



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



Inspection Report

Baraa'im Al Ain Private School

Academic Year 2013 – 14

Iqraa

Baraaim Al Ain Private School

Inspection Date	19 – 21 November 2013
School ID#	150
Licensed Curriculum	Ministry of Education (MoE) and American
Number of Students	1017
Age Range	5 to 18 years
Gender	Mixed
Principal	Latifa Al Rimai
School Address	Al Muwaiji, Al Ain
Telephone Number	+971 (0)3 767 8848
Fax Number	----
Official Email (ADEC)	baraaimalainaa.pvt@adec.ac.ae
School Website	----
Date of last inspection	14 – 18 April 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 C;	GRADE 7
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The main strengths of the school are:

- positive relationships between teachers and students which is reflected in good conduct in many classes
- students' appreciation of their heritage and culture which is evidenced in assemblies, lessons and celebrations
- the good co-operation by older students when given the opportunity to work collaboratively
- the new Kindergarten (KG) building which has bright, spacious and clean classrooms and a large indoor play area.

The main areas for improvement are:

- raising standards and increase the rate of progress across all core subjects, particularly English and ICT
 - improvement in the quality of teaching and learning
 - the effectiveness of leadership and management
 - the health and safety procedures in the school.
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Introduction

The school was inspected by 3 inspectors. They observed 42 lessons, conducted several meetings with senior staff, the heads of departments, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 169 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal was involved throughout the inspection process.

Description of the School

The school opened in 1979. It is situated in Al Manasir, Al Ain, school zone. The school occupies an enclosed site and consists of three teaching blocks, an administration block and a new kindergarten (KG) building. The vast majority of students are of Arab heritage and 99% are Muslim. 10% of the students are from the UAE, 64% are Egyptian, 8% Sudanese, 6% Syrian, 2% Palestinian, and 1% Omani. There are 1017 students on roll. Of these, there are 136 children in KG; 418 students in primary (grades 1 to 5); 268 students in the intermediate section (grades 6 to 9) and 195 students in the secondary section (grades 10 to 12). No students are identified with special educational needs (SEN). There are a number of students who have some medical needs but they are not yet on the school's special needs register. The aims of the school are: 'To enable students to achieve the best standards and achieve the best for their country.'

The principal has been in post for many years. She was previously a social worker at the school. The principal's father and cousin are the proprietors. Admission to the school is by interview and a short written test. School fees range from very affordable AED 4,000 to AED 9,500. The school has a school development partner and a partnership with a local university who has provided two workshops for teachers since the last inspection.

The Effectiveness of the School

Students' attainment & progress

Attainment in school tests and MoE examinations is good. These results do not compare favourably with international standards or with the evidence found during the inspection. Internal tests are not moderated or standardized by teachers to ensure grade consistency. Across all subjects, students attain levels which are below international standards. In English, they make very slow progress to reach levels well below what is expected at Grade 12. They are able to extract information from texts and can sometimes choose the correct meanings of words in a multiple choice test. There are too few opportunities across the school for students to practise writing. In mathematics, students' progress is limited because they do not use resources to help them to experiment and come up with their own ideas and solutions. Students rarely access the science laboratories so they are not able to reach higher levels. There are too few opportunities for students to plan and carry out investigations. In Arabic and Islamic Studies, students attain levels below expectations. A few students appear to write competently in Arabic when compared to similar schools. A limited number of higher attaining students recite Arabic poetry and English prose confidently during assemblies. Across the school students make very little progress in Information and Communication Technology (ICT), attaining levels which are well below international standards.

Students' personal development

Students' personal development is satisfactory. Students give a warm welcome to visitors. Their appreciation of UAE heritage and culture is evidenced in assemblies and lessons. The enthusiastic student led band of musicians enhances celebrations. Many students are late for morning assembly and miss the presentations given by their peers. In one of the older classes, students cooperate and collaborate well because group work is encouraged and valued. Students' conduct in lessons is generally good. In the majority of lessons, most students are passive learners because they are not sufficiently engaged in their learning. They lack the thinking and questioning skills of proactive learners.

The quality of teaching and learning

Teaching and learning are very unsatisfactory. Many teachers share their lesson objectives with the class but students often do not understand what is expected of them. Teachers' planning is not always evident in lessons. Very few teachers use what they know about students to plan their next steps. Many teachers do not share success criteria so students are unaware if they have made progress during the lesson. Some teachers are beginning to use group work and paired talk

to encourage students to work collaboratively but this is not consistent across the school. There are too few attempts to plan for skills such as research, problem solving, and collaboration. In KG, teachers do not engage children with high quality activities which meet their needs. Children often sit for too long, waiting for adults to give out resources. There are few opportunities for the children in KG to choose their own activities based on their interests, because resources are limited. In Grades 1 to 4, teachers rely too heavily on the text books. Students do not have enough opportunities to be actively involved in their learning. In a few lessons, teachers are using their initiative to set up basic experiments to help students understand scientific concepts. For example, one teacher used salt water and natural water to promote discussion about the difference between them. In another lesson, the teacher printed photographs to help students acquire new vocabulary.

In Grades 5 to 9, some teachers lack the language skills to be able to deliver the English medium curriculum satisfactorily. There are too few opportunities for students to use their language across both curricula. Expectations are too low and often the work is too easy for most students. There are very few opportunities for students to develop the skills of problem solving because activities do not require them to think for themselves.

In Grades 10 to 12, students work diligently in lessons. They complete tasks and are able to work as a group when required. Activities may be worthwhile, but they are often at a level which is too low. Some students say they find the work too easy. In some lessons, students struggle to complete low level multiple choice tasks in the given time. There is little evidence of extended writing.

Meeting students' needs through the curriculum

The curriculum is very unsatisfactory. In KG, children are not progressing because they often repeat the same work in KG1 and KG2. They do not have access to a curriculum which enables them to develop the traits of early learners. Throughout the school, most teachers depend too much on textbooks and worksheets and this inhibits learning. This is the case in for the American curriculum as well as the MoE provision. Students' skills in investigation, problem solving and independent learning are particularly weak. A few older students are involved in group work but they are not sufficiently developing the skills of discussion, debate and presentation. There are not enough opportunities for students to do art, music or ICT.

The protection, care, guidance and support of students

The principal is diligent in ensuring that the school site is safe and secure. The school's child protection policy is clear and known by staff. The social worker,

nurse and reception desk staff work as a team to ensure that absences are followed up quickly. Students with medical needs are identified but there is too little academic support for SEN students in lessons. The school does not have formal systems in place to support and guide older students in making choices about their future careers. There is some inequality in the provision for boys and girls; for example, boys are expected to stand for long periods of time in assembly without being able to see the performers. This leads to restlessness at times for which they are sometimes blamed unfairly by staff. A few students believe that they are discriminated against because of their nationality. They feel unable to talk to anyone in school about problems with particular teachers. There have been incidents of corporal punishment during the last year. The principal took positive corrective action against one member of staff who hit a student but there are indications that this still occasionally occurs. No incident of this was observed during the inspection. The social worker does not take students' concerns about teachers seriously enough. She does not keep written records of students' complaints against teachers, for example, nor ensure thorough investigation of reported problems. This has the potential to compromise students' safety, and well being.

The quality of the school's buildings and premises

The buildings and premises are very unsatisfactory. They do not promote an environment of 21st century learning because many classrooms are too small for students to be actively involved. There are too few opportunities for students to use ICT in lessons because resources are limited. In some classes, the air-conditioning units are too loud and students find it difficult to hear what is being said. Furniture in many classes is old and varies in size so it is difficult for students to work in groups effectively. In the new KG building, classrooms are clean, bright and spacious and the large indoor play area is used frequently. Classrooms have a satisfactory stock of matching tables and chairs in good condition. The science laboratories and library are ill equipped and are not used often enough by the students. The playground surface is not maintained and too many boys hurt themselves playing sports.

The school's resources to support its aims

The school has a very unsatisfactory range of resources. In a few lessons, teachers make or bring their own resources to enhance learning. Some teachers use worksheets to supplement the textbooks. These worksheets are often too hard or too easy. There are few resources in mathematics and science lessons. As a result, students are not given opportunities to experiment and come up with their own ideas and solutions. The limited resources in KG are not helping children to

develop the traits of early learners. These include such characteristics as, being willing to have a go, being involved and concentrating, having their own ideas, choosing ways to do things, finding new ways, and enjoying achieving what they set out to do. A few English medium teachers do not speak English well enough. There are insufficient good quality English or Arabic books in the library.

The effectiveness of leadership and management

School leaders have not yet done enough to address the recommendations from the previous inspection report. Leaders and managers are still not providing clear strategic direction based on rigorous monitoring and evaluation of the school's work. Whole school professional development is not yet based on an analysis of individual needs. Teaching and learning have not improved enough so students are still making too little progress. In the self evaluation form (SEF) the grades for several standards, including attainment and teaching, are over optimistic and the evidence for them is limited. Lesson observations are being carried out but they are not used to inform the SEF. The principal has recently set up new teams of supervisors to monitor the effectiveness of the curriculum. As yet, it is too soon to see the impact of their work. Communication between leaders is weak. For example, supervisors were not aware of recent incidents of corporal punishment which had been dealt with by the principal. The newly established parent advisory board are not yet holding the school to account although they are overwhelmingly supportive of the school. Parents are appreciative of the school's open door policy and say they enjoy a positive relationship with the principal. The proprietor responds to financial requests from the principal; for example, in the recent replenishment of consumables in the school's clinic.

Progress since the last inspection

The school believes it has worked hard to make improvements since the last inspection. They have made small inroads; for example, staff now have professional development plans to help them improve their teaching. There has been some classroom monitoring by supervisors but there is too little focus on learning because supervisors have a limited understanding of what good learning looks like. Not enough has been done to raise standards or to increase the rate of progress. The school has struggled to find a range of high quality providers for staff training. There is not enough expertise in-house to help the school move forward. Without support, the school does not have the capacity to improve.

What the school should do to improve further:

1. Raise standards and increase the rate of progress across all core subjects, particularly English and ICT
2. Improve the quality of teaching and learning by:
 - i. ensuring that English teachers delivering both curricula have proficient language skills
 - ii. enhancing the quality and quantity of resources in maths and science so that students can experiment and come up with their own ideas and solutions
 - iii. increasing English and Arabic books in the library so that students in all grades have access to appropriate and language rich resources
 - iv. broadening the provision in KG so that children develop the traits of confident early learners
 - v. providing increased opportunities for students to work independently and beyond the confines of the limited curriculum.
3. Improve the effectiveness of leadership and management by:
 - i. ensuring that senior and middle leaders work together to provide clear strategic direction based on rigorous monitoring and evaluation of the school's work
 - ii. providing professional development for teachers which is based upon close analysis of individual needs.
4. Improve the procedures for keeping students safe by:
 - i. ensuring that corporal punishment of any kind does not take place
 - ii. ensuring that students' concerns about staff are taken seriously and keeping written records of students' complaints against teachers.

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								