



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



Private School Inspection Report

Abdulla Bin Zubair Private School

Academic Year 2016 – 2017

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Abdulla Bin Zubair Private School

Inspection Date	November 13, 2016	to	November 16, 2016
Date of previous inspection	October 13, 2014	to	October 15, 2014

General Information	
School ID	223
Opening year of school	2012
Principal	Fatih Adak
School telephone	+971 (03) 768 0551
School Address	Al Maqam, Al Ain
Official email (ADEC)	Abdullazubair.pvt@adec.ac.ae
School website	www.abzschool.com
Fee ranges (per annum)	Low to average: AED 13,500 to AED 21,000
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-
External Exams/ Standardised tests	Alfie (aligned to the ENC)
Accreditation	CoBIS - Council of British International Schools)

Students		
Total number of students	315	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	95
	Primary:	220
	Middle:	0
	High:	0
Age range	4 to 11 years	
Grades or Year Groups	KG to Grade 5	
Gender	Boys and girls	
% of Emirati Students	70%	
Largest nationality groups (%)	1. Egyptian 5%	
	2. Jordanian 4%	
	3. Sudanese 4%	
Staff		
Number of teachers	26	
Number of teaching assistants (TAs)	8	
Teacher-student ratio	KG/ FS	1:12
	Other phases	1:14
Teacher turnover	60%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	73
Number of joint lesson observations	10
Number of parents' questionnaires	67; return rate: 34%
Details of other inspection activities	Inspectors held discussions with the owner and members of the governing body, principal, senior managers, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation including students' and children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'ABZ Private School aims to improve student learning experiences and raise the academic outcomes of students to be at internationally competitive level, necessary to achieve the UAE Vision.'
School vision and mission	'Providing a caring and creative each child and to develop young people with a sense of understanding, compassion and righteousness environment that emphasizes the social, emotional and physical development of.' 'ABZ Private School seeks to provide a unique, creative and active learning environment where the children are provided with opportunities to enhance their learning and needs.'
Admission Policy	The school has an inclusive admissions policy.



Leadership structure (ownership, governance and management)	Leadership comprises the principal, vice principal, the head of faculty and subject coordinators. The school is supported by the owner and a governing body which has recently been reconstituted. It now comprises the owner and four other governors, including a staff and a parent representative. The governing body has yet to convene.
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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	0
Specific Learning Disability	1	0
Emotional and Behaviour Disorders (ED/ BD)	0	13
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	1	0
Physical and health related disabilities	2	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	1	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)	1
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	2
Psychomotor ability (e.g. dance or sport)	3

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

School was judged to be:	BAND	C	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is weak. In summer 2016, the school reorganised with the loss of middle phase, had a 60% turnover of staff and an influx of 130 new students, which represents a large minority of the total roll. The senior leadership team was restructured and leadership is now much improved. The school provides a safe and secure environment for students though it does not adequately prepare them for their future education. Students' understanding and appreciation of UAE culture and heritage is one of the school's strengths. They know how to live healthy lifestyles but their attainment in most core subjects is weak. While some aspects of teaching are good, especially in Grades 4 and 5, the overall effectiveness of teaching is weak in almost half of all lessons. In the minority of lessons in Grades 2 and 3, boys often lose interest and misbehave. This affects the learning and progress of other students. The principal and newly formed senior leadership team are aware of the situation and also the problems associated with the recent high turnover of staff and rapid rise in student numbers. They have a clear vision for school improvement but have not yet fully implemented plans and strategies to improve the situation. Parents are fully supportive of the school. The school benefits from good premises.

Progress made since last inspection and capacity to improve

The last inspection in 2014 showed that the school was in need of significant improvement. The subsequent monitoring visit in May 2016 judged that the school had made some progress in raising standards, enriching the curriculum and developing the school's resources. Progress was judged as weak or very weak in all other areas. These included improving teaching and learning and the use of assessment information to inform lesson planning. Since then, progress has not been sustained and most of the areas for improvement since the last inspection still remain. The school's leaders have now developed a realistic development plan that gives the school a real chance of improving its overall effectiveness. While the school has not improved decisively yet, the new leadership arrangements and potential of new governance indicate leaders have an acceptable capacity to improve the school.

Development and promotion of innovation skills

The development and promotion of innovation skills is weak. Innovation opportunities are seldom integrated into teachers' planning. Students are unable to apply information and communication technology (ICT) skills across subjects during lessons because of the lack of resources in classrooms. This limits

opportunities for students to become innovative through learning. A weekly activities period includes a range of opportunities for students to develop their individual talents. These include a popular robotics club, drama workshops and yoga sessions. Overall, though, the school has much to do to embed the skills across the curriculum that underpin students' confidence to be innovative.

The inspection identified the following as key areas of strength:

- the school's arrangements for the protection, care, health and safety of students
- the promotion of the culture and heritage of the UAE
- the vision and direction of the newly formed leadership team.

The inspection identified the following as key areas for improvement:

- the progress and attainment of students across the curriculum
- the attitudes and behaviour of the large minority of boys in Grades 2 and 3
- the effectiveness of teaching in order to consistently meet the needs of all students
- the consistency and effectiveness of the quality of teachers' marking of students' work
- the effectiveness of governance in supporting the school.



Performance Standard 1: Students' Achievement

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

Students' achievement is weak across most of the curriculum. Children enter the school with very little understanding of Arabic and generally very weak skills in English and mathematics. Children in the KG then make acceptable progress in most subjects but attainment for the majority remains below curriculum expectations in the primary phase. The school uses online testing to compare students' attainment to English curriculum standards. This presently shows that students are below expectations in mathematics, science and English in all grades. Students who require help with their learning make insufficient progress. Girls tend to make better progress than boys.

Overall achievement in Islamic education is weak. It is acceptable in the KG because progress and learning skills are better here. For example, in KG2, children can recite short Qur'anic verses appropriate to their age group. Knowledge and understanding are below curriculum expectations for the large majority in the primary phase. In Grade 2, for example, while most students understand the importance of prayer in Islam, only a few are able to show how to pray correctly. In Grade 3, only a few students could answer questions about Khadija, the Prophet's wife and, similarly in Grade 5, only the minority could answer questions about 'Hadith'.

Overall achievement in Arabic as first language is weak. Only the majority of children in the KG are able to sound out and write simple Arabic letters correctly and their work is below expectations for their age. The large majority of students in Grade 1 are not able to recognise the long vowel sounds (Al mad). By Grade 5, the large majority of students find it difficult to differentiate between sentences started with verbs and others with nouns. Overall achievement for the small number of students who study Arabic as a second language at the primary phase is acceptable. Students in Grades 2 and 3 are encouraged to speak in formal Arabic and they can write and pronounce their names correctly. In Grades 4 and 5, students continue to make acceptable progress and are able to talk about themselves in short sentences using clear Arabic language.

The overall quality of students' achievement in social studies is weak. Their general knowledge and respect for the culture and aspirations of the UAE are acceptable, much of which they gain from wider school life, but they have insufficient depth, particularly in understanding geography and history. For example, Grade 1 students were not able to name the seven emirates of UAE. Most Grade 3 students are unable to explain the historical importance of the fortress in Al Ain.

Overall achievement in English is weak, although progress in the KG is acceptable. Only the minority attain age-appropriate curriculum levels. Children in KG1 are able to write different letters from the alphabet, however they do not develop English speaking and listening skills as they revert to Arabic in lessons. By KG2, the majority can communicate in very simple English but not at levels expected for their age. In the

primary classes, students' attainment is at least a year behind age-related expectations in nearly all grades in reading, writing and speaking. The text books they use are designed for students a year lower. For example, while most Grade 1 students can tell the difference between letters, only the minority can sound them. Grade 4 students cannot write appropriate sentences correctly for their age.

The overall quality of students' achievement in mathematics is weak, although progress in the KG is broadly acceptable. By KG2, only a few students can count to 30. Students in the primary phase are working on tasks which are below curriculum expectations for their age. Only the minority of Grade 2 students, for example, can count in simple multiples, and by Grade 4 the large minority have yet to build the number bonds that they need to use numbers in different ways, including by using the simpler multiplication tables.

The overall quality of students' achievement in science is weak, although progress is acceptable in the primary phase. Students enjoy science lessons because of practical learning experiences, yet their attainment remains below age-expected levels. KG children gain a basic understanding about differences in weather in different parts of the world. Learning in Grades 2 and 3 is often disrupted by a small number of boys misbehaving and this affects the progress of other students. By Grade 4, only the large majority of boys understand the importance to bees of pollination.

Students' achievement in other subjects is broadly acceptable because of better progress and learning skills. Primary phase students are curious about the French way of life and enjoy speaking the language. Children in the KG develop their physical skills such as balance and ball skills and physical education (PE) in the primary phase enables students to be active. Students make acceptable progress using word-processing and spreadsheet software because they enjoy their ICT work. Students sing well together in the primary grades and create interesting art work on different topics.

Overall, students' learning skills are weak in the primary phase but acceptable in the KG. Children in the KG enjoy learning and working together in small groups. Students learning skills in the primary phase are limited because of too few opportunities to work collaboratively in lessons or to practise their problem solving and leadership skills.

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

Students' personal and social development is acceptable and their innovation skills are weak. Most enjoy KG and being at school and have positive attitudes to learning. Students' behaviour in lessons in nearly all grades is at least acceptable and usually better, except that of a minority of boys in Grades 2 and 3. A few lack self-confidence and do not respond well to helpful advice and feedback. Relationships between students and with staff are mostly acceptable. Students, including those in the KG, understand the need to stay safe and live a healthy life. They know about the dangers of eating unhealthy foods but may make inconsistent choices about their own health and safety. Students say that they enjoy exercising in PE and in weekly yoga lessons. Attendance is acceptable at 92% and students are punctual most of the time.

Older students understand and appreciate the culture and the history of the UAE. They sing the national anthem enthusiastically and show respect for the national flag and when the Holy Qur'an is read. They have a growing understanding of the importance and relevance of Islamic values in their daily lives. Celebrations such as National Day enable students to become involved with the local community. French language lessons, in particular, enable students to develop a growing knowledge of other world cultures.

Students' social responsibility and innovation skills are broadly weak. The majority of students lack initiative when it comes to making decisions for themselves, and they have few opportunities to be innovative. Students volunteer to support the Red Crescent and are presently involved in the 'Onak Ya Yaman' campaign. Older students have the opportunity to serve on the school council and have a voice in school affairs. They are made aware of important environmental issues through the school's waste management programme.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is weak although better at KG. The majority of lessons tend to be too teacher directed and many are worksheet based with few open-ended tasks for students. Children's progress is continually monitored by KG teachers for lesson planning purposes. Most teachers in the primary phase have good subject knowledge. However, they do not always use their classroom management skills effectively to promote good behaviour. They prepare lessons using a common template which provides consistency across the school. Lesson planning often contains information about matching tasks to the range of students' ability levels though these plans are rarely put into effect in lessons. Lower achieving students often find the work too difficult while the higher achieving find activities fairly easy and do not make the progress they are capable of. In a Grade 2 mathematics lesson, for example, more able students made insufficient progress because the tasks they were expected to complete were not challenging enough. Most finished their work long before the lesson ended. The monitoring of teaching and learning by the school's leaders is improving. It is not yet systematic enough to bring about significant improvement. As a result, teachers are not regularly provided with the support or challenge they need to improve their practice.

Arrangements for assessment have yet to be improved sufficiently. While better in the KG, the majority of teachers in the primary phase do not have the kind of detailed or accurate information about attainment and progress which would enable them to plan to meet students' strengths and weaknesses in learning. Some systems for internal assessment are being applied but the present lack of moderation and analysis of data are constraining its effective use. The school has yet to use its online testing process to target weaknesses in learning in a systematic way. The quality of teachers' marking is variable and it does not consistently provide students with information about how to improve their work. Students are rarely involved in assessing their own and each other's learning.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Weak		
Curriculum adaptation	Acceptable	Weak		
The school follows the English National Curriculum. Although better in KG, the way it is implemented and adapted is weak overall. The curriculum is acceptable in KG because it makes good use of children's real life experiences as a framework for learning. This gives children meaningful contexts for learning which are relevant to them and which they enjoy. By contrast, in the primary phase, the curriculum is driven more by textbooks and worksheets and this reduces the scope for students to develop and practise important learning skills. It also limits the scope for teachers to offer lessons which make effective links across subjects to make learning more meaningful and engaging. As a result, students are not presently being prepared for the next stage of their education as well as they should be. The school actively promotes the multicultural society of UAE, and encourages Emirati students to share their heritage. The curriculum is not being adapted well enough to meet the needs of different groups of students, including for those with special educational needs or those who are gifted and talented. While there is more flexibility in the KG, lessons in the primary rarely deliver the range of tasks and learning experiences that are pitched at different ability groups even when teachers' plans often identify these intentions. This can lead to students, especially boys, becoming disengaged and misbehaving because they are either bored or have insufficient understanding to concentrate on their work. The school is now beginning, however, to focus more on using attainment data to evaluate the curriculum so that it can make appropriate modifications. Presently students have few opportunities to take part in activities that promote enterprise, innovation and creativity. They have few opportunities to work independently or to develop their problem-solving and critical-thinking skills.				

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

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

The quality of the protection, care, guidance and support of students is acceptable overall. Leaders ensure that students are safe and well looked after. The school's procedures have not yet been fully effective in ensuring that all lessons are conducted with appropriate behaviour by all students. The school is accessible to all students, including those with physical disabilities. Procedures for the safeguarding of students are good. Rigorous checks are made on the suitability of members of staff. Staff and students are aware of the child protection policies. These are distributed to parents and signed by all staff. They include policies on cyber safety and anti-bullying. The premises are clean and well maintained. Safety and security checks occur frequently. These include routine fire drills and other evacuation procedures. The school's procedures to ensure safety on school transport are appropriate and maintenance records are up to date. The school promotes safe and healthy living. Students are taught the importance of personal hygiene, regular exercise and the need to eat healthy foods. The school has effective measures in place to follow up student absences but nothing, as yet, to celebrate good attendance.

The school has effective procedures to identify students with special educational needs, and support for those with physical difficulties is good. Insufficient support is provided for those with learning needs in class, however, and progress is limited as a result. The identification and support for students who are gifted and talented is still at an early stage of development. Although the school is well aware of the talents of a few of these students, the identification of this group of students is not yet being systematically used to shape their learning.

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	Weak
Management, staffing, facilities and resources	Acceptable

The overall quality of leadership has improved markedly following a difficult period of transition, although it has yet to have a clear impact on outcomes for students. The principal has led the school through a difficult period of disruption to staffing and student numbers. The vice principal and head of faculty are newly appointed and share the principal's vision for school improvement and, together with the principal, have a new determination to bring about major improvement. Working together as a team, with the backing of subject coordinators, they have correctly identified the strengths and weaknesses of the school, identified these in the self-evaluation form (SEF), and drawn up a well thought-out school development plan (SPD).

A series of measures have been implemented with the aim of improving the school's overall effectiveness. New teachers have been appointed and salaries raised. Other initiatives include providing teachers with opportunities to visit other schools in order to compare teaching practices and take part in joint curriculum development training sessions.

The school is regarded highly in its community. The traditions and culture of the UAE are celebrated throughout the school as are the current achievements of the country. Parents appreciate that they are always welcome in the school and that they are frequently kept informed of their children's progress through the school's effective communication channels. They have yet to play a full role in school improvement.

The school leadership has been the driving force behind implementing the recent changes to the membership of the governing body in the hope that the new governors will give better support to the school. The governing body has not, in the past, provided the leadership with the support it required to improve the school's effectiveness. The reconstituted governing body has not yet had a meeting to discuss school affairs.

The principal and senior leaders ensure the school is managed well on a daily basis and provides a safe and secure environment for all students. Relationships among students and adults are polite and respectful. The school premises are clean and well maintained. There are specialist facilities for ICT, swimming and science. The library is adequately resourced and regularly used by students. KG classrooms are adequate for the small number of children in each class and are appropriately resourced. The range and quality of school resources are adequate to support the delivery of the curriculum. Although classrooms are equipped with smart-boards, there are very few ICT resources for students' use.

What the school should do to improve further:

1. Improve attainment and progress decisively through better teaching, by:
 - i. ensuring students are always given tasks in lessons which are matched to their abilities and previous learning and which challenge them appropriately
 - ii. making learning more engaging by providing more skills-based activities in lessons and promoting innovation skills in a planned way
 - iii. assessing students' progress and using this information to inform future lesson planning
 - iv. ensuring that teachers always mark students' work and provide them with ideas about how to improve
 - v. improving the support for students with identified learning needs.
2. Improve the behaviour and attitudes of boys in grades 2 and 3, by:
 - i. ensuring that all teachers have implement effective behaviour management approaches and tackle disruptive behaviour decisively
 - ii. ensuring the school's behaviour policy is consistently monitored in all lessons in both these grades
 - iii. making sure parents are involved in ensuring their children behave acceptably at school
 - iv. making learning more relevant and engaging for students in these grades.
3. Improve the effectiveness of governance in providing support for the school by:
 - i. ensuring that the governing body meets regularly to focus on school improvement and that governors visit the school with a clear purpose
 - ii. making sure the governing body retains a full complement of members.