



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



Inspection Report

The British School Al Khubairat

Academic Year 2013 – 14

إقرأ

The British School Al Khubairat

Inspection Date	1 – 4 June 2014
School ID#	119
Licensed Curriculum	English National Curriculum
Number of Students	1838
Age Range	3 to 18 years
Gender	Mixed
Principal	Elaine Rawlings (Acting Headteacher)
School Address	PO Box 4001, Abu Dhabi, UAE
Telephone Number	+971 (02) 446 2280
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Official Email (ADEC)	british.pvt@adec.ac.ae
School Website	www.britishschool.sch.ae
Date of last inspection	19 – 22 November 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 A;	GRADE 3
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The main strengths of the school are:

- students' achievements in General Certificate of Secondary Education (GCSE) examinations are well above international standards
- there is a highly respectful and caring culture in the school, where students accept ownership of their own learning and behaviour
- the school provides very effective support for students in greatest need of improvement and very high levels of challenge for more able students
- good quality professional development provides teachers with valuable opportunities to develop their knowledge and skills
- the broad and balanced curriculum provides variety, challenge and interest for student learning

The main areas for improvement are:

- to strengthen strategic monitoring and evaluation of data
- to ensure teachers and managers are held more accountable for students' academic achievement
- to improve the quality of teaching and learning in the subjects taught in Arabic

Introduction

The school was inspected by 5 inspectors. They observed 87 lessons, conducted several meetings with senior staff, heads of department, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 145 responses to the parents' questionnaire and considered many of the school's policies and other documents. The acting headteacher was involved throughout the inspection process.

Description of the School

The British School Al Khubairat opened in 1968 in Al Mushrif district of Abu Dhabi. The school's vision is 'to be the school of first choice for an exceptional, rounded English medium education for UK expatriate and, where appropriate, local and other expatriate children from 3 to 18' and the mission is 'to combine the very best of an English medium education, allowing children to transfer to the UK system seamlessly, strengthened by the enrichment provided by the national identity and culture of the UAE and thereby to be at the forefront of education in the UAE and beyond - supporting the educational needs of children and the professional needs of teachers'.

The student population is 1,838, with 51% being boys. The school has students from Foundation Stage (FS) to Year 13. There are 198 students in FS, 623 in Years 1 to 6, 517 in Years 7 to 10 and 500 in Years 11 to 13. The school follows the English National Curriculum. The Ministry of Education (MOE) curriculum is used in Arabic, Islamic education and social studies.

The school caters for students from several different nationalities: 64% British, 12% Emirati, 4% Australian, 3% Irish, 3% American and 14% from other nationalities; 33% are Muslim. The school has identified 5% of students as having special educational needs (SEN), with most having learning difficulties; 1.3 % require language support. Admission to the school in Years 1 to 13 is determined by interview and an entrance assessment.

The acting headteacher has been in post for a very short time following the departure of the headteacher. The leadership team comprises the acting headteacher, and 4 deputy headteachers. The school has 200 teachers, with a 5% turnover last year. The fees range from AED 34,054 to AED 59,296, which are in the premium categories.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress are good overall. In most lessons, students work at levels well above those expected for their age. Attainment and progress exceed expected levels in English, mathematics, science and information, communication and technology (ICT). In Arabic and Islamic education, standards are unsatisfactory. There is no timetabled provision for UAE social studies. Attainment and progress in other non-core subjects are very good.

On entry to the Foundation Stage (FS), children's knowledge, skills and understanding are at least in line, with many above, what might be expected for their age. Most children make very good progress in all areas of learning. As they move through the primary and secondary years, most students continue to make very good progress in all subjects except in Arabic and Islamic education. By the end of Year 11, attainment is outstanding. In the Sixth Form, attainment is consistently above international standards in A-Level examinations. The progress made from Year 11 to the end of Year 12 has not been at the levels previously achieved; comparisons with other schools show a decline in added value over the course of the last three years. Girls and boys make rapid gains in most lessons. Their acquisition of the basic skills of speaking, listening, reading and writing is very good. Their numeracy, thinking and ICT skills are outstanding. The highly organised learning support department enables SEN students and those needing additional help with language development to make very good progress. In most lessons, more able students make very good progress because learning activities are almost always challenging and well matched to their needs. The school has very effective processes for assessing students' progress in FS to Year 11. The monitoring and evaluation of progress data in Years 12 and 13 is insufficiently rigorous.

Students' personal development

Personal development continues to be outstanding. Adults and students show genuine warmth for each other and relationships are exceptionally respectful. The school invests in developing students' independence in all aspects of school life. The atmosphere and ethos around the school reflects the high standards of behaviour and attitudes in both lessons and break times. Students demonstrate very high degrees of self-discipline and motivation and have great pride in their school. As one student said "I don't like my school, I love it".

The highly motivated students are developing skills for independent learning in preparation for the next stages in their education. They enjoy taking responsibility

and show they can make sensible decisions concerning their health and safety. Students benefit from the school's diverse multicultural environment by showing a strong appreciation and knowledge of each other's cultures and that of the UAE. Students understanding of how to lead safe and healthy lives are shown by the sensible choices they make. Attendance is above average at 95% and punctuality is extremely good.

The quality of teaching and learning

The quality of teaching ranged from unsatisfactory to outstanding, with all the unsatisfactory lessons observed in Arabic and Islamic education. Overall, teaching and learning is good. It provides students with the means to excel in many aspects of their education. Students enjoy excellent relationships with their teachers, and are very well supported by classroom assistants. Teachers enthuse students by encouraging them to learn through interaction, thinking for themselves, and using their own initiative. Students peer assess each other's work and self-assess their own. Teachers have very good subject knowledge and use a variety of teaching styles to suit their students. As a result, students are highly motivated to learn.

In FS classes, effective baseline assessments are used well to plan programmes to meet the varying needs of the children. Highly organised, challenging and varied learning activities enable students to make excellent progress. They rapidly develop confidence and self-discipline and are enthusiastic learners. Highly focused teaching helps students in the primary and senior classes to make rapid progress to achieve outstanding standards in most subjects by the end of Year 11. Teaching in Arabic and Islamic education is not satisfactory. It often fails to challenge and motivate students at the level they are used to in other subjects and expectations are too low.

Teachers undertake baseline assessments, set aspirational goals for each student and review progress regularly. Teachers are supported by a comprehensive programme of continuing professional development, much of which is provided by practitioners in the school who have expertise to share.

Meeting students' needs through the curriculum

The curriculum implementation provides students with a rich and varied learning experience. It is outstanding in many respects; it does not meet expectations in subjects taught in Arabic and fails to provide the coverage required in social studies as this subject is not timetabled. The core subjects are enriched by being referenced to many trips and visits to venues linked to the areas they are studying. For example, trips to France and Spain help students improve their foreign languages and learn about other cultures. Students study the core curriculum, music, art and sport up to Year 9. From year 10, students can choose

from an extensive range of GCSE options. Years 11 and 12 have a wide variety of A-level subject choices. Curriculum modifications create excellent well-planned support for SEN students and exceedingly high levels of challenge for more able students. The development of students' 21st Century skills is outstanding.

The school provides a vast array of extra-curricular clubs and visits. These include many different arts, musical and sporting activities. For example, students have the opportunity to join in with a visiting orchestra and a professional singing gospel choir from Boston, USA. The well-organized cross-curricular provision, which also centres on concern for the environment, respect for each other, and appreciating the values of the UAE, adds everyday relevance to learning.

The protection, care, guidance and support of students

The protection, care, guidance and support in the school remain outstanding. The school's positive ethos and sophisticated pastoral system ensures students have good guidance and support. As a result, students feel safe and protected. There is a very effective code of conduct for both staff and students. It reinforces the positive ethos that prevails through the whole school. A strong feature of the school is the care given to special needs students through the learning support programme.

Clear and consistent behaviour expectations and highly effective classroom routines are well established in the early years. They are reinforced very well throughout the school. As a result, students demonstrate high levels of self-discipline and maturity. A child protection policy is in place to ensure students are safe and secure. Staff have been trained in its application and fully understand their responsibilities. The school maintains very effective procedures to monitor attendance and punctuality and provides excellent first aid provision for all students. boys and girls share the same room for designated for praying.

The quality of the school's buildings and premises

The outstanding buildings provide a rich and stimulating environment for learning. The premises are very well maintained and spacious. The attractive common areas for each year group create a wide variety of exciting learning opportunities for students. There are 8 science laboratories in the secondary school, 1 in the primary school, a theatre, dance studio, auditorium and several music and art rooms. There are 3 ICT suites for the lower school and a further ICT facility in the common area for each year group. The secondary school has 6 computer suites. The spacious classrooms are very well organised and allow teachers to use a range of strategies to enhance students' learning experiences.

To support students' physical education, there is a sports hall, gym, swimming pool, a small pool for beginners and a covered basketball and netball area. Students are able to play in numerous shaded areas, including equipped play areas for FS children and for Years 3 to 6 students. The senior and junior libraries are on two floors and facilitate creative and varied ways for students to learn.

There are high levels of security at all entrances, with visitors signing in and receiving a pass. A person dedicated to health and safety ensures that systematic maintenance checks are made on all major equipment. Regular evacuation practices are undertaken and all exit routes are clearly signposted.

The school's resources to support its aims

The school's resources are outstanding in supporting the school's aims. Teachers are well qualified, sufficient in number and highly motivated. Additional staff provide very high quality support for children in FS and SEN students. The excellent range and quality of resources provide exceptional support and inspiration for student's learning. They enable teachers to create varied and imaginative activities to interest, motivate and excite students and make learning a highly pleasurable experience. FS teachers use high quality resources effectively to stimulate students' learning. The outdoor facilities create exciting opportunities to learn through play.

The extensive ICT facilities and equipment are exceptional and contribute significantly to developing students' 21st Century skills. Most classrooms are equipped with smart board or data projector facilities, which are used imaginatively to visually inspire students' interest and enthusiasm for learning. All common areas are equipped with computers. Portable ICT equipment is available for use in classrooms to ensure that technology is fully integrated across all subjects. The excellent resourcing in science provides students with high quality practical discovery and experiential learning opportunities. The libraries and librarians foster a love of reading for pleasure. The Arabic sections are not sufficiently resourced to effectively support and stimulate students' reading.

The music wing houses a large number of keyboards and percussion instruments. The art, design and technology department are extremely well resourced. This leads to students creating very high quality art exhibitions and imaginative design concepts. Facilities and resources for physical education (PE) are impressive and enable students to participate in a wide range of sports. Arrangements for the preparation, storage and consumption of food in the canteen and the storage of hazardous chemicals in science areas ensure student well-being.

The effectiveness of leadership and management

Leadership and management are good. The school has gone through a period of leadership instability this year. There was a change of headteacher in September 2013, followed by the departure of the new headteacher and the academic deputy shortly before this inspection. The Board of Governors has an objective and supportive view of the school. They meet regularly with senior leaders to discuss and review development plans. They do not currently have regular oversight of the academic progress made by students to effectively hold leaders accountable for delivering high outcomes for all students. The present leadership team, led by the acting headteacher, demonstrate unity of purpose in providing stability for all staff and students.

The school runs well on a daily basis. It creates a calm, warm, safe, rich and welcoming learning environment for students. Lesson observations are carried out through different initiatives. This does not create consistency for the observation process, with a different focus for each programmed visit. There is no structured performance management system in place. Accountability goals for staff at all levels are not currently linked to, or measured by, their success in ensuring students meet their aspirational targets. Assessment practices are very good throughout the school. The senior leaders do not strategically and regularly monitor and evaluate the resulting assessment data to measure the progress made by students, classes, year groups and subjects in reaching long-term goals.

Transition arrangements between different phases, particularly Years 6 to 7 and years 11 to 12, are inconsistent in meeting the needs of students. Well-constructed plans are in place to tackle the issue, involving leadership restructuring and curriculum adjustments. The self-evaluation form (SEF) is well constructed, reasonably accurate and has good supporting documentation to justify the grading. The school development plan (SDP) is focused on the improvements identified by the last inspection.

Many parents have positive views of the school. They recognise the very high quality of care and extensive educational opportunities provided. They have concerns about the uncertain leadership situation and communications at all levels. There are appropriate procedures in place for dealing with parental complaints.

Progress since the last inspection

The school has made only limited progress in addressing the improvement areas from the last inspection. The professional development provided to teachers of the subjects taught in Arabic has made very limited improvement in the quality of

provision in Arabic and Islamic education. Social studies is not timetabled and inspectors were therefore not able to make any judgement about the quality of provision. The school is still not compliant with ADEC requirements for subjects taught in Arabic. The introduction of a new curriculum model from September should ensure the compliance requirements are met. The school now provides a dedicated area for prayers, but does not have separate facilities for boys and girls.

The present interim leadership team demonstrate satisfactory capacity to maintain the present high standards.

What the school should do to improve further:

1. Improve leadership and management and build increased accountability by:
 - i. strengthening strategic monitoring and evaluation of data by creating interim checkpoints to measure the progress made by students, classes, year groups and subjects in reaching long-term goals
 - ii. strengthening performance management procedures by setting challenging goals for staff at all levels based on, and measured by, their success in ensuring students meet their aspirational targets
 - iii. implementing a scheduled programme for lesson observations that focuses on the effectiveness of students' learning and clearly identifies area for improvements
 - iv. continuing to improve transition arrangements for students between different phases to ensure their move to the next stage of their education is fully supported, guided and seamless.
2. Ensure that the school meets ADEC requirements for the teaching and learning of Arabic, Islamic education and social studies.
3. Significantly accelerate the improvement in the quality of teaching and learning in Arabic and Islamic education to close the gap in comparison to the quality achieved by other subjects.
4. To ensure rigorous monitoring of progress for students in Y12 so any decline is identified quickly and measures put in place to secure immediate improvement.
5. Provide separate designated prayer facilities for girls and boys or ensure strategically time-tables access.

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								