



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



Inspection Report

Global English School

Academic Year 2014 – 15

iqraa

Global English School

Inspection Date	22 – 25 September 2014
School ID#	158
Licensed Curriculum	English National Curriculum
Number of Students	1386
Age Range	3 to 18 years
Gender	Mixed
Principal	Terrence Hopkins
School Address	Khaled Ibn Sultan Street, Al Ain
Telephone Number	+971 (0)3 767 8844
Fax Number	+971 (0)3 767 1166
Official Email (ADEC)	globalenglish.pvt@adec.ac.ae
School Website	www.geschooluae.com
Date of last inspection	10 – 13 March 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
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The main strengths of the school are:

- the standard of students' work rises and their progress accelerates as students move through the school, especially in science
- standards and progress in social studies are now satisfactory
- students enjoy their time at school; they say their teachers are friendly and approachable
- the Principal is successful in harnessing the support of parents, students, senior leaders and classroom staff when introducing the changes required to bring about the necessary improvements

The main areas for improvement are:

- ensuring sufficient opportunities for Foundation Stage children and older students to learn through planned play and investigation activities
- the use of the English National Curriculum system of assessment to enable comparison of the standard of students' work, or progress made, with schools elsewhere, especially in Years 1 - 9
- teachers providing clear guidance to individual students about what they need to do to improve their work
- teachers to consistently set work that meets the needs of students of differing abilities
- accurate self evaluation and the senior leaders to closely appraise the performance of students and groups in order to identify priorities for future development
- classrooms and facilities for physical education to provide range of activities that students undertake and adversely affect learning.

Introduction

The school was evaluated by 5 inspectors. They observed 85 lessons, conducted meetings with the Principal, senior staff, key stage coordinators, heads of department, teachers, support staff, students and parents. The inspectors observed lessons, analysed examination results and scrutinized students' work across the school. They also analysed 275 responses to the parents' questionnaire and considered many of the school's policies and other documents. The Principal and Assistant Principals were involved throughout the inspection process.

Description of the School

The school opened in 1982 providing an Indian CBSE (Central Board of Secondary Education) based curriculum. It moved to its current location in Al Manaseer district of Al Ain in 2003/4. The curriculum changed in 2006-2007 to the Cambridge IGCSE (International General Certificate of Secondary Education). The Montessori system of education was adopted in the Kindergarten (KG) in 2008- 2009 and the school is introducing elements of the English Early Years Foundation Stage (EYFS) curriculum. The school's aims include the intention to provide an education of the highest possible standard through a stimulating and exciting curriculum that actively involves students.

There are 1386 students on roll; of these, there are 780 boys and 606 girls. There are 320 children in the Kindergarten (KG), 746 students in Years 1 - 5, 250 students in Years 6 – 9 and 70 students in Years 10 – 12. Of the total numbers, 56% of students are Muslim and 12% are UAE Nationals, 61% are of Arabic heritage. The main nationalities are Egyptian 16%, Filipino 16%, Sudanese 15%, Pakistani 11% and Jordanian 4%.

The school has identified 38 students as having special educational needs (SEN). Their main needs are learning and behavioural difficulties. No students are identified as having particular gifts and talents (G&T). The school is not selective; admission is given to all students subject to the availability of places. Staff and student turnover is low. Students in Year 10 undertake the IGCSE exams. Students in Years 11 and 12 undertake Cambridge International Advanced subsidiary (AS) and Advanced (A) level exams.

The Principal joined the school in September 2013. He receives support from a recently formed Board of Governors, two Assistant Principals and the proprietor's representative. Annual school fees are AED 8,500 in KG, AED 9,000 – 10,500 in Years 1 – 4, AED 10,500 – 12,500 in Years 5 – 9 and AED 13,500 – 16,500 in Grades 11 and 12. These fees do not cover textbooks, stationery, uniform or transport.

The school intended to undertake an extensive building programme during the summer holidays of 2014. Major road works prevented this from taking place and there are plans to start these works at the end of the current semester.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

The school has not improved significantly since the last inspection. It remains unsatisfactory in all performance standards apart from the personal development and care of students where it is satisfactory. The school now complies with Ministry of Education (MoE) requirements in Arabic and Islamic education and academic progress in social studies has improved. There has been insufficient progress in tackling the other improvement areas identified by the previous inspection. The main reasons for this are: the school does not have an accurate understanding of its strengths and weaknesses, monitoring the impact of the work of the senior leadership team is weak, and the quality of teaching remains highly variable.

Students' attainment & progress

Students' attainment and progress have not improved since the last inspection and remain unsatisfactory. Students' basic skills, including reading and writing in English and use of information and communication technology (ICT), are unsatisfactory and they find it difficult to think their way around problems. Skills in Arabic reading and writing are stronger for those who have Arabic as their first language.

The lack of international benchmarking test results in Years 1 to 9 does not enable the school to make direct comparison of students' performance with their peers elsewhere. The school has no procedures to monitor the progress or performance of individual groups such as boys and girls or students of different nationalities. Standards seen during lessons and reviews of students' work indicate overall standards and progress are below international expectations. The progress of students with SEN is similar to other students. Analysis of the IGCSE level results for 2013 and 2014 show that standards in mathematics, physics, chemistry and biology are similar to international averages; this is indicative of better teaching at this level. Standards in English as a second language and ICT are below average. At Advanced Subsidiary (AS) level, standards are below average in all subjects; too few students go on to sit the final Advanced (A) level exams to draw meaningful comparisons with worldwide results.

Standards are below national expectations in Arabic and Islamic education. Non-native Arabic speakers struggle with grammar and cannot apply their theoretical

knowledge to the day-to-day use of the language. Standards and progress are average in social studies. Students have satisfactory knowledge of UAE culture and, for example, can interpret world maps when learning about the distribution of Arab countries. Progress made in other areas of the curriculum, such as physical education and French, is unsatisfactory.

Students' personal development

Most of the students are polite and treat each other and adults with respect. They say their teachers are supportive and approachable and that they like coming to school; attendance is average at above 91%. Students say there is no bullying and that students of all nationalities get along well.

The majority of students work sensibly in groups and share resources amicably. In Years 10 – 12, they particularly enjoy science lessons where, for example, group leaders support learning and feedback to the teacher. Students do not adequately develop the skills and personal qualities needed for the next stage of education or employment; few are curious or innovative thinkers. They follow instructions and few take the initiative to make suggestions or ask questions of their own.

Students readily accept positions of responsibility, such as leading assembly or supervising the stairways at the end of the school day. There are relatively few such opportunities. Students may serve as head boy and girl or as house captains; the school council is not a forum for change. Some boys run around the corridors unchecked between lessons and misbehave if they find their lessons lack interest. The school does not adequately promote an active and healthy lifestyle and students have limited opportunities to participate in a narrow range of sports.

The quality of teaching and learning

The quality of teaching and learning varies widely across subjects and age groups. Teaching is stronger in, for example, social studies and science and weaker in English and mathematics. Students' progress steadily improves as they move through the school, moving from unsatisfactory in foundation stage to satisfactory in Years 10 to 12.

Strengths in teaching include good subject knowledge in social studies and science; this is particularly evident in the upper school. Weaknesses include a lack of awareness regarding how students learn best in foundation stage and Years 1 to 5. For too many students, progress is adversely affected because teachers dominate the lesson and provide few opportunities for learning through independent research, problem solving and exploration. Along with a lack of day-to-day learning resources, some children in Foundation Stage are actively discouraged from speaking. They passively observe as only one child at a time is

able to use the available equipment. During other lessons, for example, French, students' verbal contributions are restricted to a few words despite the fact that some have been learning the language for up to 8 years. The extent to which teachers explain learning objectives remains variable and so students cannot judge their own progress.

The school has recently developed satisfactory provision for students with SEN, but the impact on students' progress is not yet evident. The team is enthusiastic and individual education plans (IEPs) are in place for all identified students. These include specific targets that address needs satisfactorily. Teachers' use of this information when planning lessons is unsatisfactory and this is reflected in their unsatisfactory progress. Students with particular gifts or talents are not identified.

There is still much work to be done regarding assessment. There has been no progress since the last inspection report concerning the introduction of standardized tests in Years 1 to 9. The school does not use assessment information to set targets predict grades in Years 10 to 12 and waits until the mock exams have been completed. As a result, there are no predicted grades for forthcoming IGCSE, AS or A2 Cambridge exams for 2015. Predicted grades for A levels taken in 2014 were inaccurate by up to three grades and were consistently below actual outcomes. Teachers' marking does not always include constructive comments and there is no system of target setting. This limits students' understanding of what they need to do in order to improve.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory. The curriculum is in a period of transition. The school has recently moved away from the Montessori approach to learning for the youngest children and replaced it with the Early Years Foundation Stage curriculum. The impact of this is not apparent yet. There remain few opportunities for the youngest children to be creative, choose their own activity or learn through investigation and structured play. They usually remain seated during lessons and their school day revolves around single, whole class activities.

In other year groups, the leadership is trying to reduce teachers' reliance on textbooks. Heads of department are writing their own programmes of study and these require further refinement. For example, learning outcomes are insufficiently clear and cross-curricular links, for example in ICT, are weak. There continue to be few opportunities for extended writing in English and limited investigative work in science. Students who are more able and those with SEN make unsatisfactory progress because the curriculum is inadequately matched to their needs.

Time allocated to Arabic and Islamic education now meets requirements. The school offers a satisfactory range of IGCSE subjects. There is a narrower range of subjects at AS and A2, because the majority of students move onto universities at the end of Year 10. There is a very unsatisfactory range of extra-curricular clubs. There is only one, the Eco-club, and this is available to nominated students only.

The protection, care, guidance and support of students

The school provides a calm environment for learning. Students feel safe and say that bullying is very rare. The pastoral system is less successful in promoting academic progress. This is because teachers do not use high quality assessment information to provide relevant educational guidance. The level of academic support provided to students with SEN or particular gifts and talents is also unsatisfactory. Students receive inadequate guidance regarding potential careers or the next stage in their education. Several universities visit the school, for example, the American University of Sharjah. Students say there is no one specific they could go to if they have a personal problem.

Procedures for the recruitment of staff are thorough and all the necessary checks are undertaken and recorded. The school clinic is clean and there are suitable arrangements for the administration of first aid and the dispensing of medicines. Child protection policies procedures are clear to staff and students.

The quality of the school's buildings and premises

The building is adequately maintained and decorated; security is good. The senior leadership is fully aware of the shortcomings of the buildings. Facilities and resources for indoor and outdoor physical education continue to be very unsatisfactory. In addition, some classrooms and science laboratories are too small and students have very limited freedom of movement. These limitations restrict the range of activities that take place. There is no lift to the first floor and this would present problems should a student with physical difficulties enrol.

The school's resources to support its aims

The inspection took place at the start of the academic year. The school was awaiting clearance from ADEC, for several teachers and assistant teachers as well as actively advertising to fill a small number of vacancies. These absences are adversely affecting learning in primary and secondary lessons in several subjects including English, physical education and mathematics.

Within Foundation Stage and Years 1 to 5, teachers have insufficient understanding regarding the ways in which children learn best, particularly in science and mathematics. The professional development programme includes topics such as the differentiation of work and is relevant to teachers' needs; there

is no measurable impact on students' learning. The lack of learning resources in Foundation Stage and science prevents all students from being actively involved in their learning. The quality of ICT facilities and resources remains unsatisfactory.

The effectiveness of leadership and management

The school operates smoothly on a day-to-day basis and staff and student morale is buoyant. At the start of the term, the owner established a board of trustees; this group had not met up to the week of the inspection. The role of the board is to support the Principal in his work, not to provide an independent view or objective advice. The board has no arrangements to formally review the work of the Principal.

Since his arrival one year ago, the Principal has introduced numerous initiatives that have the potential to improve the quality of education. For example, the Principal has introduced an annual appraisal system for class teachers. Recent developments also include alterations to middle leadership and a separation of the roles of heads of department and supervisors; insufficient time has passed to judge the impact of these moves. Steps have also been taken to widen the system of lesson observations. Analysis of lessons seen indicates the senior leadership does not monitor closely the impact of recent training on classroom practice sufficiently, for example, holding teachers to account for students' learning and progress.

The school is working with external agencies in order to develop teachers' expertise. There is still a long way to go with regard to addressing issues raised in the last inspection report. Parents are largely pleased with the work of the school although some would like more information about their children's learning and question the extent to which the school values their opinions. There is no parents' forum and no regular questionnaires circulated through which they can make their views known.

The school development plan (SDP) lists all the recommendations of the last inspection. Goals within the plan itself are not sufficiently focused on these key objectives and do not, for example, include the introduction of standardized testing. Success criteria are insufficiently measureable. Self-evaluation is too positive and is not referenced to international standards. For example, the school considers itself to be improving in all performance standards apart from the quality of the buildings and resources.

Progress since the last inspection

Since the last inspection report, there have been many changes and some improvements to the school's provision with little or no discernible impact on the quality of education. For example, classroom support assistants are now more actively supporting learning, there is improved support for students with SEN and curriculum time allocated to Arabic and Islamic education now meets requirements. In addition, the standard of students' work and the progress have improved in social studies. Many of the recommendations of the last report have not been met and there is no demonstrable improvement in the overall quality of education. The school is therefore not able to demonstrate that it has sufficient capacity to improve without continuing external support.

What the school should do to improve further:

1. Improve the curriculum implementation by:
 - i. extending the range of extra -curricular activities
 - ii. providing more frequent opportunities for students, including children in Foundation Stage, to learn through choice, exploration and investigation.
2. Improve the quality and consistency of teaching and learning by:
 - i. monitoring the standard of students' work and progress made through the introduction and implementation of a system of standardised assessment that relates to international bench marks in Years 1 – 9
 - ii. ensuring that teachers provide clear and specific guidance regarding what students need to do to improve their work, and set individual targets for the future
 - iii. ensuring teachers consistently use assessment information to plan activities that meet the needs of all students, including those with SEN and specific gifts and talents
 - iv. planning activities in KG that are more closely aligned to the intended learning outcomes.
3. Improve leadership and management by:
 - i. ensuring self evaluation is referenced to international standards
 - ii. accurately identifying strengths and weaknesses in the quality of education provided by analysing how students perform and then use this information to drive improvements to teaching and influence priorities for improvement.
4. Undertake the planned building works as soon as practically possible.

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								