



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



Summary Inspection Report

Jubilee International Private School

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Iqraa

International Jubilee Private School

Inspection Date	19 th – 22 nd February, 2012
School ID#	111
Type of School	Private
Curriculum	Ministry of Education and American
Number of Students	815
Age Range	KG – Grade 8: American Grade 1 – 9: Ministry of Education
Gender	Mixed
Principal	Rahma Abo Salam
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Introduction

The school was inspected by four inspectors, who observed 69 lessons. They considered the school ethos and the quality of students' learning experiences, personal development and progress, and the teaching they receive.

Description of the School

International Jubilee Private School opened in 1983 and moved to its current site in 2007. The buildings originally housed a Ministry of Education (MoE) boys' school. The aim of the school is that 'no child will be left behind'. The school introduced an American section in 2009 with a roll of 137 students. It now has 439 students, overtaking the number of MOE students at 376.

There are currently 207 boys and 169 girls in the MoE section; the American section has 243 boys and 196 girls. The total school population is 815, representing over 20 nationalities, almost all of which are from the Middle East and Africa. In addition the school hosts a number of autistic students who join in classes for part of the day. The largest groups represented are from Jordan (21%), UAE (16%) Syria (11%) and Palestine (11%). The remaining students are from a range of countries such as Sudan, Egypt, Indonesia and Pakistan. Almost all students are Muslim. The school is Islamic and its faith is reflected each morning during Tabor. The principal, who took over the school in 1996, states that in her school students come first and are prepared for life as educated citizens with high ethical and moral values.

The school day is from 7.40am to 1.40pm. KG students finish school at 1.00pm and have activities from 1.00-1.40 pm. Grades G1-G9 finish at 1.40pm. School fees range from AED 11,000 in KG through to AED 24,000 in Grade 9. The school is proud of the fact that there are no additional fees. Teachers' monthly salaries range from AED 3000 to AED 5000. Teachers are of diverse Arab nationalities.

The Effectiveness of the School

Band C

Grade 6

The inspectors judged the International Jubilee Private School to be in the Band C category; that is a school in need of significant improvement.

This is an improving school in many aspects, but the quality of teaching is still not of sufficient, consistent quality overall to ensure that most children make the progress they should. A number of recommendations from the last inspection have been implemented successfully. The school's student tracking practices, data collection and analysis of students' attainment and baseline testing now operate satisfactorily in both sections. Teacher, student and parent satisfaction rates are high. Leaders and managers are committed to the school community

and the long-serving principal has successfully established a caring ethos. Self-evaluation recognises the strengths and identifies areas for improvement. However, judgements are an overgenerous assessment of the school's performance. The vice principal is aware of the weaknesses in teaching, and a teacher appraisal system is in its initial stage of development. The school has clearly demonstrated the capacity to make further gains.

Although both satisfactory and improving teaching was seen in all subjects, particularly English and Arabic, there are still widely differing levels of teacher skills and this results in varying levels of student achievement. Some teachers have adapted to the required changes in teaching methods well; others are in the early stages of the process of change and a few are resistant to change. School leaders have not yet succeeded in ensuring that the good practice is shared sufficiently in order to raise levels of student achievement throughout the school.

The weakest lessons were teacher-dominated, and questioning was closed and gave few opportunities to support the development of students' thinking skills. In the best lessons teachers fully engaged students, group work was meaningful to all students, the pace was fast, and objectives were discussed with students and time was given at the end of the lesson for reflection. In these lessons students worked with commitment and enthusiasm. Some teachers are skilled in providing work that matches the different needs of students, but some still have a narrow understanding of differentiation and need further focused training. In the kindergarten, the emphasis is on 'paper' rather than purposeful play-based learning and there are insufficient staff to support the latter. All lessons contain some assessment, and peer and self-assessment practices are the norm in both sections of the school. Without exception all students were able to articulate what they were doing in a lesson, but too few could explain clearly why they were doing it.

Students are acquiring a satisfactory body of knowledge in maths, information and communication technology (ICT) and science. Provision for English language acquisition has been the prime focus in the American section and satisfactory results have been achieved in English. Standards in literacy are satisfactory in both Arabic and English. Some impressive levels of English reading and writing, and spoken English, were seen in the American section, where all students are second language learners. Students' conversational skills are developing well in the American section. Arabic section students speak confidently and read satisfactorily in Arabic and their writing skills are developed satisfactorily. ICT provision is good and standards are satisfactory. Although there are few opportunities in lessons, independent research and project work are undertaken

by students through homework tasks. All students have a password to an internet learning support site and parents are very happy with the way the initiative is working. In Islamic studies students have a good understanding of their faith, and read satisfactorily from the Holy Quran. In social studies students are developing an adequate knowledge and understanding of life in the UAE and an understanding of the wider world is included in the curriculum. Physical education is adequately provided for despite the lack of a gymnasium.

The school uses Ministry of Education tests in the MoE section, and performance in these tests is at or above 80%. The American section uses appropriate standardised tests. Test results show that performance standards have increased since 2010. However, these results do not indicate that students are achieving in line with international standards. The school does analyse student results in order to track the progress they make. Data analysis, together with baseline testing for reading readiness, numeracy and learning styles, provides a sound view of students' progress and needs. Individual learning plans are in place for the small number of students identified as having special educational needs, and the school provides additional support and challenge to these students.

The process of curriculum change has been effectively managed by the vice principal and there is now a wide range of well-attended extra-curricular activities. However, the curriculum is not sufficiently developed to allow a move away from teacher-dominated lessons into more practical learning. Students are currently too static and activities are insufficiently varied and do not support discovery-based learning, and as a result levels of student engagement could be higher. The results of parental and student surveys have been acted upon, and this has increased attendance at parent teacher progress meetings and girls' attendance at clubs. The school runs a successful series of workshops for parents relating to class participation, homework and behaviour. Parents are pleased with the levels of student progress and the care and attention the school gives to all students. They were particularly impressed by the range of experiences the children had access to during the school day. Good provision is made for Arabic, Islamic studies, Quran learning and social studies. The school has built a mosque since the last inspection. This is much appreciated by both the boys and girls and is timetabled for Quran lessons. The science lab is well equipped and students conduct experiments, often in pairs. Tabor in both sections always contains a mixture of English and Arabic and is linked to project work such as healthy eating, recycling and extending language acquisition. Kindergarten rooms are bright and cheerful with children's work on walls both inside and outside the classrooms, but children are not provided with sufficient opportunities to explore, investigate or engage in creative and imaginative activities. This limits the progress they make.

Students mix well together and no incidences of bullying have been recorded. Students say that they enjoy school and are pleased with the changes that have been made to make things better for them. Most students are motivated and have positive attitudes towards learning. Girls' behaviour in both sections was exemplary; however, there was some misbehaviour of younger boys in lower grades. Unsatisfactory classroom and behaviour management skills are still evident in some classes and among some teachers who are unable or unwilling to deal with these events satisfactorily. Lack of intellectual challenge in some classes was seen to be the primary reason for disruptive behaviour. The majority of students demonstrate positive behaviour and good levels of self-confidence; they engaged with the inspection team on every possible occasion, expressed themselves well in interview sessions and delivered Tabor in both sections with confidence and style.

The school has appropriate policies and procedures in place to care for and guide students. The child protection policy is satisfactory and staff are fully briefed regarding it. The school forbids the use of corporal punishment and has a behaviour policy which is in line with UAE government guidelines. Attendance levels are high in both sections of the school, at 98% and above, and absenteeism is followed up daily through the social worker. The nurse is readily available and keeps accurate records, and medicines are kept in a locked cupboard. There are fully-equipped first aid boxes and fire extinguishers in all corridors. End-of-day procedures are mostly effective but some buses were loaded over their licensed capacity. Supervision at break time is not always effective as boys were found on the girls' corridors and on staircases. There is insufficient provision of benches in the courtyard areas and students had to sit on the floor to eat lunch. Security has improved, the gates are permanently locked and a security guard is at the gate throughout the day. All visitors are expected to sign in and provide appropriate identification. However, detailed, documented risk assessments are not carried out.

Classrooms are spacious and well decorated, and outside spaces are clean, litter free and brightly painted with culturally appropriate murals. Corridors are wide and allow ease of movement for students between lessons. Toilets are insufficient in number but are clean, have soap and electric hand driers and have a maid permanently on duty in each facility. Maintenance takes place during the summer holidays, but it was not clear when the last electrical inspection had taken place. Science laboratories have a sufficient supply of chemicals and an adequate supply of safety goggles and masks. The kindergarten is not resourced to international Early Years standards. Whilst provision of resources in other grades is satisfactory in most areas, teachers' understanding of how to use them effectively is

underdeveloped. There are insufficient Arabic reading, poetry and story books in the library.

What the school should do to improve further:

1. Improve the quality of teaching by:
 - i. ensuring all teachers plan for the different needs of students in the classes;
 - ii. continuing, extending and sharing the best practice already in place, such as effective questioning;
 - iii. improving the provision for kindergarten children by introducing more play-based learning; and
 - iv. sharing learning outcomes with students and explicitly focusing on them during lessons.
2. Further develop the skill base of middle management staff, particularly in their ability to accurately monitor the quality of teaching and promote improvement.
3. Conduct a more rigorous self-evaluation process that includes all staff and compares current provision with international standards so as to be clear about what needs to be done to drive forward further improvement.
4. Undertake a strategic analysis in order to prioritise the areas to be focused on during the next stage of development, and align this with the school budget.
5. Ensure that buses are not carrying children beyond the prescribed capacity.