



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Abdulla Bin Al Zubair Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	24 Jumada Al-Akhirah, 1439h	to	27 Jumada Al-Akhirah, 1439h
		from	12-Mar-18	to	15-Mar-18
	School name			Abdulla Bin Zubair Private School	
	School ID			9223	
	School address			Building 1, Street 25, Almaqam, Al Ain	
	School telephone			+971(0)3 768 0551	
	School official email			Abdullazubair.pvt.adec.ac	
	School website			www.abzschool.com	
	School curriculum			British	
	School phases			Kindergarten and primary	
	Fee range and category			14,000 – 23,000 AED (medium)	
	Number of lessons observed			76	
	Number of joint lessons observed			10	
Staff Information	Total number of teachers			27	
	Turnover rate			18%	
	Number of teaching assistants			11	
	Teacher- student ratio			1 : 10	
Student Information	Total number of students			278	
	% of Emirati Students			35 %	
	% of Largest nationality groups			1. Egypt 13%	
				2. Jordan 9%	
				3. Sudan 7%	
	% of SEN students			1%	
	% of students per phase			KG: 34%	Middle: NA
				Primary: 66%	High: NA
Gender			Boys and girls		



The Performance of the School

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 

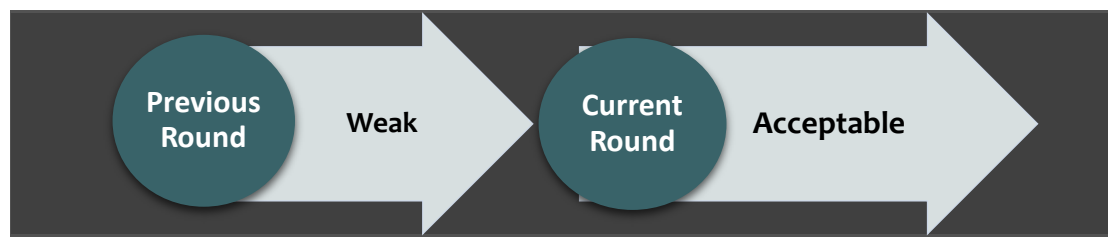


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school population comprises students from 29 nationalities due to an influx of 150 new students at all levels. A new middle-management tier brings greater academic expertise. Staff turnover remains high at 18%.
- Students' achievement is acceptable overall. Students make acceptable progress across all subjects from low levels on entry. Students' learning skills are acceptable. Students are keen to learn and interact well.
- Students' personal and social development is good. Students' appreciation of Islamic values is reflected in respectful behaviour and commitment to healthy lifestyles. Attendance and punctuality remain acceptable.
- The overall quality of teaching and assessment is acceptable. Teachers' secure subject knowledge and detailed lesson plans meet the needs of most learners. In class, higher achievers are not always sufficiently challenged.
- The quality of the curriculum is acceptable, integrating Islamic values and understanding of Emirati culture. Inconsistent cross-curricular links limit the transfer of learning between subjects. There is insufficient adaptation of the curriculum to extend innovation skills and meet the needs of the more able.
- The protection, care, guidance and support of students is good. Effective health, safety and child protection procedures ensure a safe and secure environment. The school provides guidance and support, but it is insufficiently personalised to meet the needs of the diversity of learners.
- The school leadership and management are acceptable. Communication is effective and staff morale is positive. Data is not analysed effectively enough to inform school improvement planning. Monitoring of teaching is insufficiently focused on the outcomes of students with different abilities. Partnership with parents is very good.



Progress made since last inspection and capacity to improve



- The progress and attainment of students across the curriculum has been improved to acceptable, except in social studies where achievement remains weak. Achievement is now good in art.
- The effectiveness of teaching to consistently meet the needs of all students has improved and is now acceptable. More challenge is needed to extend the learning of higher achievers.
- The attitudes and behaviour of boys in Grades 2 and 3 are now acceptable. Personal and social development has improved to good.
- The effectiveness of governance in securing more consistently effective teaching has improved. Investment in resources for reading, staff training and facilities has strengthened academic achievement. However, improvements in students' daily attendance levels have not been sustained.
- Given the expanded Senior Leadership Team and middle management tier, there is now more capacity to effect change. Overall, the leaders' capacity to improve the school further is acceptable.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' improved achievement.
2. Students' appreciation of Islamic values.
3. Respectful relationships that ensure a safe and secure learning environment.
4. Teachers' subject knowledge and detailed lesson planning that have improved students' engagement in lessons and differentiation in Kindergarten.
5. Improved students' personal development and behaviour.
6. Leader's professional development programme leading to improved teaching.
7. Positive partnership with parents and the establishment of a governance structure.

Key areas for improvement

1. Improve achievement in social studies and further improve achievement in all other areas by:
 - i. raising teachers' expectations of what students can achieve
 - ii. more rigorous monitoring of the effectiveness of differentiated lesson planning, especially for SEN and G & T students
 - i. providing further opportunities within lessons to develop students' innovation skills and to apply their knowledge across different subjects
 - ii. improving teachers' use of assessment to adapt the pace and content of lessons, especially for the more able
 - iii. providing regular and constructive feedback that enables students to understand how they can improve
 - iv. enabling students to take greater responsibility for assessing their own learning.
2. Ensure governors are more active in holding the school accountable for student achievement by:
 - i. implementing mechanisms to monitor the work of the school including feedback from parents, staff and students
 - ii. requiring school leaders to report regularly on the achievement and personal development of students and future school priorities.
3. Ensure the effective use of data in school-wide improvement by:
 - i. aligning assessment processes against the new English Curriculum in KG and Key Stages 1 and 2
 - ii. embedding systematic comparison of school performance with regional and international benchmarks.



Provision for Reading

- The small library has an adequate book stock to support students' reading in both Arabic and English. The library is used for research, guided reading, listening to story-telling and using tablets for e-reading. Stories are graded to ensure books are matched to students' reading levels.
- Reading for comprehension is integrated through storytelling, with students answering probing questions about the story, drawing and writing about main characters and matching sentences with picture cues, for example.
- The school has a detailed reading plan with specified targets to raise standards of attainment in reading.
- All staff have been trained in the guided reading approach, which is well-established in English, and currently being implemented in Arabic.
- In KG to Grade 1, 'Floppies Phonics' is used to improve reading levels, and the children take part in daily phonics sessions and guided reading sessions. In higher grades reading is timetabled for twice a week for English and it will soon also have Arabic to bring balance.
- In all classrooms, there are inviting and comfortable reading corners that are well-used in both formal lessons and as a place to sit to read with and to friends if work is finished. Parents also come into school to read to children. Class teachers hear every child read individually at least once a week in school guided reading sessions.
- Students' progress in reading is tracked against the baseline data obtained from the running reading records of teachers. Assessments are moderated by senior leaders. Reading records are used to monitor progress and identify students requiring remediation.



Performance Standard 1: Students' Achievement

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



Overall achievement

- Students' achievement is acceptable overall, but weak in social studies and good in art. Students make acceptable progress across all subjects from low levels when they join the school. Progress in lessons and recent work is acceptable, but language skills for a minority of students are a barrier to more accelerated progress. Students' learning skills are acceptable.
- End of Term 1 2017/18 internal assessment data indicate attainment is below that typically seen in the English National Curriculum outcomes at Key Stage 1 and 2. Internal assessment data for Arabic medium subjects show most students attain levels above curriculum standards. These results are not borne out in lessons. Students do not take external examinations.
- In lessons, students' achievement is acceptable overall. Most students make expected progress from low starting points on entry, so by Grade 5 most students achieve in-line with curriculum standards.

Subjects

- Students' achievement in **Islamic Education** is acceptable. Most children in KG know the basic principles of Islam. They can repeat verses of the Holy Quran after the teacher. Most students make acceptable progress, so by Grade 5 they can read the common verses, but without following Tajweed rules.
- Students' achievement in **Arabic** as a first language is acceptable. Progress against curriculum expectations is acceptable for Arabic as first language learners. Students develop listening, speaking and reading skills in line with curriculum expectations over the grades, although a minority have less well-developed use of punctuation in writing.
- Students' achievement in Arabic as a second language is acceptable. They make acceptable progress from low entry levels but struggle to write complete sentences.
- Students' achievement in **social studies** is weak. Only a minority make progress in line with the curriculum expectations. They can describe the 7 Emirates, UAE capital, founders and other basic facts. However, their understanding of important aspects of the UAE such as its economy and the importance of its location is underdeveloped.
- Students' attainment in **English** is acceptable. Most students make progress in line with the curriculum expectations. In KG, children can identify the starting phoneme of words, blend the sounds linked to groups of letters and speak about what they are doing. By Grade 5 students have developed listening, speaking, writing and reading skills in-line with curriculum



expectations.

- Students' achievement in **mathematics** is acceptable. Most students' understanding of mathematical concepts is in-line with curriculum standards. In KG children show basic numeracy skills in counting and calculations using UAE money. By Grade 5, students can recognise words linked with the position of an object and they are developing mathematical reasoning skills.
- Students' attainment in **science** is acceptable. Most children have little understanding of science concepts on entry. They make expected progress, attaining levels of skill development that are in-line with grade-level expectations in scientific thinking and enquiry. By Grade 5, they can identify questions to explore, are developing investigative skills and they can communicate scientific ideas adequately.
- Students' overall achievement in **other subjects** is acceptable overall. Achievement in **art** is good, with students using their imagination and a range of materials to construct 3-dimensional models and paint still-life pictures. In **physical education** students understand the importance of exercise and nutrition for healthy living. In **music** students enjoy singing and dancing to international songs. In **information computer technology**, students show familiarity with hardware and an ability to edit pictures.

Learning skills

- Students' learning skills are acceptable. Students' interactions, collaboration and communication skills are good. Students enjoy learning and have well-developed creativity skills. They share ideas confidently in groups to create models, design investigations and discuss moral issues. Students' innovation skills and responsibility for their own learning are still developing.

Areas of Relative Strength:

- Students' improved achievement in Islamic education, Arabic, English, mathematics and science from low starting points on entry.
- Students' improved learning skills.

Areas for Improvement:

- Achievement in all subjects, particularly social studies.
- Systematic comparison of school performance with regional and international benchmarks.
- Students' responsibility for their own learning.
- Students' innovation 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	Good	Good		
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good		
Social responsibility and innovation skills	Good	Good		

- Students' personal and social development is good. Students are keen to learn. They form positive relationships and are self-disciplined.
- Students select healthy food and actively keep fit. Attendance at 92% remains acceptable with a few students arriving late to school.
- Students' appreciation of Islamic values is reflected in respectful and caring attitudes. They take leadership roles in assemblies and in events such as Flag Day. Students' awareness of other cultures is developing.
- Students are responsible, keeping their school environment clean and willingly engaging in community recycling projects. They volunteer to help communities by fundraising for Red Crescent and collecting clothes for poor families.
- Students are curious and creative, developing these skills during timetabled 'activities' and 'clubs'. There are insufficient opportunities within subjects to extend their innovation skills.

Areas of Relative Strength:

- Students' appreciation of Islamic values.
- Students' positive relationships with peers and teachers.
- Students' awareness of healthy lifestyles and improved behaviour.

Areas for Improvement:

- Extension of students' innovation skills and awareness of other world cultures.
- Students' attendance and punctuality.



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Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers' secure subject knowledge and detailed lesson plans allow for differentiation. In KG this leads to high levels of learner engagement. Teachers do not consistently extend the learning of higher achievers.
- Teachers effectively use resources, designing their own in KG. In the best lessons, technology is used effectively to support learning. In a few lessons, time-management and use of teaching assistants are not effective.
- Teachers use questioning skills to check understanding and provide challenge. Collaboration and communication skills are developed by group work. Students occasionally take the role of teacher, allowing them to show-case their ideas. Opportunities to develop innovation skills within lessons are not consistently provided.
- Teachers moderate their grading of student work to ensure consistency in their judgements. They use assessment data to inform planning, but learning is not monitored rigorously enough to ensure all students are progressing. Internal assessment is linked to the new English Curriculum standards, but the school is yet to move to assessments without levels.
- Teachers give KG children verbal feedback to help them learn and older students' work is marked. However, guidelines for feedback are inconsistently applied. Students' evaluation of their own and others' work is a developing feature across the school.

Areas of Relative Strength:

- Teachers' subject knowledge and detailed lesson planning that have improved students' engagement.
- Differentiation that is delivered effectively in Kindergarten.

Areas for Improvement:

- Teaching in all subjects, but particularly in social studies.
- Consistency in the quality of feedback and use of self and peer assessment.
- Involvement of teaching assistants in planning to provide for more effective



support.

- Enhanced use of technologies in teaching and learning.
- More opportunities within lessons for innovation.
- Use of assessment data to monitor the effectiveness of differentiation.
- Alignment of assessment processes against the new English Curriculum in KG and Key Stage 1 and 2.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable		
Curriculum adaptation	Acceptable	Acceptable		
- The overall quality of the curriculum is acceptable. It is broad, age-appropriate and follows the requirements of the English National Curriculum, although not linked directly to its assessment framework. Planning ensures progression of learning between years and into middle phase. - Children can choose which learning centre they would like to work at in KG but only in a few lessons can students pick the level of task they want to tackle. - The curriculum is reviewed regularly and adapted to meet the needs of most groups, including SEN students. It is insufficiently adapted for the more able. - Extra-curricular activities, together with timetabled 'Club' sessions in primary and 'Activities' in KG, develop students' curiosity and creativity. The curriculum is, however, insufficiently adapted in lessons to further develop innovation skills. - The curriculum is relevant, developing an appreciation of aspects of Emirati culture and understanding of Islamic values. Cross-curricular links that transfer learning between subjects are less well-embedded. - Moral Education is taught as a stand-alone lesson for grades 1-5. Students actively engage in group discussions to raise awareness of moral values. Only a few can apply their learning to real life and the workplace.				
Areas of Relative Strength:				
- Relevance through links to Emirati culture and Islamic values. - Regular review of the curriculum.				
Areas for Improvement:				
- Deepen cross-curricular links to enable students to transfer knowledge between subject areas and to real-life. - Adaptations to enhance innovation skills and extend the most-able.				



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		
Care and support	Acceptable	Acceptable		
- The overall quality of protection, care, guidance and support is now good. - Safeguarding and child protection procedures are effective. Students, teachers and parents know what to do if they have a concern. - Facilities are safe, clean and well-maintained. Supervision is effective, including on school transport. Health and safety, clinic and maintenance records are well-kept. Parents assist in promoting a healthy lifestyle. - Relationships between staff and students are respectful. Effective systems are in place for managing behaviour. Parents' awareness of the importance of daily attendance is not yet ensuring sustained improvement. - The school has identified G&T, SEN and others with additional learning needs to provide support. The effectiveness of identification systems and the provision for SEN and G&T have not been evaluated. - The personal development and well-being of students is monitored regularly using a self-evaluation system. The data from this monitoring are not reviewed systematically enough to inform the school's planning to improve academic and personal guidance and support. Areas of Relative Strength: - Systems for the protection, safeguarding and care of students. - Students' self-evaluation of personal development and involvement in managing their own behaviour. Areas for Improvement: - Monitoring of systems to identify and support differently-abled students. - Effective utilisation of data to inform provision of guidance and support. - Promotion and management of attendance and punctuality.				



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Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
• The overall quality of leadership and management is acceptable. Leaders provide direction based on the school community's needs and UAE priorities. • The recently extended senior and middle management have established effective relationships that have improved teaching, the learning environment and staff morale. • The school increasingly uses performance data in self-evaluation, but data is still not analysed effectively enough to sharply inform school improvement planning. The continuing professional development programme for staff has improved teaching but monitoring of teaching does not focus enough on the outcomes of students with different abilities. • Parental involvement is good, with effective communication and reporting. Parents are well-informed and appreciate the principal's open-door policy. Extensive links with the local community broaden students' interests and develop their leadership skills. • The governing board includes community representatives and meets regularly. It ensures the school meets statutory requirements. Board monitoring is over-reliant on the school's own account of its performance. • The day-to-day management of the school is acceptable. Learning spaces are fit-for-purpose, suitably staffed and adequately resourced. Technology and teaching assistants are not always effectively deployed to promote learning. • The school is working towards affiliation with the Council of British International Schools (COBIS) to develop its use of the new English National Curriculum assessments that will allow benchmarking. The school promotes the 'question a day' initiative actively enough to prepare students for the Trends in International Mathematics and Science study (TIMSS) tests.	
Areas of Relative Strength:	
• Establishment of an effective middle-management tier. • Effective partnership with parents. • Day-to-day management of school with its positive learning environment.	



- Leader's continual professional development programme.

Areas for Improvement:

- The effective use of assessment data in school wide improvement.
- Governance in holding the school accountable for student achievement.
- Monitoring teaching with a focus on outcomes for the diversity of learners.
- More effective use of technology and teaching assistants to promote learning.