



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



Summary Inspection Report

Al Sanawbar Private School

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Iqraa

Al Sanawbar Private School

Inspection Date	26 th – 29 th November, 2012
School ID#	147
Type of School	Private
Curriculum	American
Number of Students	1,232
Age Range	3 – 18 years
Gender	Mixed
Principal	Rima Sarieddine
School Address	New Manaseer Area, PO Box 178, Al Ain
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Introduction

The school was inspected by five inspectors. The inspectors observed 83 lessons and scrutinised students' work. In addition to observing assemblies, break times and other additional activities, they held discussions with students, teachers, parents, senior managers and the owner. They analysed data and documents provided by the school and parental responses to the questionnaire.

Description of the School

Al Sanawbar Private School, founded in 1983 by its current owner, is in the New Manaseer district of Al Ain. The principal has been in post from that time and has seen the expansion from a small kindergarten (KG) to a school providing education from KG to Grade 12. The school's mission is to educate students to be effective citizens in a global community. It endeavours to equip them with the necessary skills, information and virtues to make successful, independent life choices. The school's vision is to provide its students with a quality education that allows them to achieve their fullest potential. It strives to develop in students a sense of responsibility towards the community, respect and tolerance for those who are different from themselves and a loyalty and respect for their heritage.

The school has 1,234 students, 692 boys and 542 girls. There are 292 students in KG, 607 in Grade 1 to Grade 6 elementary classes, 176 in middle Grades 7 to 9 and 159 in the upper Grades 10 to 12. Over 93% students are Muslims and under 7% non-Muslims. UAE Nationals represent 54.3% of the student population. The other main nationalities within the school population are from Jordan (9.5%), Egypt (7.5%), Lebanon (7.4%), Syria (7.1%), Palestine (3.4%), USA (1.9%), Sudan (1.7%), Oman (1.4%) and Iraq (1.4%). Less than 0.1% of students have special educational needs and these relate to auditory impairments. Students come from average and above average socio-economic backgrounds.

Prior knowledge of English is not essential for admission to KG1; it is an advantage for KG2. The school admits students to Grades 1 to 12 based on their performance in entrance assessments in English and mathematics and their ability to cope with various components of the courses. Tuition fees vary from AED 11,612 in KG to AED 24,667 in the upper grades. Teachers' salaries range from AED 2,650 to AED 15,000 with an average monthly salary of AED 7,000. The school has an Advisory Board (the owner and senior members of the administration) to oversee all aspects of strategic planning and development.

The Effectiveness of the School

Band A

Grade 3

Inspectors judged Al Sanawbar Private School to be in Band A, which is a high performing school.

The last inspection of Al Sanawbar in April 2010 noted the many strengths of the school including the stable, secure and caring learning environment. Inspectors commented that the education provided was at risk because of weaknesses in self-evaluation and improvement planning. Senior leaders took immediate action to address this issue and now have a clear agenda to raise standards and the overall quality of education even further. They have successfully undertaken detailed and on-going self-evaluation resulting in clear and accurate priorities for improvement in the school improvement plan and other strategic plans. There is now an independent advisory board to provide support and challenge. The school actively seeks professional opinions and support from external consultants and Abu Dhabi Education Council (ADEC) support staff. Plans are thorough and based on increasing consultation with stakeholders. The implementation of the California Schools' Curriculum has improved the way in which students make systematic progress in their learning. It enables leaders to track student progress and identify areas for improvement. There are improvements in the overall quality of teaching. Leaders know there are still some inconsistencies in some grades and subjects and are providing professional development and support to reduce this. Similarly, not all heads of department and subject coordinators are equally successful in bringing about improvements and implementing whole school policies. There is an effective child protection policy in place and the school has addressed all the issues raised relating to the health and safety of the students.

By the time students leave the school at the end of Grade 12 the vast majority go on to university. They achieve standards that are generally on a par with the best international standards. Overall, students make good progress and achieve above average standards in Arabic; broadly the standards expected in the US curriculum in English and mathematics; and high standards in science. In Arabic, students are able to interact and use Arabic confidently, using a wide range of classical vocabulary; oracy is better than writing, particularly in lower grades. Students demonstrate a good level of oracy, grammar and vocabulary in English. Standards in writing in the upper grades are not as high. Students' rate of progress in mathematics increases as they move through the school. They are strong in the elements of calculation and geometry. Students' understanding of using and applying mathematics is improving as a result of increased emphasis on this aspect. A similar pattern exists in science where standards are in line with international expectations in the lower grades. The rate of progress increases in

the higher grades with students demonstrating good conceptual understanding, practical and investigative skills and the capacity to learn independently. This strong progress mirrors the high expectations of the teachers and as a result students are successful in gaining university places to study subjects such as medicine, nuclear physics, engineering and chemistry. Students make satisfactory progress and achieve average standards in Islamic studies and social studies. Students have a good knowledge of Islam and show respect for Islamic values. They also demonstrate a strong respect for the UAE culture. KG students progress very well in all the areas of learning. They cooperate well and are developing confidence and independence.

The extent to which the school promotes the values and culture of the UAE is evident in displays around the school. The National Day celebration, which took place on the last day of the inspection, was a joyous and harmonious occasion involving students, staff and parents. The school's focus on values and respect has a very positive influence on students' personal development. There are a few incidences of boisterous or less than respectful behaviour, mainly among younger boys. Behaviour overall is good. Students show respect for one another and are sensitive to the views of others. Older students are articulate and confident. Preparation for the National Day celebrations provided a welcome opportunity for older students to demonstrate organisational and leadership skills that should help them in their future careers. The range of social, cultural, scientific, sporting and other activities is otherwise limited. Students commented that they would welcome increased opportunities for involvement.

The quality of teaching is mainly good, particularly in KG where it is very effective in ensuring the students get off to a good start in their education. It is very consistent in KG because of effective planning across the classes and continuous evaluation amongst teachers about what works and what needs to be improved. Teachers involve children in a range of activities, which interest them and develop knowledge and skills across the areas of learning. High quality and varied resources and the very effective use of support staff enhance learning. In the primary and secondary school, across a range of subjects including English, mathematics, science and IT, teaching is predominantly good. In Arabic, Islamic Studies and Social Studies it is satisfactory with examples of good teaching. There is some highly effective teaching in most subjects, characterised by very good subject knowledge, the sharing of learning objectives, varied teaching methods and opportunities for collaboration. The best teaching ensures that students make good progress and that the work meets the needs of individuals and provides challenge for the more able. In only a small number of lessons was the teaching judged inadequate and these were mainly in lower grades. Weaker

teaching was characterised by a lack of differentiation to match work to the range of ability in the class, and too much teacher talk with insufficient opportunities for collaborative and independent learning. Across a range of subjects, marking was used to reflect on what students had done without pointing them towards what they need to do to improve.

The implementation of the California Standards curriculum has enabled the school to track progress more systematically and emphasised the importance of the development of independent learning skills. The school is currently working on a technology development plan to support and enhance teaching and learning, particularly with regard to critical thinking. The draft document is an example of good quality strategic planning. The curriculum strongly promotes UAE values and culture and this has a positive impact on many aspects of school life. ICT has added a new dimension to the curriculum and is used across a range of subjects. However, there remain important limitations. There is no music, nor dance or drama. Art is taught for only one period a week until Grade 6 and students have few opportunities to study humanities beyond that Grade. There are no practical subjects. The quality and quantity of the Physical Education (PE) curriculum restricts students' progress. The limited range of extra-curricular activities exacerbates this, particularly for girls. For these reasons, the current curriculum is satisfactory and improving, although it demonstrates good features.

There are very effective systems in place to ensure students are cared for and that they receive guidance to support them in their choices for the future. Strong relationships and clear policies for rewards and sanctions result in an orderly and supportive environment.

The school buildings meet ADEC's minimum requirements. They are safe with due attention paid to ensuring the health and safety of the students. Senior leaders are working vigilantly to try to secure additional land in order to be able to provide more sports areas and facilities. There are sufficient laboratories for physics, chemistry and biology for boys and girls. There is one library for the whole school and a further library is currently under development with a clear plan for the future. The canteen area is barely adequate to meet the needs of the students. Despite the current lack of space to develop as the school would wish, the level of material resources in classrooms supports the delivery of the curriculum.

The overall leadership and management of the school are strong with clear strategies in place to promote continuous improvement. The owner and the principal are committed to providing a high standard of education and take decisions in the best interest of the students. The principal is a very experienced

leader who fully understands the subtleties of delegation and empowering others, whilst ensuring the school achieves its aims. She is readily available to see students, staff and parents with an open door at the entrance to the school. The school has an effective leadership team that makes good use of data for analysis and accurate self-evaluation. The advisory board provides challenge and support. At the strategic level, the school is working well. Regular monitoring and evaluation means that leaders have a good understanding of the strengths and weaknesses in teaching and learning but not all middle managers have the skills or experience to ensure the implementation of all school policies in their areas. The four-year strategic plan emphasises the importance of providing quality leadership at the middle management level through professional development and support. There are strong financial systems in place with clear alignment between financial decisions and school priorities. Parents are supportive of the school. Regular parent surveys provide an opportunity for them to contribute to the decision-making processes. Students have leadership responsibilities through their elected council. Their recent involvement at the end of break times has eased the transition of students back into classes. Fees are modest and student outcomes are above average. The school provides good value for money. The positive approach to tackling the issues raised in the last inspection report and subsequent actions demonstrate the school's capacity for continued improvement.

What the school should do to improve further

1. Continue to improve the quality of teaching and learning by:
 - i. increasing the opportunities for students to interact in lessons to improve their thinking skills and independent learning;
 - ii. ensuring all lessons are sufficiently differentiated to meet the needs of all students and, in particular, challenge the most able;
 - iii. improving the quality of assessment and the marking of students' work so they know what to do to improve their work and take the next steps in their learning;
 - iv. developing the role of middle managers so that they are effective in holding their staff to account for the implementation of school policies; and
 - v. implementing the technology plan.
2. Extend the opportunities available to students so that they:
 - i. can take part in a wider range of extracurricular activities and visits;
 - ii. have improved access to a range of creative subjects and PE; and
 - iii. can take on more responsibilities as they reach the older grades.
3. Continue to make every effort to improve the current facilities for PE, science, the library and the canteen.