



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



Summary Inspection Report

Al Yaher Private School, Al Ain

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Iqraa

Al Yaher Private School, Al Ain

Inspection Date	17 th – 20 th March, 2013
School ID#	149
Type of School	Private
Curriculum	Ministry Of Education and English National Curriculum
Number of Students	2,728
Age Range	KG – G12 (MoE), KG – G5 (British Section girls), KG – G9 (British Section boys)
Gender	Mixed
Principal	Amani Abdal Aziz Husaen
School Address	Al Yahar, Al Ain. Opposite Mussala Al Eid
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Introduction

The school was inspected by a team of 6 inspectors who: observed 91 lessons and other student activities, scrutinised students' written work, analysed student and school performance data, studied school documents, analysed the parents' questionnaire returns, met with a member of the Board and talked with staff, students and parents.

Description of the School

The Ministry of Education (MoE) Section opened in 1995 and the British Section (BS) in 2006. They are split into two sections for boys and girls. Both parts of the school are located in the Al Yahar area of Al Ain. The vision of the school is “to provide the best methods of quality education for each student and implant the ideals of inclusion and respect in addition to strengthening the confidence of the student.”

In the MoE Section, there are 2259 students of whom 1,016 are girls and 1,243 are boys. The percentage of local Emirati students is 51%. 458 children attend the Kindergarten (KG), 604 from Grades 1-3, 463 from grades 4-6, 400 from grades 7-9 and 344 from grades 10-12. In the British Section, there are 469 students: 75% are Boys and 75% are local Emiratis. The KG through to Grade 3 accounts for the majority with 339 students. There are 130 in Grades 4-9, but only 3 in Grade 9. The school has not identified any students with special educational needs. One child has a physical disability.

The fees in both sections of the school fall into the low to medium band as approved by ADEC. In the MOE, the range of fees is AED 3,985 at the lower end of the school through to AED 12,050 at the top end. In the BS the fees are higher, ranging from 10,600 in KG to 23,000 in Grade 9. Salaries range from AED 2,200 to AED 5,100 per month. The school has 12 board members who include the Principal and the Proprietor. All have clearly defined roles.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged Al Yahar Private School to be in Band C, that is a school in need of significant improvement.

The last inspection graded the school as in need of significant improvement. There were a substantial number of recommendations for improvement including: the development of students' attainment and progress; the quality of teaching; the breadth and balance of the curriculum; the writing and implementation of a Child Protection policy.

Inspectors observed limited progress had been made in all areas this year – greater in some standards than others. The school has begun work on the areas for improvement identified by the last report and outcomes for students have improved; the health and safety recommendations have been effectively attended to. However, overall progress is too slow and remains unsatisfactory. The main area for development remains the quality of teaching that is failing to promote satisfactory progress and raise levels of attainment. The school is therefore not meeting its aims.

In all key subjects, attainment is well below international standards and age related expectations and the rate of progress is too slow. There is very little extended writing taking place in English and Arabic across all stages. Students are not given the opportunities in lessons to develop these skills. Students of the British School speak in Arabic for the majority of time during English lessons. As a result, they have limited opportunities to develop their speaking and listening skills. Basic skills in numeracy across all stages are below international standards because there is an over-reliance on calculators and insufficient emphasis on problem solving. This means that students are not being made to think. In science the development of skills in the lower grades is restricted by a lack of opportunity for practical work. Outcomes for students in science for the higher grades are closer to expected international standards because of the quality of teaching and the attitudes of the students. ICT skills are very unsatisfactory because the lack of resources limits the opportunities for students to develop their learning in the classroom.

Students behave respectfully both towards peers and staff. This is less evident in the classroom for certain grades. Behaviour in both schools is better in the higher grades because these students have a more positive attitude to their learning. In the lower grades, standards of behaviour are less acceptable because teachers' expectations are not high enough. Sometimes younger pupils, particularly boys, shout in lessons, and feel they can move freely around the classroom. This has an impact on the learning of others. In this respect, the behaviour of girls is better than the boys.

21st century skills are not being developed sufficiently. This is because the style of teaching limits the opportunities for students to develop independent thinking skills. Opportunities for collaborative group work and discussion are limited. Students lack confidence when answering questions in English. They are not well prepared for the next stage of their lives because they are not exposed sufficiently to the outside world. Links do exist with some Universities and some local services, such as the Police and the Civil Defence, who visit the school.

The quality of teaching is very unsatisfactory. It is still largely driven by the demands of the textbook, use of worksheets and does not give students sufficient chance to think for themselves. The subject knowledge of teaching staff is variable. It is better in the higher grades in both sections. Few teachers understand the setting of learning objectives and how they should be a focus for the lesson. Teachers talk for far too long which restricts the time available for written or speaking and listening tasks. There is little emphasis on the development of higher order thinking skills.

Classroom management for boys in both curriculums in the lower grades does not create the right learning environment. In a number of subjects teachers often shout to be heard. Too much work lacks sufficient challenge. This inhibits progress and fails to motivate students. Levels of attainment and progress are not monitored closely enough to inform planning. Therefore the work provided is a 'one size fits all model' that does not cater for the needs of individuals.

The curriculum fails to meet the needs of all students as it does not engage them effectively nor does it offer the range of creative and practical activities that it could. As a result, the development of work related skills is too narrow. The scope of the PE curriculum is limited by the available resources. The curriculum does not make any provision for students with special needs, including the gifted and talented because neither the BS nor MOE curriculum has identified these groups. Curriculum planning is very formal, adhering closely to commercial schemes, with only limited teacher input. Opportunities to enrich the curriculum through extra-curricular activities are limited. A recycling activity raised awareness of environmental issues. Other activities are closely linked to the academic curriculum but are not broad enough in range to enable students to discover new experiences.

The students indicated in interview that they feel safe and secure in school and that bullying is not an issue. They appreciate the complaints box in reception that allows them to make a complaint, anonymously, against any of the school body. These complaints are dealt with directly by the Proprietor. Several of the health and safety recommendations in the last report have been addressed. Security at all the gates is now in place. The school has an effective child protection policy and training has been provided for all staff. Systems for registration, attendance, admissions and staff suitability checks are all in place and comply with regulations. The school has taken steps to ensure that safe recruitment is firmly in place. Checks on staff files show the relevant proof of identity, qualifications and police checks are being taken. Clear staff discipline, pupil behaviour and anti-bullying

policies all exist. The school has dealt effectively with any incidents of staff misconduct.

The provision for First Aid is effective. Three clinics, across all areas of the school are run by licensed nurses who record and follow up medical incidents very thoroughly. Overcrowding on the buses is an issue for concern and is in breach of Health and Safety regulations.

The buildings and accommodation are satisfactory and fit for purpose. All regulations with regard to the checking of electrical equipment and fire extinguishers are met. The majority of the teaching rooms are spacious enough to accommodate the number of pupils. Limited space in science laboratories impacts on the opportunities for practical involvement. This restricts student progress. Outside areas in all parts of the school are covered in soft tiles. Some parts are uneven and some tiles are lifting and the school needs to perform regular risk assessments of these areas to prevent any accidents. A grassy area for PE exists in the Boys' MOE section and is for their exclusive use. The condition of the area is poor. Play areas for KG children in both sections are safe and enable the younger students to develop their creativity skills through play.

Resources do not adequately support effective teaching and learning. Two new ICT suites have improved the provision for curriculum ICT since the last inspection. In some lessons two children still have to share a computer. Some data projectors are now in the Library and some classrooms. These are insufficient in number and they only benefit a small percentage of the student population. Resources for the teaching of PE in both schools are limited and restrict the range of activities available to students.

A positive ethos exists throughout the school and management are trying to drive improvement forward. Limited progress has been made across all the standards but teaching and academic progress are very unsatisfactory, as the pace of progress is too slow. Subject co-ordinators have been appointed but they lack the relevant subject and curriculum knowledge to create the right model for teaching. Senior managers have accurately identified the areas where real improvement is required but have an overly positive view of the quality of education that students receive. They have not demonstrated sufficient capacity to make the necessary rapid, significant changes without external support and the school does not provide satisfactory value for money.

What the school should do to improve further:

1. Raise standards by using accurate assessment to measure student attainment, and inform planning so that lessons are focussed on what students currently know and what they need to know and understand next.
2. Senior leaders need to quicken the pace of improvement by focussing sharply on enhancing the quality of teaching to increase the rate of progress for all students.
3. The curriculum needs to be individualised to meet the needs of all students; particularly for those with specific educational needs and to provide greater challenge for gifted and talented students.
4. Ensure safety of students on school transport at all times by providing ample seats and avoiding overcrowding.
5. Ensure students use safety seat belts at all times on school transport.