



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Sanawbar Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	7-Shaban-1439	to	10th Shaban 1439		
		from	23-Apr-18	to	26-Apr-18		
	School name			Al Sanawbar Private School			
	School ID			9147			
	School address			Falj Hazzaa, Al Muwaji, Al Ain			
	School telephone			+971 (0)3 767 9889			
	School official email			alsanawbar.pvt@adec.ac.ae			
	School website			www.alsanawbarschool.com			
	School curriculum			American			
	School phases			Kindergarten (KG) to Grade 12			
	Fee range and category			AED 12, 500 – AED 26, 600. (Low – medium).			
	Number of lessons observed			125			
	Number of joint lessons observed			19			
	Staff Information	Total number of teachers			86		
Turnover rate			12%				
Number of teaching assistants			18				
Teacher- student ratio			1: 15				
Student Information	Total number of students			1299			
	% of Emirati Students			62 %			
	% of Largest nationality groups			1. Jordan 8%			
				2. Syria 7%			
				3. Egypt 7%			
	% of SEN students			1%			
	% of students per phase			KG: 19%		Middle: 25%	
				Primary: 45%		High: 11%	
Gender			Boys and Girls				



The Performance of the School

Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 

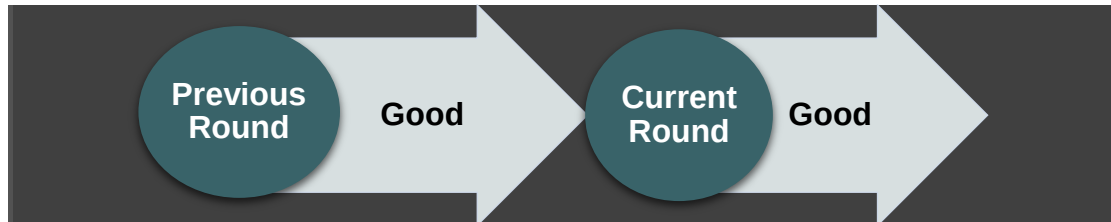


Evaluation of the school's overall performance

- The overall performance of the school is good. Since the last inspection, the number of students has remained stable, as has most of the senior leadership team. Twelve new teachers joined the school this year. In the science department, alone, five of the eight teachers are new to the school.
- Students' achievement is good overall. Leaders have raised students' overall achievement in English and mathematics, but achievement is still judged to be acceptable in science and the non-core subjects. Students' learning skills are good overall. Students are innovative and apply critical-thinking and problem-solving skills effectively in most lessons.
- Students' personal and social development is good. Students display positive attitudes to learning. Their relationships with others is good, and they have a good understanding of Islamic values, UAE and world cultures. While most students are well behaved, a few boys misbehave in lessons when work is not sufficiently challenging. Students social responsibility and innovation skills are good. However, students do not always look after their own school environment.
- The overall quality of teaching and assessment is good. Teachers impart secure subject knowledge and use questioning effectively. They plan practical learning opportunities, developing students' creative thinking and innovation skills in most lessons. Teachers do not always provide work that fully challenges all students. This includes students who are gifted and talented (G&T). Teachers effectively assess and monitor students' progress in lessons, but do not always use assessment information effectively to inform future learning. Teachers' marking is not always in accordance with the school's assessment policy.
- The school's curriculum is good. It makes meaningful cross-curricular links with other subjects, Emirati culture and UAE society. While the school's curriculum offers a range of subject choices, it provides a limited range of extra-curricular provision. The curriculum is reviewed regularly but is not yet suitably modified to meet the learning needs of higher achieving students.
- The protection, care, guidance and support of students is good. The school has effective procedures in place to keep students safe. Students with special educational needs (SEN) are accurately identified. The provision to fully challenge G&T students in lessons is less well developed.
- The overall quality of leadership and management is good. The Principal's vision and inclusive ethos are the driving force of the school. When monitoring lessons, senior leaders focus effectively on learning. Parents do not all have a positive view of the school. New members of staff are not being effectively supported during their induction year.



Progress made since last inspection and capacity to improve



- Senior leaders have made improvements since the previous inspection and have sustained good standards overall.
- Senior leaders have raised students' achievement in English and mathematics since the last inspection. These are now good. Best practices is now shared across the school and teachers critically analyse teaching and reflect on their own practice.
- Professional development has focused on improving the use of questioning, and this is now a strength of the school.
- Senior leaders now formally observe teachers and when feedback is given to teachers the emphasis is on students' learning and impact rather than teaching. Clear targets are now set for teachers to improve their practice. These are followed up at the next observation. Teachers are beginning to be held to account for raising student outcomes more rigorously.
- Assessment procedures are now more effective and provide reliable information about students' achievements. Data is benchmarked but, on a few occasions, this is not done accurately enough. School self-evaluation is mostly well considered and is aligned to the UAE Framework.
- Overall, the progress made in raising and sustaining good standards demonstrates that leaders have good capacity to further improve the school.



Key areas of strength and areas for improvement

Key areas of strength

- Raised overall achievement in English and mathematics
- Students' understanding and appreciation of Islamic values, UAE culture and society
- Teachers' use of questioning and cross-curricular links in learning
- The identification and support for students with SEN
- Leaders' welcoming, positive and inclusive ethos.

Key areas for improvement

- Raise students' achievement in science and the non-core subjects by:
 - i. providing work that is always engaging and challenging
 - ii. reducing the use of worksheets used in science lessons
 - iii. providing better and more frequent opportunities to develop students critical-thinking, independent learning and innovation skills.
- Improve teaching and learning by:
 - i. providing more challenging work in lessons, particularly for the higher-achieving students, including those who are G&T
 - ii. using assessment data more effectively to inform and personalise future learning
 - iii. ensuring staff mark work in a way that lets students know how to improve their learning in the future.
- Develop leadership and management further by:
 - i. always accurately benchmarking data
 - ii. developing more positive partnership with parents
 - iii. providing high-quality professional development (PD) on how to teach challenging lessons and positively manage students' behaviour
 - iv. supporting new staff and monitoring their progress carefully through effective performance management.



Provision for Reading

- The school has a library with a good selection of books in Arabic and English. There is a wide range of fiction and non-fiction texts to support learning. Students can choose from a range of age-appropriate books including traditional and classic texts. In Arabic lessons, students are timetabled to use the library every week. Students use the library for personal study and enjoyment.
- Leaders effectively track students' progress in Arabic and English reading. Data shows that students make good progress, particularly in the development of comprehension, inference and deduction skills. Reading does not specifically form part of the school's self evaluation or school development plan.
- To promote children's enjoyment of reading, the school participates in reading competitions and events. Staff receive professional development in reading. In Arabic lessons, time is allocated for students to read independently in lessons. Younger students are taught to read in English through a levelled reading scheme.
- For younger students who find reading challenging, an intervention support programme is in place to help students read at an age-appropriate level. Students who participate in this programme make good progress, achieving at least age-expected expectations.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Very Good	Acceptable	Good	Good
	Progress	Very Good	Acceptable	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Good	Good	Good



Overall achievement

- The overall quality of students' achievement is good. Children typically start school with skills that are expected for their age. Almost all students do not speak English when they join the Kindergarten (KG). School data and inspection evidences indicates that students make good overall progress across all phases of the school. Students' achievement in science and non-core subjects is acceptable.
- 2017 External Measure of Achievement (EMSA) data for Arabic suggests that reading is outstanding in Grade 5. It is acceptable in Grades 7 and 9, and very good in Grade 11. Arabic writing is reported to be very good in Grade 5 and weak in Grades 7, 9, and 11. Grade 12 Ministry of Education (MOE) exam suggests that results were outstanding in Islamic Education in 2018. Measure of Academic Progress exams (MAP) indicates that students' attainment is weak in English, mathematics and science. This data does not concur with inspection evidence.
- Continuous assessment data collected internally by the school indicates that students' progress is good overall in almost all subjects.
- In lessons and coursework, students with SEN and those who are G&T achieve at a good level. There is no significant difference between the achievement of Emirati and non-Emirati students, or between boys and girls.

Subjects

- Students achievement in **Islamic education** is good and the majority attain levels that are above curriculum expectations. Students demonstrate a good understanding of Islamic concepts. They make good links between the teachings of Prophet Mohammad with Islamic values. Students' recitation skills are less well developed.
- Students' achievement in **Arabic** as a first and second language is good. The majority of students speak confidently in Arabic, but many do not always use standard Arabic when communicating. Students read fluently and confidently. They demonstrate good comprehension skills. Students' writing skills are less well developed.
- Students achievement in **social studies** is good and the majority attain levels that are above curriculum expectations. Students demonstrate a good understanding of UAE geography and its history. Students relate this to their heritage. Higher achieving students are not fully challenged in lessons to achieve their potential.
- The achievement of students in **English** is good and the majority attain levels that are above curriculum expectations. Most students speak well in English and can confidently hold conversations. Students read with understanding and can infer and deduct. Their writing skills are well-developed. Spelling,



grammar and punctuation are mostly accurate. However, there are few opportunities provided for students to write at length.

- Students' achievement in **mathematics** is good overall. It is very good in the KG. The majority of students achieve standards above curriculum expectations. Achievement is acceptable in the primary phase. Students can calculate using number and algebra to solve mathematical problems. Students' mental mathematics skills are well developed. Higher achieving students are not sufficiently challenged in lessons.
- Students' achievement in **science** is acceptable overall but is good in the KG and high phase. Most students achieve levels in line with curriculum standards. Students in the primary and middle phase use scientific language at an age-appropriate level. They demonstrate an acceptable level of skill in scientific enquiry and observation. In the KG and high phase, students can hypothesise and carry out investigation to a high level, recording results accurately for their age.
- Students' achievement in **other subjects** is acceptable overall. Most students achieve age-expected curriculum standards, particularly in IT, PE and Art. In IT, students can confidently use PowerPoint to make a presentation combining graphics and text. In PE, students can dribble with a ball and play field games as part of a team. Lessons are not typically challenging or engaging for all students.

Learning skills

- Students' learning skills are good overall and most students are responsible learners that collaborate effectively in groups. In most subjects, students make clear connections between areas of learning. Students are innovative learners and they use enquiry, research skills and information communications technology (ICT) effectively to problem solve and develop their critical-thinking skills.

Areas of Relative Strength:

- Raised achievement in English and mathematics.
- Very good achievement and progress in mathematics in KG.

Areas for Improvement:

- Achievement in science in the primary and middle phases and in non-core subjects.
- Achievement in mathematics in the primary phase.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Students' personal and social development is good. Almost all students have positive attitudes to learning, particularly in the KG where this is very good. - Students' behaviour is good overall. It is very good in the KG. Incidents of bullying are rare. Good relationships promote a positive climate for learning. However, when work is not engaging, a few boys misbehave. - Students demonstrate a good understanding of safe and healthy living. Students are aware of how to keep themselves and others safe, including when online. Most students eat healthily and take part in PE regularly. - Students attendance is very good at 97%. A few students do not arrive at school on time. - Students demonstrate a good understanding of Islamic values and their role in UAE society. Students fully respect and appreciate Emirati culture and heritage. They show a good understanding of their own and other cultures. - Students are responsible members of the school community. They make regular contributions to global, local and national communities. Students do not always show care for their school and a minority drop litter and do not use the recycling facilities. - Most students are innovative and creative thinkers. Students have designed simple air conditioning units and have written creative poetry for national competitions. They have created healthy menus as part of a 'The best chef' project. Students have participated in environmental initiatives. Areas of Relative Strength: - Students' appreciation of Islamic values, UAE society, culture and heritage. - Understanding and appreciation of their own and world cultures. Areas for Improvement: - Environmental awareness.				



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

- The overall quality of teaching and assessment is good. Teachers impart good subject knowledge and engage students in a range of practical learning experiences in most subject areas.
- Teachers plan purposeful lessons effectively and most use time and resources well to support students' learning.
- Teachers ask effective questions to assess, secure and challenge students' understanding. This is less well developed in science and non-core subjects.
- Teachers are aware that students have different learning needs. Most plan work that is engaging and practical, particularly in the KG. Work is not always challenging enough for the most able and G&T students. In the minority of lessons, science teachers rely too much on the use of worksheets.
- Teachers develop students' creativity and innovation skills effectively. In most subjects, students are given opportunities to develop their critical thinking, problem-solving and independent learning skills. This is less well developed in science and other subjects. Most students can research independently and find creative solutions to problems.
- The school's internal assessment processes are good. The school compares itself against international and national standards. However, assessment data is not always accurately benchmarked. Teachers assess students' regularly in class but do not always use assessment information well enough to plan future lessons. This process is more effective in the KG where teachers regularly assess children and use this information to future planning.
- Teachers effectively monitor students' progress. However, inconsistencies remain in how effectively teachers mark students' work and how carefully they explain to students how they can improve the quality of their work.
- Teachers have a good knowledge of students' capabilities. In the KG, they provide effective support and guidance to enable all students to improve. In few lessons, students assess their own learning and review their progress.



Areas of Relative Strength:

- Secure teacher knowledge.
- Skilful questioning.

Areas for Improvement:

- Teaching in science and non-core subjects
- Challenge for higher-achieving students.
- Use of assessment information and feedback to students

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
• The overall quality of the curriculum, aligned to the Californian Core Common Standards, is good. At each phase, learning is well structured and builds on prior learning. Content and activities are well matched to the age and interests of the students. It provides rich opportunities for students to develop good English language skills. • The school offer a range of subject choices for older students, including French, Economics and Business Studies. Extra-curricular provision is very limited and currently does not meet the needs and interests of most students. • Cross-curricular links are effectively planned for across most subjects. These help students to make meaningful links between areas of learning and to their life outside of school. • Leaders and teachers review the curriculum every term and during the year, as required. Modification of the curriculum to meet the needs of most students is good, particularly for students with SEN. Modifications to ensure that all higher-achieving students are effectively challenged in lessons is less well developed and sometimes limits their progress. • There is a good range of opportunities for students to develop their innovation and creative skills through different learning activities. Students of all ages engage enthusiastically in projects that help them to develop a good understanding of UAE culture and society. • Moral education is planned for across the school. It is taught in Arabic. Lessons promote positive values moulding students to become considerate and law-abiding citizens. These values are upheld by both students and staff, during assemblies, and				



in their behaviour around the school.

Areas of Relative Strength:

- Cross curricular links between areas of learning.
- Effective links with Emirati identity especially in moral education.

Areas for Improvement:

- Greater opportunities to extend students learning through extra-curricular activities.
- Modification of the curriculum for higher achieving students.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

- The overall quality of protection, care, guidance and support for students is good. There are clear procedures in place to safeguard students. Parents, students and staff adhere closely to the school's child protection policy.
- The quality of maintenance and record keeping is good. The health and safety committee carry out regular and rigorous safety checks. Students are effectively supervised around the school and on buses. Although the building is ageing, it is well maintained. Students benefit from an environment which meets the learning needs of most learners. However, classrooms are small and are not accessible for those with mobility difficulties.
- The school's promotion of safe and healthy living is good. Students learn about healthy living and lifestyles during lessons and assemblies and from the school nurse.
- Relationships with students are courteous and respectful. Behaviour is managed positively in most classes and around the school. Behaviour is less effectively managed by teachers who are new to the school.
- Attendance is promoted highly effectively across the school. Students receive certificates for excellent attendance. Most students enjoy school and attend regularly.



- Students with SEN are accurately identified. Students are given effective support in lessons and through extra-curricular provision by specialist staff. Support for more able and for G&T students is less well developed.
- Students' well-being is effectively monitored by the school. Older students receive effective advice about career choices.

Areas of Relative Strength:

- Effective safeguarding procedures and arrangements.
- The identification and support of students with SEN.

Areas for Improvement:

- Behaviour management by new members of staff.
- The support for G&T students.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
• The quality of leadership and management is good. Staff embrace the vision of the school and are committed to promoting the principal's inclusive ethos. • The school's approach to self-evaluation is good. Leaders use a range of sources to evaluate the school, including data. They know the main strengths and areas for improvement. • Leaders, at all levels, effectively manage the school and their subjects. Staff receive regular Professional Development. Further PD is needed for staff to continue to improve the level of challenge in lessons, particularly for students who are higher-achieving. For teachers new to the school, staff need support learning to positively manage students' behaviour. Senior leaders need to monitor their progress more carefully through performance management. • Senior leaders monitor lessons, reflecting on students' achievements. They are now holding teachers more to account for raising students' levels of achievement. New teachers are not well supported during their induction year.	



- Partnerships with parents are good. Parents support school events, but they are not always positive about the school. Parents meet regularly with teachers to discuss students' progress.
- The governance of the school is good. The board of trustees considers the views of stakeholders when planning. They monitor the work of the school and challenge leaders about headline data.
- The management of the school is good. The school is well resourced and has a range of specialist facilities including science and IT laboratories.
- The school effectively promotes international assessments. The school implement the 'question a day' initiative. Programme for International Students' Assessments (PISA) mock results are analysed, and targets are set to raise achievement.
- Leaders compare data with national and international benchmarks, but not always accurately enough to inform the selection of strategies.

Areas of Relative Strength:

- Leaders have a positive and inclusive ethos.
- Monitoring lessons focusing on learning.

Areas for Improvement:

- Parent partnerships.
- Support for new members of teaching staff.