



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



Inspection Report

Al Ain Juniors Private School

Academic Year 2013 – 14

Iqraa

Al Ain Juniors Private School

Inspection Date	25 – 28 May 2014
School ID#	134
Licensed Curriculum	Central Board of Secondary Education (CBSE), British
Number of Students	2,738
Age Range	3 to 20 years
Gender	Mixed
Principal	Peter Denis
School Address	Site No 1424, Post Box No 80718, Falaj Hazza, Al Ain, UAE
Telephone Number	+971 (03) 781 0043, +971 (03) 781 0077
Fax Number	+971 (03) 781 0058 (UK) +971 (03) 7812 0733 (Indian)
Official Email (ADEC)	Alainjuniors.pvt@adec.ac.ae
School Website	www.alainjuniors.com
Date of last inspection	5 – 8 November 2012

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 4
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The main strengths of the school are:

- academic achievement in English, mathematics, and development of basic skills
- students' personal development, especially in the Indian section
- arrangements for protecting, caring, guiding and supporting students
- the high expectations and standards of the new principal and school leaders and the extent to which they lead by example
- the tangible improvements to the quality of teaching and learning
- students develop a good appreciation of the UAE's culture, values and heritage.

The main areas for improvement are:

- attainment and progress in Arabic and Islamic education for students whose first language is not Arabic
- opportunities for students' to develop their skills in using ICT to support and enhance learning in the classroom
- teachers' understanding of the use of assessment to meet the needs of students of all abilities
- opportunities for students to take responsibility for their own learning and to work independently
- curriculum modification to meet the needs of all students including those with special educational needs and those who are gifted and talented.

Introduction

The school was inspected by 6 inspectors. They observed 114 lessons, conducted meetings with senior staff, subject coordinators, teachers, support staff, students, parents and the owner and Board of Directors. They analysed test and assessment results, scrutinized students' work across the school, analysed the 1247 responses to the parents' questionnaire and considered school policies and other documents. The principal and leadership team were involved and consulted throughout the inspection process.

Description of the School

The school was established in 1989, initially as a small villa school, within the Falaj Haza'a area of Al Ain. It forms part of the Al Ain Juniors Group of schools, which includes Al Ain Juniors Nursery and Zakher Private School British Division.

The school delivers two curricula: the Indian Central Board of Secondary Education (CBSE) and one based on the British curriculum; around equal numbers of students follow each curriculum pathway. The latter prepares students for Cambridge Board 'O levels', International General Certificate of Secondary Education (IGCSE) exams, followed by AS and A levels for those who choose to stay on until the end of Grade 12. The vision of both sections is: 'To nurture our young children to be achievers of extraordinary determination, who set goals in areas of education, morality, attitude, ethics and values'.

There are 2,731 students with 1,448 boys and 1,283 girls. The British Section is larger than the Indian Section (1,454 compared to 1,277). There are 15 nationalities represented within the school: 50% are from India, 16% from Pakistan, 8% from Egypt, 5% from Sudan, 2% from the Philippines and 1% from the UAE. Smaller minorities come from Afghanistan, Australia, Bengal, Iran, Jordan, Oman, Somalia, Sri Lanka and Yemen.

Almost all of the students in the British section are Muslim whilst just under half are Muslim in the Indian section. Students follow their chosen curriculum from the start of the Kindergarten (KG). Students who arrive from other countries are assessed on entry in order to establish the standard of their work.

Fees are in the affordable to low category. In the Indian section, they range from AED 5,198 for KG to AED 8,789 for Grade 12. Fees for the British section range from AED 6,154 for KG to AED 13,147 for Grade 12. There are 149 teachers. The current principal has been in post for 9 months.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress are satisfactory and improving. In English and mathematics, attainment is above expectations in both sections. In Islamic education, Arabic and information and communication technology (ICT), attainment is at expected levels. First language Arabic speakers make satisfactory progress. The rate of progress remains slow for students who speak Arabic as an additional language. Attainment and progress are improving in social studies and science. . Most children have little English on entry to the school and make good progress in the acquisition of English language skills in KG. Students' almost always make at least satisfactory progress as they move through the school. In other non-core subjects, attainment and progress are variable but broadly satisfactory

Outcomes in mathematics in the British section are above international standards in IGCSE and at A Level. Progress is more variable for students following the Indian curriculum; by the time they leave school, standards for the majority of students are above expectations. Attainment in physics and biology is broadly in line with international standards at IGCSE and below in chemistry. At A level, the standards in physics are above expectations but there is a downward trend in chemistry and biology. In the Indian section, attainment in science is higher than international standards.

The acquisition of basic skills in speaking, listening, reading, writing and numeracy is good. Students' thinking skills and their ability to collaborate in learning are improving. Most students with special educational needs (SEN) and higher achieving students make satisfactory progress. A few are insufficiently challenged because learning activities are not always matched to their needs. Students who need additional help with language development make good progress. The school has increasingly effective systems for assessing students' progress.

Students' personal development

Students' personal development is very good. Most students make confident and articulate presentations in class and during assemblies. They are proactive in taking on leadership roles. They are sensitive to, and learn from, other cultures through monthly celebrations of diversity days. Students are very appreciative of the United Arab Emirates (UAE) and its culture. Almost all students are respectful of each other and of adults. A few students in the lower grades of the British section sometimes find it difficult to get on with others.

Most students participate in various social, cultural and sporting activities. The school has links with the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and participates in activities following the Model United Nations. Most students have a very good understanding of how to live safe and healthy lives. Older students give younger ones advice on healthy options at lunchtime. By the time they leave school, students have very well developed social and interpersonal skills and are well prepared for the next stage of their lives. Attendance is satisfactory at 91%.

The quality of teaching and learning

The quality of teaching and learning is satisfactory and improving. There is clear evidence of the impact of professional development on teachers' effectiveness. Their subject knowledge is strong and most now have a better understanding of how students learn. They usually employ a common plan that identifies what students of different abilities are expected to achieve by the end of the lesson. They discuss what is to be learnt with the students. Data projectors are used well to engage students. Most lessons include an opportunity for effective group work. There are insufficient opportunities for students to practise independently what they have learnt. Consequently, teachers are not always able to accurately assess the progress of individuals. A few teachers use effective questioning to promote higher order thinking. Where teachers' expectations are not well matched to the range of abilities, students lose interest. This is especially so with younger students because there are insufficient resources to engage and motivate them, and to deepen their understanding. There are insufficient opportunities for students to extend and enhance their learning through the use of technology in the classroom.

Meeting students' needs through the curriculum

The implementation of the curriculum in both sections of the school is satisfactory and improving. Provision for children in the KG is satisfactory and increasingly provides opportunities for practical work and active learning. There are insufficient opportunities for them to make choices and to develop as independent learners. Innovations since the last inspection now include access to interesting online learning resources that are increasingly used to enhance learning. Students also have access to child friendly resources in the ICT laboratories to develop their skills in reading, spelling and numeracy. Provision for developing students' understanding of the values, culture and heritage of the UAE is good. The options for older students are limited and do not adequately appeal to their range of interests, aspirations and needs. Provision for art and music does not sufficiently allow for gifted and talented students to develop their

skills. Students have regular opportunities for field trips and a significant number take part in a very wide range of after-school activities and inter-school competitions. Links with external partners and other agencies enhance and extend learning by providing students with useful experiences to prepare them for their future careers and as citizens of the world. The time provided for Arabic, Islamic education and social studies is less than what is required by the Ministry of Education.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are very good. The school takes its duty of care for students very seriously. It has well documented and well disseminated student welfare policies. All employees are checked for their suitability to work with children and young people. There is an effective induction programme for new staff. Roles and responsibilities regarding child protection are clearly understood. Counsellors provide sensitive and effective care and support for students' social and emotional wellbeing. Bullying is rare and effectively dealt with when it occurs. The systems for improving students' attendance are adequate. The school conducts open house orientations for parents to keep them updated on their children's academic and personal progress. Almost all teachers manage students' behaviour very well. Opportunities and facilities for prayer are very good. Arrangements for first aid and the storage and dispensing of medicines are well established. Guidance provided for students when considering their next stage of education or career options are very effective. Support for students with additional needs is adequate.

The quality of the school's buildings and premises

The quality of the school's buildings and premises is satisfactory. Classrooms are mainly of sufficient size. Most classrooms are bright and airy; ventilation is ineffective in a few rooms and in corridors. Buildings and outdoor areas are mostly clean, well maintained and mainly fit for purpose. There are occasional lapses in cleaning in some classrooms and washing facilities in toilets are inadequate. The learning environment is enhanced by displays of students' work and posters providing information and advice to support learning. Facilities for KG children to learn in the outdoors are limited. Shade for protection from the sun is adequate. Sports facilities are adequate but some surfaces are hard and there is no air- conditioned gymnasium. Key staff have responsibility for health and safety regarding the premises. There are systems in place to reduce risk and ensure the safety of students, staff and visitors. Electrical equipment is checked regularly. The perimeter is secure. Guards check visitors' identities on entry and issue

badges. The premises do not facilitate access for students with physical disabilities.

The school's resources to support its aims

The school's resources are satisfactory. There are sufficient appropriately qualified teachers for the number of students. The school has recently had some difficulty in replacing teachers of English. There are insufficient teaching assistants to support learning in the KG and across the school. KG classrooms have an adequate range of resources to enrich children's learning. Resources in other classrooms throughout the school and for science are adequate. Technology laboratories are well stocked and provide internet access. Most classrooms have data projectors. Access to technology in the classrooms for students to extend their learning is inadequate. The library has limited access to technology for research and the number of books is insufficient for the number of students. There are sufficient facilities and resources for sports and physical education. A new specialist teacher is providing increasingly effective support for students with SEN. Food served in the canteen is healthy and is hygienically stored and served. Arrangements for evacuation are regularly rehearsed and very effective. School transport is generally well maintained.

The effectiveness of leadership and management

The effectiveness of leadership and management is good. Since the last inspection, the Board of Directors has appointed a new principal, with the aim to provide continuity and, at the same time, lead and improve learning. The school leadership has set very high expectations for all staff and students. Senior leaders and the board allow no room for complacency. They are sensitive and supportive when monitoring teachers' work. Newly appointed staff share the leadership's vision for school improvement and are increasingly effective in monitoring and supporting teachers to help them improve. The principal maintains a high profile around school and leads by example. He teaches classes. He is firm but fair when talking to students about their personal development. School leaders keep board members fully informed on all school matters through regular meetings and reports.

Evaluation of the school's strengths is accurate in almost all respects, and priorities for improvement in the school development plan are appropriate and realistic. Communication systems are very effective, especially with parents. They think highly of school leaders and appreciate being consulted on school matters. They regularly attend meetings about the curriculum and welcome the recent changes to teaching. They are supportive of the newly established Parent Teacher Association. Systems for financial management are well established. A rolling

programme of expenditure is aligned to school priorities with significant funds having been allocated this year to professional development, improving the premises and increasing technology in the laboratories. Due regard is paid to almost all aspects of health and safety. There are extensive links with external agencies to enhance and extend learning.

Progress since the last inspection

The school has made at least satisfactory progress in most of the performance standards. Senior leaders have therefore demonstrated that they have good capacity to make further improvements. Attainment and progress in English, the working language of the school, is now good. Attainment in English, mathematics and science is good. Students' personal development and the protection, care, guidance and support given to them remain very good. Assessment systems, and the use of data to inform planning, are improving. Lessons in the KG are increasingly interactive and teachers use a range of strategies to engage and motivate children. Effective assessment of their progress is improving but inconsistent. Senior and middle leaders are increasingly effective, under the leadership of the new principal, in monitoring and supporting teachers. There are improvements to lesson planning and the range of teaching strategies. There are more computers available in the laboratories and most rooms have a data projector.

What the school should do to improve further:

1. Improve attainment and progress in Arabic and Islamic education for students whose first language is not Arabic.
2. Improve students' skills in using ICT to support and enhance learning in the classroom.
3. Improve the quality of teaching and learning by:
 - i. further developing teachers' understanding of the use of assessment to meet the needs of students of all abilities
 - ii. ensuring teachers provide more opportunities for students to work independently and to take responsibility for their own learning.
4. Improve the curriculum by:
 - i. providing a wider range of options to appeal to the interests and aspirations of all students
 - ii. ensuring the curriculum content is modified to meet the needs of all students including those with SEN and those who are gifted and talented.
5. Improve the buildings and premises by:
 - i. ensuring all areas of the premises are cleaned to a high standard
 - ii. providing washing facilities in all toilets to promote good hygiene.
6. Provide more teaching assistants to support learning, particularly in the KG
7. Provide more high quality resources, including technology , to enhance learning in the classrooms

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								