



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



Summary Inspection Report

Good Will Children Private School

Published in 2013

Iqraa

Good Will Children Private School

Inspection Date	3 rd – 7 th March, 2013
School ID#	023
Type of School	Private
Curriculum	British (Cambridge)
Number of Students	274
Age Range	4 – 12 years
Gender	Mixed
Principal	Farhat Jadoon
School Address	ME-10, Mohammed bin Zayed City
Telephone Number	(+971) 02 5534277
Fax Number	
Email (ADEC)	goodwillchildren.pvt@adec.ac.ae

Introduction

The school was inspected by 3 inspectors who observed 54 lessons and scrutinised students' written work. They also met school leaders, teachers, students, parents and one of the owners. Inspectors analysed the Abu Dhabi Education Council (ADEC) questionnaires sent out to parents. They examined documentation relating to planning, assessment, the curriculum, health and safety, maintenance and the care and protection of students.

Description of the School

The school was established in 1992 in its present location. It was the first school in the area and followed the Pakistani curriculum. In 2010 it moved to new purpose-built accommodation and in September 2012 introduced the UK (Cambridge) curriculum. Its stated aims are to promote students' personal development and to maintain a commitment to quality-based education and creative thinking. The school's teaching language has been English since September 2012.

There are 274 students, of whom 94 are in the Kindergarden (KG), 145 boys and 129 girls. Almost half the students (47.27%) speak Arabic as their first language. Very few students speak English at home. Emirati students form 4.73% of the student body. Other students come from 22 other countries. Pakistanis are the only sizeable national group (39.64%). The majority of students are Muslim. Over half the existing students left the school at the end of the last academic year. New students take the Cambridge curriculum entry tests in English, mathematics and science.

All teachers have appropriate teaching qualifications. Fees vary widely according to parents' ability to pay. The official scale is from AED 20,500 for KG1 – AED 24,000 for Grade 6, which is in the high band. Some families are only charged AED 3,000 which is in the very affordable category. Students come from a wide range of socio-economic backgrounds. Staff salaries are average, from AED 4,000 to 8,000 depending on experience and qualifications. Ten students have been identified as having special educational needs, 6 as being gifted and talented and 39 as having English as an additional language. One student is in a wheelchair. The school is privately owned and there is no formal governing body or other supervisory board.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged Good Will Children Private School to be in Band C; that is a school in need of significant improvement.

At the previous inspection the school's performance was judged to be a school that is in need of significant improvement. A Monitoring Visit took place in 2012, which judged progress since the inspection to be unsatisfactory. The school has employed a consultant, who has now been taken on as a teaching mentor. She was absent during this inspection, but some evidence suggests that her advice and guidance has been beneficial in improving some aspects of teaching and learning. The self-evaluation presents a realistic assessment of the school's situation. Financial planning is closely aligned to the stated priorities of the School Improvement Plan.

Students' standards and attainment are below average in Arabic in lower grades, and broadly satisfactory in Grade 5-6. Some extended writing is done, but overall the standard of reading and writing is unsatisfactory. Standards and attainment in Islamic studies are unsatisfactory because students are given insufficient opportunities to link their knowledge of Islam to daily life. Students have an unsatisfactory knowledge of UAE history and culture, although they are proud of their country and very happy to live here. Teachers do not always ensure that non-Arabic speaking students are able to comprehend what is being taught. Standards and attainment in English are unsatisfactory, particularly in speaking and listening. This is because some teachers have only a limited command of spoken English. Students report that they learn to speak English more from each other than from staff. As English is now the school's teaching language, this is a crucial area for improvement. Standards in written English, and in reading, are better, and there are some good examples of extended writing. Standards and attainment in mathematics and science are unsatisfactory because of lack of opportunities for independent investigative work and the application of mathematical skills. But the teaching in both subjects has some strengths. Student science workbooks show appropriate recording and the use of scientific vocabulary, and in the best mathematics lessons, students grasp basic concepts well. Standards in information communication technology (ICT) are satisfactory, and include cross-curricular applications. In other subjects, standards in physical education are very unsatisfactory, partly because of the cramped areas in which it is taught, and partly because of the very limited range of activities offered. The floor surfaces of both areas used for PE are entirely unsuitable for energetic activities, one being tiled and the other marble.

Examples of satisfactory and better teaching were seen in Arabic, mathematics, science and ICT, with activities which interested and motivated students. However, students' progress is slower than it should be, partly because some cannot understand English, but mainly because lessons are not differentiated to match students' prior attainment and abilities. The school has done a great deal of assessment of test results and other data, but this has not fed into weekly or daily planning. Teachers do not routinely assess progress at the end of lessons. Lessons vary in quality from those that ensure all students are challenged to those where the class are told answers and made to repeat them several times. There are insufficient opportunities for creativity and imagination. For instance in a Grade 1 science lesson, students sat idle whilst the teacher made every child's paper windmill for them. By contrast, in a Grade 3 science lesson students made their own miniature animal habitats that fascinated and inspired classmates.

In KG, there are virtually no child-initiated activities to develop independence and curiosity. The KG school day is structured from start to finish and there is no opportunity to learn through play. Although the school has correctly identified students with particular learning difficulties, they are not given enough support in class, and as a result can absorb a disproportionate result of teachers' time. Teachers' planning generally makes no reference to their needs.

Students are polite, eager to learn and try their best, even in lessons where the task assigned them is either too easy or too difficult. They enjoy being at school and talk about it enthusiastically. No negative behaviour was observed during the inspection. The log of parents' complaints showed some staff using corporal punishment until 2011, but the Principal has taken a firm stand against it, and students confirm that it no longer occurs. They feel that staff now deal with bullying very well. The Student Council are extremely proud that they have been elected, and hope to raise money for charity. Students have no other opportunities to take responsibility. Staff are too inclined to do things for them, for instance picking up their litter and distributing resources in the classroom. Attendance is currently 92%, which is above average.

The school has introduced a good range of visits for all students including KG, as well as a range of clubs, which are all much enjoyed. However, visits are not well used to enliven and inspire subsequent classroom activities. The curriculum provides appropriate coverage for the core subjects, although these are too often delivered through text books and worksheets. The school celebrates UAE National Day and the Prophet's birthday. Classrooms displayed no evidence of UAE culture and history, and students had only a vague knowledge of them. Some lessons were badly chosen as a depiction of daily experience for children growing

up in the Middle East; for example a discussion of snow in the winter and new leaves appearing in spring,

The school is a calm and friendly place, and students feel well cared for. Break times are well supervised. Relationships between staff and students are good. During break teachers provide hoops and balls, sing and play with students. There are displays of students' work throughout the school. Personal and academic achievements are celebrated through display and in assembly. Buses are well maintained and carry suitable first aid and fire equipment. The supervision of students' departure is sometimes under-staffed. The school employs a special educational needs coordinator as well as a social worker. Students needing support are identified and individual educational plans are drawn up for them. This new system is yet to have the impact it promises, as some plans are too vague, and there is insufficient staffing to ensure that everyone has the practical aid they need. The school has also identified some gifted and talented students. All students lack clear targets because the school does not have clear, focused and simple assessment procedures for monitoring progress and attainment. There is a child protection policy but many staff are unaware of it. School attendance records are well kept and absences are followed up on the first day. An unplanned fire alert occurred during the inspection. The well-managed evacuation took less than 3 minutes, but registers were not checked to ensure that all students had left the building.

Classrooms are of appropriate size for the present teaching groups. The library is bright and inviting, and well stocked with English, Arabic and Urdu fiction and non-fiction. The dedicated science and mathematics rooms have adequate resources. All three of these rooms are under used and students have no opportunity to borrow books. The school's only outside area is a small tiled courtyard and there is no outside area for KG. The school has obtained permission to expand its plot size to improve outside facilities. The building is very clean. Electrical and fire appliances are regularly tested and well maintained. The medical facilities are of good quality and the part-time nurse appropriately qualified. The site is secure and appropriate checks are made on visitors. Resources for KG are satisfactory but the lack of an outside area means that there is no large play equipment or ride-on toys.

The owners of the school have a good understanding of its strengths and weaknesses, and visit it monthly. They recognise that further changes are needed and are providing the financial resources for this. The Principal and Chief Executive Officer have a clear vision of what they want to achieve. They have driven the school through the dramatic changes of the last three years with determination. The work of the teaching mentor is beginning to bear fruit

through the professional development of teachers' skills. The coordinators for English, mathematics, science, Arabic and the KG are all new. Although they are enthusiastic and have had some opportunity to improve resources and carry out monitoring, they are not yet effective as managers and leaders. Parents' complaints are dealt with promptly and efficiently and they are kept well informed through newsletters. Students' reports do not provide an accurate picture of their progress because the school's assessment systems are insufficiently robust.

Parents recognise the difficulties many students have in accessing a curriculum taught in English. They would like more support for children with special educational needs, and a stronger emphasis on the United Arab Emirates in the curriculum. They also criticised the lack of outside facilities. These comments reflect some of the findings of the inspection. The school is moving in the right direction, but it is still not providing an adequate quality of education for its students. As a result, its overall effectiveness is unsatisfactory, and it is not providing satisfactory value for money.

What the school should do to improve further:

1. Ensure that the daily curriculum includes provision to improve standards in speaking and listening in both English and Arabic, so that all students understand what they are being taught.
2. Employ rigorous assessment procedures that give a realistic picture of the progress and attainment of all individuals and groups. This assessment should be used to inform weekly and daily planning.
3. Ensure that all students, especially those with SEN or gifted and talented individuals, are given work which matches their abilities and that individuals who need it have extra support in every class.
4. Ensure that the curriculum is closely matched to the needs and daily experience of students growing up in the UAE, and that they are fully aware of its culture and heritage.