



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



Inspection Report

Glenelg School of Abu Dhabi- Primary

Academic Year 2014 – 2015

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Glenelg School of Abu Dhabi – Primary

Inspection Date	26 – 29 January 2015
School ID#	202
Licensed Curriculum	American
Number of Students	1760
Age Range	4 to 11 years
Gender	Mixed
Principal	Paula Musson
School Address	Sas Al Nakheel, Abu Dhabi
Telephone Number	+971 (0)2 559 2018
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Official Email (ADEC)	glenelg.pvt@adec.ac.ae
School Website	www.gsad.sch.ae
Date of last inspection	22 – 25 April 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:

BAND B;

GRADE 5

The main strengths of the school are:

- the caring relationships within the school community create a supportive environment where students are enthusiastic learners
- the buildings and facilities provide a high-quality environment for promoting student learning
- the significant increase in the information and communication technology (ICT) resources has enhanced opportunities for students to improve their technological skills and knowledge
- the effective pastoral care provision enables students to feel safe, cared for and happy
- there are effective communications with parents, who are positive about the support and care provided for their children.

The main areas for improvement are:

- the quality of teaching and learning, particularly: the pace of learning; using assessment to differentiate students' activities; and further development of 21st century skills
- the effectiveness of leadership and management, particularly in developing whole school data tracking, progress monitoring and goal setting procedures.

Introduction

The school was evaluated by 5 inspectors. They observed 90 lessons, conducted several meetings with senior staff, heads of departments, support staff, students and parents. They analysed test and assessment results, scrutinised students' work, analysed the 274 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal and senior leaders were involved throughout the inspection process and undertook 4 joint observations of lessons with inspectors.

Description of the School

Glenelg School of Abu Dhabi was founded by the ADNOC (Abu Dhabi National Oil Company) in 2008, with the Primary Section established in 2010. It is in the Sas Al Nakheel district of Abu Dhabi. The school's vision is 'The Glenelg School of Abu Dhabi (GSAD), in line with the UAE government's pioneering initiatives, aims to become a premier school in the region, graduating highly competent, socially responsible citizens and future national leaders'. Its mission is to 'prepare Emirati and other students, through an academically rigorous curriculum, to achieve their highest potential in a global, technologically advanced society, where Arabic and Islamic values are honoured and cultural differences are respected'.

The student population is 1760, with 52% being boys. The school has students from Kindergarten (KG) to Grade 5. There are 450 students in KG and 1310 in Grades 1 to 5. The school follows an American curriculum. The Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies. The school uses Measures of Academic Progress (MAP) external tests to monitor students' attainment and progress.

The vast majority of students, 89%, are Emirati, with 10% from other Arab countries and 1% from other nationalities. Almost all students are Muslim. The school has identified 2% of the students as having special educational needs (SEN), with some having learning difficulties and a few having behavioural issues; 26% of students require language support; 2% are identified as Gifted and Talented (G&T). Admission to the school from Grade 1 to Grade 5 is determined by interview and entrance test.

The principal has been in post for 5 years. The leadership team comprises of the principal, 2 acting vice-principals, subject and support specialists, a counsellor and a supervisor. The school has 175 teachers and the staff turnover rate is fairly low. School fees range from AED 19,000 to AED 26,500 which is in the medium to high categories.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Glenelg School of Abu Dhabi (GSAD) – Primary section has improved in some areas from the last inspection, but has achieved limited success in others. It remains a school that provides a satisfactory education. The buildings, facilities and resources provide a high quality environment for learning. Provision for care, protection and guidance is good and keeps students safe, supported and happy.

The major management changes, together with implementing the curriculum modifications required by GSAD, is part of the reason for the slow progress in some of the areas highlighted by the previous inspection. The lack of focus on the effectiveness of learning during lesson observations has led to only limited improvements to the academic progress students make. The absence of a robust system for tracking student progress inhibits the leadership teams' ability to accurately monitor the success of teachers in raising attainment levels.

Students' attainment & progress

Students' attainment and progress are satisfactory. MAP data suggests attainment is below both best international standards and United States schools. There is a more positive picture in lessons, where students work at age-appropriate standards, leading to attainment and progress at expected levels. Progress is therefore satisfactory from the student's relatively low starting points.

Attainment and progress in the subjects taught in Arabic are satisfactory. External Measurement of Student Achievement (EMSA) data shows outcomes in Arabic are in line with the average for other schools in the Emirate. Attainment and progress in Arabic is stronger in the lower grades. Arabic reading and writing skills in KG and lower primary grades are in line with curriculum expectations. In grades 4 and 5, they are inconsistent and below expected levels. Students' attainment in computing skills has improved due to the increased resources and opportunities to use ICT since the last inspection.

The majority of children have little or no English on entry to the school. Students are becoming effective oral communicators in English in the early years and by Grade 5 students demonstrate good oral fluency. The progress in the development of English reading and writing skills is less consistent. In many classes, students are not given the opportunity to read and write daily. In some classes, students' writing activities are limited to copying sentences written by teachers.

Students make satisfactory progress in developing basic skills in speaking, listening, reading, writing, numeracy, and use of ICT. Students have fewer

opportunities to develop their thinking skills, with teachers often directing each step of learning. SEN students make satisfactory progress through the well-coordinated support provided. In some lessons, more able students make insufficient progress as activities lack appropriate challenge.

A standards-based progress tracking system is in place in KG. In other grades, class teachers undertake regular assessments to monitor students' progress. MAP standardised tests were used for the first time at the start of the academic year. The benchmark data outcomes were used well by the school to make curriculum adjustments. Assessment systems are not presently in place to accurately measure students' progress over time.

Students' personal development

The personal development of students is satisfactory and improving. Relationships within the school are caring and warm. This provides a supportive learning environment. In general, students behave well and have positive relationships and respect for their teachers and each other. Most students follow instructions well. They are engaged, enthusiastic and show interest in their learning. A few students, especially in grades 4 and 5, misbehave and are sometimes disrespectful to their teachers.

Students show understanding and respect for the culture and values of the UAE through the morning national anthem assemblies and in lessons. Celebrations such as National Day and events where students wear national costume and perform Emirati songs and dances create greater awareness of UAE traditions. The school promotes leadership skills through extra-curricular activities and the students' council. The opportunities for students to develop leadership skills in lessons are more limited.

The school regularly promotes safe and healthy living through the curriculum and assemblies, for example, the Community Police deliver 'Stranger Danger' and 'Cyber Safety' talks, with students enthusiastically giving their thoughts and ideas. Students receive guidance on healthy food options. Attendance in term 1 was well above average at 97%.

The quality of teaching and learning

Teaching and learning is satisfactory across the school and in all subjects. Students were observed making the most progress in mathematics. In most lessons, relationships are positive. Teachers have satisfactory knowledge of the subjects they teach. Teaching assistants and co-teachers provide valuable support for students. In the best lessons, teachers actively involve students in their own learning. Students learn at a high pace in collaborative and independent activities,

with challenges matched to their ability. They have opportunities to solve problems, work in teams, express their own ideas and use ICT in interactive ways. For example, the 'common' mathematics lessons have 5 activity centres with 3 levels of challenge at each station. In other lessons, the pace of learning is slow and students follow step-by-step teacher instructions. They are often passive observers for lengthy periods as the teacher dominates the learning process. In some lessons, all students work on the same task, with students undertaking work they had already mastered.

Teaching is satisfactory or better in KG classes. The children are enthusiastic and activities are mostly aligned well to their identified needs. The outdoor areas attached to each classroom and the large equipment areas provide good opportunities for them to learn through play. Teaching and learning in other grades is more variable. Assessment of students' prior knowledge and skills is not used well by some teachers. This results in a lack of rigour and challenge in learning activities, which are not matched to the students' identified needs. The development of 21st Century skills is inconsistent across the school. In the best lessons, students are developing a wide variety of high level learning skills. In other lessons, they often copy the examples given to them and have few opportunities to think for themselves.

Teachers undertake assessments of students' academic achievement. These are not always used well to plan appropriately differentiated learning activities or to set targets for improvement. Teachers have regular opportunities to access professional development and to undertake peer observations to share practices.

Meeting students' needs through the curriculum

The school provides a broad and balanced curriculum that adequately meets the needs of many students. The Common Core curriculum provides continuity and progression in mathematics and English; New Generation for science; and MoE for subjects taught in Arabic. The core subjects are enriched by physical education, swimming, ICT, art, music and the library. SEN students are identified and receive some supplemental support; the curriculum is insufficiently modified in some lessons to meet their specific learning needs. In many lessons, it is not adjusted to match the needs of the more able.

The school offers a wide variety of extra-curricular activities that extend and enhance learning. These include soccer, swimming, basketball, juditsu, arts, music and handicrafts. A large percentage of the students participate. The school has useful links with a number of organisations. Through Red Crescent, 50 students take part in a buddy system with special needs students. Other links include social

police, environmental organisations, ‘Reading around the World’ and Glenelg High School, whose girls, buddy and support the younger students.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are good throughout the school. The school has established a strong caring culture that provides an environment where students feel safe, protected and well supported by adults. Homeroom teachers and supervisors at each grade level provide good support for the welfare of students. School counsellors give further valuable advice and guidance to students and parents. The 2 vice-principals provide effective strategic oversight of students’ pastoral care. There is no consistent system for monitoring students’ progress, in order to combine welfare and academic support.

The school has well-established expectations for behaviour. In most classrooms good behaviour management and classrooms routines lead to a calm classroom culture where students work positively and enthusiastically. Staff have received training in their responsibilities in the application of the child protection policy. There is a prayer room, with girls and boys having different times allocated. The spacious clinic has secure facilities for dispensing medicines and is operated by 2 licenced nurses.

The quality of the school’s buildings and premises

The modern building and facilities provide a very high quality environment for learning. The 3 well-equipped science laboratories enable students to apply their knowledge and skills in hands-on ways. The 3 ICT rooms provide students with very good practical experiences to enhance their ICT and 21st Century technology skills. Teachers also have the benefit of their own ICT room, to help their planning and development.

The large sports hall, impressive swimming pool and significant external play areas are used well to create a variety of exciting opportunities for students to develop their physical and sporting interests. The 2 art and 3 music rooms enable students to widen their artistic learning experiences. The spacious library provides a very positive learning environment to stimulate students’ interest in reading.

Security is highly vigilant and the grounds are extremely secure. The 13 security guards patrolling the primary campus ensure that student safety is given a high priority. The health and safety officer ensures that all necessary checks are carried out and major equipment is fully maintained. Regular evacuation practices take place and signposting is in place to show all exit routes.

The school's resources to support its aims

The school has a good range and variety of resources to support its aims and stimulate students' learning. Teachers are adequate in number, secure in subject knowledge, appropriately qualified and demonstrate dedication to the school and students. Seven additional teachers cover absences or provide extra support for teachers and students. Teaching assistants (TAs) provide valuable and well-planned support in all KG to Grade 4 classes, with Grade 5 having 3 TAs, one between 3 classes.

The significant investment made in ICT resources has enhanced students' opportunities to improve their technological skills and knowledge. All classrooms have interactive boards that are used well by many teachers. The school library is moving towards becoming a 21st century learning centre. It is well stocked, has levelled readers and over 400 on-line e-books. The art, music and science rooms are well resourced.

School records indicate that school transport meets the required levels of safety and reliability. The processes for storage, preparation and consumption of food are hygienic and healthy.

The effectiveness of leadership and management

Leadership and management are satisfactory. The principal provides clear direction, enthusiasm and drive in her leadership. She has the full support of staff, students and parents. The Board of Trustees, as representatives of ADNOC, have responsibility for all the GSAD schools. The overall head of GSAD schools has the responsibility to hold all the principals to account for raising students' achievement. The principal is held accountable for achieving the goals in the school development plan (SDP). The 2 vice-principals and middle leaders have only been in post since the start of this academic year. They demonstrate high levels of motivation, enthusiasm and energy for the challenges presented by their new roles. As a team, they are in the very early stages of developing consistency in processes and procedures to drive the improvement agenda. Accountability goal setting for teachers, middle and senior leaders are not sufficiently focused on raising student attainment levels.

Staff committees for each performance standard completed the self-evaluation form (SEF). The evidence in many cases lacks evaluative examples to support the judgements. It lacks consistency and accuracy in some of the judgements. The SDP is well structured and targeted at key developments, including all improvement areas from the previous inspection report. The leadership team

undertakes a detailed and effective evaluative progress monitoring review for each of the improvement initiatives.

The school is a calm and safe environment. It runs well on a daily basis. Senior and middle leaders undertake regular lesson observations and walkthroughs. The system used is based on judging teachers' compliance in undertaking tasks. It is unsuccessful in monitoring the effectiveness of students' learning. There is an inconsistent approach to creating follow up plans, with timely monitoring visits to ensure improvements have a positive impact on students' learning. With no whole school standardised data tracking system to monitor students' progress, school leaders are unable to identify the impact of teaching on raising and accelerating student attainment levels.

Parents are extremely supportive of the school and are highly appreciative of the care, safety and quality of education provided for their children. Parents praise the open door policy, regular communications and progress updates.

Progress since the last inspection

Since the last inspection, there has been some improvement in the attainment levels in Arabic. There is still inconsistency in the quality of Arabic provision in the school. The extra resourcing of ICT has enabled students to enhance their skills in the use of 21st Century technology in all subjects.

There has been limited success in improving the consistency of teaching and learning. Some lessons are well structured and use a range of challenging and differentiated learning activities for students. Many other lessons lack pace, active engagement and adequate level of challenge. The behaviour of students is now at least satisfactory and good in many lessons. The incidents of bullying have reduced significantly as a result of the work undertaken to raise awareness of the issue. The school still does not have a rigorous data system to accurately track students' progress. The introduction of MAP standardised assessment is the first stage of this process.

The senior leadership team has demonstrated that it has the satisfactory capacity to make further improvements.

What the school should do to improve further:

1. Improve teaching and learning to accelerate students' progress by:
 - i. ensuring that learning activities are rigorous and challenging and are delivered at a pace that fully engages all students throughout the lesson
 - ii. regularly assessing students' prior knowledge and skills and using the outcomes to plan effective, differentiated activities matched to their identified needs
 - iii. increasing the opportunities for students to learn in a variety of ways to develop and enhance their 21st Century skills.
2. Improve leadership and management by:
 - i. developing a whole school data tracking system to regularly monitor student progress and set challenging improvement goals to significantly improve attainment levels
 - ii. focusing all lesson observations on the effectiveness of student learning; identifying and planning improvements; monitoring to ensure improvements have a positive impact on students' learning
 - iii. creating accountability and goal-setting procedures for staff at all levels based on, and measured by, their success in raising student achievement levels
 - iv. developing the capacity of the newly formed senior and middle leadership team to ensure consistency in processes and procedures for driving the improvement of student learning agenda.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								