



مجلس أبوظبي للتعليم  
Abu Dhabi Education Council  
التعليم أولاً Education First



# Private School Inspection Report

Maplewood International School

Academic Year 2016 – 2017

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Maplewood International School

<b>Inspection Date</b>	February 20, 2017	to	February 23, 2017
<b>Date of previous inspection</b>	May 4, 2015	to	May 6, 2015

General Information	
<b>School ID</b>	9255
<b>Opening year of school</b>	2014
<b>Principal</b>	Richard Siler
<b>School telephone</b>	+971 (0)2 552 4223
<b>School Address</b>	ME9, Plot 23, MBZ City, Abu Dhabi
<b>Official email (ADEC)</b>	maplewood@adec.ac.ae
<b>School website</b>	www.maplewood.school
<b>Fee ranges (per annum)</b>	High (AED31,000 to AED38,000)

Licensed Curriculum	
<b>Main Curriculum</b>	Alberta, Canada
<b>Other Curriculum (if applicable)</b>	-----
<b>External Exams/ Standardised tests</b>	Measure of Academic Progress (MAP) MoE exams
<b>Accreditation</b>	Alberta Education

Students		
<b>Total number of students</b>	537	
<b>%of students per curriculum</b>	Main Curriculum	100%
	Other Curriculum	---
<b>Number of students in other phases</b>	KG	108
	Primary:	259
	Middle:	149
	High:	21
<b>Age range</b>	4 to 16 years	
<b>Grades or Year Groups</b>	KG1 to Grade 10	
<b>Gender</b>	Boys and girls	
<b>% of Emirati Students</b>	22%	
<b>Largest nationality groups (%)</b>	1. Canadian: 12%	
	2. Egyptian: 11%	
	3. Pakistani: 8%	

Staff		
<b>Number of teachers</b>	43	
<b>Number of teaching assistants (TAs)</b>	2	
<b>Teacher-student ratio</b>	KG/ FS	1:14
	Other phases	1:16
<b>Teacher turnover</b>	14%	



## Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	80
Number of joint lesson observations	6
Number of parents' questionnaires	429; return rate: 8%
Details of other inspection activities	Inspectors held discussions with the owner's representative, 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 promote a high standard of teaching and learning performance. To set, within teaching programs, realistic and challenging goals for students. To promote the all-round development of students in academic, practical, cultural, social and sporting pursuits. To provide a satisfying and enjoyable learning environment for students.'
School vision and mission	'To be a high-performing private school with student academic, socio-emotional and physical development as its core focus.' 'Students graduating as engaged thinkers and creative innovators with ethical, global perspectives, well prepared for the opportunities and challenges of our changing world.'



<b>Admission Policy</b>	The admission policy is inclusive. Children are interviewed before entry to the KG. Students are interviewed and take an entrance test to assess their needs. Students in Grades 3 to 10 take the MAP screening tests.
<b>Leadership structure (ownership, governance and management)</b>	The school is led by the principal, vice principal, five curriculum coordinators and one social worker. The school has three owners. The governing body comprises the chair and four other members of the local community, one of whom is a parent.



### 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	2
Specific Learning Disability	2	9
Emotional and Behaviour Disorders (ED/ BD)	5	0
Autism Spectrum Disorder (ASD)	4	2
Speech and Language Disorders	2	0
Physical and health related disabilities	3	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	3	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	2
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	8
Psychomotor ability (e.g. dance or sport)	1



## The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

The school was judged to be:	Band B	Acceptable
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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: <b>The school's overall performance</b>						
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## The Performance of the School

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### Evaluation of the school's overall performance

The overall performance of the school is acceptable. In most subjects, students make acceptable progress in lessons because they are willing learners. Students' attainment is generally below Alberta curriculum expectations in subjects taught in English. In subjects taught in Arabic their attainment is mostly acceptable, except in Grade 10. School leaders and governors have responded appropriately to the challenges brought by the increase in student numbers. They have ensured that additional teachers have been employed. The quality of the school premises is good and plentiful digital resources develop students' research and presentation skills. Students have fewer opportunities to work collaboratively on complex problems and reflect on their own learning. They have respectful relationships with their teachers and good attitudes to learning. Students apply Islamic values consistently well and respect Emirati culture and heritage. The middle leadership structure does not yet suit the needs of the school and teachers do not yet use accurate attainment data to help them plan lessons. The school recognises the need to make better use of its specialist resources, such as the computer suites.

### Progress made since last inspection and capacity to improve

The school has made acceptable progress since the last inspection in most of the required areas. Achievement in UAE social studies has improved and displays around the school promote UAE heritage culture well. Child protection policies and routines are now robust and behaviour systems are more successful at helping students become responsible learners and understand their contribution to the success of lessons. Provision for students with additional learning needs has been improved. Additional qualified staff and a dedicated learning support base provide specialist help and personalised support for students with special educational needs (SEN). Two new prayer rooms ensure students can pray at the correct times. Mentoring and training programmes help new teachers become established and understand the Alberta curriculum. Leaders recognise the need to make further improvements to the middle leadership structure. Overall, school leaders' capacity to improve the school is acceptable.



## Development and promotion of innovation skills

The school promotes innovation generally well. For example, the curriculum provides opportunities for students to build and program robots. Each student has a 'Chromebook' computer and access to an interactive digital library. All classrooms have 'data-show' facilities and wireless access to extensive digital teaching and learning resources, such as software to create learning games. Overall the school is making adequate progress to develop and teach the skills that underpin innovation.

## The inspection identified the following as key areas of strength:

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- students' progress in most subjects
- students' skills in using ICT to help them learn and present information
- the relationships students have with each other and with their teachers
- school leaders' and governors' response to the increase in the number of students attending the school
- the quality of the school's premises and digital resources.

## The inspection identified the following as key areas for improvement:

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- teachers' use of international data to inform teaching and adapt the curriculum to meet the learning needs of all students
- students' attainment in subjects taught in English and their attainment in Arabic and English subjects in Grade 10
- the contribution of middle leaders to school improvement
- opportunities students have to work collaboratively and be reflective learners
- the use made of the specialist facilities.



## Performance Standard 1: Students' Achievement

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



The quality of students' achievement is acceptable overall. Within the last two years around 400 students have joined the school with attainment generally below age expectations. In subjects taught in Arabic, MoE data indicates that most students' attainment is now acceptable and has improved over time. During the inspection students' attainment and progress were found to be acceptable, except in Grade 10. The school does not yet use the Alberta tests, and MAP tests only cover English and mathematics for a minority of students. MAP results provide unreliable data because they do not align with the school's Canadian curriculum. Internal assessment data indicates improvement over the last two years in most subjects, but is insufficiently moderated to ensure accuracy. In subjects taught in English, students' progress was found to be acceptable in all grades. However, their attainment remains generally below the curriculum expectations. Overall, all groups of students, including those with special educational needs (SEN) or who are gifted and talented (G&T), make similar progress.

Students' achievement in Islamic education is acceptable overall but weak in Grade 10. By the end of primary phase most students have memorised the prescribed Hadeeth and can explain their meaning at an age-appropriate level. By the end of middle phase, most students can explain the required Islamic rules and show acceptable progress in their recitation skills. In Grade 10, most do not make the expected progress and only a minority can explain Quranic verses at an age-appropriate level.

In Arabic first language, students' achievement is acceptable overall but weak in Grade 10. In all phases listening is the strongest skill. In KG and primary phase most students are in line with expectations for their age and by Grade 4 can read a story fluently, answer comprehension questions and identify the main and sub-ideas. Most students in middle phase can speak and write in standard Arabic, expressing their emotions using descriptive words and acceptable writing structures in line with expectations. By Grade 10 only a majority of students can explain and write their opinions in formal Arabic with appropriate skill.

Students' achievement in Arabic second language is acceptable overall. In all phases listening is the strongest skill. Most students, in primary phase make acceptable progress and by Grade 5 can read age appropriate paragraphs for comprehension. In middle phase most can answer questions using age-appropriate language with increasing confidence. By Grade 10, only the majority can write short text using varied vocabulary appropriate to their ages. Although attainment is below expectations, students make acceptable progress from low starting points.

In social studies, students' achievement is acceptable overall. By Grade 5 most can



name the countries in the Gulf Cooperation Council (GCC) and explain its benefits. By Grade 8 most can explain how Sheikh Zayed ensured the sustainable economic growth of the UAE and give examples of economic developments he led, with confidence and accuracy appropriate to their age.

Students' attainment in English is weak, and their progress is acceptable. Attainment is below curriculum expectations across phases, especially in writing. A majority of children in the KG know the alphabet and can blend simple words. By Grade 1 only a majority know words which describe emotions and can use these in simple phrases. By Grade 6, students understand similes but only a majority can use these in their own sentences accurately enough. Students in Grade 10 complete longer pieces of written work but only a majority can write accurately in line with age-related expectations. In all phases reading skills are stronger than listening, speaking and writing skills.

Students' attainment in mathematics is weak and their progress is acceptable. Only a majority in the KG can accurately count in multiples of 10. In primary and middle phases, students make acceptable progress but only a majority can use their knowledge of place value to identify missing numbers by Grade 2. By Grade 6 the majority can calculate the length of sides in triangles. By Grade 10 only a majority can relate calculation of area to measuring the area of a carpet in line with age-related expectations.

Students' attainment in science is weak and their progress is acceptable. In KG 2 only a majority can describe animal behaviours and what animals eat. By Grade 3, only a majority can accurately describe the properties of materials and use these to build structures in line with age-related expectations. By Grade 8 only a majority have basic knowledge of medicines. In Grade 10 only a minority can understand ionic nomenclature in line with curriculum requirements. In all phases, students' scientific investigation skills are weak.

Students' achievement in other subjects is acceptable overall. Students have acceptable musical skills and can follow musical notation when they sing. Their drama skills are good, for example in Grade 5 they can work in pairs above age-related expectations to role play real-life situations and use their bodies and facial expressions to suggest relationships. Students have good ICT skills; in Grade 10 they can create multimedia digital presentations above age-related expectations. Students participate enthusiastically in PE, by Grade 8 most students demonstrate acceptable skills in basketball.

Students' learning skills are acceptable overall. In the KG children work without the



direction of the teacher and collaborate when counting. In primary and middle phases students research using computers without direct teacher support. They create presentations and occasionally show these to their peers. By Grade 10, students are skilful at using computers to research and combine different types of information in presentations. Students make connections between what they learn in different subjects. They only occasionally reflect on their own learning. Overall, they have too few opportunities to think critically, develop the skills of working together in larger teams, and be enterprising.

### 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	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

Students’ personal and social development are good and the development of their innovation skills is acceptable. Students’ behaviour has improved; their good attitudes help lessons proceed without interruption. They demonstrate self-discipline and respect for each other and their teachers. Bullying is very rare. Students respond well to advice from teachers and other adults, and help each other. Punctuality to school and lessons is good, and attendance has improved to acceptable at 93%. A minority of students make unhealthy food choices at school.

Students have an improved understanding of Islamic values and appreciation of UAE society and culture. On Friendship Day they demonstrate caring for others by welcoming visitors. Younger children care for animals in the KG, and students demonstrate generosity and compassion when they donate to charity. Students sing the national anthem enthusiastically and show respect for the flag in assemblies. Their heritage tent and displays greet visitors to the school. Students have acceptable knowledge and appreciation for other cultures around the world.



Community volunteering is at an early stage of development. Older students collect items to make ‘caring bags’ for Red Crescent appeals. Students volunteer to assist when the swimming pool is open to the community. They show positive work ethic and enjoy using ideas to develop projects, particularly in Grade 10. Overall, students have few opportunities to contribute to the immediate or wider environment. Occasionally, the students’ council organises recycling events. Students learn about environmental conservation and sustainability in lessons and most have acceptable knowledge about the impact of their actions.

### 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	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of teaching and assessment is acceptable. Teachers have appropriate subject knowledge and a majority have benefited from training in the curriculum. They make adequate use of the digital resources available. In a Grade 5 lesson the teacher showed a well-chosen video about the traditional life of the Beothuk People in Newfoundland in Canada. Teachers do not always personalise activities sufficiently to students’ learning needs and make insufficient use of accurate Alberta attainment data to adapt lessons. Consequently students generally receive the same level of work; often, more-able students find this too easy and complete it quickly. Teachers interact well with students, who enjoy discussions, in the majority of lessons. A few teachers encourage students to ask questions, but often these do not extend learning as they are too simple, due to limited preparation. Most teachers ask closed questions that only demand recall of knowledge and facts. Often questions are only directed to those who show interest in answering, lack challenge, especially for more able students, and rarely develop students’ critical-thinking skills.

Students’ work is assessed regularly and they are provided with helpful oral feedback and termly reports on personal development, attainment and progress. In



a few subjects, rubrics help students evaluate their achievement. Students have insufficient opportunities to critically analyse their progress and plan their next steps. Lessons often finish without them evaluating their progress towards the learning objectives. Teachers do not yet use benchmarked data to assess attainment and modify their teaching. Interventions to help students catch up are not as effective as they should be, and high-achieving students are not challenged sufficiently.

### Performance Standard 4: Curriculum

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

The overall quality of the curriculum is acceptable. It is broad and balanced in line with the Alberta curriculum but is not implemented or adapted well enough to meet the needs of different groups of students. The curriculum provides suitable opportunities for students to link their learning across subjects. For example, in high phase, students complete projects which combine skills and knowledge from different subject areas. The curriculum provides limited choices for older students compared to similar schools. For example, they choose the focus of a project by deciding which book to base their multimedia presentation on. Senior leaders and teachers review the curriculum regularly to ensure continuity, progression and links between subjects. In the KG a thematic approach effectively integrates skills and knowledge from different subjects, for example, children develop their art skills appropriately as they learn about animals. The school is beginning to emphasise the importance of academic skills and competences in addition to a previous focus on personal development.

The curriculum is adequately modified to meet the needs of students with weaker attainment. Modifications are most successful in the SEN base, where the curriculum is well planned and matched to individual needs. As a result, SEN students make better progress here than elsewhere. In the rest of the school, adaptations to curriculum and lesson plans are basic; often students receive the same work regardless of prior attainment. Work for G&T and more-able students



often lacks challenge. Occasionally, lower achieving students find work too complex and struggle without teacher support. The Alberta curriculum promotes innovation and creativity well. Students have fewer opportunities to be enterprising or contribute socially. In primary and middle phases all students learn about Emirati culture in UAE social studies lessons where good use is made of video and textbook resources.

### 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 protection, care, guidance and support for students is good. Child protection policies and procedures are well developed and known by students, parents and staff. They include reference to how to stay safe inside and outside the school and how to report incidents of bullying. Teachers inform students about the risks of social media and students generally make sensible choices when using their 'Chromebooks'. Safety checks are thorough, and routines to ensure students' safety during break times, and on school transport, are appropriate. The school is safe and hygienic, and detailed maintenance logs are kept. Lifts, ramps and adapted toilets enable all students to be fully integrated into school life. The school promotes safe and healthy lifestyles appropriately through staff teams, which include the school nurse, and work alongside parents. The well-organised 'Eat Right Get Fit' campaign in 2016 had a positive effect on students' understanding, although a minority of students make unhealthy food choices.

The school promotes a culture in which staff and students enjoy positive relationships. Well-organised systems for behaviour management have led to an improvement in students' behaviour. The school's effective approach to attendance and punctuality has led to recent improvements in attendance though still at the acceptable level. Adequate internal systems identify SEN and G&T students, but lack external specialist support. The school recognises the need to improve strategies to meet the needs of students who are higher achieving or G&T in lessons. Students receive good quality personal guidance and support from their home-room tutors. Effective academic guidance is provided, which includes termly reports.



## 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. Senior leaders provide clear direction and have ensured standards of achievement have been maintained during a period of growth. Leaders demonstrate commitment to national priorities and promote inclusion. Appropriate staff development helps new teachers to become familiar with the Alberta curriculum. Relationships and communication are professional and effective. The school recognises the need to establish a formal middle leadership structure to support further improvements.

Teams of staff are involved in the creation of the self-evaluation form (SEF) and school development plan (SDP). The SEF lacks accuracy because benchmarked attainment data and SEF rubrics are not used well enough to inform evaluation. The SDP identifies improvement activities adequately. Monitoring of teaching is acceptable. The school has made adequate progress in most areas requiring improvement, however students' attainment has remained weak overall.

The school's website helps parents support their child's learning. Parents attend UAE celebration days regularly. They receive informative termly reports which include information about their child's personal and academic development. The school lacks a parents' council and formal procedures to integrate parents' views into development planning. It has appropriate links with the local community.

Governors have taken appropriate action to support the school's growth. They have provided sufficient teachers, resources and facilities to ensure students' levels of achievement have been maintained. Governors receive regular informative reports but do not have the means to check their accuracy. The school runs smoothly from day to day. Resources and specialist facilities, such as library and computer rooms, are well developed but underused.



## What the school should do to improve further:

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1. Improve students' attainment by ensuring that:
  - i. high phase students receive additional support to improve their understanding of Qur'anic verses
  - ii. students have increased opportunities to speak and write in Arabic across the Arabic-language curriculum
  - iii. English-medium lessons provide increased opportunities for students to speak in English and write for defined purposes
  - iv. students apply their scientific and mathematical knowledge more accurately to practical, real-world problems.
2. Improve students' learning skills and social responsibility by ensuring that they:
  - i. evaluate their own progress frequently, using the rubrics available, and plan how to improve
  - ii. collaborate in larger teams to complete complex tasks that require them to take roles, apply their knowledge and skills, and think critically
  - iii. lead and take part in social and environmental improvement programmes more often.
3. Improve the standard of teaching by ensuring that:
  - i. all new teachers receive regular reviews and support to develop their skills and knowledge in delivering the Alberta curriculum
  - ii. teachers use accurate benchmarked attainment data to assess the learning needs of individuals and groups
  - iii. teachers adapt lesson plans and resources to meet the individual learning needs of students, especially those who are more able
  - iv. teachers use effective questions to assess attainment and accelerate learning for all students, especially those who are more able.
4. Improve leadership and management by ensuring:
  - i. a formal middle leadership structure is established to provide increased capacity for improvement
  - ii. middle leaders are trained in how to use assessment data to identify when teachers and students require support
  - iii. teachers are held to account for the progress of their students
  - iv. senior leaders and governors use accurate benchmarked data and the SEF rubrics to inform self-evaluation and improvement planning
  - v. the specialist facilities are used more effectively