



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



Private School Inspection Report

Baraem Al Ain Private School

Academic Year 2016 – 2017

Iqraa

Baraem Al Ain Private School

Inspection Date	January 16, 2017	to	January 19, 2017
Date of previous inspection	February 9, 2015	to	February 12, 2015

General Information	
School ID	99
Opening year of school	1985
Principal	Anas Adel Alkhanoos
School telephone	+971 (0)2 583 1818
School Address	Bani Yas, East 11, Abu Dhabi
Official email (ADEC)	baraemalalnad.pvt@adec.ac.ae
School website	www.baraemalainbaniyas.ae
Fee ranges (per annum)	Very low to low (AED5,900 to AED14,320)

Students		
Total number of students	1626	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	181
	Primary:	714
	Middle:	449
	High:	282
Age range	3 to 19 years	
Grades or Year Groups	KG to Grade 12	
Gender	Boys and girls	
% of Emirati Students	4%	
Largest nationality groups (%)	1. Egyptian: 33%	
	2. Syrian: 24%	
	3. Yemeni: 13%	

Licensed Curriculum	
Main Curriculum	Ministry of Education, UAE
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	EMSA (Arabic)
Accreditation	----

Staff		
Number of teachers	99	
Number of teaching assistants (TAs)	18	
Teacher-student ratio	KG/ FS	1 : 20
	Other phases	1 : 20
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	129
Number of joint lesson observations	13
Number of parents' questionnaires	338; return rate: 22%
Details of other inspection activities	Inspectors held discussions with representatives of the board, the principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, school activities, arrivals, departures and school intervals.



School	
School Aims	‘Provide a distinct and integrated in order to teach the student’s personality development and providing unique educational experiences. The introduction of technology in education to create a generation capable of interacting with the challenges of the twenty-first century.’
School vision and mission	Vision: ‘Creative leading character to lead a conscious generation that aims to improve itself, his country and nation.’ Mission: ‘Baraem Al Ain Private School aims to have a distinguished education to form a conscious generation that is able to use its abilities and face the challenges of this age in accordance with the educational system of the United Arab Emirates’.
Admission Policy	All applicants to the Kindergarten (KG) are accepted and provided seats if there is space. Older students seeking admission are assessed on entry through an interview and diagnostic test.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, vice principal, and specialist educator. There are six subject coordinators. The board of trustees is made up of the owner, parents, teachers’ representatives, the vice-principal and the principal.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	1
Visually impaired	0	2
Hearing impaired	0	1
Multiple disabilities	0	1

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	49
Social maturity and leadership	4
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	7
Psychomotor ability (e.g. dance or sport)	6

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND B	Acceptable
--------------------------	---------------	------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
--	--	--	--	--	--	--

The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is broadly acceptable. Students make acceptable progress from their starting points in all the core subjects other than at the primary phase in English-medium subjects where progress is weak. Students have a good understanding of the role and values of Islam in society, UAE culture and heritage, and how to live healthy lifestyles. Teaching and assessment are broadly acceptable but weak at the primary phase. Positive relationships between students and their peers and staff aid their personal and academic development. The principal and leaders at all levels strongly promote the vision of improving all aspects of the school's provision. They make appropriate use of available resources to enhance teaching and learning. Parents speak positively about the quality of education and care provided for their children.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since its last inspection. Staff's raised expectations and commitment to driving forward improvements have resulted in steady progress in tackling the recommendations from the last report. Standards and progress have improved in all core subjects and in the Kindergarten (KG). The quality of teaching has improved. This has been due to leaders' focus on carefully planned professional development, providing opportunities for engaging, relevant and challenging activities in lessons, and lesson observations. Leaders have established effective systems for monitoring health and safety and addressed concerns identified in the last inspection. The support and monitoring of students' personal development has improved. Overall, school leaders' capacity to improve the school is acceptable.

Development and promotion of innovation skills

The school does not yet promote innovation effectively enough. When students take part in extra-curricular opportunities, a few create innovative solutions to real challenges and present them effectively. For example, they have invented air pumps and air coolers, and built a model of a sustainable city to rival Masdar City. Overall, the school has yet to develop or teach effectively the skills which underpin innovation in lessons across the curriculum.

The inspection identified the following as key areas of strength:

- the commitment of all levels of leadership to improve the school
- teachers' subject knowledge and cross-curricular links
- the confidence, positive behaviour and commitment of students to their learning
- respect and understanding of Islamic values and UAE culture
- the provision of a secure and safe environment for learning.

The inspection identified the following as key areas for improvement:

- students' attainment in all cycles and all subjects
- research, problem-solving, enterprise and innovation skills
- consistency in teaching and learning quality, particularly in the primary phase
- strategic use of data in improvement planning and self-evaluation
- use of assessment data in tracking individual students' progress.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second 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	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
Science	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of students' achievement is broadly acceptable. MoE external examination data for grade 12, and internal examination and continuous assessment data across grades against ADEC benchmarks indicates attainment which is at least good overall. EMSA external examination data for Arabic reading and writing in grades 5, 7, 9, and 11, combined with students' current performance in lessons and their coursework, indicates that their attainment overall is now acceptable. Attainment in English, mathematics and science has improved from the last inspection but remains weak in the primary phase. Arrangements for identifying and supporting students who require special support for their learning are not yet promoting sufficient progress this group of students. There is no significant difference between the progress of boys and girls.

Students' achievement in Islamic Education is acceptable. Most students attain appropriate curriculum standards as they progress through the school. When they leave KG, most students are able to speak about simple Islamic practice, such as what they have to do or say before bedtime, and memorise simple verses in the Holy Qur'an. By the end of Grade 5, most can explain practices such as fasting and prayer and recite simple verses in the Holy Qur'an. In Grade 12 most are able to recite parts of the Holy Qur'an with 'Tajweed' at acceptable standards.

Students' achievement in Arabic is acceptable. Children join KG with limited knowledge and skills and they make acceptable progress. In KG2 **most** are able to recognise the sound of different letters in different positions in a word. Progress **continues in** the primary phase in most lessons. In Grade 4, for example, **most students** meet curriculum outcomes such as constructing a sentence which starts with an order verb. **By** the middle phase, most **students** reach at least acceptable standards in reading, writing, speaking and presentation skills, and in the high phase most students' skills are in line with curriculum standards.

Students' achievement in social studies is acceptable overall. By Grade 5, most can answer simple questions at an age-appropriate level. They are able, for example, to accurately recall facts about the UAE's animals, jobs, history and leaders. By Grade 9 most discuss topics in citizenship and UAE history, at an age-appropriate level. By Grade 12, they can discuss in details the reasons for the UAE's growing demand for power resources and the challenges.

Students' achievement in English is acceptable overall. Children enter KG with a range of English skills. Most make acceptable progress. By KG2 they listen attentively to puppet presentations, responding to questions with relevant comments. Across the primary and middle phases reading, writing, listening and speaking skills are broadly in line with curriculum standards. By Grade 9, most students can critically discuss the arguments for and against mobile phones,

selecting information effectively from written sources and writing their conclusions accurately. Most students continue to make acceptable progress from Grade 10 to Grade 12 where they communicate thoughtfully and reflectively in discussion on issues related to air pollution.

Students' achievement in mathematics is broadly acceptable overall, but weak at the primary phase. Children join KG with limited number sense. They make acceptable progress and by KG2 can find missing numbers and count reliably to 50. In the primary phase progress slows. Grade 3 students, for example, are unable to carry out skip counting of 5. Progress accelerates in the middle phase and most attain in line with curriculum expectations by Grade 9. Progress is acceptable from Grades 10 to 12. Most Grade 11 students can verify a trigonometry identity and most in Grade 12 demonstrate accurate understanding of limits to polygons and the concept of non-existent limits.

Students' achievement in science is acceptable overall. Children in KG make acceptable progress and by KG2 are able to differentiate between wild animals and pets. Progress slows in the primary phase where the large majority of Grade 1 students struggle to explain the differences between seasons, and Grade 2 students are unable to explain the concept of recycling. Progress accelerates in the middle phase and by Grade 9 students explain autotrophic organisms well. From Grade 10 to Grade 12, most students' attainment is in line with curriculum standards. In Grade 12 they are able to apply the laws of physics to solve problems involving electricity and power.

Overall achievement in other subjects is acceptable. For example, in PE students are making acceptable progress in their ball skills and they collaborate well in teams. Attainment in ICT is weak and progress is acceptable. Students develop basic competency in a range of common software applications. The application of ICT skills across their subjects is underdeveloped. Achievement in music is acceptable. Most students make progress in line with age expectations in developing their knowledge of musical theory although their practical skills are less developed. Students' achievement of basic techniques and creativity in art are weak.

Students' learning skills are acceptable overall. Most students enjoy their learning and know what they have learned. They are developing their collaborative skills well as they work together in appropriately organised groups. When opportunities are given to discuss and present work they display competent communication skills. They make connections between their learning in different subjects and relate this to their understanding of the world. Students' research, problem-solving, and critical-thinking skills are less well developed. Enterprise and innovation skills are not addressed within most lessons.

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	Acceptable	Acceptable	Acceptable	Acceptable

Students' personal and social development is good overall. The development of their innovation skills is acceptable. Students behave calmly and responsibly when entering or leaving school, in lessons, and when moving between classes. They are committed to their learning and work well together to complete cooperative tasks. Their relationships with staff and their peers are productive and respectful. Bullying is rare. Students across the school accept responsibility willingly, for example in contributing confidently to assemblies. They show sound understanding of safe and healthy living, for example in their choice of food for the 'Healthy Breakfast' event, and their enthusiasm for sport. Attendance is good overall at 94%. Most students arrive punctually to school. Most students do not yet take the initiative in seeking to give and receive critical feedback on their own and their peers' work.

Students' knowledge of the heritage and culture of the UAE is strong. Their understanding and appreciation of Islamic values is enhanced considerably by whole school activities beyond the taught curriculum. They present their heritage with pride to visitors. In social studies, most are able to discuss UAE values and ethics accurately. Most have a good understanding of Islamic values and are very respectful of the Holy Qur'an in assemblies. They show an understanding of other world cultures, for example in the school's celebration of culture day. They do not yet demonstrate a strong appreciation of the diversity between cultures including music, art and literature from around the world.

Students contribute to the life of the school through planned activities. They serve, for example, on a range of committees responsible for the student council, school police, environment, culture, and health and safety. They commit themselves to wider social responsibility, for example in their support for charities such as Red Crescent, cleaning BaniYas Park, and a local area planting project. Students' skills of enterprise and innovation are developing.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of teaching and assessment is broadly acceptable. Positive relationships and management of behaviour result in attentive and engaged learners. Most teachers use appropriate knowledge of their subject and of how students learn to plan effective lessons with clear learning outcomes. They use a variety of resources and activities, often linked to real life, which motivate and interest students. In KG, for example, a range of practical activities supports children's learning through play. In a few lessons, teaching challenges students of different abilities well, often through collaborative group work and skilful questioning. For example, in a Grade 5 English class, most girls made good progress in understanding domestic rules as they discussed in groups their response to probing questioning. Effective teaching is less consistent in the primary phase where limited space constrains opportunities for practical activities and group work. Provision for students who require specialised support is not yet sufficiently effective overall. Most lessons do not promote students' research, problem-solving, enterprise or innovation skills. Effective questioning which checks the understanding of all groups of students, and which requires them to engage and think carefully before responding, is not yet consistently used across subjects and phases.

The school remains in the early stages of using assessment information. Students' attainment is regularly assessed and compared with curriculum standards to provide teachers with data on their progress. Teachers have a broad understanding of students' individual strengths and weaknesses. However, assessment information is not yet consistently and effectively used to measure and track progress over time, set targets that meet the needs of individual students, or to inform lesson planning. Although most marking is regular, it is rarely used to show students how to improve their work.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of the curriculum is acceptable. It is broad and balanced and follows the requirements of the licensed Ministry of Education (MoE) curriculum. The school has responded effectively to recent changes required in Grade 12 in ways that have minimised the disruption to students' learning. Careful planning ensures that learning progresses appropriately in the key subjects and that the needs and interests of most students are met. High school students are provided with some choice in their studies through the options they are offered. Cross-curricular links are appropriately planned and help students transfer their learning between subjects. For example, a Grade 4 science lesson on sources of water effectively linked the topic to the importance of water in the Holy Qur'an. The school enriches learning with a variety of trips, competitions and extra-curricular activities. Regular termly reviews result in subject leaders making changes to the curriculum to ensure the needs of most students are adequately met.

Students develop a clear understanding, appreciation and respect for UAE culture, heritage and religion because appropriately chosen learning opportunities are integrated throughout the curriculum. For example, in an English lesson, Grade 8 girls examined the differences between city and village life in the UAE. The school has provided opportunities for students to develop their skills in enterprise, enquiry, problem-solving and critical thinking in a few lessons and extra-curricular activities, but development of these skills has not yet been routinely embedded in the planning and delivery of subjects. The curriculum is not yet adapted sufficiently to ensure that students of all abilities, including those with special educational needs, are fully engaged and challenged by an appropriate range of opportunities to learn.

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	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The overall quality of protection for students is good, and care and support is acceptable. The school gives high priority to the safety and welfare of students and provides an orderly and calm environment that helps them feel secure. Effective implementation of the child protection policy and safeguarding procedures ensures they are well cared for. Students are taught how to protect themselves from the dangers of the internet and bullying. The school is clean and well maintained with effective arrangements to ensure security, health and safety, including supervision of students' use of school transport and procedures for disposal of medical waste. Administrative procedures are efficient and records are secure. The school emphasises the importance of healthy lifestyles on a regular basis, but promoting safe and healthy living does not yet permeate all aspects of school life.

Respectful relationships between staff and students contribute to an effective whole school approach to behaviour management. Systems for managing attendance and punctuality are effective. Students are confident that they can seek help and advice from adults at the school, and parents appreciate the concern over their child's well-being shown by staff. Students' academic progress is monitored on an individual basis and regularly reported to parents. The school provides effective academic guidance, including advice to Grade 10 and Grade 11 students on optional subjects, and to Grade 12 students as they prepare to leave. The way the school identifies and supports students with special educational needs is weak. Although the school has adequate systems to identify and support gifted and talented students, this is not the case for SEN students for whom, as yet, provision is not ensuring they make appropriate progress.

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

The overall quality of leadership and management is acceptable. The principal and senior leaders form an effective team with a shared vision and commitment to improving all aspects of the school's provision. Under their leadership, the school has developed steadily since the last inspection. The principal has developed middle leaders by giving them responsibilities for subject areas and holds them accountable through regular meetings. Teachers demonstrate commitment and hard work in improving their practice and enhancing the learning opportunities of all students. Morale throughout the school is positive and relationships and communication are professional.

Self-evaluation and improvement planning are acceptable. The school development plan addresses most of the recommendations from the previous inspection, but is insufficiently focused and lacks clear measures of success. The self-evaluation form (SEF) is not yet based accurately on national standards and lacks sufficient measurable evidence to accurately monitor, demonstrate and evaluate the impact of initiatives. Senior staff and subject coordinators regularly undertake lesson observations which focus upon the effectiveness of student learning.

Partnerships with parents and the community are acceptable. A range of communication strategies support links with the local community, especially with parents. Parents receive regular reports on their child's progress, assist with school events, and contribute their views on priorities in development planning. Local community links include those with local hospitals and other schools. Further development of these partnerships is needed to raise standards.

The school's arrangements for governance are acceptable. The governing body responds supportively to the resource needs of the school. It does not yet hold school leadership to account by monitoring school performance independently.

The school runs smoothly on a day-to-day basis. It is fully staffed with suitably



qualified teachers who receive regular and appropriate professional development. Accommodation, facilities and resources are improving but, as yet, the provision of ICT and other resources for use in lessons remains insufficient, especially in the primary phase.

What the school should do to improve further:

1. Improve attainment across the school by:
 - i. identifying the specific, detailed assessment evidence which will be used to target groups and to measure improvements
 - ii. using attainment data to accurately monitor and evaluate the progress made towards targets by individuals and groups
 - iii. using assessment data more rigorously to shape the strategic development of the school
 - iv. setting learning targets with students which are well matched to their individual needs
 - v. reviewing progress with students on a regular basis
 - vi. developing effective procedures to identify and support students who require specialised support
 - vii. providing more opportunities for group work and collaboration in most lessons
 - viii. increasing the quality and range of resources available to students for practical learning
 - ix. increasing students' access to use of ICT.
2. Improve students' skills of research, problem solving, enterprise and innovation by:
 - i. specifying these skills in teachers' medium- and long-term plans
 - ii. providing further opportunities in lessons for students to develop these skills
 - iii. further developing a programme of extra-curricular activities that focuses on these skills.
3. Develop greater consistency and share good practice in teaching and learning by ensuring all teachers:
 - i. refer to learning objectives or outcomes to explain targets and review progress with students during lessons
 - ii. offer challenge through more effective questioning which both checks the understanding of all groups of students and which requires all students to think before responding
 - iii. provide constructive feedback, especially when marking work, to help students understand how to improve.