



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Summary Inspection Report

Abdullah Bin Zubair Private School

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Iqraa

Abdullah Bin Zubair Private School

Inspection Date	18 th – 20 th February, 2013
School ID#	223
Type of School	Private
Curriculum	British
Number of Students	203
Age Range	3 – 10 years
Gender	Mixed Boys and Girls
Principal	Angela Jennings Hughes
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Introduction

The school was inspected by a team of four inspectors who: observed 45 lessons and other student activities, scrutinized students' written work, analysed student and school performance data, studied school documents, analysed the parents' questionnaire returns, met with the Board and talked with staff, students and parents.

Description of the School

Abdullah Bin Zubair Private School opened as a new school in September 2012 with the vision statement: "Building students academically, socially and emotionally to foster life-long learning." There has therefore been no previous inspection.

There are 203 students with 68% of them being Emirati, 6% Jordanian, 5% Omani, 5% Egyptian, 4% Syrian, 4% Pakistani, 3% Sudanese, 2% Yemeni and the remaining 3% made up of other nationalities. The school is organized into two sections: Foundation Stage (88) students and Grades one to five (115 students) with 125 boys and 78 girls. There are five students identified as having special needs, including autism and behavioural difficulties. There were no entry requirements at the start of this academic year; the school is currently considering its entry policy. Fees range from 10,800 AED in Foundation Stage to 16,200 AED for Grade five. The students are said to be from a range of lower income and affluent backgrounds. Teachers' monthly salaries range from 4,000 to 10,000 AED with an average of 7,000 AED. There are three board members. The Principal is not a member of the Board.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged Abdullah Bin Zubair Private School to be in Band C, that is a school in need of significant improvement.

Many children start the Foundation Stage with below age related expectations. Children can communicate in Arabic but they do not speak standard Arabic. Almost all children have no English on entry. They do not make progress at the rate expected of them. They know a limited number of letters in Arabic and English. Some know a range of songs and rhymes and they have a limited range of vocabulary. The children's ability to make choices, play independently, explore and investigate is well below age related expectations.

In all key subjects the attainment of students from Grades one to five is much lower than age related expectations. Speaking and writing skills in Arabic are well below age related expectations despite that fact for the majority they have previously been in schools where Arabic was the language of instruction. For the majority of students English is at a very early stage of development and speaking and listening skills are below expectations when compared to students learning English as an additional language rather than native English speakers. Very few children speak with any confidence in English. Almost all students have been at the school for five months and the progress they are making in English is slow.

Students have an adequate knowledge of the main values and principles of Islam and some understanding of applying these in their daily lives. In science students' development of investigative skills are insufficient. In mathematics students' application of problem solving skills are below expected levels. Attainment in French is a relative strength and students are able to speak with some confidence. They can answer questions and engage in simple conversations. Progress in French is at an acceptable level. Students' attainment and progress in developing problem solving, independent and collaborative skills and ICT skills are much lower than expected.

Relationships between students and their teachers are generally positive and where this is the case, students feel able to ask questions and seek help when they need it. Most students demonstrate good behaviour in lessons and during break times. Students have a good practical understanding of healthy eating and this is demonstrated in the food that they bring to school to eat during the day. Students' attendance was low in the first term but is beginning to improve. It is still unsatisfactory (65% - 90%). Punctuality at the start of the school day remains poor. Students are not given enough opportunities to develop self-confidence and leadership skills. They are not able to demonstrate sufficient independence, curiosity, exploration and creativity in their learning.

Teachers are hard working and almost all show commitment and a desire to help students learn. They are willing and keen to improve the quality of their teaching but professional development does not support them to make the necessary changes to the delivery of their lessons. In the Foundation Stage, teachers do not have sufficient understanding of how young children learn. There are not enough opportunities for children to explore, have hands on experiences and use language through teacher directed and child initiated play. At all grades few teachers have the skills to adjust learning to meet the needs of different groups of students. As a result, students needing additional support are not appropriately supported and the higher achieving are not challenged sufficiently. Teaching does

not sufficiently take into account the needs of students who are an early stage of learning English as an additional language and this limits their access to learning across all lessons delivered in English. In many lessons time management is weak and teachers have a tendency to talk too much. This means that students have less opportunity to think and work out things for themselves, find solutions or work collaboratively in groups. In many lessons they memorise facts but they do not understand what they are learning well enough to be able to apply their knowledge to new situations.

The National Curriculum of England and Wales (NC) is the stated curriculum but currently it is not recognizable as this in either Foundation Stage or Grades one to five. Insufficient time is allocated to the teaching of mathematics. A range of UK textbooks are used to deliver the curriculum in English, mathematics and science. The knowledge, skills and understanding, intended to be developed through the NC, are not met by following these textbooks. The school offers ballet, karate or swimming (students choose two of three), which adds breadth to the curriculum but this is at the expense of sufficient time for core subjects. Arabic, Islamic Studies and Social Studies follow the MoE curriculum, but Arabic and Islamic Studies are not compliant as not enough time is allocated to them. The curriculum has not been sufficiently adapted to meet the needs of the children, the place they are living and their interests. For example, an exercise in a textbook used in English was about castles in Scotland. No attempt was made to make links between castles in Scotland and Forts in the UAE in order to make the learning more relevant. The curriculum does not sufficiently promote students' understanding of UAE culture and society. There are too few opportunities for students to produce extended writing in Arabic.

Curriculum planning and implementation in lessons does not adequately meet the learning needs of all students, including those for whom English is an additional language, or identified with special needs and high achievers. Curriculum delivery provides limited opportunities for students to develop ICT skills across subjects. Curriculum implementation gives limited attention to developing problem solving and practical application of skills in mathematics and practical investigation skills in science. The school does not provide students with a sufficient range of visits out of school, invite visitors to the school or provide extra-curricular activities to widen the range of skills.

The school provides an attractive learning environment and almost all students say they feel safe and secure. However, a few say that there are incidents of bullying and some report feeling intimidated by others. Currently the school is not sufficiently diligent in protecting all students and ensuring that they feel safe and

secure at school. The school provides a full time, qualified nurse and a teacher with specialist counselling knowledge. The school has established satisfactory procedures for ensuring students depart safely at the end of the day. The child protection policy and associated procedures are unclear to staff. The rewards and sanctions for students are not yet consistently based upon clear principles and practices and followed by all staff. The school recognises the importance of good attendance and punctuality, but the existing processes and procedures do not ensure that these are at an acceptable level. First aid, the procedures and practices are not firmly established because the full-time school nurse was so recently appointed.

The school is newly built. It provides a clean and hygienic environment and it supports the curriculum well in most areas. It is a pleasant building for students and teachers to work in. All hazardous materials are stored safely. The outdoor play equipment enables children in the Foundation Stage to develop gross-motor skills. The front gate of the school is permanently open throughout the school day and does not provide adequate security to prevent intruders gaining access. The current ICT facility does not adequately support the curriculum because the room is too small to comfortably accommodate classes with higher student numbers. The gym does not have the capacity for large groups of students or the indoor practical activities it is currently being used for. Some facilities are not yet completed, including the shades to protect students from the sun.

The school does not have sufficient resources to support the curriculum and to promote better learning. There are three Smart Boards, two in classrooms and one in the ICT laboratory. This is a positive step as this allows both students and teachers to use equipment and develop skills appropriate for the 21st Century and in keeping with best international standards. Teachers are suitably qualified but not all have the necessary experience to work with the age of students they are responsible for. Teachers do not have any previous experience of working with the NC. Not all teachers have a high enough proficiency in English to model the language well or the necessary skills to teach students with low levels of English.

There are not enough computers in the computer lab to sufficiently support students' learning needs. Students do not have access to computers in classrooms or in the library, restricting the development of learning in ICT across the curriculum, research skills and the development of the skills needed for the next stages of their learning. There are insufficient resources and consumable materials to support teaching and learning in the classrooms and to consistently deliver the expectations of the stated curriculum, especially in science and the Foundation Stage. There are not enough books in the library or in classrooms to

help develop students' reading in Arabic and English, research skills or promote a lifelong passion for reading. The furniture in some classrooms, especially in Foundation Stage, is flimsy and not of a high enough quality to adequately support students' needs.

The Principal joined the school at the start of the academic year. The day-to-day management of the school is supported by the Academic Advisor who ensures that the building is clean and maintained and that daily routines run smoothly.

There is serious weakness in the leadership of the school. Leaders do not have sufficient grasp of their responsibilities or a realistic understanding of the performance of the school. The school lacks a sense of direction and the unacceptable performance of the school can be attributed in significant measure to the inadequacies in leadership. There is no middle management structure to help to drive forward and embed improvements. Policies, where they exist, are not known to all staff or are inconsistently applied. The child protection policy has not been shared with staff and procedures about what to do if there is evidence or suspicion that a student is being abused are not known or established. The systems and practices for rewarding and correcting students' behaviour are inconsistently applied and result in a few teachers being aggressive and menacing towards students. The monitoring of the school's performance is weak and plans for improvement and professional development are not implemented effectively. Links with parents and the wider community are underdeveloped and so do not help to support and develop students' learning. The current leadership does not demonstrate the capacity to improve the school's performance. The Board is fully aware of the weakness in leadership and have a growing understanding of the challenges the school faces if it is to make the improvements required. Recruitment of a new principal is in process.

What the school should do to improve further:

1. Ensure the Principal has the necessary skills to be able to move the school forward rapidly.
2. Improve the quality of teaching and learning by:
 - i. recruiting sufficient numbers of good quality teachers familiar with the National Curriculum of England and Wales;
 - ii. providing teachers with high quality, targeted professional development; and
 - iii. monitoring and supporting teachers to ensure that training initiatives have impact on the quality of students' learning and their progress.

3. Support rapid student progress by:
 - i. ensuring that students are in a visually stimulating and language-rich environment so they learn English rapidly; and
 - ii. accurately assessing students starting points against reliable measures in order to monitor and track progress in all key subjects at all grade levels.
4. Ensure that the curriculum is:
 - i. aligned to the National Curriculum of England and Wales;
 - ii. is compliant with ADEC requirements;
 - iii. is adapted to meet the learning needs of all students including those who need additional support and higher attaining students who need more challenge; and
 - iv. is adapted to meet the needs of students living in the Emirates and sufficiently promotes the values and culture of the UAE.
5. Put in place a Child Protection Policy, and a Behaviour Management Policy that are known to all members of the school community and ensure that processes and procedures are followed.