



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



Inspection Report

Good Will Children Private School

Academic Year 2014 – 15

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Good Will Children Private School

Inspection Date	22 – 25 September 2014
School ID#	23
Licensed Curriculum	British
Number of Students	323
Age Range	3 years 8 months to 11 years
Gender	Mixed
Principal	Farhat Jadoon
School Address	Mohammed Bin Zayed City, ME -10, Musaffah, Abu Dhabi
Telephone Number	+971 (02) 553 4277
Fax Number	N/A
Official Email (ADEC)	goodwillchildren.pvt@adec.ac.ae
School Website	www.goodwil9.ae/gw
Date of last inspection	3 – 7 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 B;	GRADE 5
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The main strengths of the school are:

- students' personal development, especially in appreciating UAE values
- relationships, behaviour management and how well students are cared for and looked after
- satisfactory progress in all core subjects and significantly improved standards in physical education (PE)
- the deployment of teaching assistants to support learning
- a shared sense of purpose and commitment to improving the school.

The main areas for improvement are:

- attainment in all subjects, especially in English in developing skills, a wider vocabulary and improving writing
 - teachers' use of assessment to inform lesson planning
 - ensuring that lesson objectives set clear learning expectations
 - providing tasks and activities matched to learner's needs, especially to extend learning for the high achievers.
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Introduction

The school was inspected by 3 inspectors who observed 53 lessons and conducted several meetings with the owner, principal, senior staff, the school's consultant, students and parents. Inspectors listened to students read, analysed test and assessment results, scrutinised students' work and collated the responses to 94 parents' questionnaires. They considered the school's policies, procedures and documentation and observed arrival and departure procedures. The principal and leadership team were involved throughout the inspection process and conducted 4 joint observations of lessons with inspectors.

Description of the School

The school was established originally as a villa school in 1992 in a location near to the present site in Mohammed Bin Zayed City and followed the Pakistani curriculum. In 2010, it moved to new purpose-built accommodation and in September 2012 introduced the British (Cambridge) curriculum. Its stated aims are to promote students' personal development and to maintain a commitment to quality based education and creative thinking.

There are 330 students, 178 boys and 152 are girls. In the Kindergarten (KG) there are 117 children, 66 are boys and 51 are girls. Almost all students are Muslim. Students come from different nationalities including 7% Emirati, 52% Pakistani, 8% Syrian, 5% Sudanese with 4% respectively for students from America, India and Jordan. There are smaller percentages of students from 18 other countries. Mobility is high: a large number of students leave and join during the school year. Students are assessed on entry to ensure any specific needs they may have can be met; 2.5% of students have been identified as having special educational needs (SEN), including moderate and specific learning difficulties. The school has identified 4% of students as being gifted and talented (G&T) and 1% speak English as an additional language (EAL). At various points in their school career, students take the Cambridge curriculum tests in English, mathematics and science.

There are two owners who form the governing body. The principal has been in post since 1992 and there are five heads of department, and also a senior member of staff who takes responsibility for SEN. All teachers have appropriate teaching qualifications. There are 31 teachers and 13 teaching support staff. There are 12 administrators, 9 care staff, 1 security guard and 2 technicians. The school has employed the services of a consultant over the last two years. Fees range from AED 22,000 for KG1 – AED 24,000 for Grade 6, which is in the high band. There are no additional charges.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Good Will Children Private School is satisfactory. The Principal has the passion, honesty and determination to improve the school further and provides clear strategic direction. Students' make satisfactory progress throughout the school and standards are around international expectations. Personal development and care, guidance and support are satisfactory and improving. Students show respect towards adults and each other and display enthusiasm and energy. Progress and attainment in Islamic education, Arabic and social studies have improved and are now satisfactory. Teaching and learning are now satisfactory with examples of very good teaching in PE.

Students' attainment & progress

Attainment and progress are satisfactory. Children enter KG1 with skills in communication that are well below those typical for this age group, their skills in personal, social, and emotional development and physical development are more in line with expectations. Children make satisfactory progress in their time in KG and by the end of KG2 many of their skills are around the expected stage for their age, especially in physical development. Children have an awareness of the value of numbers, and a significant number of them are capable of making even greater progress. In most subjects higher ability students are not challenged enough and do not make sufficient progress.

Progress and attainment in Arabic, Islamic education and social studies are satisfactory and broadly around age-related expectations. There is a similar picture of achievement in English, mathematics, science and information and communication technology (ICT). Attainment in relation to 21st century skills, for example in being creative and innovative, engaging in shared sustained thinking and working together collaboratively, is less secure.

In Islamic education most students are able to accurately read and recite prescribed verses from the Holy Qur'an. Most progress to understand the importance of Islamic concepts in their lives and appreciate the value of what they have learnt. There is insufficient ability to apply understanding and sometimes too much focus on textbook information. In Grade 1 Arabic, most students have a sufficient range of vocabulary; by Grade 6 they are able to accurately use the rules of grammar in reading and writing. Across Grades 1 to 3 they know letters, words and sentences at an appropriate level for their age. Speaking and listening are at the expected level for their ages and are sometimes above, which is an improvement since the previous inspection. Progress is evident as some students

are able to use their previous knowledge to use expressive words in sentences. In social studies most students in Grade 1 understand how to maintain a healthy lifestyle. By Grade 6, they have sufficient understanding about the UAE and other Arab countries and progress to applying this knowledge in their daily lives.

Attainment in English is variable, as few students speak any English when they enrol, so that in most classes proficiency in English varies. Students generally respond to instructions well and listen carefully. By Grade 5, the majority speak with some level of fluency and a few have a wide range of vocabulary and can express themselves clearly. In reading, some students are still at an early stage whilst others can read with expression. Writing is the weakest aspect with the attainment levels of many students below expectations. Considering their very low starting points, progress in English is satisfactory.

There are strengths in both calculation skills in mathematics and knowledge in science. Students have an understanding of numbers and how to order numerals, including decimals in Grade 6. Standards in Grade 5 are showing signs of improvement with more attaining at a level that is normally seen for this age group.

Students' personal development

Personal development is satisfactory and improving. Attendance is above average at 94%. Students are self-disciplined, self-motivated and almost all are keen to learn. They show good levels of respect and have an improving awareness about the traditions and culture of the UAE. Most students are co-operative, show reasonable levels of concentration and relationships are secure and harmonious. They say they enjoy school and in lessons most have positive attitudes to their work and each other, even when the work does not challenge them enough. In lessons during assemblies and at break times, they behave well. They take part in a reasonable range of activities to promote healthy lifestyles. They are active and energetic especially during PE lessons where they display a high degree of enthusiasm. There is a school council, but otherwise the students do not have many opportunities to take responsibility. Their ability to think creatively, critically and work collaboratively is not sufficiently developed.

The quality of teaching and learning

Teaching and learning are satisfactory. Most teachers have a secure understanding of their subject although this is less secure in English and art. Teaching assistants provide students with support in their learning, especially those who need extra help. Behaviour management and relationships in classes are strong. Staff interact positively with the children in KG, help them to settle in

school and provide them with a range of activities which engage and motivate them. The activities enable students to practise their skills in numeral and letter formation, but sometimes this does not help with left to right orientation in English. Opportunities for the children to explore number operations are currently too few. Children are able to self-select activities and resources, and this has a positive impact on their independence. Their skills in using their hands are supported by manipulating malleable materials and handling a variety of resources and some natural substances.

Teachers do not always differentiate learning sufficiently, make intentions for learning clear or select appropriate resources to extend learning. As a consequence, higher achievers are not challenged enough and are unable to make more rapid progress. In some English lessons, teachers do not provide enough opportunities for students to talk write at length and put new learning into practice. During the inspection, displays around the school indicated students were capable of producing extended pieces of writing, using a range of genres.

There is not enough emphasis on practical and open-ended work for the students to explore mathematical concepts for themselves and work collaboratively on solving problems. The level of work set for them does not always challenge their thinking and expectations for what students can achieve, are not sufficiently high and do not help them to engage in shared sustained thinking. In science, some activities are heavily teacher directed and do not allow for student problem solving, enquiry, creativity or real experimentation. Nevertheless planned activities do enable practical learning and the development of some scientific skills. Science has been taught for the last two years through the medium of English and as almost all students are still learning English, learning is limited at times by a lack of vocabulary. Teaching does not always support these students sufficiently with limited use of visual materials and not enough key vocabulary is displayed or explained. Lower attaining students are quite well supported by additional adults. There are some cross-curricular links made between subjects, but these are relatively rare.

Meeting students' needs through the curriculum

The curriculum implementation is satisfactory. In KG, it is designed to meet the needs of young learners and has been mainly successful. The intended learning outcomes are not challenging enough for this age group, particularly in mathematics in KG2. The curriculum now promotes an understanding of UAE culture and heritage and some cross curricular links are emerging in Arabic, English, science and ICT. There is a breadth and balance to the curriculum with the addition of Urdu taught from KG onwards, meaningful trips and visits, and

competitions and focus days. The curriculum is not sufficiently differentiated to meet the needs of all learners, especially the higher achieving students. The implementation of the curriculum does not promote enough independent thinking skills, creativity, problem solving and collaborative working. There are very few external partners and links with the wider community. Access to clubs and extra-curricular activities are limited for younger age groups.

The protection, care, guidance and support of students

Care, guidance and support are satisfactory and improving. There is a positive ethos in the school and the care of students is taken seriously. There is a vigilant approach to monitoring behaviour and staff accompany the students around school and join in their activities at break times. Students attend school regularly and the school follows up any unexplained absence. Students behave well most of the time and comply even in less interesting and engaging lessons. Students' progress is noted and recorded; tracking to identify the next steps in learning is not sufficiently rigorous for all groups of students, especially for high achievers. There is insufficient analysis of the wide range of needs, abilities, languages and backgrounds in the school to identify trends over time to inform planning and make timely interventions.

The school runs smoothly on a daily basis and provides a secure, healthy and safe environment. A child protection policy is in place and known to staff, who have an understanding of the procedures to follow. There is a qualified nurse and arrangements for first aid are secure, with first aid kits stored at various points around the school. Appropriate checks are made to ensure adults in the school are morally suitable. Parents generally agree that their children are appropriately prepared for the next stages of education. Students' awareness of features of the UAE has been improved. Appropriate arrangements have been made for students to pray.

The quality of the school's buildings and premises

The building is satisfactory, with generally light and airy classrooms. It is well maintained, facilities are clean and security arrangements are effective. Most classrooms are appropriate in size as the number of students in each class tends to be relatively small. Curriculum needs are met; outdoor play areas for KG are limited and the school takes children to the park to play on large climbing apparatus to compensate for this. The restricted PE facilities are supplemented with access to the swimming lessons at a local sports club.

The building and plot of land restricts what the school can reasonably provide. The school has been trying for some time to secure additional land and needs the relevant authority's assistance to pursue this further. There is a prayer room and rooms are set aside for Arabic, art, science, mathematics and ICT. There is a fairly spacious library, two areas for PE activities and small area has been developed to address the lack of outdoor space for KG. Displays around the school are frequently at child height, they are mostly attractive and give an overview of the activities students enjoy.

The school's resources to support its aims

Resources are satisfactory, adequate in quantity and suitable. Those in the library are improving, with a range of books in both Arabic and English. The school also uses a reading scheme in English; sometimes the texts chosen are too easy for students and do not develop their skills sufficiently. Resources in mathematics and science are sufficient. These are not always used to illustrate ideas in mathematics or promote practical work in science. Teaching staff are suitably qualified. In KG there is a range and variety of age-appropriate resources to interest children. These are not always used sufficiently to extend learning for those children who learn quickly. ICT resources are sufficient in number and some classrooms have interactive whiteboards. There are computers and laptops in the school for both students and staff to use in teaching and learning. These are not used enough by students to develop their literacy and independent research skills. Transportation arrangements are suitable.

The effectiveness of leadership and management

Leadership and management of the school are satisfactory. The Principal has the commitment, drive and ambition to take the school forward. She is ably supported by the special educational needs coordinator (SENCO), in promoting a positive ethos and leading school improvement. They share with the owners a strong set of values and a vision for the future. Since the previous inspection, the senior and middle leadership team has been developed. This has had a positive impact on the provision for SEN, and improvement in all core subjects particularly in terms of progress. Improving the attainment of pupils in English and science has not been as successful.

Senior staff have been fully involved in the school self-evaluation process and bringing about the improvements since the last inspection. All staff have input into the self-evaluation process and feel supported in their work. The evaluation of the school has sometimes been too optimistic. The school development plan (SPD) is aligned sufficiently to ensure appropriate action is taken. Pastoral aspects

of the provision have been assessed accurately. Continuing professional development (CPD) has covered meeting students' differing needs and assessing their progress.

The Principal has a realistic view of the progress so far and is aware of the need for embedding a greater degree of differentiation, developing assessment practices and improving attainment, especially in English. During the inspection joint observations proved useful and the Principal and SENCO were able to accurately evaluate the effectiveness of lessons and what needed to be done to improve learning and progress. Monitoring of subjects by coordinators is undertaken through analysis of planning and assessment for coverage. There is not a universal monitoring programme of lesson observations. These are undertaken in the KG department and this has resulted in a consistency of approach. The Principal and SENCO are aware of the need for more monitoring of learning through lesson observations. Parents and staff say they feel involved in the school development planning process.

Procedures in school are well established, backed by appropriate policies. There is a shared commitment to improvement. New monitoring processes, including the baseline assessment when children first start school in KG1 and in-depth analysis of attainment data, are being undertaken. These processes do not identify groups of students specifically enough. Monitoring procedures have yet to be securely embedded in practice. Teachers are observed in lessons, but not all of the leadership team are involved. With several new members of staff across the school, specific targets are needed to ensure improvement continues.

The partnership with parents about their children's education is positive. In discussion with parents they stated they felt informed, that staff were approachable and they were aware that the school has improved in recent years. Most parents expressed their satisfaction with the school. There were a few reservations about discipline and progress and learning in preparation for the next stages of education.

The school's finances are matched to educational priorities. Staff and resources are deployed according to students' needs. The school has demonstrated satisfactory capacity to improve.

Progress since the last inspection

The previous inspection report judged most aspects of the school to be unsatisfactory, including all subjects. The recommendations were to improve the curriculum, and assessment to meet the needs of all students and to improve the awareness of UAE culture and traditions. Senior leaders and the owners have taken the recommendations seriously and acted effectively. The school has made satisfactory progress in addressing these issues and attainment and progress have improved. Standards in PE have improved significantly with the appointment of a PE specialist, provision of suitable safety surfaces and utilising off-site provision.

The curriculum has improved and assessment procedures are in place to track progress. These have been effective in meeting the needs of most students including those who are identified as having special educational needs (SEN). Meeting the needs of those students who are high achievers and learn quickly has not been as successful. Students are now more aware of the significant aspects of the UAE's culture and heritage. Teaching has improved as there is now support for students who need more help with their learning. Care was a more secure area and has been improved further as staff now have a better understanding of child protection procedures, registers are taken after fire evacuation procedures, and there is a full time nurse. The resources in the library were very underused and this is no longer the case. Leadership and management are aware of what needs to be done to improve further.

What the school should do to improve further:

1. Improve attainment in all subjects to at least international age-related expectations, particularly in English, by ensuring that:
 - i. learning objectives have a specific emphasis on what students are to learn next, based on what they can already do and understand
 - ii. assessment is used to identify the next steps in students' learning taking into account their individual starting points
 - iii. differentiation is consistently used in lessons to meet the needs of all groups of students, especially the higher achievers.

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								