cultures. They respect the National Anthem, and listen attentively to the Holy Quran. They participate in a range of cultural activities, for example, flag day, 'Children around the World' day and other national and international occasions.
- Most students' show a positive work ethic. They regularly participate in local and national competitions, for example, the STEM competition F1 at Yas Marina Circuit. However, they do not always demonstrate innovation and creativity in lessons or in managing their own projects.
- Students show an understanding of their responsibilities as members of the school community and an awareness of the environment. Students regularly take part in events to help the poor, such as raising money and collecting blankets. Students care for their school and take part in an "Eco Club" to raise awareness of current environmental issues.

Areas of Relative Strength:

- Students' behaviour and relationship between each other and staff.
- Adoption of safe and healthy lifestyles

Areas for Improvement:

- Improving the attendance and punctuality of students especially in KG.
- Greater innovation and creativity in lessons.



Performance Standard 3: Teaching and assessment

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

- Overall, teaching and assessment are good.
- Across the curriculum, most teachers have good subject knowledge and impart their knowledge and engage students in a range of active learning lessons in most subjects.
- Lessons are planned to take into account achievement data of students from the previous year and in unit pre-tests for the current year.
- Teachers' interaction with students ensure they are engaged learners, they ask relevant questions that promote thought, but these do not always deepen the development of critical thinking and problem-solving skills.
- A range of teaching strategies are implemented to meet the needs of students and provide an appropriate level of support and challenge. However, work is not always challenging enough for higher ability students.
- Internal assessment processes are consistently applied across the school. The analysis of assessment data is used well to modify teaching, revise the curriculum support students' progress. This is used very effectively in KG and primary school.
- Teachers marking of students' work is regular but does not consistently provide constructive, well focused feedback on what the students' needs to do to improve to the next level. Verbal feedback is more effective.

Areas of Relative Strength:

- Teachers' knowledge of the subject matter.
- The use of assessment and analyses of assessment data to modify teaching, revise the curriculum for students to make good progress

Areas for Improvement:

- Teaching to further develop innovation, independent learning, problem-solving, and critical thinking skills.
- Consistent constructive, well focused and individualised feedback to students.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

- The overall quality of the curriculum is good. Its rationale is clear; it follows the US Common Core curriculum for English and mathematics, Next Generation Science Standards (NGSS) for Science and the Virginia Curriculum for all other subjects.
- The curriculum is planned so that learning builds well on students' previous achievements in subjects. High school students receive academic guidance from a recently appointed Guidance Counsellor to prepare them for the next phase of education.
- Cross-curricular links are meaningful and planned carefully across the school. This is a particular strength in KG and primary.
- The school conducts regular reviews and develops its curriculum to ensure good provision in almost all subjects. The introduction of a new curricula-mapping programme is facilitating curricula planning and progression throughout the school.
- The school is an inclusive school and is successful in modifying the curriculum to meet the needs of students, including SEN. This is particularly evident in the KG and primary schools where early intervention supports English and Arabic skills. However, challenge is inconsistent particularly for the higher achievers.
- Opportunities for innovation and creativity are provided through special projects, but with fewer opportunities in lessons. A variety of extra-curricular activities throughout the school benefit students' academic and personal development.
- The curriculum meets the moral education requirements. Moral values are embedded into the school's programme; they are addressed in specific moral education lessons and also in assemblies.

Areas of Relative Strength:

- Cross curricular links, particularly in KG and Primary.
- Modification of the curriculum to address literacy skills in English and Arabic.

Areas for Improvement:

- Modification of the curriculum to meet the needs of higher achievers particularly in the middle and high schools.
- Increase and embed students' skills of enterprise and innovation.



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

Indicators:	N/A	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good. School leaders implement rigorous safeguarding procedures, including child protection and prevention of cyber bullying that are well promoted throughout the school and understood by staff, students and parents.The building and equipment are maintained in excellent condition and detailed and extensive records are kept. Staff ensure risks are addressed promptly.The provision and promotion of safe and healthy lifestyles is very good. The importance of living a healthy life is effectively promoted to parents. Students learn about healthy living and lifestyles during lessons, assemblies and from the school nurse.The quality of care and support is very good. Staff play an important role in supporting new students. Relationships and behaviour are managed effectively. However, the schools' approach to managing student's attendance is not yet successful, especially in KG.The school has rigorous systems to identify SEN students, but the identification of G&T is less well developed. SEN students are given effective support in lessons that enables them to make consistent academic progress. Teachers, however, do not always challenge higher ability students sufficiently.Students' well-being and personal development is efficiently monitored. The academic and career consultant supports students with career options enabling them to make early decisions about their career path, subject selection and relevant examinations.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Arrangements to ensure health, safety and security.The quality of maintenance and record keeping.Premises, equipment and facilities to meet the learning needs of all.				
Areas for Improvement:				
<ul style="list-style-type: none">Provision to promote attendance, particularly in KG.Identification of and challenge for G&T students.				



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	Good
Governance*	Very Good
Management, staffing, facilities and resources	Very Good

- The overall quality of leadership and management is very good. The principal and his team provide inspirational leadership for an inclusive school that is shared by all staff and stakeholders.
- The schools' approach to self-evaluation is very good. Leaders use a range of sources to evaluate and plan school improvements. Leaders are empowered at all levels to continually research, innovate and share best practice. As a result, the school enjoys a positive learning culture and maintains a high capacity to further improve.
- The school's approach to the monitoring and evaluation of teaching and learning is good. In order to improve its impact on raising students' achievement, senior leaders have recently introduced a lesson observation tool based on eight elements of effective teaching to identify and plan improvement priorities.
- Partnerships with parents are good. The school provides regular information, detailed reporting and effective communication including a range of dedicated on-line platforms to access measures of their child's progress. The school provides opportunities throughout the year for parents to take an active role in the school, but this has not yet resulted in sustained improvement in raising academic standards or attendance, particularly in KG.
- Governance is very good. School governors, including the schools' owners, are knowledgeable and highly experienced, and meet regularly to discuss and monitor school performance.
- The day-to-day management of the school is very effective. The school provides a rich learning environment to promote students' achievement including a range of specialist facilities, such as a STEM and Robotics laboratories and a kinaesthetic classroom.
- The school is taking steps to promote international assessment and has recently strengthened promotion of the 'Question a Day' initiative in preparing students for the Trends in International Mathematics and Science Study (TIMSS) examinations.

Areas of Relative Strength:

- The development of a positive learning culture.
- Inspirational and visionary leadership to build an inclusive school

Areas for Improvement:

- Further strengthening partnerships with parents to promote students' achievement and attendance.
- Improving the impact of the monitoring of teaching on student's outcomes by embedding new approaches to target professional development for teachers.

*Relevant for Private schools only