



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



Inspection Report

Vision Private School

Academic Year 2014 – 2015

Iqraa

Vision Private School

Inspection Date	20 – 23 October 2014
School ID#	123
Licensed Curriculum	Ministry of Education
Number of Students	2,031
Age Range	3 to 18 years
Gender	Mixed
Principal	Nabil Abu Jarad
School Address	PO Box 27188, Abu Dhabi
Telephone Number	+971 (0)2 447 7730
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Official Email (ADEC)	vision.pvt@adec.ac.ae
School Website	www.visionschool-uae.com
Date of last inspection	4 – 7 March 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 C;	GRADE 6
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The main strengths of the school are the:

- satisfactory progress made by Grade 12 students in most subjects
- positive ethos maintained by most staff and the respect most students show to teachers and each other
- satisfactory behaviour and attitudes to learning of most girls and some boys
- teachers' secure subject knowledge in the majority of lessons
- satisfactory understanding of UAE values and culture promoted by the curriculum
- effective links with parents.

The main areas for improvement are:

- urgent eradication of corporal punishment
- attainment and progress in most subjects; students acquire limited 21st Century skills, particularly in information and communications technology
- Kindergarten teachers' understanding of effective early years teaching and learning
- consistent and effective use of behaviour and classroom management strategies, particularly with boys
- planning, teaching and effective use of assessment to ensure that the needs of all students are met in lessons
- the quality, quantity and range of classroom and specialist resources and facilities for effective curriculum delivery
- self-evaluation, school development planning and accountability procedures to be sufficiently rigorous to impact on improving the quality of teaching and learning.

Introduction

The school was evaluated by 6 inspectors. They observed 102 lessons, conducted several meetings with senior staff, subject coordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 551 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal was fully involved throughout the inspection and conducted 1 joint lesson observation.

Description of the School

Vision Private School was founded in 2007 and is located in the Al Mushrif District of Abu Dhabi. The school's mission is: 'to provide excellence in the provision of education and knowledge in terms of quality education and excellence in educational programs to achieve educational goals and objectives derived from the objectives of the ADEC'.

There are 2,031 students on roll: 1,017 girls and 1,014 boys. There are 100 children in Kindergarten (KG), 698 students in Grades 1 to 5, 731 students in Grades 6 to 9 and 502 students in Grades 10 to 12. Almost all students are Muslim and are of Arab heritage; less than 2% of the student population is Emirati. Of the main nationalities represented at the school: 26% of students are Jordanian, 19% are Egyptian, 19% are Syrian, 13% are Palestinian, 5% are Yemeni, and smaller percentages are from 27 other countries. The school has identified 21 students with language and literacy difficulties and 2 students are identified with special educational needs (SEN). Student admission procedures include a written assessment in Arabic, English and mathematics. The school follows the Ministry of Education (MoE) curriculum supplements the English curriculum with a selection of additional textbooks.

The governing body consists of the 5 owners. The principal is in his sixth year. There are 105 full time teachers, 15 administrative staff, 2 care staff, and 3 security staff with responsibilities for KG to Grade 12. Staff turnover was 8% for the previous school year, which is low.

Fees range from AED 8,540 in KG to AED 15,025 in Grade 12. This places the school within the low and medium categories.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

The overall effectiveness of Vision Private School is unsatisfactory. The strengths of the school are the satisfactory progress made by Grade 12 students in most subjects, the satisfactory understanding that students have of UAE values and culture, and the respect that students show for each other and adults. The school has significantly improved the maintenance and appearance of the buildings.

The quality of teaching and learning is inconsistent and generally unsatisfactory. Attainment levels in all subjects except Arabic are below those expected for students following a similar curriculum, and very unsatisfactory when compared to international standards. Provision and outcomes in KG are very unsatisfactory. Classroom resources and specialist facilities are very unsatisfactory and do not support effective teaching and learning. Curriculum implementation is mostly confined to textbooks and does not provide sufficient breadth and balance. Self-evaluation and school development planning are unrealistic and lack rigour. Consequently, there is insufficient direction and drive by all senior leaders and coordinators to accelerate school improvement, particularly in relation to the effectiveness of teaching and raising academic standards.

Students' attainment & progress

Students' attainment and progress are unsatisfactory in all subjects, apart from Arabic where they are satisfactory and information and communication technology where they are very unsatisfactory. In Arabic, Islamic education, social studies and science, students in Grades 1 to 3 make satisfactory progress. In Arabic, Islamic education and English, girls in Grades 5 to 12 make satisfactory progress. Progress by Grade 12 students accelerates significantly and their performance reaches expected levels in most subjects. Girls outperform boys in all subjects from Grades 3 to Grade 11. In KG, children make weak progress from their starting points, and standards are well below international levels. Student progress overall is limited as a direct result of teachers' low expectations and a lack of challenge. Internally marked examinations indicate satisfactory attainment and progress.

In Arabic, students' listening and reading skills are in line with curriculum expectations. Their ability to express themselves in Standard Arabic is limited, and their use of grammatical rules and accurate punctuation in extended writing is also limited. In Islamic education, students can appropriately link values to their own lives. Students generally have difficulty explaining the Hadith in their own words, and boys demonstrate weak understanding of concepts. In social studies,

younger students and girls in all grades demonstrate appropriate knowledge and understanding.

Grade 12 students demonstrate an appropriate understanding of mathematical concepts. In other grades, they have limited ability and opportunity to apply skills and solve problems. Attainment in science is unsatisfactory because students rely on memorization rather than understanding of concepts. They do not acquire satisfactory practical investigative skills. In English, girls from Grade 3 and all Grade 12 students develop listening, speaking, reading and writing skills that are broadly in line with curriculum expectations. The majority of boys lack appropriate levels of fluency; their listening and speaking skills are better developed.

Students' basic literacy skills are satisfactory; their numeracy skills are weaker. 21st Century skills, including critical thinking and ICT skills are undeveloped across all grades, with few opportunities provided to promote these skills in lessons.

Students' personal development

Students' personal development is unsatisfactory. Opportunities for all students to develop leadership skills, both in and out of lessons, are rare. KG children are not given the opportunity to develop age-appropriate personal skills and qualities. The majority of students treat teachers and one another with respect. The multicultural student community mixes together harmoniously and students show tolerance and an understanding that others may have different viewpoints. This is not always the case with boys.

Students respect the values and flag of the UAE and enthusiastically sing the National Anthem. Opportunities are very limited for students to join in a range of social, cultural and other extra-curricular activities. As a result of this and insufficient opportunities in lessons, students are acquiring limited personal skills such as persistence, curiosity, flexibility and the ability to take on leadership roles and work independently. Most girls and some boys demonstrate satisfactory behaviour and attitudes to learning; this makes a positive contribution to their progress. This positive attitude to learning is reflected in the above average attendance of 97%. Some students, particularly in the older grades, display encouraging levels of self-confidence. Their nutritional choices demonstrate a weak practical understanding of healthy eating.

The quality of teaching and learning

The quality of teaching and learning observed ranged from satisfactory and improving to poor; the majority of teaching and learning was judged to be unsatisfactory. Teachers' subject knowledge is secure in the majority of lessons; they have less understanding of how children learn best, particularly in KG, Grade

1 and for boys in general. Relationships are encouraging in the more effective lessons and this has a positive impact on attitudes towards learning. Teachers, particularly in some boys' lessons, do not always manage behaviour constructively and this slows the pace of learning. Teachers do not have enough opportunities for professional development focused on improving their understanding and skills.

Lesson planning is basic; it does not give enough attention to students' prior attainment in order to provide appropriate challenge and meet the different learning needs of students. Lesson objectives are general and expectations in most lessons are low. In the most effective lessons, teachers use data show to illustrate the concepts being taught, and mix instruction with discussion. Teachers generally do not make effective use of a range of teaching methods and learning strategies and have limited access to resources in order to engage students. Learning is mostly through listening to teachers, the pace of lessons is slow, and activities do not give enough opportunity for students to develop 21st Century skills.

Assessment of student progress is overly reliant on test results, and assessment for learning is largely ineffective. In a very few lessons in the older grades, students have opportunities for self- and peer-assessment. Teachers use questioning predominantly to assess student knowledge, rather than develop understanding and critical thinking skills.

Meeting students' needs through the curriculum

Curriculum implementation is unsatisfactory. It is not sufficiently broad and balanced; art is provided only for Grades 1 to 3, and Grade 12 students have no access to physical education (PE). In addition, implementation of the curriculum is mostly confined to the use of textbooks in all subjects and promotes only knowledge acquisition. The development of 21st century skills and understanding is less well developed.

The curriculum is not well adapted to the purpose of adding relevance for all students and in lessons to meeting the needs of high achievers and students who find learning difficult. Some students identified as having achieved very low or very high performance on examinations are given additional lessons on Saturdays. The curriculum provides students with a satisfactory understanding of UAE culture and values. Curriculum implementation in KG and Grade 1 does not meet the developmental learning needs of young children and is not planned to ensure progression of skills and understanding in all areas of development. Students have very limited access to extra-curricular activities to extend interests and develop interpersonal skills. There are insufficient community and other external links to

enhance student learning. Students receive unsatisfactory preparation for further education.

The protection, care, guidance and support of students

The protection, care, support and guidance of students are unsatisfactory.

Most staff maintain a positive attitude towards students and this encourages high level of student attendance. The pastoral system includes oversight by the social worker; students rarely seek the advice of social workers in supporting their personal development or in dealing with personal issues. There is insufficient tracking of students' academic progress. Most students, particularly the more able and those who find learning difficult, do not receive the support they need to make at least satisfactory progress in all subjects.

The school maintains a central register that records staff details, and makes appropriate moral fitness checks. A positive development is the creation of a child protection policy (CPP). The school forbids corporal punishment but students report that it does happen. The school does not have well-embedded procedures and monitoring in order to ensure that it never occurs. Students report no incidents of bullying and know which adults to contact if this occurs.

First aid facilities are appropriate, and a nurse provides satisfactory care for and attention to students' medical needs. Separate prayer facilities are available for girls and boys. The school does not give enough structured guidance to older students to help them make decisions regarding choices in relation to careers and further education.

The quality of the school's buildings and premises

The school has made improvements to the maintenance and cleaning of the old buildings, and they are in a safe and hygienic condition. Their appearance has been upgraded by re-painting and adding plants and some attractive and welcoming displays. The majority of classrooms are too small for the number of students and this restricts movement and effective curriculum delivery, particularly in KG. There are not enough science laboratories to give sufficient access to all students. Sports facilities do not provide a safe enough area with appropriate surfaces to offer a range of sports. The outdoor KG area gives some access to large climbing and play equipment.

Key staff are responsible for health and safety matters. Procedures are followed to ensure safe storage and use of chemicals and equipment. Security is appropriately attentive and students and parents state they feel safe.

The school's resources to support its aims

The school's resources are very unsatisfactory. Teachers are sufficient in number and have appropriate qualifications. There are not enough support staff, particularly in the youngest classes; they are generally used for preparation and do not support children's learning. The quality, quantity and range of classroom resources are too limited for effective curriculum delivery, and in particular to support an activity-based KG curriculum. There is a data show projector in every classroom; there are very few other resources apart from textbooks, workbooks and a few worksheets.

Science facilities and resources are not sufficient for the number of students and do not support the development of practical investigative skills in all grades. Indoor and outdoor PE facilities and resources are too limited to support an effective physical education programme. Access to ICT is very restricted throughout the school. The electronic-library gives some access to research tools for boys. The girls' library is a very underdeveloped resource and overall there is insufficient stock of printed material for both girls and boys to meet the needs of the curriculum, support the development of research skills or promote an interest in reading.

School transport is appropriately maintained. Storage of food is hygienic. Risk assessments and fire drills are conducted each term.

The effectiveness of leadership and management

The effectiveness of leadership and management is unsatisfactory. Administrative structures are organised and the school runs very smoothly on a day-to-day basis. The owners and the Board are committed to the well-being of the school community. They do not provide sufficient support in increasing the quality, quantity and range of resources, including professional development opportunities for staff. They do not hold the principal sufficiently to account for priority improvements in school performance, particularly in the effectiveness of teaching and learning in all grades.

The school promotes an appreciation of UAE culture and values in the multi-national community through a variety of special events. The school maintains effective links with parents. Responses from parents, both to the questionnaire and during a meeting with them, were mostly positive. Parents are appreciative of the open door policy maintained by the principal, and supportive of the school and its achievements. Very small numbers of parents had concerns; the largest number focused on the need for field trips and a Grade 12 graduation ceremony. This was reflected in the student meetings. The school does not give sufficient

attention to students' opinions. There are very limited links with the wider community.

Self-evaluation and school development planning are not sufficiently rigorous. For example, the school makes very limited use of available student performance data to influence priority goals for improvement. Professional development is not sufficiently linked to the results of observations of teaching and learning in order to focus training efforts and further develop teaching effectiveness. Subject coordinators are responsible for all grade levels. They lack the time and experience to make sufficient impact on teaching effectiveness and academic progress.

The school's self-evaluation document (SEF) includes input from coordinators and teachers. It lacks detail and contains limited evidence to support and explain the judgments, which are overly positive in all performance standards. The school development plan (SDP) has an appropriate focus on aspects and recommendations addressed in the previous inspection report. Strategies are overly general without sufficient detail, direction and purpose to drive improvements. Strategies are not consistently followed by the school, as in the targeted provision of professional development.

Progress since the last inspection

The school was last inspected in March 2013. Progress has been achieved in implementing some of the recommendations. The school has developed a child protection policy (CPP) and conducted staff awareness training. The CPP is displayed in every classroom and the nurse has given lectures to students about their rights at school. Facilities have been improved and now include: a separate prayer room, a clinic and an e-library for boys, and an indoor physical education room for girls. Regular risk assessments and electrical equipment checks take place. An approved contractor provides transportation and related safety issues have been successfully tackled. Resources have been slightly increased: data show projectors have been added to every classroom, there are more computers in the 2 laboratories, and the e-library has a range of curriculum-related DVDs. A limited number of resources have been added in the science laboratories and for PE. Developing appropriate resources for all subjects and grades and ensuring effective use in teaching and learning of available resources remain priority needs in order to adequately support the curriculum.

There has been more limited progress in responding to the recommendations related to improving the quality, consistency and impact of teaching. There are 2

assistants to provide some additional support in the 4 KG classes. Students receive 1 additional lesson each week in which science or mathematics is taught in English, in order to extend their English vocabulary. Students with very low or very high performance on examinations are given additional lessons on Saturdays. Curriculum implementation does not provide enough breadth and balance throughout the grades. Students' use of the electronic library is limited and development of their 21st Century skills and ICT is very limited across all subjects and grades. There has been slow progress in developing evaluation structures that ensure constructive observation, modelling and sharing best practice amongst teachers, regular targeted training opportunities, and evaluation of improvement.

The school and senior leaders do not demonstrate the capacity to improve the school's performance without significant external assistance.

What the school should do to improve further:

1. As a priority, ensure that all staff understand that corporal punishment is forbidden, and put in place robust procedures to ensure that it is never used by any staff member.
2. Strengthen the effectiveness of teaching and learning in order to raise student attainment in all subjects and grades so that it is consistently at and above best international standards by ensuring that:
 - i. all staff use an effective range of behaviour and classroom management strategies
 - ii. lesson planning provides opportunities for students to learn through activity, discussion and research
 - iii. all teachers make effective use of a range of teaching and learning strategies so that the needs of all students are met in lessons, including high achievers and those who find learning difficult.
3. Provide regular and targeted professional development opportunities to share good practice in order to ensure:
 - i. curriculum planning and teaching in KG and the younger grades are soundly based on an understanding of how young children learn best, and focus on activity-based learning to meet their developmental needs
 - ii. teachers understand and use regular assessments to inform their planning and teaching so that students' prior learning levels are taken into account and they are all appropriately challenged and supported during lessons.

4. Develop the quality, quantity and range of classroom and specialist resources throughout the school, particularly in KG, to support more effective curriculum delivery.
5. Develop the effectiveness of leadership and management by:
 - i. improving the quality of school self-evaluation and development planning so that it more accurately identifies priority improvement goals
 - ii. rigorous and accurate analysis of student attainment and progress in all subjects by coordinators and senior leaders in order to inform self-evaluation and improvement goals
 - iii. linking professional development with the results of lesson observations in order to monitor and support the identification of needs and improve the effectiveness of teaching
 - iv. developing the skills of coordinators to observe, coach and mentor colleagues and to share best practice within their departments so as to increase understanding of, and accountability for, improving, teaching.

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								