



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Madar International School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



دائرة التعليم والمعرفة
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School Information

| | | | | | |
|----------------------------------|---------------------------------|---|-----------------------------|----|-----------------------------|
| General Information | Inspection date: | from | 17 Jumada Al-Akhirah, 1439h | to | 20 Jumada Al-Akhirah, 1439h |
| | | from | 05-Mar-18 | to | 08-Mar-18 |
| | School name | Madar International School | | | |
| | School ID | 164 | | | |
| | School address | Towayya, District 6, Madhi Area, Street 10, Building 20, Al Ain | | | |
| | School telephone | +971 (0)3 761 1330 | | | |
| | School official email | madarint.pvt@adec.ac.ae | | | |
| | School website | www.madarschool.ae | | | |
| | School curriculum | American | | | |
| | School phases | KG to High | | | |
| | Fee range and category | AED 17,700-28,700 Low-Medium | | | |
| | Number of lessons observed | 166 | | | |
| Number of joint lessons observed | 18 | | | | |
| Staff Information | Total number of teachers | 125 | | | |
| | Turnover rate | 10% | | | |
| | Number of teaching assistants | 16 | | | |
| | Teacher- student ratio | 1 : 20 in KG 1:17 in other phases | | | |
| Student Information | Total number of students | 2,234 | | | |
| | % of Emirati Students | 85% | | | |
| | % of Largest nationality groups | 1. Oman 3% | | | |
| | | 2. Jordan 2% | | | |
| | | 3. Syria 1% | | | |
| | % of SEN students | 10% | | | |
| | % of students per phase | KG: 18% | Middle: 23% | | |
| Primary: 47% | | High: 12% | | | |
| Gender | Boys and girls | | | | |



The Performance of the School

| | |
|---|---|
| Performance Standard 1 Students' Achievement Acceptable | Performance Standard 2 Students' personal and social development, and their innovation skills Good |
| Performance Standard 3 Teaching and Assessment Acceptable | Performance Standard 4 Curriculum Acceptable |
| Performance Standard 5 The protection, care, guidance and support of students Good | Performance Standard 6 Leadership and management Acceptable |

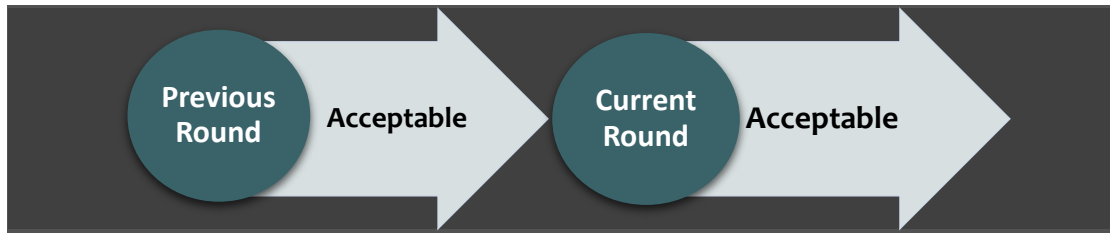


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school has experienced some staffing turnover since the last inspection. This follows an important management intervention by the board of trustees in recent months to stabilise the school.
- Students' achievement is acceptable overall. Children enter kindergarten (KG) with knowledge and skills that are low for their age, but they progress well and their attainment is good in all subjects. Across all other phases, students' achievement is good in Islamic education, social studies, mathematics and other subjects. In Arabic, English and science, their achievement is acceptable. Their learning skills are acceptable overall.
- Students' personal development is good. Students behave well and demonstrate good attitudes to learning. Their relationships with one another and with teachers are respectful. Students develop a very good understanding of UAE culture, heritage and Islamic values. Their innovation skills are acceptable.
- Teaching and assessment are acceptable overall and good in KG. Teachers generally deliver suitable lessons that support students' learning. Teacher training has led to some improvements in students' performance but has yet to ensure consistency in teaching and learning across the school. Internal assessment processes are regular. However, most teachers do not yet use assessment information to consistently provide activities that fully meet the needs of all students.
- The curriculum is acceptable overall and good in KG. It is planned adequately to support continuity and progression in students' learning, but it is not sufficiently adapted to cater for the needs of all students.
- Protection, care, guidance and support are good overall. Promotion of safe and healthy lifestyles is good. Systems to identify students with special educational needs (SEN) and students who are gifted and talented (G&T) are well established. However, these students do not always receive the appropriate support in lessons.
- Leadership is acceptable. Leaders have a clear vision for the school and are committed to inclusion. Partnerships with parents and the community are strong. School leaders and staff have worked together to implement most of the recommendations of the last inspection report.



Progress made since last inspection and capacity to improve



- The school continues to provide an acceptable quality of education and has implemented most of the recommendations from the last inspection.
- In KG, children's achievement is now consistently good. Across the school, students' achievement has now improved from acceptable to good in Islamic education, social studies, mathematics and other subjects.
- The quality of teaching and assessment has now improved in KG and it is acceptable in Arabic, English and science. Strong cross-curricular links now enable students to transfer learning between subjects. Most teachers still do not guide students on how they can improve the quality of their work.
- School leaders, including governors have now raised their expectations of what students can achieve. Governors, with the support of an educational firm, are beginning to monitor the school's work closely and to follow up areas for improvement. Overall, school leaders' capacity to improve the school is acceptable.



Key areas of strength and area for improvement

Key areas of strength

- The impact of school leaders on improving students' achievement in Islamic education, social studies and mathematics.
- Students' understanding and appreciation of UAE culture and heritage, and Islamic values.
- Good attention to students' health and safety.
- Strong partnerships with parents and the community.

Key areas for improvement

1. Improve achievement in Arabic, English and science by:
 - i. offering more effective and regular learning experiences to help students develop their creative writing skills in Arabic and English
 - ii. enhancing the provision of reading in Arabic so that students can develop their comprehension skills and continually assess their learning
 - iii. offering more learning experiences to help students develop their critical thinking and investigative skills, particularly in science for older students.
2. Enhance quality teaching and learning by:
 - i. using assessment information well to plan for next steps and helping students consistently make more than expected progress
 - ii. offering high-quality feedback to help students further improve their work
 - iii. delivering appropriately challenging tasks and activities for all students within lessons, particularly for the G&T students
 - iv. providing well targeted support to help students with SEN make the best possible progress
 - v. offering more opportunities to help students develop innovation and critical thinking.
3. Further improve the impact of leadership and governance by:
 - i. ensuring the curriculum is adapted effectively to meet the needs of all students
 - ii. ensuring improvement systems focus more directly on the quality of students' learning experiences, particularly in Arabic, English and science
 - iii. offering high quality professional development for middle leaders so that they know how to monitor the quality of teaching in their subjects
 - iv. enabling teachers in their subject areas to further share and experience classroom best practice.



Provision for Reading

- The school has two libraries that are well stocked with books in English, but adequate in Arabic. In primary, students use an on-line English reading program effectively. They can use this system to read books in school and at home. In KG, children have 'Reading Centres' where they browse through books and read stories from different cultures.
- Older students explore a range of books in English and use computers for research in the libraries. Librarians help students to develop their research skills.
- Teachers allocate special reading sessions in the library to help students develop their reading skills. They encourage students to read in most subjects and help them read for meaning. Older students regularly take part in reading competitions to further develop their reading skills.
- The school's annual action plan prioritises the importance of reading. Teachers of English assess the quality of reading, but this not a common feature in Arabic.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. Teachers' assessment data indicate that the large majority of students attain well above the curriculum levels and their progress is outstanding, but this is not borne out in learning during the inspection. The inspection has found that in KG, children make good progress in relation to their individual starting points. Across the school, students make acceptable progress overall.
- Recent Scholastic Aptitude Test (SAT) shows that students attain well above age-related levels and international standards in mathematics. In International English Language Testing System (IELTS), students achieved a good level in English language acquisition last year. Measure of Academic Progress (MAP) for 2016-17 indicated that students attained in line with the international standards in mathematics.
- In 2016-2017 MOE examinations for Grades 12, students' performance was outstanding in Islamic education and Arabic as a first language, indicating the majority of students attained well above the curriculum levels.
- Students make acceptable progress overall in lessons. Students with special educational needs (SEN) and those who are gifted and talented (G&T) make progress similar to that of their peers, as do boys and girls and ethnic groups.

Subjects

- Students' achievement in **Islamic Education** for both Arabs and non-Arabs is good overall. The majority of students attain above curriculum standards. In primary, students develop good knowledge of Hadith (Prophet Saying) and apply Islamic etiquette well in real life. Older students develop good recitation skills and Tajweed Rules.
- Students' achievement in **Arabic as a first language** is acceptable overall and good in KG. Most students attain in line with the curriculum levels. In KG, children develop good speaking skills and decode words correctly. Throughout the main school, students develop adequate speaking skills. However, their reading and writing skills are less well developed. Students' achievement in **Arabic as a second language** is acceptable overall. Students can identify Arabic letters and decode simple words. Students' speaking, listening, reading and writing skills are developing steadily.
- Students' achievement in **social studies** is good overall. The majority of students attain above curriculum standards. In KG, children keenly share their ideas about how houses and roads have changed in UAE, differentiating between past and present events. In the main school, students develop good knowledge of renewable energy to promote sustainability in the UAE.



- Students' achievement in **English** is acceptable overall and good in KG. Most students attain levels that are in line with age-related expectations. In KG, children develop good speaking and listening skills and use their knowledge of sounds and letters to write simple words. Throughout the rest of the school, students develop good speaking skills. Their reading skills, which are in line with curriculum expectations, are improving steadily. However, their writing skills are not yet well developed.
- Students' achievement in **mathematics** is good overall. The majority of students attain above curriculum levels. In KG, children confidently count objects, recognise numerals and make simple patterns. In the main school, students develop good reasoning, critical thinking and problem-solving skills.
- Students' achievement in **science** is acceptable overall and good in KG. Most students attain in line with the curriculum standards. In KG, children explore resources and find out how things work. In primary, students use scientific terms appropriately in their work. Older students' investigative skills and report writing are insufficiently developed.
- Students' achievement in **other subjects** is good overall. In KG, children enjoy **art** and singing nursery rhymes. Students make good progress in **computer science** and in their use of information and communication technology (**ICT**). Students appreciate music from different countries. They participate well in physical education (**PE**) and enjoy sports competitions.

Learning skills

- Students' learning skills are acceptable overall and good in KG. Students generally interact well with one another and relate their learning well to the real world. They are using technologies well support their learning. Students use reasoning well in mathematics. However, their critical thinking and investigative skills in science are not sufficiently developed. Students' innovation skills are underdeveloped overall.

Areas of Relative Strength:

- Students' improved achievement in Islamic education, social studies and mathematics.
- Students' ability to make connections between areas of learning.

Areas for Improvement:

- Students' achievement in Arabic, English and science.
- Students' creative writing skills in Arabic and in English.
- Students' innovation, critical thinking and investigative skills.



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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 |
|---|-----------|-----------|-----------|-----------|
| Personal development | Good | Good | Good | Good |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very Good | Very Good | Very Good | Very Good |
| Social responsibility and innovation skills | Good | Good | Good | Good |

- Students' personal and social development is good overall. Their innovation skills are acceptable. Students display positive attitudes to learning, behave well and demonstrate self-discipline, but their response to critical feedback is not very strong. Relationships between staff and students are respectful. As a result, learning flows smoothly.
- Students develop good knowledge of the importance of healthy lifestyles. They participate well in a wide-range of sporting activities and understand the importance of a good diet and exercise on their health and well-being. Students' attendance rate at 94% is good. Students are punctual to school and lessons.
- Students show very good understanding of Islamic values and respect the culture and heritage of the UAE and their national identity. They regularly celebrate and explain important national festivals in assemblies and displays around the school. Students develop good knowledge of own culture and other world cultures through cultural days, art and music.
- Students contribute well to the life of the school. They serve, for example, as student council representatives, prefects and eco-leaders. They keenly take an active part in projects such as recycling and raise charitable funds for the Red Crescent.
- Students show good work ethic. In KG, children develop good innovative skills, but such initiatives are not strong in the rest of the school.

Areas of Relative Strength:

- Students' understanding of the UAE culture, heritage and Islamic values.
- Students' understanding of their own cultures and the wider world.

Areas for Improvement:

- Students' response to critical feedback.



- Students' development of innovation skills in primary, Middle and High.

Performance Standard 3: Teaching and Assessment

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

- Teaching and assessment are acceptable overall and good in KG. Most teachers demonstrate secure subject knowledge. They plan and prepare suitable activities to support students' learning. In KG, teachers apply their understanding of how children learn and develop in their teaching.
- Most teachers ask questions to test students' understanding. They encourage collaboration and dialogue and help students to meet the learning expectations. Overall, teachers use adequate strategies to meet the needs of individuals and groups of students. However, the needs of students with SEN or those who are gifted and talented are not always met. Teaching methods sometimes include opportunities for students to be innovative and to think critically.
- Internal assessment processes are implemented regularly and are linked to the school's curriculum levels. The school has good systems to compare students' performance against national and international standards. Teachers have reasonable knowledge of what students know and need to learn next. However, most teachers do not use assessment data effectively to match tasks to all students' abilities and needs.
- Most teachers mark students' work regularly, but they do not always tell students what they can do next to improve the quality of their work.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Benchmarking against national and international standards.

Areas for Improvement:

- Use of assessment information to meet students' abilities and needs.
- High quality written feedback to enable students to improve their work.
- Opportunities for innovation, critical thinking and investigation in lessons.



Performance Standard 4: Curriculum

| Curriculum Indicators | KG | Primary | Middle | High |
|--------------------------------------|------|------------|------------|------------|
| Curriculum design and implementation | Good | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation | Good | Acceptable | Acceptable | Acceptable |

- The overall quality of the curriculum is acceptable. The school follows the Ohio Common Core State Standards (OCCSS).
- The curriculum is broad and balanced. Careful planning ensures that learning progresses appropriately in most of the key subjects. The curriculum provides well for KG children. Curricula options are acceptable in High. Older students are adequately prepared for their future education.
- Cross-curricular links are good, enabling students to transfer knowledge and skills between different subjects. The school has recently reviewed curriculum planning and is beginning to establish which topics impact most positively on students' learning.
- The school suitably adapts its curriculum to meet the needs of most students. However, tasks do not always match students' abilities and needs. The curriculum is enriched through a range of activities and visits to places of interests. Opportunities to develop innovation and creativity in lessons as well as critical thinking and investigation are inconsistent.
- The curriculum makes good links with Emirati life and UAE culture and heritage. Students are enabled to participate in a range of activities such as 'National Day' and 'Flag Day'.
- The new Moral Education programme is taught in English and in Arabic as a discrete subject. It is also integrated well in other aspects of the curriculum. The school focuses on a theme per month such as care and tolerance. This results in students developing good understanding of moral values.

Areas of Relative Strength:

- Strong links between different subjects that facilitate the transfer of knowledge and skills between them.
- Links with UAE culture and heritage.

Areas for Improvement:

- The adaptation of the curriculum to meet the abilities and needs of all students.



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- More provision for innovation, critical thinking and investigation in subjects.



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

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

- The overall quality of care, guidance and support of students is good. The school has effective safeguarding and child protection policies and procedures. Staff have attended training to keep students safe. Parents are aware of such procedures. Students are knowledgeable of e-safety and are confident to ask for help should a welfare concern arise.
- The school conducts regular safety checks to ensure the premises are safe and well maintained. However not all buildings are well-suited to the needs of disabled students. Supervision of students, including on transport, is effective. The school nurses and staff promote healthy living effectively.
- Procedures to improve students' behaviour and to promote attendance and punctuality are successful.
- Systems to identify SEN and G&T students are well established. However, teachers do not always provide the appropriate support for students with SEN or challenge the G&T students sufficiently.
- Staff provide good support for students' personal development and well-being. Older students receive good guidance on career pathways and university choices.

Areas of Relative Strength:

- Procedures to keep students safe and secure.
- Guidance for career choices for older students.

Areas for Improvement:

- More support for students with SEN and challenge for G&T students.
- Premises to meet the needs of all students.



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 | Good |
| Governance | Acceptable |
| Management, staffing, facilities and resources | Acceptable |

- The overall quality of leadership and management is acceptable. The new leadership team sets up a clear vision for the school that is aligned with the UAE priorities. Morale throughout the school is positive and relationships and communication are professional. The school leaders have yet to improve students' achievement, particularly in Arabic, English and science.
- The school evaluates itself accurately. The self-evaluation (SEF) report and school development plan (SDP) identify and highlight key areas for improvement and show how these will be accomplished. Targets are not always focused sharply enough on improving outcomes. Senior leaders have begun to monitor lessons and provide teachers with next steps to improve their practice. Targets set are relatively new and have yet to further improve students' outcomes and the quality of teaching and assessment. Not all subject leaders monitor the quality of their subjects at present.
- Partnerships with parents are strong. Parents visit the school regularly and help students produce traditional plays. They appreciate the careful consideration of their views and the helpful and regular information they receive on their children's progress. Strong links with the local and wider community enhance the curriculum and students' learning.
- Governance is acceptable. The governing body responds supportively to the resource needs of the school. They meet regularly with senior leaders and are beginning to hold them accountable for the school's performance.
- The school runs smoothly. Staff are suitably qualified and they support students appropriately. Specialist facilities, including the ICT suites, are used regularly. Overall, resources are of an adequate quality and support acceptable teaching and learning.
- To enhance students' performance in international assessments, the school analyses its results for PISA mocks and MAP. The school is also planning to



promote students' attainment in the coming TIMSS examinations.

Areas of Relative Strength:

- Leaders' clear vision for the school.
- Strong partnerships with parents and the community.

Areas for Improvement:

- Role of leaders in improving students' achievement, particularly in Arabic, English and science.
- More specific actions to focus on improvement.
- Role of leaders in improving teaching and use of assessment.
- Development of the middle leaders and their monitoring of their subjects.