



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Global English School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	28 Shaban 1439	to	1 Ramadan 1439
		from	14-May-18	to	17-May-18
	School name			Global English School	
	School ID			9158	
	School address			Building No 10, Street No 28, Ugdat Al Mutawaa, Al Muaili, Al Ain	
	School telephone			+971 (0)3 767 8844	
	School official email			globalenglish.pvt@adek.abudhabi.ae	
	School website			www.gesschooluae.com	
	School curriculum			British	
	School phases			KG to Grade 12	
	Fee range and category			AED 12,000 – AED 23,600 (Low to medium)	
	Number of lessons observed			117	
	Number of joint lessons observed			15	
Staff Information	Total number of teachers			80	
	Turnover rate			12%	
	Number of teaching assistants			5	
	Teacher- student ratio			KG: 1: 25 Middle 1:16 Primary: 1:24 High 1: 5	
Student Information	Total number of students			1140	
	% of Emirati Students			12%	
	% of Largest nationality groups			1. Egypt 17%	
				2. Sudan 17%	
				3. Philippine 11%	
	% of SEN students			Less than 1%	
	% of students per phase			KG: 15%	
				Primary: 59%	
Gender			Boys and girls		



The Performance of the School

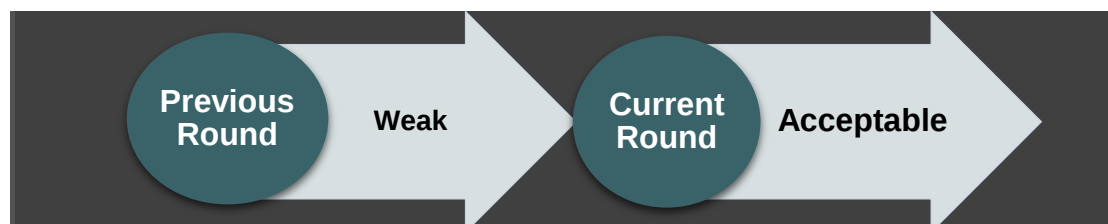
Performance Standard 1 Students' Achievement Acceptable	Performance Standard 2 Students' personal and social development, and their innovation skills Good
Performance Standard 3 Teaching and Assessment Acceptable	Performance Standard 4 Curriculum Acceptable
Performance Standard 5 The protection, care, guidance and support of students Good	Performance Standard 6 Leadership and management Good



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The new senior leadership team joined the school at the start of this year. The school roll has fallen since the last inspection. During the inspection, all students from Grades 10, 11 and 12 were on exam leave. A small number of older students met with the inspection team to discuss their work and share their learning experiences.
- Achievement is acceptable in most subjects. In mathematics, achievement is good in Middle. In KG, the development of children's phonics knowledge and skills is weak. The achievement of students in High is weak in Arabic as a second language. Overall student's learning skills are acceptable, but student's ability to tackle problems through innovative and creative approaches is less well developed.
- Students' personal and social development is good. Relationships among the students and all adults in school are caring and positive. Students' understanding of Islamic values, which they apply, and the culture of the UAE are good. Attendance is very good.
- Teaching and assessment are acceptable overall. Teachers' subject knowledge is secure. Differentiated tasks support the learning of most groups of students but activities are not always adapted enough, particularly for the least able. There are insufficient opportunities for students to use information and communication technology (ICT) in lessons or to be innovative in their work.
- Curriculum provision and adaptation are acceptable overall. Teachers' planning is thorough. The curriculum in the KG does not ensure children's phonics skills are developed quickly enough.
- The quality of protection, care, guidance and support is good overall. The school's systems and policies ensure the health, safety and care of children are good. Students are well cared for in school and are happy.
- Leadership and management are good. The new senior leaders have successfully led improvements in student achievement. School leaders have raised the level of accountability of staff. School self-evaluation is reliable and realistic. Links with the parent body are good.

Progress made since last inspection and capacity to improve



- The school has made good progress since the last inspection and is now acceptable overall.
- Teaching has improved and is now acceptable. Professional development training has increased the range of strategies used by teachers. As a result, activities are better planned and matched to the abilities of most groups of students. However, in a few lessons especially in English, lower ability students are still given work that is too easy. The effectiveness of teaching is rigorously monitored by senior leaders, but the monitoring of teaching and learning by middle leaders requires further development.
- Students' achievement has improved and is now acceptable overall. In KG, children's attainment in English remains weak whilst attainment in Arabic as an additional language is weak in High. Learning skills across the school are now acceptable.
- Assessment information is now used more effectively by teachers in their planning of learning tasks. Student performance data is now analysed by senior leaders, who use the information to hold staff more accountable for the progress students make.
- The need to further develop the innovation skills of the students is recognised. Some steps have been taken, but more work remains to be done.
- The curriculum has been reviewed carefully. Weaknesses in provision in KG have been identified and action plans are now in place. Senior leaders recognise that a specialist is required to support the development of KG.
- The new senior leadership team have quickly identified past weaknesses and put well-considered plans in place to address the issues. Middle leaders now have clear responsibilities and are developing their management skills. Training needs have been identified and relevant professional development has been provided.
- Governors remain at a distance, but they have plans to take a more active role in the new academic year. They have, however, employed an experienced and enthusiastic ex-head teacher to act as a school improvement partner. Her work holds the leadership team to account and ensures that the governing body is kept informed about the development of the school.
- The school's capacity for further improvement is good.



Key areas of strength and area for improvement

Key areas of strength

- Students' attainment in mathematics in the middle phase of the school.
- Positive relationships between students and staff that reflect the students' understanding of Islamic and UAE cultural values.
- Students who feel safe and happy, enjoy their lessons and behave well.
- Lesson activities that are linked to UAE and real-world contexts.
- Effective senior leadership team who are bringing about improvements to the quality of teaching, curriculum development and strategic oversight of the students' progress.

Key areas for improvement

- Raise students' achievement in all subject areas across the school, especially in KG, by:
 - i. introducing a systematic phonics programme for KG children
 - ii. ensuring students have a secure grasp of basic skills in Arabic as a second language in the high phase
 - iii. improving the quality of English handwriting, and ensuring that students in the primary phase learn their multiplication tables
 - iv. providing students with time to correct and improve their work in response to teachers' written feedback.
- Further improve the effectiveness of teaching in all subjects by:
 - i. using data to ensure that all learners, especially students who are less able, are sufficiently challenged in lessons
 - ii. raising teachers' expectations of what less able students can achieve especially in English.
- Extend opportunities for students to use technology to support their learning in lessons so they can be more innovative and independent in their learning.
- Further develop students' appreciation of, and pride in, their own environment by ensuring they keep the school free from litter.
- Further improve the strategic leadership in the school by:
 - i. continuing to develop the monitoring and evaluation skills of middle leaders so they can raise the quality of teaching and learning in their departments
 - ii. ensuring an experienced KG practitioner has oversight and responsibility for this key area of the school's work.



Provision for Reading

- Reading is promoted in Arabic and in English through classroom displays and key words. There are a variety of suitable activities to support the development of students' reading skills. They enjoy participating in the 'drop everything and read' strategy.
- Students have access to appropriate reading material in the classroom and in the well-stocked library containing nearly 12,500 books. The library is bright with engaging displays. Students visit the library at least once a week and are encouraged to borrow books to read at home. Parents are encouraged to hear their children read at home and they are supported by the reading workshops that the school provides.
- In line with the school's action plan to improve reading, the school has recently started guided reading sessions. Students' progress is tracked and monitored adequately.
- The school's approach to teaching phonic skills to children in KG is under-developed and this was reflected in their scores in the most recent phonics screening test.
- Students participate in and enjoy a variety of competitions and events, including World Book Day.
- Teachers know how to improve students' reading skills because of the good quality professional development that school leaders provide. Students receive effective guidance about which books are suitable for their ability. Reluctant readers are encouraged to read the mini-reviews of books developed by the librarians to capture their interest.
- Each classroom has readily available reading materials. Books are well-cared for, inviting and attractive to students. Consequently, reading is promoted effectively, and students are enjoying and making acceptable overall progress in their reading.



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 additional Language)	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Acceptable	Weak
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Good	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- Students' overall achievement is acceptable. Their attainment and progress in lessons is acceptable in almost all subjects. In Middle, students' achievement is good in mathematics. KG children's attainment in English is weak but they are making acceptable progress. Achievement is also weak for the very small numbers of students in High studying Arabic as a second language.
- In the 2017 external assessments, Grade 12 student outcomes were outstanding in Islamic education and Arabic, and good in mathematics. Results at iGCSE indicated weak attainment in most subjects. Most recent assessments indicate that attainment in the primary and middle phase is very good overall. In the high phase, attainment in A-level subjects is acceptable but weak in iGCSE subjects. The school's own assessments identify improving attainment in all subjects across all phases between Term 1 and Term 2. The evidence from lesson observations during the inspection indicates that attainment across is acceptable overall.
- The progress of all groups of students, including those who are gifted and talented (G&T), is acceptable. Students with special educational needs make acceptable progress although the work they are set is sometimes too easy. There are no significant differences in the rates of progress made by students from different nationalities.

Subjects

- Students' achievement is acceptable overall in **Islamic education**. In KG, children can recognize the five pillars of Islam. Primary students know how the UAE helps poorer countries. In High, students can identify the four mathaheb that Muslims should follow.
- Achievement in **Arabic as a first language** is acceptable. In KG, most children can organise letters and words to make sentences. In Primary and Middle, most students can use grammatical rules when speaking and reading. The majority of a small group of Grade 10 students, who met with the inspection team, could read clearly, confidently and with expression but their note-books showed they often made spelling mistakes when writing.
- Students' achievement in **Arabic as a second language** is acceptable overall. In Primary, most students can identify letters in words. In Middle, most students speak and read well, recognising the main idea of the text. There are very few students in High but only a minority can discuss the content in a text book. Their use of Arabic in speaking and writing is limited.
- Students' achievement in **social studies** is acceptable. Younger students



in Grade 4 understand how the Red Crescent helps in emergencies while older students can distinguish between short-term and long-term finance.

- In **English**, most students reach levels of achievement in line with curriculum expectations. Attainment in KG for reading, writing and speaking and listening is weak, but the progress they make from their low starting points is acceptable. By the end of Grade 5, students reading skills have improved but a majority are not consistently fluent or expressive. In Phase 2, students are confident in retrieving and discussing information from increasingly complex texts. By the end of Grade 9, students can hold meaningful debates. Handwriting skills are underdeveloped and written work is often untidy.
- Students' achievement in **mathematics** is acceptable overall, and is good in Middle. Children in KG understand the concept of subtraction. Students in Primary can interpret different sorts of graphs. In Middle, students calculate areas of complex shapes and circles. However, a minority are uncertain of their times tables. Older students in High show understanding of steps associated with solving complex equations
- The achievement of students in **science** is acceptable across all phases. Younger students understand there are different food groups and this supports in making good choices as part of a healthy diet. Students are developing a suitable range of scientific skills, but scientific vocabulary is not always used confidently by students in all lessons.
- Achievement in **other subjects** is acceptable overall. In physical education achievement is acceptable; students enjoy practising Katas in karate, developing a range of blocks and punches. Younger students in Primary show competent skills in using art programs in ICT lessons.

Learning skills

- Students' learning skills are acceptable. Students enjoy their lessons and discuss their work. In Arabic, English and mathematics, their presentation is untidy. In better lessons, students can choose the level of their task and this provides them challenge. Some classrooms are cramped and limit students' interactions with one another. Group discussions are effective tools in students' learning. Limited technology resources make it difficult for students to conduct research in lessons or to work on tasks in novel or innovative ways.



Areas of Relative Strength:

- Students' achievement in mathematics in the middle phase of the school.
- Effective differentiation in tasks in most subject areas and the opportunities for students to choose the level of their task.
- Children's engagement in lessons and their positive attitudes.

Areas for Improvement:

- Provision of a systematic phonics programme in KG.
- Increasing the use of ICT so that students get better and more frequent opportunities to be creative and innovative.
- Quality of handwriting and standards of presentation in written work. .



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	Good
- Students' personal and social development is good. Students' understanding of Islamic values is also good. Most students have positive attitudes toward their school and toward their teachers. They respect one other and their teachers. - Students understand key aspects for a healthy lifestyle and apply this when buying food from the canteen or bringing snacks from home. They enjoy being active and take part in afterschool sports clubs. - At 96%, student attendance is very good. Students are punctual to school. - Through lessons and assemblies, students show good understanding of Islamic values. They respect the National Anthem and listen attentively to readings from the Holy Quran. They appreciate the cultures of their friends and teachers who are often of other nationalities. - Students' council members have key roles helping around school and welcoming visitors. Students also volunteer in visiting sick people in hospital. - Students have a good understanding of global environmental issues. They look after flower beds in school, but at break-times some students do not take sufficient care when disposing of packaging. - Students enjoy work but may lack initiative. They can be creative and enjoy taking part in projects but often rely on others when making decisions and rarely take the lead. They have innovative room where they have national level 2017 project "Black Box". They have innovative week for school.				



Areas of Relative Strength:

- Students' behaviour and positive attitudes.
- Understanding of Islamic values and UAE culture.
- Very good attendance.

Areas for Improvement:

- Students' care of their own environment so that littering is reduced.

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 quality of teaching and assessment is acceptable overall. It is good in mathematics in Middle but weak in the teaching of Arabic as a second language in High. The teaching of handwriting in English, multiplication in Primary, and phonics in KG all require improvement.
- Overall teachers' subject knowledge is secure and they have secure understanding of how students learn. Consequently, teachers are now using more interesting ways to engage students, resulting in better progress.
- Opportunities for students to be innovative are not yet embedded in most lessons. The use of ICT is underdeveloped in most lessons.
- Teachers use questioning to gauge students' understanding and progress. Their verbal feedback addresses students' misconceptions promptly. Teachers' marking is effective, but strategies to help students to review, evaluate and improve their own work are not used consistently in all classes.
- Teachers use assessment data to plan alternative activities to enable students of different abilities to make progress. However, some of these tasks lack sufficient challenge, especially for lower ability students. In better lessons students have good opportunities to choose the level of difficulty in their tasks. Learning activities are often linked to the real world and have a realistic UAE context.
- Classrooms and corridors are characterised by vibrant displays of helpful posters and celebrations of students' work. Some classrooms are small and cramped, restricting the types of activities that teachers can deliver.
- Internal assessment of student progress is thorough and well analysed.



Teachers are held to account for students' progress and their assessments are becoming more rigorous and accurate.

Areas of Relative Strength:

- Teachers subject knowledge and their widening range of strategies to engage students.
- Use of assessment data to plan learning activities for most groups of students.

Areas for Improvement:

- Enabling students to improve their work in response to teachers' written feedback.
- Increased use of ICT in lessons to enable students to be more independent and innovative.
- Use of student performance data to match work more accurately to students' learning needs, particularly the least able.
- The teaching of handwriting, phonics in KG, and multiplication tables in Primary.
- Arabic as a second language in High.



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 curriculum is acceptable. It is aligned to the vision and values of the UAE. It is broad and balanced with appropriate progression in the key subjects. - Cross-curricular links are established in Arabic-medium subjects to support the transfer of students' learning skills. Links to Emirati culture and UAE heritage are particularly effective in core subjects because they are embedded in day-to-day lessons. - The curriculum has been reviewed thoroughly to ensure appropriate progression. It is now carefully matched to the expected curriculum standards. - The provision for innovation, problem-solving and critical thinking skills is at an early stage of development. In KG, provision for phonics skills is insufficient, impacting on children's subsequent reading and writing skills. - Adaptations to meet the needs of students with special educational needs (SEN) and the gifted and talented (G&T) students are adequate. The most able benefit from extra activities to extend their skills. - In moral education lessons, students gain an understanding of how to recognise the feelings of others and be tolerant and respectful. Areas of Relative Strength: - Curriculum aligned with expected curriculum standards. - Links to UAE heritage and Emirati culture. - Strong curriculum links between Arabic-medium subjects. Areas for Improvement: - Consistent adaptation by teachers of the curriculum, particularly for lower attaining students. - Provision for phonics skills in KG. - Provision for innovation, problem-solving and critical thinking skills				



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	Good	Good	Good	Good

- Protection, care, guidance and support for students is good. The school has effective policies in place to ensure the well-being of students. Staff and parents are aware of the child protection policy. Students know to whom they can turn if they have concerns.
- The school has developed effective measures to protect students from abuse, bullying, and cyber-bullying. The behaviour management system is effective.
- The school's building and equipment are maintained in a good condition offering a vibrant learning environment for the students in most areas.
- The clinic is well maintained and health professionals are active in raising students' awareness of healthy lifestyles. Safety checks and bus supervision are very effective.
- The school has built strong links with Emirati parents to support and monitor the performance of their children. This is yielding improved outcomes for these students.
- The monitoring of attendance is rigorous and has resulted in reduced student absence and improved punctuality.
- Prior to the end of year external examinations, the school provides additional study sessions at the weekend to support the learning needs of students with different abilities.
- Systems for the identification of students with SEN or who are G&T are well developed. Additional support in class for higher achieving students is acceptable, but some lessons do not provide sufficient support and challenge for less able and SEN students.
- Older students are provided with well-informed guidance on high school option choices, higher education and career options.



Areas of Relative Strength:

- Child protection arrangements
- Rigorous procedures for identifying students with SEN.
- Links with Emirati parents to enhance their children's attainment.

Areas for Improvement:

- Consistent provision by classroom teachers of appropriate support for all students, especially lower attaining and students with SEN.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
• The overall quality of leadership and management of the school is good. Staff are committed to the UAE education agenda. Senior leaders are very clear and driven in their aim to improve the effectiveness of the school. • Expectations have been raised across the school. School leaders have raised the level of accountability of staff. Subject co-ordinators, some of whom are new to their roles, now have greater responsibility for leading improvement in their subject areas. Middle leaders are being mentored by the senior team in developing their skills in monitoring the quality of teaching and learning in their departments. The oversight of KG is not sufficiently effective. • The new leadership team has quickly assessed the needs of the school and formulated an effective action plan that is addressing the most important issues. Their self-evaluation form (SEF) is reliable and realistic. It is referenced against the inspection framework, and national and international benchmarks. • Partnerships with parents are good. Parents are represented on the governing board of the school. The school keeps parents informed about their children's progress through regular reports and by social media.	



- The governing board remains distant, but monitors the work of the school through an executive officer who provides both support and challenge to the leadership team. Governors receive regular updates on the school's progress.
- The school actively supports national and local events, such as Martyrs Day and National Day.
- The school runs smoothly on a day-to-day basis. The school lacks sufficient high-quality ICT equipment for students, and some teaching areas are cramped and limit interactive learning.
- To enhance attainment in international assessment, students participate in the question-a-day initiative.

Areas of Relative Strength:

- Clear vision and direction provided by senior leaders.
- Realistic school self-evaluation and well considered development plans.
- Leaders' role in improving student attainment.

Areas for Improvement:

- Further development of middle leaders in monitoring and evaluating the quality and effectiveness of teaching.
- Improve ICT resources to help students develop 21st century learning skills.
- Leadership of KG.