



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



Inspection Report

Al Sanawbar School

Academic Year 2013 – 14

Iqraa

Al Sanawbar School

Inspection Date	19 – 22 May 2014
School ID#	147
Licensed Curriculum	American
Number of Students	1,229
Age Range	3 to 18 years
Gender	Mixed
Principal	Rima Sarieddine
School Address	New Manaseer Area, P.O. Box 1781, Al Ain
Telephone Number	+971 (0)3 767 9889
Fax Number	+971 (0)3 767 9885
Official Email (ADEC)	alsanawbar.pvt@adec.ad.ae
School Website	alsanawbarschool.com
Date of last inspection	26 – 29 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 A;	GRADE 3
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The main strengths of the school are:

- good progress in all subjects
- respect for the traditions of the UAE
- students' attendance
- management of behaviour
- consistency in planning lessons
- clear leadership by senior management in order to raise standards.

The main areas for improvement are:

- target setting for individual students based on established good assessment practice
 - further development of students' 21st Century skills, especially thinking and research skills
 - the provision for gifted and talented students in lessons, especially in Grades 1 to 5.
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Introduction

The school was inspected by 5 inspectors. They observed 85 lessons, conducted several meetings with senior staff, subject co-ordinators, teachers, support staff, students and parents. They analysed test and assessment results, scrutinized students' work across the school, analysed 246 responses to the parents' questionnaire and considered many of the school's policies and other documents.

Description of the School

The school was opened in 1983. It is located in the New Manaseer district of Al-Ain. 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 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.

There are 1,229 students in the school, 681 boys and 548 girls. There are 284 children in Kindergarten (KG), 620 students in primary, 176 in middle school and 149 in the upper school. Almost all students are Muslim and almost all are of Arab heritage. Of the students numbers on roll, 56% students are Emirati, 9% Jordanian, 8% Egyptian, 7% Lebanese and 7% Syrian. There are small proportions from Iraq, Oman, Iran, Sudan, Palestine and the USA. The school has identified 13 students with special educational needs (SEN) and 188 gifted and talented students. Students take moderated tests at the end of each term. There are more students wanting to join the school than there are places. Preference is given to siblings and admission for other students is based on selective tests.

The curriculum follows the California Common Core state standards (CCSS) and Ministry of Education (MoE) in subjects taught in Arabic. The owner is chairman of the governing body. The Principal has been with the school for 31 years since it opened. There are 69 teaching staff and many have worked at the school for over 5 years.

Annual fees range from AED 11,612 in KG to AED 24,677 in the upper school. There is an additional fee of between AED 840 and AED 2,760 for textbooks. This places the school within the low to high categories.

The Effectiveness of the School

Students' attainment & progress

Students' progress is good in all subjects and they work at and above international standards by Grades 11 and 12. Basic skills are satisfactory and improving and this is the reason why children in KG make good progress. Progress is weaker in Grades 1 to 5 because the level of challenge and pace of learning are low in lessons, especially for gifted and talented students. Students with SEN make good progress and receive effective support for their identified needs.

Progress in English is good, especially in developing speaking and listening skills. Writing skills are weaker because there is less opportunity to develop these skills. Reading skills are good in Grades 1 to 3 because of the implementation of a support reading programme. This has not been extended to all primary grades. Progress in mathematics is good from Grades 6 to 12 and students confidently solve more complex mathematical problems. KG children have satisfactory numeracy skills and accurately perform additions of single and double digit numbers. In science, students effectively capture data, organize results and draw conclusions, often following a demonstration experiment provided by the teacher. They are given very limited opportunities to conduct experiments and develop practical skills.

In Arabic, students' reading and speaking skills are good. Their writing skills are weaker because they are given few opportunities for extended writing. In Islamic education, students in all grades can recite and understand relevant verses of the Qur'an. Most students relate Islamic values to their own lives. Prayer rooms are not used enough to provide a more practical approach to the teaching of Islam. Students in all grades have good knowledge and understanding of UAE culture, traditions and history.

Students' development of 21st Century skills is satisfactory. Their information, communication and technology (ICT) skills are good; there are too few occasions when they use these to support learning in subjects across the curriculum. There are some good opportunities for students to develop thinking skills in English and science; this is weak in other subjects. There are limited opportunities to develop research skills and this restricts their progress. Assessment practices are effective overall. There are daily assessments by teachers, weekly reviews by heads of departments and termly review by senior leaders. There is a discrepancy for many students between standardized test outcomes and the results from internal tests with internal results being much higher.

Students' personal development

Attendance is above average at 96%. Not all students arrive punctually for the start of the school day. Students are confident, enjoy their lessons and have positive attitudes to learning in all subjects. They behave well throughout the school. Students relate well to each other and are respectful and courteous to their teachers and visitors. Students care well for their environment; there is very little litter around the school and they are good at making use of litterbins in playground areas. Students deeply respect the values of the UAE. They are proud of their Islamic background and traditions and regard this as an important part of their lives. Students lead assemblies confidently. There are more limited opportunities to develop leadership roles within the community. This restricts development of personal skills that will prepare them for the next stages in their learning. Students have a well-articulated awareness of how to live safe and healthy lives. Several teachers provide sweets as a reward during lessons and this does not help to reinforce students' practical understanding of healthy eating habits.

The quality of teaching and learning

Teachers have good subject knowledge for the subjects they teach. All teachers share learning outcomes with students and differentiated tasks are provided in all lessons as a result of a successful professional development programme. Planning and the assessment of students' work during lessons have also improved. These practices are not yet firmly embedded in the work of all teachers. For example, not all teachers use a plenary session to assess students' understanding of the lesson's objectives. Similarly, planning indicates attention to the range of learning needs; activities during lessons do not always meet the needs of all students, especially gifted and talented students in Grades 1 to 5. There is a high quality range of questioning used by teachers of Arabic and English, especially with older students. Many questioning techniques used by other teachers are limited to testing the recall of knowledge and few use open-ended questions to test understanding. Many teachers have high expectations for their students and provide a good pace to learning. This is more noticeable in the KG and for older students. The pace of learning is often slow in Grades 1 to 5. Occasionally, there is too much teacher talk and not enough opportunities for students to become independent learners. They work well collaboratively when given the opportunity. Assistants are used well in KG but not as effectively in Arabic lessons.

Meeting students' needs through the curriculum

The school provides an adequately broad and balanced curriculum for all students. The requirements of the California CCSS and the MoE are both fully met. Provision for creative subjects is weak. Implementation ensures that students experience a wide variety of activities related to the culture and tradition of the UAE. These include assemblies, national celebrations, posters, flag displays and work in lessons. Students of all nationalities plan and participate enthusiastically in the UAE National Day celebrations. Since the previous inspection, the school has improved its range of extra-curricular activities. There are effective external partnerships that broaden curricular opportunities. Most students are well prepared for the next stages of education and as future citizens. The curriculum is appropriately modified to meet the needs of SEN students but is not sufficiently modified to meet the learning needs of all gifted and talented students.

The protection, care, guidance and support of students

The school provides a safe and secure environment for all students. Good quality medical care is provided by a qualified nurse in a small clinic. Storage of medicines is appropriate and secure. The positive school ethos is reflected in high quality relationships between adults and students and is carefully sustained by high quality policies and practices. Effective procedures promptly follow up on absences to sustain high attendance. The school has an effective child protection policy that is understood by students and staff. Care has been given to understanding and dealing with rare incidents of bullying. Many posters are prominently displayed highlighting the issue and students are appreciative of the prominence attached to anti-bullying. Behaviour management is supported by a clear policy for use of rewards and sanctions. This is not consistently applied by all teachers and several inappropriately give sweets or flowers as a reward for good work. Students are given appropriate guidance on study choices. There is no destination data available for those students who have left school.

The quality of the school's buildings and premises

A committee of senior staff ensures that high priority is given to health and safety issues. The accommodation is well maintained. Many of the classrooms are too small for the number of students, especially in Grades 1 to 5, and this limits the range of activities that can take place. Facilities for physical education (PE) are unsatisfactory; there is no indoor provision and little or no shade for the outdoor areas. There have been some improvements in buildings since the previous inspection. The management are aware of the deficiencies for PE, art and music and the new extension that will be completed in 2015 is planned to rectify these weaknesses. Security of the site is good. Insufficient parking spaces results in

unsatisfactory arrangements for parents to collect their children at the end of the school day. The current construction of extra car parking space will alleviate this situation. Chemicals are stored safely, electrical and firefighting equipment is regularly checked.

The school's resources to support its aims

Teachers are adequately qualified, sufficient in number and are mostly well matched to their teaching role. The school makes effective use of focused professional development provided by two international companies and the consistency and quality of teaching have improved. The quality, quantity and range of resources in classrooms are not extensive; they adequately support curriculum delivery in some subjects. In KG, there are sufficient resources to support active learning. The library is an attractive building that is well stocked and used suitably to support students' learning. There have been improvements in ICT provision since the previous inspection and there are sufficient fully equipped laboratories to support students' learning. Resources for PE remain unsatisfactory. Risk assessments are taken seriously; regular evacuation drills take place and they are well documented. Preparation of food is adequate.

The effectiveness of leadership and management

The experienced senior leadership team led by the Principal, has a very clear vision of what is needed to sustain school improvement. This is evidenced by the high quality school development plan (SDP) and self-evaluation form (SEF). New job descriptions for middle managers have been implemented to strengthen their roles in leadership and management and reflect a devolved leadership with clear lines of accountability. The drive to raise standards has been supported by the high quality professional development that teachers have received and responded to. Evaluation of teaching and learning is effective and is linked to professional development opportunities. Evidence from monitoring teaching and learning is not sufficiently taken into account in performance management of teachers.

The owner and the board of governors provide good support for the school and hold the Principal appropriately accountable for continuous development. Parental and student support for the school is positive. Concerns raised by both groups about the time spent outdoors in the sun resulted in the Principal gaining ADEC approval to reduce the number of breaks and the length of the school day. Financial resources are carefully aligned with strategic development priorities.

Progress since the last inspection

There have been some improvements since the previous inspection in November 2012. The role of middle managers has been developed. A start has been made in the implementation of the technology plan. The facilities for science and the library have been improved. There has been an increase in extra-curricular and curriculum enhancement activities. There is a marked improvement in the quality of assessment and attention to the range of students' learning needs. There have been no significant changes in increasing the opportunities for independent learning or improving provision for creative subjects. Older students still have limited opportunities to take responsibility around the school. The facilities for PE and the canteen still need to be improved. The senior leaders have good capacity to sustain their drive for improvement with continued external support.

What the school should do to improve further:

1. Use assessment data from tests and teacher assessment in lessons to set individual targets for students to raise standards in all subjects.
2. Develop students' 21st Century skills further by:
 - i. ensuring increased use of open-ended and probing questions by teachers in lessons to promote students' thinking skills
 - ii. focusing homework activities to enable students to develop research skills.
3. Extend developments in planning to meet the needs of different abilities in lessons to ensure that the gifted and talented students are fully challenged, especially in Grades 1 to 5.

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								