



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Nahda National School for Boys

Academic Year 2015 – 2016

Iqraa



Al Nahda National School for Boys

Inspection Date	May 16, 2016	to	May 19, 2016
Date of previous inspection	May 12, 2014	to	May 15, 2014

General Information		Students		
School ID	3	Total number of students	2,376	
Opening year of school	1983	Number of children in KG	0	
Principal	Adnan Abbas	Number of students in other phases	Primary:	444
School telephone	+971 (02) 445 4200		Middle:	1075
School Address	Al Muroor Road (2 nd Street), PO Box 815, Abu Dhabi		High:	857
Official email (ADEC)	Alnahdaboys.pvt@adec.ac.ae	Age range	8 years to 18 years	
School website	ANS.BoysNahdaschools.com	Grades or Year Groups	Grades 4 – 12	
Fee ranges (per annum)	Medium to high: AED 20,500 - AED 27,550	Gender	Male	
Licensed Curriculum		% of Emirati Students	36%	
		Largest nationality groups (%)	1. Egyptian: 14% 2. Jordanian: 12% 3. Palestinian: 7%	
Main Curriculum	British	Staff		
Other Curriculum	American	Number of teachers	143	
External Exams/ Standardised tests	IGCSE, AS, A, SAT I, SAT II, TOEFL	Number of teaching assistants (TAs)	0	
Accreditation	NEASC, CIS, ECIS	Teacher-student ratio	KG/ FS	0
			Other phases	1:17
		Teacher turnover	11%	



Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	135
Number of joint lesson observations	4
Number of parents' questionnaires	177; (response rate: 8%)
Details of other inspection activities	Inspectors held meetings with senior leaders, teachers, students and parents. They observed break times and checked systems that help keep students safe, including child protection procedures. Inspectors examined students' work, assessments and examination results, and reviewed other school documentation. They were unable to meet trustees.

School	
School Aims	'Providing strong academic programs based on national and international standards that emphasise a broad foundation and depth of knowledge to prepare students for post-secondary studies.'
School vision and mission	'Everyone engages, everyone reflects, everyone learns.' 'Al Nahda Boys School are committed to engaging students to connect their knowledge and understanding to develop the whole learner. We value diversity and model acceptance of all cultures within the school,UAE and international communities of the world.'



Admission Policy	Students undertake an entrance test and interview to join the school. Boys transferring in Grade 4 from the Al Nahda Elementary School who are not required to undertake these.
Leadership structure (ownership, governance and management)	The school is led by a governing body, a Director and two Deputy Directors, eight administrators and twenty two subject coordinators.



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
Intellectual disability	9	0
Specific Learning Disability	1	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
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	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	15
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	2



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)

School was judged to be:	BAND (A)	Good
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	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						



The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is good. Its inclusive ethos has enabled the school to enrol a large number of new students effectively. Care, guidance and support for students are good. As a result, they behave well and are keen to learn. Students choose to follow either an American or British curriculum. Achievement overall in the school is good, based on good progress in learning and the quality of students' learning skills. The Director and other senior leaders provide positive leadership and have prioritised the need to improve the quality of teaching and learning, through professional training. This has had a positive impact, and the quality of teaching has improved to be good overall. Around one third of the students in Grades 11 and 12 were taking British curriculum external examinations and therefore not in attendance at school during the inspection week.

Progress made since last inspection and capacity to improve

The school has improved steadily since the last inspection. Senior leaders have improved self-evaluation procedures. Consequently senior leaders now have accurate targets and appropriate actions in development plans to continue to improve the school. Students with special educational needs now have more support. More still needs to be done to use assessment effectively to identify and provide challenge for the high achieving students. Teachers are now enabling students to work together to develop their critical-thinking skills, though the set learning activities in lessons are not always appropriate for group work. The school leadership demonstrates good capacity to improve further. This is exemplified in particular by the effective way it has included large numbers of new students while maintaining the momentum of improvement since the last inspection.

Development and promotion of innovation skills

The school promotes innovation skills well through extracurricular activities including, for example, an environmental club where students take part in recycling and anti-smoking campaigns. A variety of events promote students' scientific, innovation and personal skills. For example, the school hosted an Abu Dhabi Model United Nations event where students debated current affairs. The development of the range of skills associated with innovation is less strong in lessons.



The inspection identified the following as key areas of strength:

- vision and direction provided by the Director and senior leaders
- attainment of students in IGCSE and A levels
- personal development of students
- students' achievement in Arabic, Islamic education and science
- students' respect and appreciation for Islamic values and UAE culture
- ethos and inclusivity of the school.

The inspection identified the following as key areas for improvement:

- challenge for the most high achieving students in lessons
- the development and promotion of problem solving in mathematics
- benchmarking measures against both international and curriculum standards across all core subjects, especially in the American curriculum.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Arabic (as a First Language)	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Arabic (as a Second Language)	Attainment		Good	Good	Good
	Progress		Good	Good	Good
Social Studies	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
English	Attainment		Acceptable	Good	Acceptable
	Progress		Acceptable	Good	Acceptable
Mathematics	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
Science	Attainment		Good	Good	Good
	Progress		Good	Good	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)			Good	Good	Good



Students' achievement is good overall. Attainment is broadly at least in line with curriculum standards across all phases for students who follow either the American or British curriculums. In the American curriculum by Grade 12, students' attainment and present coursework is broadly in line with American curriculum standards. In the British curriculum by Grades 9 and 12, IGCSE and A level results are consistently above international standards and present coursework affirms this strong attainment and progress, especially for high achieving students. Students' coursework shows different groups of students make at least acceptable progress across the primary and middle phases. The school does not use benchmarking against international and curriculum standards consistently enough to inform planning, especially for students following the American curriculum.

In Islamic education, attainment and progress are good overall. By Grade 6, most students can differentiate between the right and wrong ways to earn money according to Islamic laws. They demonstrated deep understanding in the way they discussed some of the implications. By Grade 11, students were discussing maturely how Islamic values have an impact on real-life situations and current world issues.

Achievement in Arabic as first language for most students is good over time across all phases of the school. EMSA results show that most students make at least good progress and achieve standards above the national average. There are a few students in the school studying Arabic as a second language. Most of these students make good progress and reach standards above the national average for EMSA and against MoE curriculum standards. By Grade 4, for example, students can write meaningful sentences using 'Al Jarr' letters. By Grade 10 students can write extended sentences and speak classical Arabic confidently.

Achievement in social studies is acceptable across the school. Students contribute to thoughtful group discussions current issues which are having an impact on the UAE. For example in Grade 4, students understood through discussion the importance of education in the UAE, and by Grade 7 they reflected on how to develop its economy. By Grade 10, students understood how prices are affected by supply and demand.

The overall quality of achievement is acceptable in English. It is good in the middle phase. External assessments show achievement for most students to be broadly in line with international standards by the end of Grade 6. Attainment and progress by Grade 9 are at least good for students who follow the British



curriculum and sometimes very good for the highest achieving. The school does not have robust external assessments to judge progress or students following the American curriculum though SAT'S results show that most students reach an acceptable level by Grade 12.

Achievement in mathematics for most students is acceptable. External benchmarking shows that achievement for students at the end of the primary phase is broadly acceptable. The large majority of students in the upper phase follow the American curriculum and SAT results show that attainment for these students is broadly acceptable by Grade 12. Results in the British curriculum for the majority of students in Grades 9 and 12 are above international standards.

Achievement in science is good and attainment is well above international standards by the upper phase for the majority of students. For example, by the time they reach Grade 4, students can already construct simple electrical circuits and they understand how different materials will not conduct electricity. Grade 9 students conduct experiments into the attributes of light. They use their critical-thinking and problem-solving skills to determine the refractive index of light.

Students follow a range of other subjects including French, Urdu, information and communication technology (ICT), business, accounting, music, art and physical education (PE). Achievement is good in French, Urdu and accounting by the end of Grade 9 for the large minority of students. Examination results show that achievement in business, accounting and ICT is acceptable at the end of Grade 9 for most students?. Across the different phases, achievement in music, art and PE is acceptable.

Students' learning skills are good overall with particular strengths in the high school phase. All groups of students, including those with special educational needs, work well together and are keen to learn. The school has been improving the way students collaborate and learn from each other, using critical thinking. There are plentiful examples of where students take responsibility for their own learning, especially in science where they often use their critical thinking skills to predict the outcomes of practical experiments.



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		Good	Good	Good

The overall quality of students' personal and social development is good. Students from different nationalities mix well together because of the school's inclusive and welcoming approach. Almost all students have positive attitudes towards school and behave well. Most demonstrate the maturity to take responsibility for their own learning when given the opportunity. Generally, students have good awareness of how to keep themselves healthy. For example, they enjoy physical activity and play different sports during break times. For the most part, students act on the advice they are given to eat healthily. Attendance is good at 94%.

Students have respect for Islamic values. They show this, for example, when listening to the Holy Qur'an recitation at the morning assemblies. Students show pride in their UAE identity through the 'Hawiyati' initiative which celebrates UAE culture and values. Students from all grades participate actively in their student council. Students participate in activities that show their leadership abilities such as Abu Dhabi Model United Nations (ADMUN) where students and representatives from the community discuss current issues.

Students' innovation skills are developing well in the out-of-class opportunities such as Robotics Club, Eco Club, and when visiting Masdar City for water testing. Students are also aware of environmental issues such as energy saving and they organise charity events to support the work of the Red Crescent. As yet, their innovation skills are less well developed in lessons.



Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching is good and assessment across all phases is acceptable. Teachers have good knowledge of their subjects. Students achieve well, for example in Arabic and Islamic education because teachers consistently build on student's previous knowledge and regularly give students opportunities to use their learning in other subjects. Where lessons are not as effective in a few cases, they tend to be textbook or worksheet based with little opportunity for students to learn for themselves through more challenging and open-ended problem solving tasks. This was especially the case in mathematics. Teaching is particularly effective in the high phase in developing students learning skills, especially in science, because they are given consistent opportunities to use their research skills plan and predict the outcomes of experiments. Generic lesson plans are provided for all teachers across grades and departments but not yet used consistently or modified to cater for the needs of different groups of students. Teachers arrange students mostly in mixed-ability groups in which higher-achieving students support their peers. This is a good approach which helps students to learn from each other, though on occasion it can lead to a lack of challenge for the more able students.

In the best lessons, teachers use questioning techniques to engage their students and to monitor and challenge their thinking. For example, in Grade 6, the teacher challenged students' thinking about election campaigns and through skilful questioning developed their understanding of unfamiliar vocabulary. Students' understanding was carefully checked at the end of the lesson through a challenging question and answer session.

Students with special educational needs have individual education plans (IEPs). Teachers review them regularly and support is offered in class and through withdrawal to a resource centre. As a result, this group of students make broadly acceptable progress in line with their peers.

The school has established systems of assessment across grades, phases and subjects to gather data about student achievement and progress. The school uses quizzes and student self-evaluations as well as tests to assess students' progress and identify



areas of weakness. Subject coordinators and senior leaders monitor the assessment outcomes for students to determine trends of attainment over time. The school has a 'reteach' programme to try and ensure any student falling behind catches up. Presently, many teachers do not consistently assess students' learning during lessons to adapt tasks when necessary to meet their abilities.

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 curriculum is broad, balanced, age-appropriate and with core subjects given the appropriate amount of time. The primary and middle school curriculum is a school-developed model based on a British curriculum and American (Californian) framework. Across the primary and middle phases, around 35% of students follow the American curriculum and 65% the British curriculum. By Grade 9, the percentage following the American curriculum rises slightly to around 40%. By Grades 10, 11 and 12 the proportion following the American examination courses increases to around 70% while 30% follow the British ones, often as a result of parental guidance. Attainment outcomes indicate that those who switch to the American examinations do not do as well as those that do not. Nevertheless, most students gain the appropriate qualifications to move on to their next stage of life irrespective of the courses they choose to follow.

The curriculum promotes Emirati culture and UAE society in many ways including, for example, in morning assemblies where primary grade students sing the national anthem with great pride. Cross-curricula links are well planned and enable students to transfer learning between different subjects. These include links to ICT and video filming in biology, for example. Curriculum is reviewed and developed regularly by the subject leaders, though this does not always have sufficient impact because teachers do not necessarily plan to meet the abilities of different groups, especially the higher achieving and gifted and talented. The curriculum promotes students' enterprise and innovation skills in clubs and activities. The school organised trips for students to Italy



and Japan in 2014 and Spain in 2015. The school belongs to the International Sports Activities Conference and hosts various sporting events. The school's environmental club allows students to participate in recycling activities and anti-smoking campaigns.

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 students is good. Students feel well cared for and supported by the school. Effective child protection procedures keep students safe. All staff are appropriately checked to make sure they are suitable to work in school.

The school undertakes careful risk assessments when planning any activities, such as sports or educational visits. The premises are safe for students and staff and fit for purpose. The clinic is clean and well organised. Students have appropriate access to water and good protection from the sun.

Students know how to keep themselves healthy. The school promotes healthy life styles through sports days and health awareness campaigns. For example, students undertook a survey in the local community to ask people why they smoked. Posters around the school designed by students explain the importance and benefit of living a healthy life.

The school has identified and provides appropriate support for students with special educational needs. The process for identifying gifted and talented students is not as effective and, as a result, these students are not always challenged sufficiently by the learning planned for them. A checklist for staff to identify gifted and talented students has been distributed and is now being collated. This is a promising step which is likely to improve the provision for this group of students in due course.



The school promotes the need for good attendance and has been successful over time in maintaining good levels of attendance. A few students continue to arrive late in the morning.

Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is good. School leaders are improving the school. They set a clear direction which promotes the values and priorities of UAE National Agenda, especially inclusion. This has been demonstrated by the enrolment of several hundred new students from local schools that have closed. These students have been welcomed and integrated successfully. The middle leadership team has improved due to professional development and these members of staff now have a secure understanding of what makes for effective learning and teaching. They have clear roles and responsibilities and generally communicate well with staff.

Senior leaders know the school's strengths and areas for improvement. This knowledge underpins self-evaluation procedures which involve representatives from staff, parents and students. Plans to improve the school are clear and accurate and the self-evaluation form provides a good basis for the school development plan. Senior leaders regularly monitor the quality of teaching and provide helpful feedback to teachers. Middle leaders now have internal progress data available to them. Their use of this data is not as effective as it could be because they are not yet benchmarking this data to external sources. A parents' committee has been established for the purposes of gaining the views of the community. These are now considered when school improvements are being planned. The Parents' Council enables parents to share their views with the school.



The school has separate trustees and governing bodies which reflect the full range of stakeholder interests. The governing body is recently formed and has not yet had time to provide fully effective strategic leadership and have an impact on improving the school's overall performance. The minutes of these meetings indicate that they are using school data increasingly to hold leaders to account for the school's performance. Overall, the school has faced the challenge of significant growth successfully. Despite nearly doubling in size and accepting new students in all classes, the school runs smoothly with few interruptions to learning. There are no shortfalls in the provision of teachers and all subjects, phases and classes are appropriately staffed.



What the school should do to improve further:

1. Improve the quality of teaching and assessment by:
 - i. ensuring teachers plan lessons that extend all students' skills fully, especially the more able
 - ii. ensuring teachers use assessment to adapt the curriculum to meet the abilities of all groups of students
 - iii. reviewing and rebalancing the time spent by students learning in mixed-ability groups with other time working independently.

2. Improve students' attainment and progress by:
 - i. reviewing the progression pathways through the primary and middle phases into the upper grades, particularly for those students who switch to the American curriculum
 - ii. improving students' problem solving-skills and other learning skills through more practical and collaborative tasks in lessons related to real-life contexts
 - iii. ensuring teachers adapt the mathematics curriculum to meet the abilities of different groups in lessons.

3. Increase the impact of leadership and management on achievement by;
 - i. extending benchmarking measures across all core subjects, especially in the American curriculum, to allow the school's performance to be measured against international standards at regular intervals across different grades
 - ii. comparing the school's own assessments to results from standardised ones and national benchmarks to check they are accurate and that all groups of students are making good progress
 - iii. ensuring teachers use standardised and internal assessments to support students who may be falling behind.