



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



Private School Inspection Report

International Jubilee Private School

Academic Year 2015 – 2016

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International Jubilee Private School

Inspection Date	26 – 29 October 2015
Date of previous inspection	6 – 9 October 2013

General Information		Students	
School ID	111	Total number of students	769
Opening year of school	1983	Number of children in KG	250
Principal outgoing/incoming	Rahma Abdulsalam/ Pieter Louw	Number of students in other phases	Primary 340 Middle 179 High 0
School telephone	+971 (0)2 633 5150	Age range	3 years 8 months to 14 years
School Address	Madinat Zayed, Abu Dhabi	Grades or Year Groups	Kindergarten to Grade 9
Official email (ADEC)	Jubilee.pvt@adec.ac.ae	Gender	Mixed
School Website	www.ijpsschool.com	% of Emirati Students	4.0%
Fee range (per annum)	AED 11,000 – AED 24,000	Largest nationality groups (%)	1. Jordan 20.5% 2. Egypt 11.7% 3. Syria 11.1%
Licensed Curriculum		Staff	
Main Curriculum	American	Number of teachers	56
Other Curriculum	-----	Number of teaching assistants (TAs)	17
External Exams/ Standardised tests	Cognitive Ability Test 4 (CAT4)	Teacher-student ratio	1:17 KG/ Primary 1:10 Middle
Accreditation	-----	Teacher turnover	5%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	102
Number of joint lesson observations	13
Number of parents' questionnaires	85; (response rate: 11%)
Details of other inspection activities	The inspection team held meetings with the principal, governors, senior staff, subject coordinators, teachers, students and parents. They analysed school documents, performance data, records and students' work. Inspectors attended assemblies and a presentation about the school created and presented by students.

School	
School Aims	'Our School seeks an outstanding level of education, through a strong and a comprehensive curriculum, that includes a wide range of activities, project-based learning dealing with the social, emotional side, through a caring and happy environment'.
School vision and mission	'An outstanding education that enables each student to be ready for real life challenges'.
Admission Policy	The school conducts admission interviews and diagnostic entry tests for placement purposes. It is specifically inclusive of autistic students.
Leadership structure (ownership, governance and management)	The school has one proprietor and a governing body that includes a parent representative.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	1	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	22	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (B)	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

The school provides its students with an acceptable standard of education and good personal development in a safe and caring environment. Children begin Kindergarten (KG) with little or no English and make good progress in learning the language. Senior leaders and governors have ensured that students develop the academic, personal and social skills they will need to continue their education. The quality of teaching is not consistent across all grades and subjects. Nonetheless, most of students generally make at least acceptable progress in key subjects. The progress of the more able students in lessons, and those for whom Arabic is a second language in the KG and primary phases, is weak. There is good support for students with special educational needs (SEN), most notably through the partnership with a centre for Autism. School leaders and governors have been effective in establishing strong links with parents. This has contributed to the very good rates of attendance. School leaders have a realistic view of the school's strengths and areas for improvement.

Progress made since last inspection and capacity to improve

The school has made acceptable progress since the previous inspection when its overall effectiveness was judged to be unsatisfactory. The principal, senior leaders and governors have appropriately addressed the large majority of the inspection's recommendations. They have demonstrated the capacity to improve by the progress made in all six performance standard areas. The KG is much improved, both in the facilities and resources it offers and the quality of education. The school's effective vice-principals, under the leadership of the outgoing principal have improved the quality of teaching through more student-centred learning. The recently appointed new principal, who is not yet formally in post, brings additional capacity with a fresh vision and new approaches, for example in lesson planning. This has raised students' achievement in core subjects. The same degree of progress is not evident in other subjects. School leaders have introduced more rigorous testing of students' skills and understanding when they enter the school and at regular intervals throughout the grades. Most teachers now check the progress that students are making in class and adapt their individual lessons in response. This information does not always inform the planning of future lessons. Teachers also do not regularly provide advice and guidance in students' books on how they can improve. The current lack of three key subject coordinators means that there is not a rigorous system to check that this is happening.

Development and promotion of innovation skills

The school runs an innovative ‘Careers Guidance’ programme from KG to Grade 9. This develops skills in enterprise and entrepreneurship. For example, the youngest students learn the simple differences between producers and consumers. Older students learn financial management and marketing skills. The course culminates in a whole school ‘Market Day’. This includes the students from the Autism Centre. They have taken the activity back to their Centre to share with fellow students. However, the potential of this innovative programme is not always fully realised in mainstream classes. Most lessons lack the creativity and relevance that the course offers.

Teachers provide opportunities for students to demonstrate innovation skills in a minority of lessons. In the best lessons, students make connections between different subject areas. For example, learning about the history and geography of the United States of America while studying American literature in Grade 7 English lessons. In the large majority of lessons, however, students are not given the opportunity to develop their critical thinking and problem solving skills. Students make appropriate use of learning technologies for research in the majority of lessons. Almost all students bring their own devices to school. They are familiar with how to use them effectively to support their learning.

The inspection identified the following as key areas of strength:

- the capacity of school leaders to improve the standard of education in the school
- the strong start to their education that children make in the school’s Kindergarten
- the personal development of students to become safe, tolerant, responsible and productive members of society
- the rapid progress students make in learning English as a new language and the confidence and high levels of skill they demonstrate in using it
- the support for students who have special educational needs, and their inclusion in the school community to the benefit of all students
- the efficient and effective management of the school on a day-to-day basis
- the full and active involvement of parents in the life of the school
- students’ appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values
- the love of learning and enjoyment of their education that students show in their very high attendance rate and punctuality and the strong relationships between staff and students.

The inspection identified the following as key areas for improvement:

- greater consistency in the quality of teaching throughout the school
- teaching strategies and curriculum adaptation which cater for the needs of all groups of students, particularly the gifted and talented and second language Arabic students
- development of subject and other coordinators' roles in the use of assessment information to influence teaching, the curriculum and students' progress
- sharing more widely the good teaching practice to be found in the school to improve students' achievement, particularly in the writing of Arabic
- regular marking of students' books to provide them with clear guidance on how to improve their work
- planning and delivery of lessons for effective learning in other subjects, particularly art, drama and French.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Acceptable	N/A
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Arabic (as a Second Language)	Attainment	Weak	Weak	Acceptable	N/A
	Progress	Weak	Weak	Acceptable	N/A
Social Studies	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Acceptable	N/A
English	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Good	Acceptable	Good	N/A
	Progress	Good	Acceptable	Good	N/A
Science	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Acceptable	N/A
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Weak	Weak	N/A
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Acceptable	Acceptable	N/A



There has been improvement in students' achievement since the previous inspection. Attainment standards overall are now good in KG and good in English and Information and Communication Technology (ICT) throughout the school. This is a result of investment in resources and effective development of staff by governors and senior leaders. Standards have also improved in mathematics. They are now good in the middle phase and acceptable in lower grades. For example, most students in Grade 8 are able to understand how to find the slope in a linear equation without the use of a graphing calculator.

National and international test results show that most students achieve in line with expectations by the time they leave the school in Grade 9. Cognitive Ability Test 4 (CAT4) results show an improvement in student's attainment since the previous inspection. Results in the California Common Core Curriculum assessments, show that most students achieve at least age related levels in core subjects. These tests are online summative assessments in English, mathematics and science, administered by the California Department of Education. Students attain well in national tests in Grade 9, in Islamic education and social studies. In Arabic writing, their results are weaker.

Students throughout the school demonstrate knowledge, skills and understanding in English that are above those expected for their age. For example, students' can write extended pieces in different genres and for different audiences. Students' skills are broadly in line with those expected in mathematics, science, Islamic education, social studies and ICT. In Arabic, skills in writing are weak in KG and in the primary phase, particularly for second language students.

The good standards in English and in part in mathematics are reflected in similarly good progress in these subjects. This progress is evident in the school's data about how well students are doing and is confirmed by learning in lessons and students' work. Overall, standards of attainment are acceptable in art, drama and French, but progress is weak due to less innovative teaching. Good support for students with SEN means they make strong progress from their starting points. The progress of the most able in lessons is weak because of insufficient challenge. There is little difference in the achievement of boys and girls. Students in Grade 9, who have only recently joined the school have made significant progress in English and mathematics. For example, in English in the middle phase students can write well-structured essays that put forward a particular point of view convincingly. In mathematics, students in Grade 9 know the basics of algebra and they demonstrate understanding of polynomials and coefficients. Progress in Arabic as a second language is weak because too much of the learning is teacher led and relies too heavily on a single text book. This results in students being unable to talk about what they have learned and practise their

language skills. In Islamic education, most students make acceptable progress in acquiring knowledge and understanding of Islamic practices, beliefs and customs.

All students have positive attitudes to their learning and are able to apply themselves to further learning opportunities both in school and at home. Students are used to working together in groups and pairs and do so effectively. There is some evidence of acceptable creative and innovative learning skills, such as critical thinking and problem solving. However, these are not demonstrated across all subjects.

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	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
Social responsibility and innovation skills	Good	Good	Good	N/A

Students' personal development, including their behaviour and attitudes, is good. This is because school leaders have created a culture in which students' social, emotional and moral development is as important as their academic achievement. Relationships between staff and students and between students themselves are particularly strong. While there is some poor behaviour in a few isolated lessons, almost all students show respect and self-discipline. Students have a good work ethic and will persevere with difficult tasks.

Students' understanding of health and safety is good and they participate in activities to promote them, particularly in assemblies. The school's morning registration system is accurate and efficient and records very good attendance rates of over 96%. This is because older students want to learn and parents of younger students have a strong partnership with the school. Almost all students are punctual arriving to school in the morning and to lessons.

Students show good understanding of Islamic values and appreciate the UAE culture and heritage. Other world cultures, including those of over thirty nationalities in the

school, are celebrated on a regular basis. Students show tolerance to other cultures and enjoy learning about them. At the same time, they are proud of their UAE identity. Many of the ‘anchor texts’ used in English address social and political issues. These make a positive contribution to students’ personal development.

Students are aware of their responsible roles in the school. They also understand the needs of others, such as the autistic students, and try to help them. Students are aware of environmental issues and promote sustainability, such as re-cycling. The students enjoy taking part in projects and developing their ideas. This includes activities organised through the democratically elected student council. Students’ good speaking and listening skills are evident in their confident and articulate presentations and assemblies.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Acceptable	Acceptable	N/A
Assessment	Good	Acceptable	Acceptable	N/A

Teaching and assessment in the primary and middle phases of the school are acceptable. They are good in KG. The team of teachers and assistants in KG work well together. They give flexible and skilled support to the children’s development. Children learn through engaging, ‘hands on’ activities both in the classroom and outside in the well-resourced play areas. For example, children responded with squeals of delight to science experiments with bubbling liquids. They were then able to talk about simple changes in matter. Teachers in KG make accurate and clear assessments of children’s starting points. Children’s progress is then recorded. The analysis of the assessment information does not always inform teachers’ future planning. The teaching of Arabic as a first language in KG is acceptable. The strategies for teaching those for whom it is a second language are weak. Almost all the children entering the KG are encountering English for the first time. They make swift progress in the language, developing their speaking and listening skills through role play. They quickly develop as readers and writers.

Teaching in the primary phase is acceptable. It is conducted largely by classroom teachers which means that students mostly remain in their own classroom. They

benefit from the stability and focus this offers. Teaching in the middle phase is also acceptable and depends on subject specialists. Students have a moderately greater degree of independence because they learn to manage their own time and resources, moving from class to class. Most teachers know their subject area well. The strong teaching of English that is evident in the KG continues into the primary and middle phases. In the best English lessons, students make very good progress because they are given stimulating and challenging tasks. These are linked to the 'anchor books' in their guided reading programme. In mathematics, progress is good overall. This is due in part to teachers' regular use of ICT during lessons to illustrate key learning points. For example, in Grade 8, when converting polynomials from standard form to scientific notation, the visual anchor of the interactive whiteboard helped to secure student understanding. Weak reasoning and critical thinking skills hinder student progress in some mathematics classes. In social studies classes, teachers make links with other subjects and with students' own experiences of their communities and their everyday lives. Teaching in Islamic education ensures students are respectful. They understand the values of Islam and at the same time are tolerant to other religions and cultures.

The improvements in teaching that are evident since the previous inspection have not been extended to all subjects. Consequently, achievement is not so strong in other subjects, particularly French, art and drama. Teachers' subject knowledge is less secure in these subjects and work set is sometimes either too hard or too easy for students.

Teachers plan lessons so that students can meet learning objectives. Teacher-student relationships are positive and ensure that students are engaged learners. In almost all lessons, teachers' planning identifies students according to ability groups. These have been accurately assessed against curriculum benchmarks. This is a significant improvement since the previous inspection. There is limited challenge for students in a minority of lessons, sometimes as the result of over-guidance by teachers. At other times, tasks and activities are not demanding enough. In a minority of classes, teachers' planning and time management restrict learning and do not give students sufficient independence. Teachers regularly mark students' exercise books. There is little evidence of teacher comments that would inform students how to improve.

Students with SEN have their own learning programme, while remaining within mainstream classes. This is shared with parents and updated bimonthly. All these students have one-to-one support from a certified teacher. They ensure that all these students have measureable learning targets. School days have been modified

for the autistic students. This means they can return to the Autism Centre and participate in classes that further develop and enhance their learning.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	N/A
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

Since the previous inspection the school has fully adopted the California State Common Core Curriculum standards. It is tailored to most students' needs throughout the school. This has improved the quality of the curriculum since the inspection. The curriculum is not always sufficiently adapted to enable the highest levels of progress. This is particularly because it does not provide sufficient challenge for those with higher ability or who are gifted and talented.

In KG, there is good continuity and progression. This is reflected in the day to day work of each class. Good quality links are made between different subjects. These provide children with an initial understanding of the relationship between the specific skills in subjects. Throughout the school, most subjects have an appropriate balance of time and depth of study. Students who have Arabic as a second language do not have sufficient modification of the curriculum to meet their needs. Appropriate use is made of technology, such as tablets for research in the classroom, to support most aspects of the curriculum. Some subjects demonstrate curriculum innovation. For example, the very effective guided reading programme is at the heart of the good progress and attainment in English. This is now being extended to the Arabic curriculum.

There are opportunities for students to explore and research subjects on their own in more depth. These are not offered in all subject areas. School leaders have made appropriate links to the UAE's values, culture and society in their long and medium term planning of the curriculum. This ensures that all students develop an understanding of their importance. Extra-curricular activities and homework provide acceptable enhancement to the curriculum. After school activities include a robotics club and a photo-journalism club. The quality of instruction and the educational value of the tasks in these clubs are adequate.

There is variability in the way that the long and medium term planning is translated into the day to day lesson planning. As a result, some lessons and subjects, such as those in French, drama and art are not as effective as others.

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	N/A
Care and support	Good	Good	Good	N/A

The protection, care, guidance and support of students throughout the school are good. The students' protection and safety is the highest priority for governors, senior leaders and all staff. They have created a very positive ethos in which students say they feel cared for, safe and happy. Parents say that when they put their children on the school bus in the morning, they are completely confident that they will be safe and secure for the school day.

Child protection procedures are thorough. The school's policy is well understood by all staff. The school's procedures to ensure safety on school transport are appropriate and maintenance records are up to date. The buses, which are owned by the school, are new and have full service contracts. The system for managing the arrival and departure of students on the school buses is clear and effective.

The promotion of safe and healthy lifestyles is good and science lessons reinforce positive messages. The school nurse runs a healthy eating programme. There is a low incidence of obesity and parents are provided with information on healthy foods. The school invites community police officers to offer advice to students in regular workshops. These are, for example, on the dangers of the internet and the misuse of drugs.

Relationships are good throughout the school and behaviour management is effective. When occasional incidents of poor behaviour do occur, they are swiftly addressed and recorded. The school has clear attendance policies. These are closely monitored to ensure accuracy and rigorously enforced. As a result, attendance and

punctuality are very good. The school has its own small mosque. Staff and students use this not only for prayer but for lessons in Islamic education.

Identification procedures are in place for externally assessed SEN students. Support for these students is a strength of the school. The school provides a welcoming and nurturing environment for the 22 students from the Autism Centre. The ADEC policy for special educational needs is effectively implemented and protocols are established for the identification of these students. A dedicated SEN coordinator is in place. She is well trained for this role.

All students from Grades 1 to 9 learn about business and enterprise in weekly career guidance lessons. Older students receive advice about schools and academic choices for continuing their high school education. External links with the local community contribute to this programme. Students say they feel very well supported.

Procedures have only recently been put in place for the identification of gifted and talented students. The school has yet fully to develop support for these students. There are no ramps for disabled access, although currently no students require this. In all other respects the premises and facilities are suitable for all students, including those with SEN.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The leadership and management of the school are effective. The sustained work of the outgoing principal and the vice principals has adequately addressed the large majority of recommendations from the previous inspection. They have improved students' achievement and maintained and enhanced a caring and friendly environment. The school currently lacks experienced middle leadership in mathematics, English and science. The effectiveness of the vice principals in covering these roles is limited by the time they have available. This means they cannot always	

check the implementation of the systems they have put in place for student assessment and staff appraisal.

The new principal brings experience and expertise. He has had a positive impact in the short time he has been at the school. In the last school year, leaders welcomed over 70 new students into the school in all grades when a local school closed. This has meant employing new staff at short notice. This has been done with appropriate consideration for maintaining the quality of teaching. The school's development plan (SDP) and self-evaluation form (SEF) are realistic, working documents. School leaders and governors know the school's strengths. They have correctly identified some of the key areas for improvement. Following the previous inspection, school leaders introduced an effective system for assessing students' learning in the classroom. This has, with well-targeted professional development, led to improvements in students' outcomes. Leaders acknowledge that not all the changes are consistently implemented. Innovation is apparent in only a few aspects of the school. For example, in the careers guidance programme and the use of guided reading in English and KG Arabic.

The school's leadership promote students' development in the wider community. Partnerships with the community are strong, particularly with the Autism Centre and community police officers. The school's partnership with parents is also a strength. Parents are positive about school leaders and have confidence in them. There is a clear and accessible system for parents to make complaints, should they wish to do so. It is little used.

The school's governing body includes parent and teacher governors and is supportive of the school. Governors do not act as sufficiently critical friends. They do not always ask the challenging questions to ensure accountability and a relentless focus on improvement. Governors ensure that teachers' contracts, pay and conditions meet all statutory requirements. Staff say they are well supported by the school.

Leaders have organized the school appropriately to benefit students. The KG has its own dedicated area. This has been extensively refurbished since the previous inspection. The primary phase has classroom teachers and some specialists. Middle school students move to specialist subject areas for lessons. This means that teachers make adequate use of resources such as ICT and science labs.

What the school should do to improve further:

1. Achieve greater consistency in the quality of teaching throughout the school by:
 - i. ensuring teachers share their planning of lessons
 - ii. giving teachers regular opportunities to observe each other's practice.
2. Develop teaching strategies and adapt the curriculum to cater for the needs of all groups of students, particularly the gifted and talented and second language Arabic students by:
 - i. building the needs of these students into all leaders' and teachers' planning
 - ii. providing training on the specific challenges these students face.
3. Share more widely the good teaching practice to be found in the school to improve students' achievement, particularly in the writing of Arabic, by:
 - i. identifying the most successful strategies and building these into teachers' planning.
4. Improve the assessment of students' work, by:
 - i. regularly marking their books
 - ii. providing clear guidance on how to improve
 - iii. giving students individual targets and checking these have been met.
5. Improve the planning and delivery of lessons in other subjects, particularly art, drama and French by:
 - i. providing clear expectations of high standards and regularly monitoring quality in the subjects.
6. Develop the roles of middle leaders (subject and other coordinators) in the use of assessment information to influence teaching, the curriculum and students' progress by:
 - i. tracking the progress of individual students, groups of students and whole cohorts
 - ii. providing training for middle leaders in how to triangulate assessment information with scrutiny of students' work and lesson observations to target gaps in learning.