



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Baraa'im Al Ain Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

إقرأ



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The Performance of the School	4
Evaluation of the school's overall performance	5
Progress made since last inspection and capacity to improve.....	6
Key areas of strength and area for improvement.....	7
Provision for Reading	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills	12
Performance Standard 3: Teaching and Assessment.....	13
Performance Standard 4: Curriculum.....	15
Performance Standard 5: The protection, care, guidance and support of students	17
Performance Standard 6: Leadership and management	19



School Information

General Information	Inspection date:	from	26-Muharam-1439	to	29-Muharam-1439
		from	16-Oct-17	to	19-Oct-17
	School name			Baraaim Al Ain Private School	
	School ID			150	
	School address			Al Muwaij, Al Ain	
	School telephone			+971 (0)3 176 78848	
	School official email			Baraaimalainaa.pvt@adec.ac.ae	
	School website			Not available	
	School curriculum			MoE, American	
	School phases			KG, primary, middle, secondary	
	Fee range and category			AED 6,425 (very low)	
	Number of lessons observed			97	
	Number of joint lessons observed			14	
Staff Information	Total number of teachers			58	
	Turnover rate			7%	
	Number of teaching assistants			3	
	Teacher- student ratio			1:15	
Student Information	Total number of students			816	
	% of Emirati Students			4%	
	% of Largest nationality groups			1. Egyptian 69%	
				2. Syrian 9%	
				3. Sudanese 9%	
	% of SEN students			0%	
	% of students per phase			KG/6%	Middle/30%
				Primary/ 45%	High/ 19%
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 

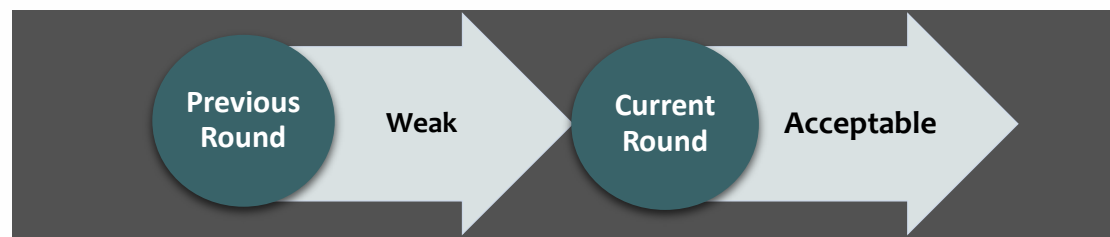


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since its last inspection, the owner has appointed a new principal and instigated a rebuilding and refurbishment programme. This has contributed to the school's improvement.
- Students' achievement is acceptable overall, with strengths in KG and the secondary phases, and in Islamic education, social studies and science.
- Students' personal and social development is good. Students behave well in lessons and around the school. Students develop a good grasp of Islamic values and their impact on life in the UAE.
- Teaching and assessment are acceptable. They are good in KG and secondary stages. At times, teaching does not promote individual students' learning well because teachers do not always adapt activities successfully to meet the needs of all. The quality of teachers' use of assessment to inform teaching is variable.
- The curriculum is acceptable overall. School leaders' design and implementation of the curriculum is good. Its impact in promoting students' academic achievement is less effective in the Grades 1 to 5.
- The protection, care, guidance and support of students are acceptable. The school's promotion of students' welfare, health and safety is good. The quality of care and support are acceptable rather than good because the provision of advice and guidance is not consistent.
- Leadership and management are acceptable. The senior leadership team and the owner have a clear vision for the school's further development. Positive relationships with parents contribute to the school's improvement. Self-evaluation is not yet rigorous enough to ensure that the quality of provision and of students' achievement is good throughout the school. Leaders do not yet widely benchmark students' attainment against national and international standards.



Progress made since last inspection and capacity to improve



- The new senior leadership team has successfully addressed most of the weaknesses identified by the previous inspection. As a result, the quality of teaching and students' achievement is now good in KG and secondary phases.
- The school has improved students' behaviour. Students' personal and social development is now good.
- School leaders now ensure that most lessons take account of students who need additional support and those who require additional challenge. Students who have particular gifts and talents are now identified and their progress is at least acceptable in all subjects and phases.
- The development and refurbishment of the school's premises and resources has helped to improve students' achievement.
- School leaders at all levels now demonstrate good capacity to improve the school still further.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' achievement and the quality of teaching in KG and the secondary phases, and in Islamic education, social studies and science throughout the school.
2. Students' positive attitudes and behaviour throughout the school and their appreciation of Islamic values and Emirati culture.
3. The school's positive relationships with parents.
4. The strong and effective vision of the senior leadership team, which have resulted in significant improvement in students' achievement.

Key areas for improvement

1. Raise students' overall achievement in the primary and middle phases, and in Arabic, English and mathematics throughout the school ensuring that:
 - i. all teachers have sufficiently high expectations of what all groups of students can achieve
 - ii. teachers consistently provide opportunities for students to develop their independence and innovation skills.
2. Enable all students to make as much progress as they can by ensuring that teachers always:
 - i. adapt all lessons so that they match the all students' needs, including those with special educational needs
 - ii. maintain the pace of learning in lessons, so that all students are sufficiently challenged.
3. Ensure that teachers consistently use effective assessment strategies by:
 - i. regularly checking individual and groups of students' learning
 - ii. giving students sufficiently detailed written comments to enable them to know their strengths and how to improve their work.
4. Increase leaders' effectiveness in raising student's achievement by:
 - i. ensuring that self-evaluation is sufficiently robust to enable leaders to identify more accurately priorities for improvement
 - ii. further developing the use of benchmarking of students' attainment against national and international standards, to help leaders set more ambitious targets for raising attainment.



Provision for Reading

- The school provides suitable library provision for students in all phases. The quality and range of books is acceptable. The annual plan to encourage reading is being implemented effectively.
- School leaders have enabled teachers throughout the school to develop their skills in teaching reading. As a result, the quality of students' reading in both English and Arabic has improved and is now in line with national standards.
- Teachers encourage students to read in their own and other subject areas, both for comprehension and for pleasure. Students take pride in their ability to read age-appropriate texts in public.
- The school has appropriate systems for monitoring and assessing students' attainment and progress in reading. These systems are not yet being implemented consistently across the school.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

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



Overall achievement

- The quality of students' achievement overall is acceptable. In KG, children's attainment is above age-related expectations. Students sit standardised external examinations in Arabic in Grades 5 and 7: their performance was good in 2016-17. This does not reflect observations in Grades 1 to 9, as most students' skills are in line with curriculum standards. In Grade 12 in 2017, students' achievement in national tests in grade 12 in Arabic, English, mathematics and science was good. Trends in attainment in national tests have been positive in most subjects.
- The school's internal assessments indicate that students' achievement across the school is very good. Lesson observations confirmed that students' attainment overall is in line with curriculum standards, with acceptable progress. Students' achievement in English overall is acceptable, although it is weak in the primary phase.

Subjects

- Students' achievement in **Islamic education** is good. The majority achieve in line with age-related expectations and a few students exceed them. Students make good progress in developing their knowledge and understanding. They recite accurately and show that they understand verses from the Qur'an. They appreciate the importance of social relationships in Islam.
- Students' achievement in **Arabic as a first language** is acceptable. In lessons, most students' reading, writing, listening, speaking and understanding skills are overall in line with curriculum expectations. Students make acceptable progress across the school except in KG and high phase where progress is good.
- Students' achievement in **social studies** is good. The majority of students' attainment matches age-related curriculum expectations. The majority of students make good progress. In the KG phase, children learn to name the different emirates. Older students know in detail the UAE's history.
- Students' achievement in **English** is acceptable overall. It is currently weak in the primary phase but improves as students move into middle and high phases. Most students' attainment is line with curriculum expectations in reading, writing, speaking and listening. Most students show positive attitudes and make acceptable progress. In the KG stage, children learn to read and pronounce letters and simple words. Older students communicate effectively in both



speaking and writing. They apply these skills well in real-life situations.

- Students' achievement in **mathematics** is acceptable. In KG, children make good progress in learning to count. Most students make expected progress in Grades 1 to 9 in developing computational skills. In the secondary phase, students make more than expected progress in using advanced mathematical principles and processes.
- Students' achievement in **science** is acceptable. Most students' attainment is in line with curriculum expectations. Students in all phases make good progress because they benefit from plenty of opportunities to undertake practical work. Younger students understand scientific principles and concepts. Older students' good grasp of complex scientific ideas shows that they are well prepared for future learning and careers.
- Students' achievement in **other subjects** is acceptable. Students make good progress in lessons in physical education and music. Their progress in other subjects, especially in the primary and middle phases, is acceptable.

Learning skills

- Students' development of learning skills is overall acceptable. Students work productively in groups. Children in KG learn to share resources with others. Most students respond promptly to teachers' instructions but are not always sufficiently challenged by teachers throughout lessons. Older students learn to think critically and make appropriate connections between different subjects.

Areas of Relative Strength:

- Students' progress in Islamic education, social studies and science.
- Students' achievement in the KG and secondary phases.

Areas for Improvement:

- Students' achievement in Arabic, English and mathematics.
- Students' learning skills in Grades 1 to 9.



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	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 and innovation skills are good. Students behave well in class and around the school. They respect their teachers and fellow-students, and help each other and visitors. - Students understand the importance of healthy lifestyles. This is reflected in their success in local and national sporting competitions. Students' overall attendance, at 98%, is outstanding and almost all students arrive at school and to lessons on time. - Students show a good appreciation of Emirati culture. They understand how Islamic values influence contemporary UAE society. In every assembly students accurately recite verses from the Qur'an. Students develop a good understanding of different world cultures. - Students contribute positively to the school and wider community. Older students showed their good innovation skills and sense of social responsibility in presenting enterprising and well-developed business plans. Students do not all recognise the importance of risk-taking and using their initiative in solving problems.				
Areas of Relative Strength:				
- Students' positive relationships with one another and with adults. - Students' willingness to adopt healthy lifestyles.				
Areas for Improvement:				
Students' ability to take risks and use their initiative.				



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teaching in Islamic education, social studies and science is good, enabling students to make good progress. The quality of teaching and assessment in other subjects is variable.
- Most teachers demonstrate secure knowledge of their subjects and of how students learn. They apply their knowledge to engage and motivate students. They do not consistently enable them to develop their problem-solving and critical thinking skills.
- Teachers plan well-structured lessons, with clear learning goals. Teachers use resources appropriately to promote students' learning and progress. They do not consistently have high enough expectations of all groups of students, or adapt activities effectively so that all can make good progress.
- Teachers' use of assessment is good in KG and secondary phase because teachers use questioning well to assess and to extend students' learning. In the other phases, teachers do not always check students' learning in sufficient depth.
- Teachers do not consistently use information about students' performance to adapt teaching to meet all students' learning needs. Teachers in KG provide children with helpful advice to improve their learning. Older students speak positively about teachers' oral and written feedback, which enables them to know what they have done well and how they can improve their work. Teachers in the other phases do not consistently provide students with enough detailed written comments about the quality of their work and how to improve it.

Areas of Relative Strength:

- The quality of teaching in Islamic education, social studies and science.
- The effectiveness of teaching and assessment in KG and the secondary phases.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- The consistency of teachers' adaptation of activities to make them sufficiently challenging for all groups of students.
- Teachers' consistent use of assessment information and their provision of detailed written feedback to students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Good
• The curriculum is acceptable. It is relatively broad and balanced throughout the school and meets all requirements. • Students benefit from good opportunities to develop their knowledge, understanding and skills in different subjects. Programmes meet the needs of most students and enable them to make appropriate choices. As a result, students are well prepared for future learning and employment. • The school conducts regular curriculum reviews to ensure that subjects provide most students with experiences that meet their academic and personal development needs. • The school adequately modifies the curriculum to meet the needs of most groups of students. This has not yet resulted in good achievement in all subjects and phases. • Students benefit from some opportunities to develop their creative and innovative skills; however this is not embedded in lessons throughout the school. Promotion of these skills is most effectively integrated for children in KG and students in Grades 10 to 12. • The curriculum is successful in developing students' understanding of the UAE's values and traditions. • The school has suitably adapted the curriculum so that it meets the new moral education requirements. Leaders have ensured that all the elements are delivered through the key subjects, including Islamic Education. As a result, students learn to appreciate their own culture and the importance of key values, including treating others with respect and consideration in their daily lives.				



Areas of Relative Strength:

- The curriculum's promotion of students' achievement and social development, especially in KG and secondary phases.
- Opportunities provided throughout the school for students to develop their understanding of Emirati values and culture.

Areas for Improvement:

- The effectiveness of curriculum modification in enabling all students to achieve well in the primary and middle phases.
- Opportunities for students to develop their creative and innovative skills, especially in grades 6 to 9.



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	Acceptable	Acceptable	Acceptable
Care and support	Good	Good	Good	Good
- The protection, care, guidance and support of students are acceptable overall. The school has a suitable child protection policy, known to and implemented by staff, parents & students. Most students know whom to approach with any problems. - Health and safety procedures have improved and are effective. The school has an appropriate evacuation policy and carries out regular fire drills. School leaders undertake regular health and safety checks and risk assessments. Students receive appropriate supervision during the school day. - The school is well maintained. Staff carry out regular maintenance checks and keep appropriate records. The school environment is now fit for purpose. It includes specialist facilities which currently meet most but not all curriculum requirements. The school's rebuilding programme, close to termination, includes specialist facilities of physical education. - The school conducts regular awareness campaigns about health and safety topics, including balanced diets, breast cancer and first aid for school staff and bus drivers. - The school has effective behaviour and attendance policies which are shared with students, staff and parents. Relationships between staff and students are cordial and respectful. Teachers provide students with academic and careers guidance. This is not systematic enough to help all students to make the most appropriate choices. - There are no students with special educational needs (SEN) identified by the school. School leaders are aware that this is an area for further development. The school now identifies gifted and talented (G&T) through teachers' nominations, confirmed by the G&T coordinator.				
Areas of Relative Strength:				
Effective child protection and health and safety policies and procedures.				



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Successful promotion of healthy lifestyles.

Areas for Improvement:

- The provision of specialist facilities to meet all curriculum needs.
- Advice and guidance for students about their academic and career options.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
- The effectiveness of leadership and management is acceptable. Senior leaders have a strong vision for the school, which all staff support. Morale is good and staff are committed to raising students' achievement still further. - School leaders know the school's strengths and address their priorities for development. The school's self-evaluation systems are not yet rigorous enough to provide a fully accurate picture of the overall quality of teaching. Monitoring students' academic performance against national and international standards is at an early stage. - School leaders have developed good links with parents and wider community. Leaders take parents' views into account in planning changes. Parents appreciate the reports they receive about children's progress and the school's plans. - The school's owner holds senior leaders accountable for the quality of its performance. He ensures that suitable resources are available and that all statutory requirements are met. In some areas, the provision of additional resources is not yet having sufficient impact to improve students' achievement in all phases. - The school is managed efficiently on a day-to-day basis. Staff are suitably qualified and benefit from the increased opportunities for professional development introduced by senior leaders. The learning environment is appropriate for students throughout the school.	
Areas of Relative Strength:	
- The vision and direction provided by senior leaders. - The school's effective partnerships with parents and the wider community.	



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- The rigour of self-evaluation, to enable leaders to gain a fully accurate view of priorities for development.
- Further development of benchmarking of students' achievement against national and international standards.