



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



Inspection Report

Emirates Private School, Bani Yas

Academic Year 2014 – 2015

إقرأ

Emirates Private School, Bani Yas

Inspection Date	16 – 19 February, 2015
School ID#	107
Licensed Curriculum	Ministry of Education (MoE)
Number of Students	1904
Age Range	3 years 8 months to 16 years
Gender	Mixed
Principal	Mohamad Khalil Banat
School Address	East 8, Bani Yas (adjacent to LuLu Hypermarket)
Telephone Number	+971 (0)2 583 1999
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Official Email (ADEC)	emiratesbaniyas.pvt@adec.ac.ae
School Website	-----
Date of last inspection	11 – 14 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 C;	GRADE 7
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The main strengths of the school are:

- students' improving behaviour, attitudes to learning and development of positive relationships
- the promotion of students' understanding of the UAE culture, heritage and values.

The main areas for improvement are:

- the classrooms, as they are overcrowded
 - the arrangements for the students' departure
 - the academic progress students make in all subjects
 - the adjustment of learning in lessons to meet the needs of all students, especially the more able
 - the development of high quality 21st Century learning skills
 - the enrichment of the curriculum through a range of social, cultural, scientific, sporting and other activities and events
 - provision of sufficient resources, particularly in ICT and KG, to support learning in classrooms and independent research in the library
 - the accuracy of self-evaluation to help the school identify key priorities for improvement
 - analysis of school data to help inform all levels of school planning
 - the effectiveness of subject coordinators.
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Introduction

The school was evaluated by 5 inspectors who observed 76 lessons. They met with school leaders, teachers, students, parents and a representative of the owner. They observed assemblies, break periods and students' arrival and departure. Inspectors and members of the school leadership team jointly observed 2 lessons. Inspectors analysed data and documents supplied by the school. In addition, 1263 responses from parents to a questionnaire were analysed.

Description of the School

Emirates Private School, Bani Yas, opened in the late 1980s and has been established in its present building since 1999. It is 1 of a group of 3 schools in the Emirates Educational Establishment group. The school aims 'to graduate a generation of students who are very well educated and with good behaviours who are to be effective citizens in their communities and to contribute in building, uplifting, and the progress of its community.' The principal and vice-principal both took up their positions in September 2014 when a new owner acquired the school. It is privately owned and there is no formal governing body or other supervisory board.

The school delivers the Ministry of Education (MoE) curriculum. There are 1904 students, 56% are boys; 151 in Kindergarten (KG), 1133 in grades 1 – 5 and 620 in Grades 6 - 9. The school population includes a number of different nationalities almost all of whom are Muslim and of Arabic heritage: 28% are Syrian, 18% Yemini, 13% Egyptian, 12% Sudanese, 10% Jordanian, 6% Emirati, 6% Palestinian, 2% Somalian, 1% Iraqi, 1% Mauritanian and 3% of other heritage.

There are 22 students identified as having special educational needs (SENs) including autism, hyperactivity, speaking difficulties, physical disabilities and medical conditions. No students are currently identified as being gifted and talented. The school does not have an admissions policy and anyone wishing to join the school may do so if there are available seats.

School fees are very affordable ranging from AED 3,036 to AED 5,400 annually not including books, uniform and transport. Teachers are suitably qualified.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Emirates Private School provides a very unsatisfactory standard of education. Attainment and progress are very unsatisfactory as almost all students work below age-related expectations in most lessons. Boys make slower progress than girls in all subjects.

The quality of teaching is very unsatisfactory. Some better teaching is emerging in Arabic, Islamic education and social studies. Resources, particularly in Kindergarten (KG) and the lower grades, for the delivery of information and communication technology (ICT) and to support students' research in the library are inadequate. The overcrowding of some classrooms impacts on students' learning and safe evacuation in the event of an emergency. Student needs are not adequately met through the implementation of the curriculum; it does not challenge and motivate them enough and is not enriched sufficiently to extend learning and support personal development.

Self-evaluation is overly generous, does not help the school to prioritize key areas for improvement and school improvement planning is weak. Professional development priorities are not identified clearly enough and basic monitoring and evaluation systems are not effective.

Students' attainment & progress

The attainment of students in all key subjects is below age-related expectations in Arabic, Islamic education and social studies. It is well below in English, mathematics, science and information and communications technology (ICT) and in non-core subjects. The progress made by students in all subjects is too slow with boys in all grades making slower progress than girls. Attainment and progress in ICT are particularly poor. There are very few computers, not all work and in most lessons one computer is shared between 3 students. Some boys in grades 6 to 9 do not have access to computers. Internal assessment of students' ICT knowledge and skills are highly inflated and misleading to students and their parents.

Children start in KG with the expected levels of Arabic and are broadly in line with age-related expectations in both social and physical skills. They learn basic phonics, start to count and learn action songs. Levels of English are low, as students do not make the expected level of progress in learning English. The teaching of English phonics is inconsistent and often inaccurate. Fine and gross motor skills develop slowly and children do not have the opportunity to develop

ICT skills because of a lack of resources. By the time children leave KG their progress in all key areas is very unsatisfactory.

Students' attainment in Arabic is variable across grade levels; the majority of students do not achieve age-related curriculum expectations in reading and writing. In speaking, listening, reading and writing in grades 1 and 2 and in grades 6 to 9 in the girls' section, attainment is satisfactory. Almost all students' listening skills and the majority of students speaking skills are in line with age-related expectations. The development of boys' reading and writing skills, in particular, is unsatisfactory.

In Islamic education, progress is slow due to extensive dependence on memorization, limited use of resources and teachers' low expectations. By Grade 9, the majority of students have developed an adequate range of knowledge but are unable to relate this to their own lives. In social studies, learning is focused mainly on the acquisition of knowledge without effectively developing an understanding of concepts. The majority of students demonstrate a satisfactory knowledge and understanding about the value, heritage and culture of the UAE.

Attainment and progress in all aspects of English are very unsatisfactory. Students have little confidence to speak and are provided with too few opportunities during lessons to practise their skills. Standards in writing are very underdeveloped and students are not given enough guidance to develop writing skills. There are very few books and the development of reading skills is dependent on comprehension exercises in textbooks. In mathematics, basic counting and calculation skills develop slowly and there are not enough opportunities for students to use them to solve real life problems. In science, learning is factual and far too repetitious. Students do not have opportunities to develop scientific skills through setting up fair tests, hypothesizing, observing and evaluating outcomes.

Students' personal development

Students' personal development is unsatisfactory. Their behaviour has improved and almost all students behave appropriately; some boys in the higher grades lack self-discipline and a few children in KG disengage and become restless when teaching does not match their needs. Relationships are developing and the vast majority of students show respect for their teachers. They know how to live safe and healthy lives but the practical application of this is less evident because not all eat healthy snacks and there are not enough opportunities to play sport and be active.

Students respect the values of the UAE and have a satisfactory understanding of, and respect for, the different cultures represented in the Emirates. There are very few opportunities for students to develop leadership roles or contribute to their community. There are extremely limited opportunities for students to participate in social, cultural or sporting activities. As a result, most students do not demonstrate the levels of self-confidence expected for their age. Attitudes to learning are improving: above average attendance at 96% supports this, as does the better punctuality of most students at the start of the school day.

The quality of teaching and learning

Teaching and learning is very unsatisfactory. Most lessons observed were deemed inadequate by inspectors, with more than half judged to be either very unsatisfactory or poor. A few lessons were more effective, especially in Arabic in the lower grades and in girls' lessons in grades 6 to 9. Teachers' subject knowledge is generally accurate. Teachers of English have a poor command of the language and in KG they do not understand the developmental needs of young children well enough. Most teachers use an effective range of behaviour management strategies and relationships are generally respectful and positive.

The lesson objectives are not always shared and tend to focus on the knowledge students will acquire. The pace of lessons can be slow, the content highly repetitive and the relevance of learning to everyday life unclear. Teaching strategies are limited and there are few opportunities for students to work collaboratively. A few teachers are beginning to make effective use of data projectors to support learning and engage students. Questioning strategies are limited and do not provide effective checks on learning or encourage students to think at a deeper level.

Teachers often dominate the lessons, reducing the time students have to actively apply learning or produce any written work. The limited work students produce is not marked regularly or accurately and no guidance is provided to help students improve. Assessment of the standards attained by students is unreliable and the majority of teachers do not match learning to the differing abilities of students. As a result, the needs of those students requiring additional support or greater challenge are not met.

Meeting students' needs through the curriculum

Students' needs are not adequately met through the implementation of the curriculum. Weaknesses in curriculum delivery are a major reason why many students' engagement, learning skills and person development are unsatisfactory and the progress they make in lessons very unsatisfactory. Curriculum planning

across all phases is narrow, lacks challenge and does not promote creativity, thinking or problem solving. The curriculum adequately develops students' understanding of UAE values, culture and society.

In KG, the delivery of the curriculum sets expectations that are far too low, and does not take into account the developmental needs of young children. In core subjects, the curriculum lacks relevance to students because there are too few links made to real-life and everyday applications. The learning needs of students, and especially the more able, are not met well enough to enable them to make adequate progress. The ICT curriculum is almost wholly theoretical, rather than practical and older boys are excluded from the ICT lab. Extra curricular activities, competitions, sporting events and other enrichment activities are few in number, with low rates of participation. Students are badly prepared for the next stages of their lives.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are unsatisfactory. The school has tackled the most serious health and safety issues identified by the previous inspection report and as a result student care has improved. Effective procedures for monitoring absences result in above average student attendance. Rewards and sanctions are regarded by students as being fair and have had a satisfactory impact on changing behaviour. The school environment is now safer and any incidents of bullying or other forms of intimidation are effectively handled.

The safety of students when they depart from school is a concern for both parents and students. Procedures for boarding buses are too slow and chaotic and students leaving the school premises are supervised satisfactorily to ensure safe exit. A child protection policy has been written but the expected procedures are not clearly understood by all members of staff. Arrangements for first aid are satisfactory. There is a small prayer room for boys but the school does not ensure that girls have access to prayer facilities. There is insufficient guidance for students about choices and options available to them for the next stages of their education and their post-school destinations. The tracking and monitoring of students' academic progress and personal development is underdeveloped. Students with special educational needs are identified; the provision for them remains inadequate.

The quality of the school's buildings and premises

The buildings and premises provide a very unsatisfactory environment for learning. The school has improved the quality of some aspects of the buildings

including the resurfacing of the courtyards, provision of shades and repainting the school. Security has been increased to prevent intruders gaining access to the main building where there are dedicated security personnel and recently installed closed-circuit TV (CCTV) cameras. Security of the annex is less vigilant and personnel are not trained.

A significant number of classrooms are overcrowded, restricting active learning and presenting serious challenges in relation to safe evacuation in an emergency situation. Air conditioning is not effective enough in a significant minority of classrooms. The specialist facilities do not adequately support the curriculum in ICT, science, art and physical education (PE). The prayer room is too small and there is not a separate prayer room or flexible arrangements for girls to access the only prayer room in the school.

School leadership is aware of these shortcomings and have put in a request with ADEC for an additional building to replace the rented annex and provide much needed specialist facilities. A designated person is responsible for monitoring the premises and procedures established for regular maintenance and safety checks. Regular evacuation drills ensure that procedures are well known to everyone; evacuation maps are not displayed in all classrooms.

The school's resources to support its aims

Resources are very unsatisfactory. Teachers are appropriately qualified and sufficient in number. Professional development opportunities are limited, impacting on the quality of teaching. Since the last inspection the school has installed 17 data projectors in classrooms and where these are used well by teachers, they are helping to engage students in lessons.

In KG, basic resources do not support learning well and children do not have access to modern technology. Supervisors and staff are underutilized; they adequately support children's practical needs but there are no teaching assistants to support academic progress.

ICT resources are poor. There are only 11 working computers in the ICT lab and as a result too many lessons inappropriately focus on theory. The facilities and resources in the library are inadequate; books are few in number, old and worn, and there are no computers to support students' study and research. Facilities and resources for science and PE do not meet the needs of the curriculum. Resources in classrooms are insufficient to support learning. For example, in lower primary classes students do not have enough physical materials and resources to support the development of mathematical concepts or investigative science.

Students eat their lunch outside standing or seated on the ground as there are no adequate facilities for them. Procedures to maintain transport in a safe and reliable condition and for safe use and care of students are not consistently followed.

The effectiveness of leadership and management

Leadership and management are very unsatisfactory. The newly appointed principal and senior leaders have addressed most of the serious health and safety issues identified by the previous inspection report and taken steps to address other recommendations. They have raised the morale of teachers, improved students' behaviour, initiated improvements to the learning environment and improved the care of students. They have put some new systems and procedures in place and as a result, the day-to-day management of the school is beginning to run more effectively. The roles of middle leaders have been established and time allocated so that they can carry out their duties.

There is no Board of Trustees to provide an objective view of the school and set suitably challenging accountability goals. This situation is compounded by the quality of the self-evaluation form (SEF), which is unrealistic and does not provide sufficient measurable evidence to support the generous judgements. The school development plan (SDP) is of poor quality and does not clearly identify key priorities or help support the school to rapidly raise standards. The school is beginning to collate and analyse data but this is not used effectively enough to support planning at all levels.

Teachers attend a limited range of professional development sessions both externally and within school. These are not sufficiently aligned to school priorities and the impact of them on raising standards is not monitored well enough. School leaders observe lessons; visits are infrequent, do not focus sufficiently on the quality of learning and students' rates of progress and judgements are too generous. As a result, monitoring procedures are not having enough impact on raising academic standards.

Parents have mostly positive views on the quality of care and education and they appreciate recent school improvements. The majority of responses from the parents' questionnaire were positive; some parents do not feel they receive enough feedback about their children's progress and others do not feel that the school values their opinions. There are appropriate procedures in place for dealing with parental complaints.

Progress since the last inspection

The school has tackled some of the recommendations from the previous inspection report, particularly those relating to health and safety and the care of students. Students are still being taught in overcrowded classrooms, safeguarding is inconsistent and academic progress is very unsatisfactory.

Outdoor courtyards have been levelled and shade provided. Seventeen data projectors and CCTV have been installed. There is a new transport contract for the buses to meet ADEC regulations. Material and facilities improvements are ongoing. The school has employed 2 social workers, a nurse, additional security guard, a number of supervisors and additional receptionists. Staff morale has improved and staff members have greater access to professional development. Work has been done with parents to develop their relationship with the school. Resources have increased but are still not sufficient.

The school has started to address recommendations relating to raising academic standards, with no visible success yet. School self-evaluation continues to be unrealistic and whole school priorities are not well identified in the SDP. The monitoring of teaching and learning by senior leaders is at a very early stage and not sufficiently focused to have an impact on raising academic standards.

Senior leaders have not demonstrated they have the capacity to rapidly improve academic standards without significant, sustained external support.

What the school should do to improve further:

1. Urgently attend to the health and safety matters in relation to overcrowding, transport and child protection.
2. Accelerate the rate of academic progress in all subjects and for all groups of students by:
 - i. planning lessons that focus on developing students' skills and understanding, as well as their knowledge
 - ii. linking learning to real-life practical applications to ensure that it is relevant
 - iii. providing opportunities for students to think for themselves, solve problems, investigate and work collaboratively
 - iv. developing assessment skills and adjusting activities in lessons to meet the needs of all students, especially the more able.
3. Improve the implementation of the curriculum by:
 - i. raising expectations and meeting the developmental learning needs of young learners in KG
 - ii. providing frequent high quality opportunities for students to develop 21st Century learning skills, including the use of ICT across all subjects
 - iii. enriching the curriculum through a range of social, cultural, scientific, sporting activities and events.
4. Provide sufficient resources, particularly in ICT and KG, to support learning in classrooms and independent research in the library.
5. Continue to improve leadership and management in order to raise standards by:
 - i. ensuring that the monitoring of lessons is focused on what students' learn and the progress they make
 - ii. developing the roles of middle leaders so that they help build the capacity to raise the quality of teaching and the rates of students' progress
 - iii. developing the accuracy of self-evaluation to help the school identify key priorities for improvement
 - iv. analysing school data to help the school identify strengths and weaknesses, inform all levels of school planning and set targets.

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								