

# **ADEC INSPECTION STANDARDS FOR PRIVATE SCHOOLS**

## **Standards for Primary, Middle and Upper Schools**

### **ADEC's Nine Inspection Standards**

ADEC will monitor private schools against their performance in relation to nine inspection standards, taking full account of the context of each school.

#### **Context: What are the main characteristics of the school?**

- a. The category of private school, the main organisational features of the school, whether it is a part of a group, its aims and distinctiveness, and any major unusual aspects of its work.
- b. Its pupil enrolment and capacity, background, location and history.
- c. Any significant changes to the school since it was licensed or last inspected
- d. Information regarding pupils: national profile, percentages of Arab and Muslim pupils; attainment on entry, gender and background.
- e. The range of special educational needs that pupils have at the school and how many of them this applies to.
- f. The range of class sizes and staffing levels.
- g. The main school priorities for improvement or development.
- h. For English-speaking schools, the proportion and class-level of pupils who need support because of their insufficient level of competence in English.
- i. For Arabic-speaking schools, the proportion and class-level of pupils who need support because of their insufficient level of competence in Arabic.

#### **Standard 1: How good is the students' progress?**

- a. Pupils attain well in their lessons, national tests and public examinations in comparison to pupils of a similar age and educational background.
- b. There are no significant differences in relative attainment between different groups of pupils, subjects or curricular areas.
- c. Pupils with special educational needs make similar progress to other pupils in the school.
- d. Pupils do well in any national tests, public examinations and standardised measures of progress with positive trends over time.
- e. Given the context of the school, individual and groups of pupils achieve well.
- f. Pupils demonstrate significant gains in their knowledge, skills and understanding, in relation to their prior attainment.
- g. Pupils' achievement matches the realistic and challenging targets the school sets for them.
- h. Pupils' progress in speaking, listening, reading, numeracy and ICT enables them to make good progress in all other areas of the curriculum.
- i. Pupils progress well across the different stages and cycles in the school and are able to learn independently
- j. The school complies with all ADEC regulations pertaining to pupils' progress.

#### **Standard 2: How good is the students' personal and social development?**

- a. Pupils have high attendance at school and demonstrate positive attitudes towards the school and their learning.
- b. They progressively develop into successful, caring, responsible and mature young people, at rates appropriate to their learning stage or cycle.
- c. The school enables pupils to develop their self-knowledge, self-esteem and self-confidence.
- d. They enjoy school and progressively and effectively develop their independence in their learning.
- e. Pupils are aware of appropriate health issues and adopt healthy lifestyles.

- f. They feel safe, secure, protected and free from harassment, and demonstrate safe practices in the way they study and conduct themselves.
- g. They are prepared well for the next phase of their education and life beyond school and for the economic and other challenges they will meet.
- h. Pupils develop spiritually, acquiring a sense of identity, self-worth, personal insight, meaning and purpose, within a system that gives opportunities to explore values and beliefs, including religious beliefs, and the way they affect people's lives.
- i. Pupils develop morally, with the ability to distinguish right from wrong and they respect the law.
- j. Pupils develop socially, show respect and have good relationships with pupils and staff.
- k. Pupils behave well in lessons and around the school.
- l. In responding to misbehaviour or misconduct the school does not permit the use of corporal punishment, it avoids handling pupils (unless to restrain) and only excludes pupils in accordance with ADEC's regulations on the 'expulsion' of pupils.
- m. Pupils exercise and develop age-appropriate responsibility, in school and in the wider community, and show initiative and leadership qualities when opportunities arise.
- n. They develop a broad sense of general knowledge of public institutions and services in Abu Dhabi Emirate and other countries through their school's curriculum.
- o. Pupils develop culturally, by acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- p. Pupils participate in ADEC-approved extra-curricular programmes which include cultural, scientific, technical and social activities.
- q. The school complies with all ADEC regulations pertaining to pupils' personal development.

### **Standard 3: How good are the teaching and learning?**

- a. Pupils learn well, enjoy their lessons and make progress as a result of good teaching.
- b. Pupils acquire new knowledge, make progress according to their ability, increase their understanding and develop their skills.
- c. They demonstrate and develop their capacity to take notes, study and organise their work independently.
- d. They develop their critical and creative thinking and can apply their knowledge and skill in a range of contexts and are provided with opportunities to do so.
- e. Pupils study and work co-operatively with others and in teams.
- f. Pupils show interest in their work and are engaged and apply themselves to the set tasks and activities.
- g. Teachers are well qualified to teach and have a good command of the subjects they teach.
- h. Teachers plan their lessons well and share the purpose of the lessons and learning objectives with pupils.
- i. Teachers have high expectations of pupils.
- j. Teachers make good use of available resources, especially ICT, to promote learning.
- k. Teachers use time well in respect to lesson structure and pace at which the lesson is conducted.
- l. Teachers use a range of effective methods and strategies to promote learning.
- m. Teaching is not predominantly over-directed and the use of rote-learning is very rare.
- n. Teachers take account of pupils' different needs and abilities, (including those with SEN and those for whom English is an additional or second language), in their lesson planning and in the assessment of individual pupils and groups.
- o. Teachers use activities and methods which match the needs and abilities of the pupils and provide sufficient challenge to them.
- p. The use of assistants to support teaching and learning is effective.
- q. Teaching fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.
- r. Teachers have effective classroom management and encourage pupils to behave well.
- s. Teachers regularly and effectively assess pupils' work and provide helpful feedback so that pupils know how to improve. Purposeful homework, and independent research when appropriate, is set regularly to consolidate or extend learning. Pupils receive timely feedback on their homework.
- t. Teachers use information from assessment to plan teaching so that pupils can progress.
- u. The school ensures that the performance of pupils is evaluated against targets it may have set pupils and communicated to parents, against national norms, or against both.

- v. The school complies with all ADEC regulations pertaining to teaching and learning.

**Standard 4: How well does the curriculum meet the educational needs of the students?**

- a. The school's curriculum is consistent with its declared aims and philosophy and with ADEC's latest approved version of its curriculum.
- b. The curriculum meets ADEC's requirements for the type of private school it is licensed as and the stage(s) it is operating for.
- c. The school includes prescribed elements of Islamic Studies, Arabic and social subjects in its curriculum.
- d. Only books approved by ADEC are used to support the programmes of the school.
- e. There is an ICT policy with practice which is in accordance with ADEC regulations.
- f. Examinations the school holds for any purpose are held in accordance with ADEC regulations.
- g. The curriculum contributes well to the enjoyment and effective learning of the pupils.
- h. The curriculum is broad and balanced, and is effectively planned and set out in writing
- i. It provides equality of access and opportunity for all pupils and promotes participation in a wide range of activities, and is sufficiently differentiated to enable this access.
- j. It provides for progression and continuity.
- k. It gives pupils experience in, and contributes effectively to, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development, and makes provision for acquisition of skills of speaking, listening, literacy, numeracy and ICT.
- l. Pupils' experience of personal, social and health education reflects the school's aims and ethos.
- m. Pupils participate in the school's ADEC-approved extra-curricular activities, links with the community, and provision for voluntary service and work experience for those in upper schools.
- n. Pupils are prepared for the next stage of education, training, employment and for adult life.
- o. The school meets the curricular requirements of all those pupils requiring learning support, including those for whom English or Arabic is an additional or foreign language and those with significant special educational needs.
- p. The school complies with all ADEC regulations pertaining to the curriculum.

**Standard 5: How well does the school protect, care, guide and support students?**

- a. The school provides effective support and guidance for all pupils.
- b. Pupils are respectful and tolerant of cultural, religious, racial and ethnic differences.
- c. School staff are deployed in such a way as to ensure the proper supervision of pupils at all times.
- d. Pastoral arrangements are effective and provide good care and support.
- e. There are effective arrangements for recording and promoting attendance and for follow-up of absences in accordance with ADEC regulations.
- f. The quality of relationships between staff and pupils and between pupils and pupils is good.
- g. There is an effective programme which helps develop personal, social and health education in accordance with ADEC's stipulations.
- h. Health and safety are promoted well throughout the school and especially in curriculum areas such as science, technology and PE, as well as on special events and trips as appropriate.
- i. The school provides appropriate careers guidance from middle school onwards.
- j. Measures to promote good discipline and behaviour, including procedures to guard against harassment and bullying, are effective. The school deals constructively with unacceptable behaviour when it occurs.
- k. Pupils receive good academic guidance, including the effective use of personalised targets.
- l. Pupils with special educational needs, or those pupils at risk from any other know reason, are supported sufficiently to enable them to progress well academically and personally.
- m. There are good induction arrangements to help pupils when they start at a school and when they move through the various transitions across the different stages of education.
- n. Pupils are supported well if they transfer to the school in mid-year, and are integrated quickly.
- o. There are effective arrangements for the smooth transition of pupils from government schools and other private schools in accordance with ADEC regulations.
- p. Measures to safeguard and promote pupils' health and well-being are successful and in accordance with ADEC regulations:
  - i. child protection measures are in place and effective;

- ii. all reasonably possible checks on staff and adults that come in contact with pupils are conducted and a single central list of these records is maintained;
- iii. all necessary measures are taken to reduce risk from fire and other hazards;
- iv. arrangements to ensure health and safety are effective and the school has due regard for the health and safety regulations;
- v. pupils are encouraged to be healthy through developing healthy eating habits and taking regular exercise;
- vi. there is an adequate written policy on first aid and it is effectively implemented;
- vii. sufficient medical care is available at the school;
- viii. the use of school accommodation follows ADEC's area limitations, with maximum class sizes of 25 for KG and 30 for other classes
- q. Accurate records are kept of any accidents, expulsions and disciplinary incidents.
- r. The school works well with parents to promote and support the personal and academic development of its pupils.
- s. There is good communication between school and parents, including keeping parents fully informed of the academic progress, personal development and welfare of their children.
- t. Pupils contribute to the school and wider community and are provided with opportunities which involve them with approved activities with businesses and organisations.
- u. The school complies with all ADEC regulations pertaining to pupils' protection, care, guidance and welfare.

**Standard 6: How good are the leadership and management of the school?**

- a. The proprietor is a suitable person or entity as defined by ADEC regulations.
- b. The structure and management arrangements related to the governing body/proprietor(s) are well defined and facilitate the effective oversight of the school.
- c. The governing body/proprietor(s) are aware of their responsibilities and are appropriately involved in educational development and financial planning, with strategies for effective educational provision, with planned investment in human and material resources.
- d. The governing body/proprietor(s) have a good insight into the working of the school and provide advice, support, stimulus and challenge for growth and improvement.
- e. The governing body/proprietor(s) ensure that staff at the school are suitable and sufficiently qualified and experienced for the functions that they perform in accordance with ADEC regulations.
- f. The governing body/proprietor(s) are effective in discharging their responsibilities for the welfare, health and safety of pupils.
- g. Leadership and management at all levels promote equal opportunities for all its pupils.
- h. The school takes into account the views of its pupils, parents, staff and any other selected group in the community, and acts on those views as appropriate.
- i. Clear educational direction and leadership are provided by those with management responsibilities.
- j. Those with leadership and management responsibilities are effective in analysing the school's needs, setting priorities, planning to meet those priorities, and putting decisions into practice.
- k. Leadership and management at all levels are effective in drawing up and implementing appropriate procedures and policies and in checking and reviewing their effectiveness.
- l. There is accurate and effective self-evaluation at the school which leads to improvement and development.
- m. Leadership and management show they have the capacity to improve the school.
- n. Leaders and managers are good role models for pupils and staff.
- o. Leadership and management at all levels are effective in securing, supporting, developing and motivating sufficient high quality staff and ensuring their suitability to work with children.
- p. The school ensures minimum professional entitlements are provided to all staff including adequate salaries and conditions and opportunities for professional development in accordance with ADEC regulations.
- q. Financial resources are well managed to secure appropriate accommodation and resources, in support of educational aims, and to meet the needs of the school's pupils.
- r. Fee levels are set in accordance with ADEC regulations.

- s. The administration of the school is efficient and ADEC requirements for the school day are followed.
- t. Parents are satisfied with the education and support provided for their children.
- u. Parents have good opportunities to be involved in activities in the school and in the work and progress of their children.
- v. Parents of pupils and of prospective pupils are provided with the required information about the school and receive clear and useful reports about their children's work and progress.
- w. The school handles the concerns of parents with due care and has an adequate complaints procedure in place.
- x. The school promotes positive links with the wider community, locally, regionally and internationally.
- y. The school promotes programmes and events that help address the specific needs of parents and especially those that have just transferred to Abu Dhabi Emirate.
- z. The school complies with all ADEC regulations pertaining to leadership and management.

**Standard 7: How good are the school buildings and premises?**

- a. The school provides an adequate prayer room.
- b. The utility supplies and drainage system meet ADEC's requirements for schools.
- c. The school is structurally sound and resistant to weather conditions.
- d. The flooring is appropriate and in good condition.
- e. The school has adequate security arrangements for the grounds and buildings.
- f. It complies with healthy and safety regulations and meets its overall health and safety responsibilities.
- g. There is sufficient access so that emergency evacuations can be accomplished safely for all pupils, including those with special needs.
- h. Access to the school allows all pupils, including those with special needs, to enter and leave the school in safety and comfort.
- i. Classrooms, teaching areas and other spaces are appropriate in range and size and allow effective teaching and learning, having regard to the number, age and needs (including any special needs) of pupils and the school's curriculum.
- j. Classrooms, teaching areas and other spaces comply with health and safety regulations.
- k. There are sufficient washrooms and related facilities for pupils and staff, including facilities for pupils with special needs.
- l. There are appropriate facilities for pupils who are ill or in need of medical attention.
- m. There are adequate facilities for the hygienic preparation, serving and consumption of food, in schools where this takes place.
- n. The classrooms and the rest of the school premises are maintained in a tidy, clean and hygienic state.
- o. Sound insulation and acoustics allow effective teaching and communication.
- p. Lighting, heating and cooling, and ventilation in classrooms and other parts of the school are adequate and in accordance with regulations.
- q. The school promote good environmental performance and sustainability and takes into account innovative practice in premises design and use.
- r. There is a satisfactory standard and adequate maintenance of decoration.
- s. The school environment stimulates pupils and promotes learning.
- t. There appropriate arrangements for providing outside space for pupils to play safely.
- u. There appropriate arrangements for parking at the school.
- v. The school complies with all ADEC regulations pertaining to premises.

**Standard 8: How well is the school resourced? (see also premises section)**

- a. There is a sufficient number of qualified and experienced teachers and other staff to ensure that there is effective delivery of its programmes and that the school runs smoothly, safely and efficiently.

- b. Classrooms and other areas are adequately resourced and facilitate the effective delivery of the school's intended curriculum.
- c. Specialised resources are made available to support the learning and curriculum access of pupils with special educational needs.
- d. All classrooms are furnished with adequate desks, suitable chairs, whiteboards and storage areas.
- e. There is sufficient equipment to enable the effective teaching of all subjects in the curriculum, including the science and technological subjects and PE which are heavily reliant on practical equipment and apparatus.
- f. There are sufficient computers and other ICT resources to support all relevant aspects of the school's operation.
- g. There are adequate reprographic equipment and other resources to support both teaching and administration.
- h. Courses are supplemented with at least relevant and ADEC-approved text books and/or materials that adequately support programmes of study.
- i. The furniture and fittings are appropriately designed for the age and needs (including any special needs) of the pupils.
- j. Teaching is supported by an adequate quality, quantity and range of resources.
- k. Classrooms, teaching areas and other spaces are appropriate in range and size and allow effective teaching and learning, having regard to the number, age and needs (including any special needs) of pupils and the school's curriculum.
- l. Classrooms, teaching areas and other spaces comply fully with health and safety regulations.
- m. Equipment, materials and teaching resources comply fully with health and safety regulations.
- n. The school complies with all ADEC regulations pertaining to resources.

**Standard 9: How well does the school perform overall?**

- a. The extent to which the school meets its aims and aspirations, and the needs of all its pupils.
- b. The extent to which the school has improved since its last licensing and/or last inspection.
- c. The extent to which the school complies with ADEC's minimum standards for private schools, other legal requirements and the extent to which the *Inspection Standards* are met..
- d. The main strengths and areas of development for the school and the action it must take to improve.
- e. Does the school require an *ADEC Improvement Order*?

# **INSPECTION OF KINDERGARTEN SCHOOLS AND SETTINGS ADDITIONAL STANDARDS OR EMPHASIS**

## **Supplementary Section for Kindergarten Divisions and Separate Schools**

### **Emphases and Additional Standards of Inspection**

#### **Context: What are the characteristics of the school?**

- a. Any access to outdoors
- b. The general approach to learning, play and relaxation
- c. What the school does to assess children's attainment (educational and developmental) when they first start KG
- d. Pupil enrolment and capacity, background, location and history.
- e. Any significant changes to the school since it was licensed or last inspected
- f. Information regarding pupils: national profile, percentages that are Arab and Muslim; attainment on entry and other main details such as gender and background.
- g. The range of special educational needs that pupils have at the school and how many pupils this applies to.
- h. The range of class sizes and staffing levels.
- i. What are the main school priorities for improvement or development?
- j. For English-speaking schools, the proportion and class-level of pupils who need support because of their insufficient level of competence in English.
- k. For Arabic-speaking schools, the proportion and class-level of pupils who need support because of their insufficient level of competence in Arabic.

#### **Standard 1: How good is the students' progress?**

- a. Children learn and develop well in relation to their starting points, capabilities and aims of the school's approved programme
- b. Children acquire knowledge, skills and understanding as they progress through KG
- c. Children continue to develop as they progress through KG
- d. Children learn well through play
- e. Children learn across all the curriculum areas of the ADEC or approved curriculum
- f. Progress in all main areas of the approved curriculum is consistent
- g. The school complies with all ADEC regulations pertaining to pupils' progress at the KG stage.

#### **Standard 2: How good is the students' personal and social development?**

- a. Children understand good hygiene practices
- b. Children concentrate and are able to see activities through
- c. Children behave well, in ways that are safe for themselves and others, and respect each other
- d. Children understand dangers and how to stay safe
- e. Children are active and understand the benefits of physical activity
- f. Children are creative and can work independently
- g. Children are motivated to participate and join in activities
- h. Children are able and willing to make choices and develop confidence
- i. Children can share and communicate their learning with others
- j. Children develop skills to prepare them for the future
- k. Children respond to staff expectations
- l. Children learn to socialise and to accept each other's differences
- m. The school complies with all ADEC regulations pertaining to pupils' personal development at the KG stage.

### **Standard 3: How good are the teaching and learning?**

- a. Staff ensure that the environment is warm and accepting of everyone
- b. Staff help and support children in their learning and personal development, including with their emotions
- c. Purposeful play and exploration contribute to children's learning and development
- d. Progress is promoted through all elements of the programme and effectively uses indoor and outdoor environments
- e. There is a balance between children making purposeful choices about their activities and staff directing them.
- f. The use of the learning environment, including the use of outdoor areas, helps children learn and develop
- g. Good behaviour is taught by staff as well as managed by them.
- h. Assessment of children's progress is frequent and purposeful and includes on-going observations by staff of how children initiate activities, take part in them, and act and respond in a range of situations.
- i. Assessment does not involve any written exam, does not lead to pass or fail certificates and does not prevent the timely automatic promotion of children in accordance with ADEC regulations.
- j. Information from observation and assessment is used to plan individual support to meet every child's needs and to provide a measure of progress in the curriculum and development areas.
- k. The school complies with all ADEC regulations pertaining to teaching and learning at KG stage.

### **Standard 4: How well does the curriculum meet the educational needs of the children?**

- a. Programmes and activities follow either the ADEC curriculum or another approved curriculum
- b. There are opportunities for children to enjoy learning through play, to grow in confidence and to fulfil their potential
- c. Children receive an enjoyable and challenging learning and development experience that meets their individual needs
- d. The curriculum makes use of a range of practical approaches with safe use of tools and an extensive use of resources to enable children to progress and develop
- e. There are opportunities to develop children's understanding of curriculum areas with opportunities to practise and talk about their learning.
- f. The curriculum allows progress to be made across all the main areas of learning and personal development
- g. The programmes and activities enables children to developing useful skills for the future
- h. The school complies with all ADEC regulations pertaining to curriculum at the KG stage.

### **Standard 5: How well does the school protect, care, guide and support students?**

- a. Emphases is placed on the overall welfare, protection and safeguarding of the children in accordance with ADEC's regulations
- b. Children are taught how to look after themselves and how to keep safe
- c. Necessary steps are taken to prevent the spread of infection in accordance with ADEC regulations
- d. The school takes speedy and appropriate action when children are ill
- e. The physical, social and emotional developments of children are cared for.
- f. Regular assessments identify any potential difficulties at an early stage
- g. Children are encouraged to develop good personal and learning habits
- h. Children's behaviour is managed in a manner appropriate for their stage of development and particular individual needs.
- i. Designated staff know the children's families well
- j. Schools maintain records, policies and procedures required for the safe and efficient management of the settings and to meet the needs of the children.
- k. The school complies with all ADEC regulations pertaining to the protection, safety, care and support of children at the KG stage.

**Standard 6: How good are the leadership and management of the school?**

- a. Inclusive practice is promoted so that all children have their welfare needs met and achieve as well as they can regardless of background
- b. Procedures for safeguarding children meet ADEC requirements
- c. Extensive risk assessments are undertaken to minimise, and where possible, eliminate risk for children, on at least an annual basis
- d. All staff know their responsibilities in case of fire or other cause for evacuation
- e. There are links with parents and ADEC and other agencies and services to promote the overall development and welfare of the children
- f. There are good relationships with parent/carers and involvement of parents/carers in their children's learning.
- g. The school complies with all ADEC regulations pertaining to leadership and management at the KG the stage.

**Standard 7: How good are the school buildings and premises?**

- a. The school premises and environment and are suitable for KG and are welcoming, safe and stimulating
- b. Equipment and outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose
- c. Rooms and learning areas are spacious enough to include at least the essential resource areas, activities areas and provision areas that correspond to aspects of the school's curriculum.
- d. The school complies with all ADEC regulations pertaining to premises and buildings at the KG the stage.

**Standard 8: How well is the school resourced?**

- a. Resources, including staff, assistants and helpers, are effectively and efficiently deployed.
- b. Staff and other adults looking after children have appropriate qualifications, training, skills and knowledge.
- c. Staffing levels and arrangements ensure safety and meet the needs of the children.
- d. Each classroom is well equipped and resourced to facilitate the children's educational programme, play and relaxation.
- e. Classrooms have large carpeted areas and 'wet' areas which are effectively used to promote learning.
- f. Classrooms provide appropriate desks, tables and a large table for common use; cork display panels; whiteboards and display boards for children's work; appropriate cupboards for children tools and equipment; games and educational aids besides other standards furniture.
- g. Classrooms resources include water and sand areas, computers, and a range of other equipment to enable effective curriculum delivery, such as: a book area, art and design area, writing and mark-making area, construction area, malleable materials, besides other standard materials.
- h. Outside areas have fixed and moveable equipment and games which facilitate the effective delivery of the curriculum
- i. Risk assessments cover anything with which a child may come into contact
- j. The school complies with all ADEC regulations pertaining to resources at the KG stage.

**Standard 9: How well does the school perform overall?**

- a. The effectiveness of the school in meeting its aims and aspirations, and routinely meeting the needs of all its KG pupils.
- b. Partnerships are used to promote good quality education and care.
- c. The extent to which the school has improved since its last licensing and/or last inspection.
- d. The extent to which the school complies with ADEC's minimum standards for private schools, other legal requirements and the extent to which the *Inspection Standards* are met.
- e. The main strengths and areas of development for the school and the action it must take to improve.
- f. Does the school require an *ADEC Improvement Order*?