



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



Inspection Report

Baraem Al Ain Private School

Academic Year 2014 – 2015

إقرأ

Baraem Al Ain Private School

Inspection Date	9 – 12 February, 2015
School ID#	99
Licensed Curriculum	Ministry of Education (MoE)
Number of Students	1550
Age Range	3 to 19 years
Gender	Mixed
Principal	Anas Adel Al Khanous
School Address	Bani Yas, East 11, Abu Dhabi
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School Website	baraemalainbaniyas.ae
Date of last inspection	12 – 15 May 2013

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 6

The main strengths of the school are:

- students' academic achievement in Arabic and social studies
- students' relationships with teachers and each other, their understanding of UAE heritage and values and their awareness of moral viewpoints
- teachers' commitment to improve by using a variety of strategies and resources and their behaviour management in most lessons
- the caring ethos for students and the security of the premises
- school leaders' commitment to improvement, their effective partnership with the owner, the board of trustees and parents

The main areas for improvement are:

- students' progress in all subjects and especially in English and in the KG, and the development of 21st Century skills across the school
- the development of students' personal qualities to prepare them for the next stage of their lives particularly through more opportunities for leadership
- the quality of teaching, particularly the use of assessment to plan for and challenge students of all abilities
- the systems and procedures for ensuring students' health, safety and protection, and for monitoring their personal and academic progress
- the extent to which the owner, trustees and school leaders accurately evaluate the school's performance, and use this information to provide appropriate training and resources.

Introduction

The school was evaluated by 5 inspectors. The school closed early at 10.30 am, on the third day of the inspection because of the launch of the Qasr Al Hosn festival. The inspectors observed 77 lessons, conducted meetings with senior staff, subject coordinators, teachers, support staff, students, parents and the owner. They analysed test and assessment results, scrutinized students' work across the school, analysed the 474 responses to the parents' questionnaire and considered school policies and other documents. The principal and leadership team were involved and consulted throughout the inspection and carried out 2 joint lesson observations with inspectors.

Description of the School

The school was established in 1985 and is located in Bani Yas on the outskirts of Abu Dhabi. It offers the Ministry of Education (MOE) curriculum. The school's vision is: 'Creative character to lead a conscious generation that aims to improve itself, his country and nation'.

There are 1550 students, almost all are Muslim; 55% are boys. There are 175 in the KG, 729 in the Primary, 372 in middle and 274 in the upper school. All of the students are of Arab descent: 28% are Egyptian, 20% Syrian, 16% Yemeni, 10% Emirati, 7% Jordanian and 3% Palestinian. Smaller minorities come from other Middle Eastern countries. The school has identified 9 students as having special educational needs (SEN), but their specific requirements have not been categorised. No students have been identified as being gifted or talented. Boys and girls have separate lessons from Grade 4 onwards. Grades 11 and 12 choose between the art and the science subject streams.

All applicants to the Kindergarten (KG) are accepted provided there is space. Older students seeking admission are assessed on entry through an interview and diagnostic test.

The senior leadership team comprises the principal and vice-principal. The board of trustees is made up of the owner, parents and teachers representatives, the principal and vice-principal. There are 83 teachers, most of whom hold a recognised teaching qualification, and 19 additional support staff. Staff turnover is low. Fees range from AED 3,825 in the KG to AED 10,500 in Grade 12. This is in the low to affordable range.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

The school provides an unsatisfactory standard of education in most aspects of its provision. There have been improvements to students' attainment and progress in Arabic and social studies and in mathematics and science for those in grades 11 and 12. In other subject areas, students, including those with special educational needs (SEN) and the more able, make unsatisfactory progress. Personal development is now adequate as behaviour is mostly satisfactory, relationships are positive and students are mainly respectful and tolerant.

There have been some improvements to the quality of teaching and learning as a result of professional development. These gains have not been sufficient to ensure that students make at least satisfactory progress in all subjects because teachers do not have a good enough grasp of how students learn most effectively. They do not use accurate assessment practice to track students' progress and adjust lessons to their needs. The quality of the buildings and the range of resources do not sufficiently support the school in achieving its aims.

Students' attainment & progress

Students' attainment and progress in the majority of subjects are unsatisfactory. In Arabic and social studies, attainment is broadly in line with age-related expectations. Attainment in English is very unsatisfactory. In Islamic education achievement does not meet curriculum expectations, while in mathematics, science and technology, attainment is below international standards, as it is in the other non-core subjects.

Almost all students have limited English on entry as very few use English outside of school. In the KG, children know the letters of the alphabet and associated sounds. They are not able to blend words as a basis for reading. Most students across the school, listen and respond to basic, familiar instructions using single words or short phrases. The quality of spoken and written English varies considerably. A few older students can write short paragraphs but with errors in grammar and spelling. Reading skills are underdeveloped.

Students make satisfactory gains overall in Arabic. Students understand and respond appropriately to verbal instructions given in standard Arabic, the language of instruction. Most students speak and read with some fluency and expression. Their pronunciation is not always accurate because they often use colloquial Arabic. Writing skills are developing reasonably well but students make too many spelling and grammatical errors.

In Islamic education, students' knowledge exceeds their understanding and their attainment and progress remains unsatisfactory. For example, children in the KG can recite appropriate 'surahs' (verses) from Qur'an; they do not demonstrate satisfactory levels of understanding why the events described happened. Primary phase students have an adequate knowledge of paradise and hell. Older students know the stages that the Holy Qur'an went through before it was written but are unable to explain the reasons behind these stages. They know about 'sunna' and the concept of 'Ijtihad' and 'Taqlaad'. Their understanding of the conditions for 'Ijtihad' is inadequate.

Students develop an appropriate knowledge and understanding of the traditions, heritage and culture of the United Arab Emirates (UAE). Older students can list the factors that unite Arabs; they are unable to debate and reflect on current affairs.

Most children in the KG can count accurately to ten and can identify basic 2-d shapes. They develop appropriate numeracy skills in the primary phase and have a satisfactory knowledge of geometry in the secondary grades. Their ability to apply their learning to solve real-life problems and open ended investigations is limited. Older students in the science stream have a satisfactory understanding of calculus and a few know why it is important in the real world.

Students' understanding of science in the KG and primary phases is limited because they do not carry out investigations. In the secondary and higher grades, most students have an age-appropriate knowledge and understanding of physics, chemistry, biology and geology and their ability to carry out investigations is improving. Students' attainment and progress overall remains unsatisfactory.

Students enjoy working in groups; this sometimes limits their ability to practise and apply what they have learnt independently. Their research skills are inadequate. Students with SENs and the more able make unsatisfactory progress as teachers do not plan effectively to meet their needs. Assessment systems for measuring attainment and progress are unsatisfactory.

Students' personal development

Students' personal development is satisfactory. Most students behave well in lessons and are keen to learn. Their moral viewpoints stem from their Islamic beliefs. They respect their teachers and each other and describe the cultural diversity of the school community as one family. They are appreciative of the traditions and values of the United Arab Emirates (UAE) and enjoy National Day celebrations and various religious and cultural festivals. They are keen to participate in trips to local places of interest and in the sporting activities and competitions offered.

There are some opportunities for a few students to develop their leadership skills and to make a positive contribution to the school community. The elected school council represents students' opinions and has a voice that is increasingly listened to. Other leadership roles include membership of various committees: the student police, health and safety, Red Crescent and environment. Most students care for their immediate environment. Few students take an active leadership role during lessons and many lack the interpersonal skills and personal qualities that will prepare them for the next stages of the education. Most students are aware of how to live safe and healthy lives; they do not always make healthy choices. Attendance at 94% is above average.

The quality of teaching and learning

The quality of teaching and learning is unsatisfactory. The majority of lessons were deemed unsatisfactory; examples of better teaching were seen in each of the core subjects, particularly Arabic and science. This demonstrates some evidence of the impact of professional development on teachers' effectiveness; this has not resulted in improved achievements across all subjects. The least effective teaching was observed in English, where almost all lessons were unsatisfactory. Most teachers have a satisfactory knowledge of their subjects; their understanding of how students learn best is limited.

In most lessons teachers name the topic or theme but do not always make it clear what students will learn. A few teachers take account of students' prior learning and set appropriate tasks. Most have the same expectation for all students regardless of the range of their abilities. Consequently, students, including the most able and those with SEN, do not make sufficient progress. In most lessons, students are organised into groups even when this is not appropriate. There is insufficient time for them to work independently and to practise and apply what they have learnt. Teachers' questions rarely promote higher order thinking. Most students' books contain a minimal amount of work and marking is cursory with no targets set for improvement.

Relationships between teachers and students are positive and students listen well and do what is required. In the best lessons, teachers use appropriate methods and resources to engage and motivate students. When strategies are inappropriate and there are insufficient resources available, younger students lose interest. Teachers often use the available technology well in the classroom. In contrast, students have insufficient access to technology to enhance and extend their learning. Additional staff in the KG are not effectively deployed to support learning.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory. It promotes better academic progress in Arabic and social studies and, to a degree, in science and mathematics in the higher grades. In the majority of subjects, the intended outcomes and expectations are not adequately defined and not measurable. Topics are not sufficiently modified to cater for the range of students' needs and interests. Most learning in the KG entails children listening and responding to the teacher and completing prescribed tasks. They undertake some practical activities but there are insufficient opportunities to learn and explore through play. Children and students rarely have opportunities to make choices and to develop as independent learners. Older students carry out investigations in science. Provision for the arts is limited and does not sufficiently allow for students to develop their gifts and talents.

Opportunities to develop students' understanding of the values, culture and heritage of UAE are adequate. They enjoy field trips but there are no after-school clubs. A few days are set aside for enrichment and some teachers plan activities that have a purpose and context in the real world. Links with external partners and other agencies, and the opportunities to develop the skills and self-confidence necessary for life and work in the 21st Century are limited.

The protection, care, guidance and support of students

The effectiveness of the school's protection, care, guidance and support for its students is unsatisfactory. The school generally has a positive ethos and students feel safe, secure and happy. Behaviour is well managed in most cases but rewards are not always fair and are sometimes inappropriate. Some aspects of students' welfare are overlooked. Procedures for supporting their personal development, and for monitoring their academic progress are not systematic. Social workers respond appropriately to issues as they arise but have not established a system for monitoring the effectiveness of their response. Students with additional learning needs are not accurately identified and there are no appropriate individual education plans (IEPs).

The school maintains an appropriate central register listing all adults in the school. Bullying is rare and effectively dealt with. A daily attendance register is taken and attendance has improved. The child protection policy is not clearly understood by all staff. The new prayer room is used well by boys. The nurse provides satisfactory care but medicines are not always stored appropriately and medical waste is not disposed of in a timely manner. Suitable guidance for older students regarding next steps in their education is provided.

The quality of the school's buildings and premises

The quality of the school's buildings and premises is unsatisfactory. The plot is extensive and there are plans for a new building. Classrooms are mostly bright but vary in size; some are overcrowded. Ventilation systems in some rooms are noisy making hearing difficult. Displays are sparse, unattractive and rarely contain students' work. Accommodation for science and technology is satisfactory. The school makes adequate use of the available facilities for sport.

Key staff have responsibility for monitoring health and safety and reducing risk. Their approach is not systematic or sufficiently rigorous. Most areas of the school are well maintained and cleaned. There are lapses in the safe storage of potentially dangerous substances and equipment and in the maintenance of electrical equipment. The perimeter is secure; guards check visitors' identities on entry and issue badges and CCTV cameras have been installed. The premises do not adequately facilitate access by students with additional physical needs.

The school's resources to support its aims

The school's resources are unsatisfactory. There are sufficient teachers with appropriate qualifications for the number of students and the range of courses. Each KG class has a support assistant. Students have access to technology and the internet in the laboratories and there are projectors in classrooms. In other respects resources to enhance and support learning in lessons are insufficient.

The new library has too few books and no access to technology for research. There are enough resources for science in the older grades. Resources for sports and physical education are insufficient for individuals to develop their skills. KG classrooms have some resources to aid children's development of fine and gross motor skills. Resources and equipment to support experiential learning, play and practical activities are inadequate. School's processes to ensure that school transport is well maintained, are satisfactory. The canteen is licensed and snacks and drinks are stored appropriately. There are no specialist staff or resources to support students with SEN.

The effectiveness of leadership and management

The effectiveness of leadership and management is unsatisfactory. An increasingly influential board of trustees has been established. It is not yet sufficiently skilled in evaluating the school's performance. The vision for improving academic achievement is not clearly defined because school leaders do not have a clear and objective view of the school's strengths and weaknesses based on valid and accurate evidence. This is evident in the quality of self-evaluation (SEF), which is overly optimistic. Consequently, there is no appropriate

school development plan (SDP); the emphasis has been on developing teaching strategies with insufficient attention being paid to the quality of learning and students' progress. There is no effective tracking system to monitor academic achievement. School leaders are not sufficiently skilled in advising teachers how to improve in these areas, and are aware they need external support.

The owner, principal and vice-principal are committed to providing well for the students. Significant funds have been allocated since the last inspection leading to improvements in the buildings and premises and in the range of resources available to support learning. Additional funding has been allocated to build a new school building. School leaders' commitment to promoting the values of the UAE has had a positive impact on students' personal development. Teachers are committed to developing their skills; there have been some improvements in the quality of teaching and morale is high.

Partnerships with parents are mostly positive; school leaders increasingly listen to their suggestions and to those of the students. Reports to parents on students' progress are regular and usually well received. There are too few links with external organisations.

Progress since the last inspection

There have been some improvements in all performance standards in response to recommendations made by the last inspection; students' achievements in Arabic and social studies are now satisfactory. The improvements to students' personal development, buildings and premises and in resources, have been sufficient to move standards of performance in these areas to the next grade level. Whole-school professional development has not paid sufficient attention to helping teachers plan to meet the needs of all students; expectations remain too low in too many lessons. New resources have been provided and the improvements to the buildings include a new library and mosque. Some classrooms are overcrowded and the new furniture in some classrooms is not suitable; the benches are bulky and make rearrangement to enable group work, for example, very difficult. Staff's understanding of their roles and responsibilities regarding child protection are tenuous. Although the subject coordinators now monitor the quality of teaching and learning, they need to develop their skills to do their job more effectively.

School leaders have not demonstrated a secure capacity to ensure that students access at least a satisfactory standard of education across all performance standards. They will require external support if the school is to embed and sustain the improvements achieved since the last inspection.

What the school should do to improve further:

1. Raise students' attainment and accelerate progress in all subjects, particularly in English and in KG, by ensuring teachers:
 - i. use assessment information to accurately record and track the academic progress of students
 - ii. clearly identify what students of all abilities will learn in each lesson
 - iii. plan lessons to provide appropriate challenge and enjoyment for students of all abilities, particularly those in the KG and primary phases and those with SENs and the more able
 - iv. use effective questioning to assess understanding and to promote higher order and creative thinking skills
 - v. offer students sufficient opportunities to work independently.
2. Strengthen the impact of leadership and management by:
 - i. evaluating the effectiveness of the school's performance using objective, accurate data and information
 - ii. constructing a fully costed SDP with measurable outcomes that focuses on what the school needs to do to rapidly provide at least a satisfactory standard of education in all subjects
 - iii. establishing a more effective system for monitoring and supporting students' personal, social and emotional wellbeing
 - iv. establishing effective systems for monitoring all aspects of health and safety and attend to the concerns identified in this report.
3. Provide regular opportunities for students to develop confidence and leadership skills across the school.
4. Extend the opportunities for students to be involved in sporting, scientific and cultural activities both in school and in the wider community.

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								