



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



Summary Inspection Report

Baraem Al Ain Private School - Bani Yas

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Iqraa

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Inspection Date	12 th – 15 th May, 2013
School ID#	099
Type of School	Private
Curriculum	Ministry of Education
Number of Students	1453
Age Range	3 – 17 years
Gender	Mixed
Principal	Anas Adel Alkhanous
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Introduction

The school was inspected by five inspectors who: observed 102 lessons, including art, geography, information and communication technology (ICT) physical education (PE), assemblies and break times. Arrangements for arrival and departure were evaluated. Students were observed, assessment and test results were analysed, and school documentation consulted. Inspectors had discussions with the owner, students, staff, and parents.

Description of the School

The school was established in the 1985 and is located in Bani Yas on the outskirts of Abu Dhabi. Students come from a wide diversity of nationalities and backgrounds. Approximately 22% are Emirati, 24% Egyptian, 11% Syrian and 20% are from the Yemen. The rest of the students come from a variety of backgrounds from mainly Arabic heritage in the Gulf. 38% of the students are not from the local area. The curriculum is based on Ministry of Education (MoE) guidance for kindergarten (KG) to Grade 12. The school occupies an enclosed campus with three teaching blocks, and a KG building nearby.

There are 1453 students in the school, 184 children in the KG section, 683 students in primary, 330 and 256 in the middle and upper school respectively. Boys and girls are taught in mixed classes up to Grade 2, and separately from Grades 3 to 12. Grades 11 and 12 are streamed by ability. 165 students are identified as gifted and/or talented and six students are identified as having special educational needs. There is no formal admission procedure, but there are interviews and a short written test. School fees range from AED 5500 to 11900. Teachers' monthly salaries are between AED 3000 and 12000, including the Principal and Vice Principal. There are 65 teachers and 20 additional staff.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged Baraem Al Ain Private School Bani Yas to be in Band C; that is a school in need of significant improvement.

The last inspection of Baraem Al Ain Private School, in Bani Yas, took place in March 2011, when the school was judged as poor. There has been satisfactory progress since then in improving the school. The recommendations included developing the quality of teaching and learning, leadership and management and improving students' personal development. All performance standards have improved but not as significantly to make the performance satisfactory yet.

There have been major changes to the leadership and management since the last inspection. There are now two Vice-Principals and a new owner. Together with

the Principal they have a shared vision of what needs to be done to improve the school. The senior leadership team have created an ethos promoting the values and cultural heritage of the UAE. There is a harmonious atmosphere and relationships are secure. The school runs smoothly on a daily basis and there is a shared sense of purpose.

Most children start KG with broadly age related skills, but they do not make the progress they should. Most do not acquire the full range of skills necessary for the next stage of their learning. This is because there are too few opportunities for them to listen to stories and speak to each other. Their early writing and reading skills are limited. Children can count fairly accurately, but they are not able to extend their mathematical understanding. Their physical development is more secure and their skills using their hands are reasonable, but they have difficulty in handling scissors. Creative and imaginative skills are not developing well enough.

In all key subjects, attainment and progress are below expectations throughout the school. In Arabic, students' skills and progress are very unsatisfactory. Most students know the letters of the alphabet and are able to read and match simple words. They do not read well and are not able to use standardised Arabic. Writing is limited to simple sentences. In Islamic studies, progress and attainment are unsatisfactory. Some students, but not all are able to memorise and recite short verses from the Quran. They have difficulty reading verses and applying correct recitation rules. They have an inadequate knowledge of Islamic history and are not able to link Islamic values to current issues. In social studies there are some examples of attainment being secure in younger age groups. Students cannot discuss historical Islamic issues effectively or express their own ideas about them. Overall students have limited skills to enable them to discuss and debate, particularly in Grade 12.

In English, skills are improving in some younger year groups. Progress is hindered by lack of progression across topics and phases. Students' skills are below expectations and progress is not being supported. There are not enough opportunities for developing speaking skills, and reading is generally weak. In mathematics, girls in Grade 12 and Grade 11 boys in the academic streams, make satisfactory progress in their learning. Younger students' attainment in calculating involving decimals is secure. Overall attainment and progress are below expectations for the age and stage of students. Attainment in Grade 12 has improved in recent years with students performing quite well in relation to other local schools. This still represents attainment that is below that normally expected for this age group when compared to international standards. Attainment and progress are variable across other subjects and in PE it is better for younger students.

Teaching and learning are unsatisfactory. Teachers have generally secure subject knowledge. Some teachers do not always model correct pronunciation in Arabic, and skills are less secure in spoken English and spelling is not always accurate. Relationships are usually positive and promote a fairly positive learning environment. There are inconsistencies in teaching with some examples of good practice, but these are too few to make a significant impact. Teaching relies too much on imparting knowledge by repetition. Lessons are not planned to meet the needs of a range of students' abilities, and opportunities for the students to think for themselves, investigate, and work out solutions to problems are very limited. Questioning is sometimes used to probe for understanding, but mainly teachers are content to accept one word responses and do not encourage debate and discussion. Very limited use is made of assessment to adjust what is being taught to meet students' needs. Support staff in KG are not effective in developing children's skills and merely supervise. ICT resources are frequently not available for students to develop their skills.

Although the curriculum effectively covers basic skills development across subjects, it is not sufficiently broad and balanced to meet the needs of the students. It does not identify clearly what students should be learning in each age group. The level of the tasks given is frequently below what is normally expected. The curriculum is also not adapted to meet a range of needs and talents. The curriculum delivery for Arabic is very unsatisfactory as it focuses entirely on work from textbooks and is not matched to the needs of individuals. PE is offered, with art in younger year groups, but there is no provision for music. The curriculum planning does not have a strong creative element or enough exploratory work for students to become independent thinkers and learners. There are some developing community links with other organisations, but these are still few in number. Overall, the curriculum delivery does not compare well with schools worldwide.

Students say they enjoy school and there are secure relationships. Attendance is not good, especially for boys whose attendance drops dramatically as they get older. Punctuality is reasonable. Attitudes in lessons, in the younger year groups are generally positive, but there is a lack of attentiveness at times and students often listen passively. Behaviour is satisfactory, but students do not engage in often enough collaborative work, creative thinking or using their initiative. Students behave and respond well when teaching is good. There are too few opportunities for the students to develop leadership qualities by taking roles and responsibilities in lessons and around the school. Students are not yet able to demonstrate sufficient ability in cooperative learning and research skills because not enough lessons enable this to happen. They have an awareness of health and

safety, but have to be reminded to use seat belts on the buses. There is no student council to allow students to make independent and democratic decisions. Despite the boys' behaviour not being consistently good, there are some instances when they have positive attitudes to their learning.

The school has some systems in place to ensure the care and well being of students. Fire regulations, procedures for evacuation and site security are in place. Storage facilities are appropriate and materials and equipment are stored safely. Some policies and procedures are not effective. There is no child protection policy and staff are not fully aware of procedures should any abuse be reported. There is no analysis of the attendance rates of different groups of students. There is no system to track students' progress on a very regular basis and over time to inform planning of the curriculum. There is no checking of progress of groups of students, particularly those identified as having special educational needs and those who are gifted and/or talented. Parents have a generally positive view of the school, although a few feel they do not have enough information about the progress their children make.

The school buildings are not fit for purpose and, despite the large site do not offer adequate accommodation. Rooms are frequently cramped and overcrowded. The premises are reasonably safe and there are efforts made to keep it clean and secure. There are several deficiencies in the buildings that impact adversely on learning and what types of activities can be offered. There are rooms for art, ICT, science, a library and canteen, but these are insufficient to meet the needs of all students. This is because there are not enough facilities in each building for all students to access easily. There is no gymnasium, although there are exercise areas, mainly outdoors and under cover. Children in the KG have an outdoor area, but it is not used effectively to promote learning.

Resources are insufficient, with few books, little mathematical equipment and few useful scientific materials. Staff make a considerable effort to provide their own, sometimes handmade, resources. These are not enough for all students to be active participants in the learning process. The lack of appropriate, modern day resources hinders learning and progress. Progress in ICT in particular suffers because of the totally inadequate equipment and science does not fare much better. There are some art materials, but not enough to promote creativity. PE is not enhanced with a wide range of good quality equipment. KG children have data show/projectors, but children do not use technology to develop their skills independently. Resources in KG do not provide a wide enough variety for this age group to develop their ideas and engage in shared sustained thinking.

The owner is supportive and has a clear strategic view of how to improve the school over the next five years. There is also a shorter-term school improvement plan that is being implemented. The process of self-evaluation involved the whole school, but the outcomes of this were not realistic, and did not give an accurate picture of the school's performance. Areas for development in the light of the school improvement plan have been prioritised and there is a greater focus on the need to improve teaching and learning. The Principal and Vice Principals undertake lesson observations, but this is not sufficient to raise attainment and progress quickly enough. There is some professional development, but not enough to assist all staff to effectively change from traditional teaching methods to a more innovative approach. There is not enough delegated leadership to ensure monitoring of teaching and learning is completed with sufficient frequency. Subject leaders, although aware of the low standards in their subjects, do not tend to have a whole school overview of progress and how to halt any decline. Assessment is regarded as testing knowledge rather than judging progress in skills acquisition and understanding. There is no comparison of attainment made against a secure assessment framework that reflects international standards. Responses from students and their parents were positive, with most being content with what the school provides. Some felt the school is improving, but others, although supportive, felt their views were not always taken into account.

What the school should do to improve further:

1. Develop the existing leadership and management structure to:
 - i. include subject coordinators in the monitoring of teaching and learning and build on a culture of sharing best practice; and
 - ii. accurately identifying needs of the school and set realistic school development targets
2. Raise attainment and progress to match international standards by:
 - i. tracking progress and attendance levels for all groups of students; and
 - ii. ensuring there is a secure match of work to the range of students' needs, based on a curriculum that identifies clearly. expected levels of attainment for each year group.
3. Develop and implement an effective child protection policy.
4. Improve resources as a matter of urgency in all subjects.
5. Develop effective plans to improve the buildings and accommodation.