



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



Inspection Report

International Jubilee Private School

Academic Year 2013 – 14

Iqraa

International Jubilee Private School

Inspection Date	6 – 9 October 2013
School ID#	111
Licensed Curriculum	American and MOE
Number of Students	809
Age Range	3 to 14 years
Gender	Mixed
Principal	Rahma Abdulsalam
School Address	Al Falah Street, Madinat-Zayed, Abu Dhabi
Telephone Number	+971 (0)2 633 5150
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Official Email (ADEC)	jubilee.pvt@adec.ac.ae
School Website	www.ijpsschool.com
Date of last inspection	19 - 22 February 2012

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

The main strengths of the school are:

- students' personal development; good relationships, high levels of respect and a positive culture where students feel safe and happy
- the extensive professional development program provides support for improving teachers' knowledge and skills
- effective relationships and improved communication with parents.

The main areas for improvement are:

- attainment and progress in English, mathematics, science, Arabic and Islamic studies
 - quality of teaching and learning through effective use of assessment for learning
 - strategic leadership of the learning in the classrooms and effective monitoring of the quality of teaching.
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Introduction

The school was inspected by 4 inspectors who observed 62 lessons. They met with school leaders, teachers, students and parents. They observed students arrivals at and departures from school, assemblies and break times. The inspectors reviewed and analysed data and documentation provided by the school. In addition, 261 responses from parents to a questionnaire about the school were analysed.

Description of the School

International Jubilee Private School is situated in the Madinat Zayed area of Abu Dhabi and opened in 1984. There are 809 students from Kindergarten (KG) to Grade 9. Classes are mixed gender to Grade 4 and boys and girls are taught in single gender classes from Grade 5 to Grade 9. The student population is made up of 4% Emirati, 86% other Arab, and 10% non-Arab nationalities. The school is transitioning from an MOE to an American curriculum. This has led to a significant increase in student numbers, with a 37% increase in those following the American curriculum and a 17% increase in those following the MOE curriculum. Even more significant is the fact that, of the 51 teachers employed by the school, 26 commenced their employment at the start of the school year. 71% of students follow an American curriculum from Kindergarten to Grade 9. The MOE curriculum is taken in Grades 6 to 9 by 29% of students. 1 student is identified as having Special Educational Needs (SEN). The principal has been in post for 15 years.

Fees range from AED 11,000 to AED 24,000 for students following the American curriculum, which are in the low to high categories. For those students following the MOE curriculum the fees are AED 6,750 to AED 9,885, which are in the affordable to low categories.

The Effectiveness of the School

Students' attainment & progress

The attainment and progress of students is unsatisfactory and below age related expectations in English, mathematics, science, Arabic and Islamic Studies. Some satisfactory progress was observed in both Arabic and Islamic Studies lessons. This is not sufficient to ensure adequate progress over time. Attainment and progress in social studies are satisfactory. They are very unsatisfactory in information and communications technology (ICT). The attainment and progress of students are below that of similar schools and are well below international standards in all grades and subjects. There is no rigorous assessment of students' starting points. This leads to unsatisfactory planning of the curriculum and

learning activities that do not sufficiently match the needs of students at key transitions through the school. This is particularly evident in KG, where learning activities are not well matched to the needs of individual students. As a result, attainment and progress are unsatisfactory in KG.

The school collects and analyses data, but does not use the results to adjust the curriculum and plan lessons based on the students' prior knowledge and skills. Teacher dominated instruction and the over reliance on learning from textbooks contributes to the unsatisfactory progress of students in many lessons. Progress is better where students have the opportunity to learn through a variety of activities, including group work, paired discussions and practical tasks. Attainment and progress in ICT are very unsatisfactory. Students have few opportunities in lessons to use ICT to enhance their learning. Robotics is taught as part of the curriculum. The absence of specific ICT focus in lessons is detrimental to the improvement of students' attainment and progress in a wider range of skills. This, together with a narrow range of teaching and learning styles, leads to the unsatisfactory development of 21st Century Skills.

Students' personal development

Most students and teachers have good relationships and high levels of respect for one another. There is a positive culture in the school where students feel safe and happy. Most students are self-disciplined and have positive attitudes towards learning. The school has an effective disciplinary policy, with classroom rules and clear consequences for misbehaviour. Student behaviour is good in most lessons and as students move around the school. It is also good at break and lunch times, when students play happily together. In the upper age groups, girls demonstrate better behaviour and higher enthusiasm for learning than boys. A few teachers have poor behaviour management strategies and lack established routines. This leads to misbehaviour by some students and has a detrimental effect on the progress they make in their learning. Students have respect for other nationalities and appreciate and celebrate the UAE culture and heritage. The school provides opportunities for students to learn about how to live safe and healthy lives through the curriculum and talks from the school nurse and school visitors. The attendance rate is good at 98% and the school has good systems in place to follow up on absences.

The quality of teaching and learning

Teaching and learning are unsatisfactory across the school and in most subjects. A major contributing factor to this situation is that half of the teachers have been in post for only four weeks. Most of them are using the security of the curriculum and the textbook to drive their instruction. As a result, student progress is

unsatisfactory because in many cases learning activities are not aligned to students' prior knowledge and skills. However, over-reliance on teacher led and textbook dominated instruction is also a feature with a number of longer serving teachers. The school is beginning to make changes that are benefiting learning in some classrooms. The sharing of learning objectives is having a positive impact on students' understanding of what they are learning and has become more established across the school. The introduction of group work in some lessons is a positive sign that the school is looking to introduce more opportunities for students to demonstrate their collaborative, research and problem solving skills and to present their own solutions and ideas. The consistency of these initiatives is not yet fully established or embedded.

Teaching is not closely matched to students' aptitudes and attainment. As a result, students have limited access to the learning and others are insufficiently challenged in a majority of lessons. The lack of assessment of students' prior knowledge and skills leads to some students undertaking work that they have already mastered. In some lessons classroom management is inconsistent and has a negative impact on student learning. Questioning techniques are variable. In a few lessons students are challenged to give deeper explanations in order to develop their higher order thinking skills. In other lessons students are only required to make one word or whole class responses. Teachers make regular assessments of the students' progress. These are not always used effectively to plan lessons to meet the identified needs of different groups of students. Very rarely are assessments made during lessons to check that all students understand the learning objective. The one identified special educational needs student has an individual plan. In some lessons, no modifications to learning activities are made to address the goals in the plan.

Meeting students' needs through the curriculum

The school is presently phasing out the MOE curriculum, with only 2 classes in each of Grades 6, 7, 8 and 9 following that course. All other students from KG to Grade 9 follow an American curriculum based on California standards. The American curriculum implementation is broad and balanced and the core subjects are enhanced by the extended curriculum including physical education, art, careers guidance, robotics and French. The MOE curriculum implementation is restricted because of the time requirements for specific subject areas. Weaknesses in the curriculum, especially in KG, are a major reason why many students' engagement, learning skills and academic progress are unsatisfactory. The MOE and the American curriculum planning provide very unsatisfactory support for gifted and talented students, who often follow the same learning

tasks as other students. The knowledge based curriculum approach is not supporting the development of the students' 21st Century Skills.

The extra-curricular program provides a wide range of enrichment activities to enhance the students' knowledge, skills and interests. These include chess, ballet, choir, Robotics, Qur'an clubs. There is satisfactory student participation in these activities. The school effectively promotes the values of UAE through units of work in different subject areas and through morning assemblies. There are satisfactory partnerships with two local High Schools, where many students will transfer to at the end of Grade 9.

The protection, care, guidance and support of students

There is a positive ethos and a caring culture in the school. The pastoral team, consisting of the social worker, principal, vice-principal and a teacher, provide effective support and care for students. Good levels of respect and positive relationships between teachers and students are in evidence in classrooms. Some teachers operate a rewards system in their classrooms to stimulate student interest and enthusiasm. This is not a consistent practice across all subjects. Students are extremely positive about their education and feel supported, safe and cared for by the adults who work in the school. Parents are very positive about the support the school provides for their children. As one parent said "the school is part of our family". However, the parents' survey conducted immediately before this inspection indicated that in the opinion of a significant number of parents the school does not always adequately deal with infractions of discipline rules and that they would like to better informed about their child's progress. There is a child protection policy in place and all staff receive training and fully understand procedures. Students indicate that incidents of bullying are very rare and the school has an effective anti-bullying policy. All staff know that corporal punishment is banned in the school. There is an adequately equipped clinic, which is staffed by a full time nurse. However, no records are maintained about students with chronic illnesses.

The quality of the school's buildings and premises

The school buildings are unsatisfactory in supporting the school's curriculum and in providing adequate provision for enhancing students' attainment and progress. The buildings, which are clean and well maintained, date back to 1984. The school attempts to brighten the classrooms and walkways through the use of colourful displays, including student work. The school's physical education and games facilities are unsatisfactory. The school has no gym and most of the physical education lessons take place in the large outside covered area, which is unsuitable

for most contact sports because of the hard stone floor. There is one computer laboratory for whole class use, which is used to teach robotics at the expense of giving the students a wider range of ICT knowledge and skills. The rooms for upper grade classes are of appropriate size and are fit for purpose. The one science laboratory is insufficient to provide all students with regular opportunities to gain knowledge and skills through practical learning activities. KG classrooms are cramped and, together with the poor outdoor facilities, are unsatisfactory for delivering the full range of age appropriate learning and play activities. The school library is large enough to take a class group, but has limited resources. The site is very secure, with visitors required to sign in at the gate and provided with a visitors' pass. All electrical and fire equipment checks are carried out regularly and school evacuations are practiced and recorded.

The school's resources to support its aims

The school's resources are unsatisfactory in supporting students in the improvement of their attainment and progress. All teachers have the appropriate qualifications. The school has invested in technology, with each classroom equipped with a data projector and a computer. Students rarely have the opportunity to use ICT in lessons as a resource to enhance their skills development. The computer laboratory is used for delivering robotics in lesson time, which provides a very narrow focus for the development of ICT skills. The one science laboratory in the school is not used well enough to meet students' needs in the development of their practical, investigative skills. The small kindergarten classrooms and the lack of high quality play facilities limit the opportunities for young children to learn in multiple ways. The mosque is used well by both teachers at prayer time and by students in recitation lessons.

The effectiveness of leadership and management

The governance of the school is unsatisfactory. There is presently no overseeing body to provide support and accountability for the senior leadership team. The senior and middle leaders do demonstrate an emerging capacity and drive to plan, implement and evaluate improvements. They remain unsatisfactory overall and would benefit from external support and guidance.

There has been an improvement in the school and department planning, generation of policies and the definition of roles and responsibilities at senior and middle management level. Self-evaluation is based on an overly optimistic view of the quality of the school's work. The improvement plan has many initiatives that have defined success criteria, allocated responsibilities and budgetary costing. The plan is insufficiently focussed on improving the effectiveness of learning in classrooms. There is a well-designed professional development program to

support teachers in improving their knowledge and skills. Subject coordinators also provide support for teachers. Currently their responsibilities are insufficiently focussed on helping teachers to improve the quality of learning. Classroom evaluations and monitoring visits are not adequately targeted on how effectively different groups of students are accessing learning, and they do not provide follow up monitoring procedures and timescales. The school has audited financial accounts. Teachers receive regular monthly payments and contracts are honoured. The school has satisfactory systems for dealing with parental complaints.

Progress since the last inspection

The school has made some progress in improving student personal development, aligning priorities to the school budget and sharing learning outcomes with students. Little progress has been made in teaching and learning in respect of providing activities matched to students identified needs, effective questioning to develop students higher order thinking skills and kindergarten provision, particularly in play based learning.

What the school should do to improve further:

1. Raise attainment and progress by:
 - i. using baseline assessments to inform the planning of the curriculum and teaching and learning to match the identified needs of students at key transitions as they move through the school
 - ii. ensuring that all learning activities are planned to take account of prior knowledge and are differentiated to provide support for underachieving students and appropriate levels of challenge for the more able students
 - iii. accelerating the introduction of student centred learning activities that enable them to work independently and collaboratively to undertake problem solving, research, and present their outcomes
 - iv. creating more consistency in using assessments in lessons to check that all students fully understand the intended learning
2. Improve the leadership of teaching and learning by giving the highest priority to focussing all managers on the improvement of the effectiveness of learning in classrooms, particularly to ensure:
 - i. baseline assessments are used to plan the curriculum and learning activities to match the identified needs of the students
 - ii. resources are identified to meet the needs of different groups of students

- iii. the setting of improvement goals for students in each subject, that are shared with students and parents, to help them to understand their next steps of learning
 - iv. that professional development is targeted on all of the above.
3. Ensuring that classroom evaluations and monitoring visits are targeted on how effectively different groups of students are accessing learning in order to:
- i. identify areas for improvement for each teacher
 - ii. agree targets and timescales for improvements to be implemented
 - iii. plan classroom revisits to check that the agreed improvements are embedded in practice.

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								