



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



Inspection Report

Al Nash'e Assaleh School

Academic Year 2013 – 14

Alqraa

Al Nash'e Assaleh School

Inspection Date	28 April - 01 May 2014
School ID#	145
Licensed Curriculum	American
Number of Students	798
Age Range	3 to 18 years
Gender	Mixed
Principal	Naser Ali Sallam
School Address	Al Towayya, Al Ain
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School Website	www.alnashaa.sch.ae
Date of last inspection	20 – 24 April 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 C;	GRADE 6
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The main strengths of the school are:

- the warm and friendly relationships between adults and students contributing towards a safe and caring learning environment
- effective communication between school and parents, who are positive about the support their children receive
- teachers' secure knowledge and understanding of their subjects.

The main areas for improvement are:

- the quality of teaching and learning, to ensure a greater proportion of lessons are satisfactory or better
- the impact of leadership and management, to ensure teachers and managers are held accountable for the quality of students' learning, progress and academic achievement
- monitoring of the curriculum, to ensure consistent delivery across and through grade levels

Introduction

The school was inspected by 4 inspectors. They observed 76 lessons, conducted several meetings with senior staff, heads of department, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 317 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal was involved throughout the inspection process and undertook 1 joint observation of lessons.

Description of the School

Al Nash'e Assaleh Private School (ANASPS) opened in 1994 and moved to the present site in Al Towayya district of Al Ain in 2004. . The school's vision is 'Our eco-friendly school seeks to become the community's first choice in providing intelligent and interactive educational services' and the mission is 'ANASPS serves all educational levels instilling principles, habits and character traits par excellence applying the Montessori system, special needs and the gifted and talented student program'.

The student population is 798, with 55% being boys. The school has students from Kindergarten (KG) to Grade 12. KG to Grade 4 is mixed gender, and Grades 5 to 12 boys and girls being taught in single gender classes. There are 225 students in KG, 375 in Grades 1 to 5, 142 in Grades 6 to 9 and 56 in Grades 10 to 12. The school follows the American Common Core curriculum. This is supplemented with a Montessori programme used in KG, and continues to use principles of Montessori methods in Grades 1, 2 and in 1 class group each from Grades 3 to 5. The Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies.

The school caters for students from several different nationalities: 80% Emirati, 6% Omani, 3% Jordanian, 3% Syrian, 3% Egyptian and 5% from other nationalities. All students are Muslim. The school has designated 2% students as having special educational needs (SEN), with some having learning or behavioural difficulties; 35% require language support. Admission to the school in Grades 1 to 12 is determined by interview and an entrance test.

The Principal has been in post for almost a year. The leadership team comprises the Principal, Vice-principal and a supervisor. The school has 63 teachers, with a 35% staff turnover last year. The fees range from AED 6,500 to AED 18,960 per annum, which are in the affordable to medium categories.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress are unsatisfactory. There is inconsistency in the alignment of lesson plans to Common Core standards. This results in most students working below age-appropriate standards. Attainment and progress are below expectations in English, mathematics, Arabic, Islamic education, and social studies. In science, and information and communication technology (ICT) they are satisfactory. Attainment and progress in other non-core subjects are unsatisfactory. Most children speak little or no English on entry to KG. They go on to make inadequate progress due to the slow pace of learning and activities that are insufficiently aligned to their prior knowledge, developmental needs and skills.

The acquisition of basic skills in speaking, listening, reading, writing, numeracy and the use of ICT are satisfactory. The development of thinking skills is unsatisfactory. Neither girls nor boys make enough progress in the majority of classes. SEN students make unsatisfactory progress because they have insufficient targeted support in lessons. The progress of higher achieving students is limited in most lessons because learning activities provide inadequate challenge and are not aligned to their specific needs.

The school does not use standardised tests. It designs and undertakes baseline tests in all grades at the start of the year. End of term assessments are not used effectively to compare students' progress with previous benchmarks. The recently introduced graded reading scheme has not been in place for sufficient time to measure its effectiveness in raising students' levels of achievement. The school has no established procedures for measuring its performance against either similar schools or international standards.

Students' personal development

The personal development of students is satisfactory and improving. Adults have very warm and encouraging attitudes toward students, which impacts greatly on their feeling of security and wellbeing in the school. Students behave well in most lessons and demonstrate genuine interest and engagement in learning. Behaviour deteriorates occasionally when students have insufficiently challenging activities to keep them fully focused.

The school promotes the heritage, culture and values of the UAE effectively through assemblies, the curriculum, heritage displays around the school and National Day celebrations. Students take on group leader roles in some classrooms and the student council provides further leadership opportunities.

Colourful displays around the school and in classrooms are used well to celebrate students' work and achievements. The school promotes safe and healthy lifestyles through the curriculum and only healthy food is available in the school canteen. The school has many clubs and programmes that foster student growth and development of self-esteem. Attendance is satisfactory at 93%.

The quality of teaching and learning

Teaching and learning in the majority of lessons is unsatisfactory. Teachers have a secure knowledge of their subjects. The effectiveness of classroom support staff in the lower grades is varied: some have an integral role in helping students with their learning, with others only involved in administrative duties. Teachers are beginning to use a variety of strategies to promote student centred learning. In a few lessons, group activities are designed and organised well to challenge students to work collaboratively, solve problems and undertake activities matched to their achievement levels. In many lessons, poorly planned group activities fail to engage some students. Activities often lack rigour and challenge and the slow pace of learning fails to engage all students consistently throughout the lesson. In many lessons, there are few opportunities for students to undertake independent activities to demonstrate their mastery of the intended learning. In many KG lessons, students are engaged in multiple activities that often fail to provide sufficient challenge, do not take account of the children's prior knowledge and skills and, in some cases, are not linked to the learning objectives.

When planning lessons, teachers make insufficient use of the assessment of students' prior knowledge and skills to provide effective activities matched to their identified needs. Lesson plans contain a requirement for teachers to provide differentiated activities, though often all students are working on the same tasks. Some teachers attempt to provide different levels of work, but it often fails to match the needs of all students. Higher achieving students often have inadequate challenge, finish their work quickly and have periods of inactivity. There is insufficient modification of activities to support the academic needs of SEN students. Students have limited opportunities to develop 21st Century skills such as independent thinking, problem solving and research skills. Teachers have access to professional development, which has resulted in some changes to classroom practice. This has not yet had sufficient impact on improving students' progress and attainment levels.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory. It does not sufficiently meet the needs of the majority of students. The planning of curriculum provision

is not consistent across grade levels and does not have sufficient continuity of learning as students move through the grades. This leads to some students undertaking the same level of work at different grade levels.

The school follows the Common Core Curriculum in most subjects, with the MoE curriculum used in Arabic, Islamic education and social studies. The core subjects are enhanced by music, art, ICT, French and physical education. In Grades 11 and 12, students are able to study a range of elective subjects, including business studies, biology, French and geography. The recent establishment of a reading room, with scheduled reading lessons for Grades 3 to 9 and the support of a dedicated teacher has the potential to accelerate students' progress across the curriculum. The curriculum is insufficiently modified in most lessons to ensure that activities are matched to the needs of SEN and high achieving students.

The extra-curricular programme includes a range of activities including sport, chess, future engineer, cooking, newsletter and many more. Students gain wider life experiences through the school's links with the Community Police and the civil-defence.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are satisfactory. The school has a positive, welcoming ethos. The day-to-day operation is organised well and creates a calm, safe and supportive environment. Pastoral care is provided by social workers and the section supervisors, who know their students well, deal effectively with any behavioural issues and support their welfare. The social workers do not have systems in place to follow-up on all aspects of students' academic progress and personal development.

Students' behaviour is managed well in many classrooms. Most teachers have clear routines and students usually respond well. In some lessons, students have too much time when they have finished their activities, have nothing to do and become distracted and unfocused. The school has a rigorous system to follow-up on unexcused absences and tardiness before the start of the day and between classes. The child protection policy is fully understood by all staff. There is a well-equipped clinic, supported by a trained nurse. There are no designated prayer rooms.

The quality of the school's buildings and premises

The building and premises provide a satisfactory environment for students' learning. The majority of classrooms are of reasonable size. Colourful displays around the school and in classrooms include a celebration of students' work. The school is secure, with visitors provided with passes at the main entrance. The

school is well maintained and has an assigned member of staff, supported by a committee, with responsibility for health and safety. Regular safety checks are carried out on all equipment.

There are 2 science labs, 2 ICT labs, a gym, music and art rooms. The school library is of reasonable size and can accommodate a full class. There is a large and well-resourced room that is used effectively within the curriculum to enhance and accelerate students' reading. There are 3 covered outdoor play areas. Some covers do not extend to part of the KG outdoor play equipment and cannot be used during the hottest periods of the year. There is a well equipped school clinic, staffed by a trained nurse. Evacuation procedures are well understood and regular practices are carried out.

The school's resources to support its aims

Resources are satisfactory in supporting the school to meet its aims. Most of the teachers are suitably qualified and approved by ADEC while a few are still awaiting ADEC approval. Classroom resources are satisfactory. They are not always used well in some lessons to ensure that all students are fully engaged in purposeful learning activities. There are satisfactory resources in KG, but their use is not providing sufficient focus and challenge to accelerate children's learning.

All classrooms have data show projectors and some teachers use ICT well to provide visual stimulus, interest and variety for students' learning. There is Wi-Fi throughout the buildings. The ICT rooms are reasonably well equipped. There is limited use of ICT in other subjects; a few students use their own computers well in lessons. Science laboratories do not have a sufficient range of equipment or resources to implement and support some aspects of curriculum delivery. The school library is satisfactory, though it is limited in supporting the development of students' 21st Century skills. The recently installed reading room and developmental reading programme is providing effective support for students. The school has a gym and adequate resources to support students' physical education.

The school has effective practices in place to promote hygiene in the school canteen and keeps careful records of school transport maintenance. Hazardous chemical in science laboratories are kept on locked cabinets.

The effectiveness of leadership and management

Leadership and management are unsatisfactory. The proprietor and board members have set clearly defined and challenging goals for the principal. Their monitoring procedures do not have sufficient focus on measuring the school's success in raising and accelerating students' achievement levels.

The school functions well on a daily basis. Leadership ensures that the school provides a calm, safe and supportive environment. The senior leadership team is relatively inexperienced. The Principal is in his first post at this level and has been in the school for less than a year. The Vice-principal has been in post since January. School leaders and heads of department conduct formal observations of lessons. Many of the lesson evaluations mainly focus on the compliance aspects of teaching. As a result, many of the grades are inaccurate since they do not assess how much students learn. Areas identified for improvement do not always lead to formal plans and are not monitored to ensure they have a positive impact on learning. The lesson observations do not inform targeted and differentiated professional development action plans for teachers. In a joint observation with an inspector, the Principal demonstrated a satisfactory understanding of the quality of provision when asked to focus specifically on student learning.

The Self Evaluation Form is overly optimistic in some areas. It accurately identifies the inexperience of the leadership team in their monitoring role. The School Development Plan (SDP) accurately identifies some key areas for development. It does not reflect the need to urgently accelerate students' progress and improvement of learning in the majority of classrooms. There are no accountability and goal-setting procedures for staff that are based on, and measured by, their success in raising student achievement levels. Senior and middle leaders regularly review data. This data is not used effectively and does not give a true measure of student' progress.

The school has satisfactory links with parents and communications between school and home are effective. Parents generally have positive views of the school and are supportive. They receive report cards 3 times a year and the school's open door policy enables them to receive updates on their children's progress and welfare at any time. There are appropriate procedures in place for dealing with complaints. School finances are generally prudently allocated in pursuit of the school's educational aims, but salaries have not been paid on time for the last 4 months.

Progress since the last inspection

There has been limited progress since the last inspection. Teachers have received training and are using a wider variety of teaching styles. This is not yet effectively developed in classrooms to ensure that all students are fully engaged in rigorous learning activities matched to their achievement levels. Boys' behaviour is now generally good in most lessons and around the school. Teachers' use of English with increased proficiency, now enables improved accessibility for students in the majority of lessons.

There has been little improvement in the school's ability to evaluate data to accurately measure and evaluate the performance of the school, grades, classes and individual students. Heads of department still do not measure the success of teaching based on the degree of student's progress.

The senior leadership team have not demonstrated the sufficient capacity to make significant improvements to the quality of teaching or student's academic achievement without external support and guidance.

What the school should do to improve further:

1. Improve teaching and learning so that a greater proportion of lessons are satisfactory or better by:
 - i. ensuring that learning activities provide rigour and challenge and are delivered at a pace that fully engages all students throughout the lesson
 - ii. assessing students' prior knowledge and skills and using the outcomes to plan effective, differentiated activities matched to their identified needs
 - iii. ensuring that all students are fully engaged in highly productive work in all learning activities and have more opportunities to work independently and collaboratively to demonstrate their understanding
 - iv. creating greater levels of challenge in lessons across the school for higher achieving students.
2. Improve leadership and management in order to increase accountability by:
 - i. creating accountability and goal-setting procedures for staff at all levels based on, and measured by, their success in raising student achievement 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. providing targeted and differentiated professional development action plans for teachers based on their needs identified through the lesson observation.
3. Review and monitor curriculum provision to ensure high levels of consistency across grade levels and to improve continuity of learning as students move through the grades.

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								