



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



Summary Inspection Report

Sunrise English Private School

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Iqraa

Sunrise English Private School

Inspection Date	5 th – 8 th November, 2012
School ID#	120
Type of School	Private
Curriculum	Indian - Central Board of Secondary Education
Number of Students	2,968
Age Range	3 – 17 years
Gender	Mixed
Principal	Rajendran Padmanabhan
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Introduction

The school was inspected by six inspectors. They observed 118 lessons and met with school leaders, teachers, parents and students. The inspectors looked at a range of school documentation, teachers' planning and they analysed outcomes from parent questionnaires. Inspectors also spent time observing assemblies and the movement of students around school at breaks and at the beginning and end of the day.

Description of the School

The school opened as a Villa in 1988. It moved to its current purpose built premises in the Musaffah area of Abu Dhabi in 2006. Two more new blocks had been added to the old building by the beginning of the current academic year, extending the accommodation significantly for the increased number of students. Ninety-eight percent of students are of Indian heritage, with the rest coming from nine other different countries. Thirty-three percent of the students are Muslim. There are no Arab students. The school aims to 'impart quality education that helps in moulding the total personality of every student.' It is affiliated to the Central Board of Secondary Education (CBSE), an Indian curriculum taught through the medium of English. Arabic, Islamic and social studies are taught in line with the Ministry of Education (MOE) curriculum. The school serves students from a wide range of socio-economic backgrounds, including middle class and professional families.

The number of students on roll has increased significantly in the current year and 1,351 new students joined the school in April, raising the total number of students to 2,968. There are 628 children in the kindergarten (KG), 978 students in primary, 613 in middle and 749 in upper schools. There are 1,512 boys and 1,456 girls. The school has not identified any students with special educational needs (SEN), while a very small number are gifted and talented. Entry to the school is through selection tests, taking into account the Abu Dhabi Education Council (ADEC), UAE and CBSE rules. The school fees range from AED 4,867 in KG to AED 7,138 in G12. The teachers' salaries range from AED 27,600 to AED 156,000 per annum. Sixty new teachers have been appointed this year since the admission of the new students, increasing teacher numbers to 155.

The owner has appointed a representative to oversee the school's work. The principal and the vice principal have been in post since 2011.

The Effectiveness of the School

Band C

Grade 6

Inspectors judged Sunrise English Private School to be in Band C that is a school in need of significant improvement.

The school was inspected in 2010 and was judged to be unsatisfactory. The report recommended that the school should:

- i. improve buildings and premises to provide a broad curriculum and indoor and outdoor play areas for KG
- ii. increase and improve resources to support curriculum
- iii. raise the quality of teaching by developing teachers' understanding of effective teaching methods.

The school has experienced significant changes since the last inspection because of the major reorganisation required for the increased number on roll. Student numbers have doubled and teacher numbers increased. Many of the recently appointed teachers are new to the profession. Both the principal and the vice principal have been in post for just over a year. They were promoted from their senior leaders' roles within the school. The leaders have a satisfactory understanding of the school's main strengths and weaknesses and are committed to improving the quality of education. The current school development plan has identified the priorities in consultation with staff. Leaders have not yet begun to evaluate the progress made in improving the identified areas, although they monitor the impact informally. The quality of teaching is unsatisfactory. Many teachers are new and have not yet received sufficient training or professional development. The overall improvement since the last inspection remains unsatisfactory.

Standards and progress are satisfactory in English, mathematics and science when compared to schools following the same curriculum. However, they are below standard in the core subjects of Arabic, English, mathematics and science when compared to best international standards. Progress accelerates in grades 9 to 12. As a result, the pass rate for examinations is above the CBSE national average by the end of Grade 12. Results in this grade over the past three years have improved steadily in science and commerce subjects.

In KG, children's achievement is below the expected level for their age. Most children know the alphabet and can read and copy simple words, but do not engage in activities which encourage independent writing. Most can count numbers 1 to 100 but are not able to apply their skills in a practical setting. In English, the majority of students acquire reading, writing and speaking skills appropriately and their progress accelerates as they move up the school. Students

in higher grades, particularly in grades 10 to 12, develop satisfactory debating and research skills and present their work confidently in an articulate manner. In mathematics, students rigorously learn the methods and techniques they are taught. There are too few opportunities for them to use their skills and apply their knowledge to solve problems. The focus on following procedures, rather than applying and investigating, means that students do not develop higher order thinking skills appropriately. This limits their attainment in mathematics, which is no better than satisfactory. In science, their attainment and progress in knowledge and understanding of scientific facts is better than their progress in investigative work. Students make accelerated progress in grades 11 and 12 where they sit board examinations. Despite the inadequate resources in school, many students develop satisfactory information and communication technology (ICT) skills. They have little opportunity to apply these skills to enhance their learning in other subjects. Progress in music, art and physical education (PE) is unsatisfactory. In Arabic, students' vocabulary is limited and they do not have sufficient opportunities to use their speaking and listening skills through conversation. As a result, standards and progress are below MOE expectations. Standards in Islamic Studies and social studies are in line with MOE standards.

The school follows CBSE formative and summative assessment systems for all grades. The outcomes are recorded but not analysed to identify the progress made by different groups of students or to identify those who have special educational needs (SEN). As a result, the progress made by these students is slower than their peers. The school sets its own admission tests based on CBSE syllabus. It selects the best performing students who sit these tests.

Students' personal development is good. They are courteous, confident and display very positive attitudes to learning. The majority of parents say that students display a good standard of behaviour and their children feel safe at school. Students say that bullying of any kind is rare and that they enjoy coming to school. Their attendance is good. Students are aware of what constitutes a healthy lifestyle and eat healthily during the break. They are proud of their own culture and understand, appreciate and respect the values and culture of the UAE. Starting from KG, students know the UAE national anthem and sing it clearly and tunefully. Students take on roles of responsibility through their school council work and organise activities for the ECO club. They are involved in the Earth Hour awareness campaign. Older boys and girls organise and deliver assemblies efficiently. There are limited opportunities for students to join in appropriate creative and sporting activities.

The quality of teaching has declined slightly since the last inspection and is unsatisfactory. This is partly due to the significant increase in new teachers who

have not received training to improve their teaching skills. Many teachers are well qualified and have secure subject knowledge. Their understanding of appropriate teaching strategies is weak. Consequently, they do not ensure that all groups of students make good progress. Teaching in Arabic is particularly weak. Teachers do not have sufficient expertise in teaching Arabic to ensure that students across the school acquire the Arabic language skills. Teaching is satisfactory in English and in some of the higher grades. In these lessons, students are given opportunities to engage in their learning through challenging questioning. As a result, they develop satisfactory, sometimes good, independent learning skills through activities such as debates and the presentation of their project work. A common format is used to plan lessons with a clear focus on learning objectives, resources and tasks, although the quality of planning varies across the school. Teachers' understanding of how to plan differentiated tasks to extend students' knowledge and skills is insufficiently developed. Consequently, the learning needs of students of differing abilities are not met successfully and students who find learning difficult and those who find it easy do not make sufficient progress in acquiring knowledge and skills systematically. Students do not develop their higher order thinking and independent learning skills sufficiently as they have limited opportunity to learn through discussing and assessing their own work.

The school provides some training for teachers on how to improve teaching and learning. This does not happen frequently enough to enable them to gain clearer understanding of what differentiation entails and how to challenge and support all groups of students.

The curriculum follows the required set of text books for CBSE and MOE. In addition to core subjects, it provides Hindi, French, ICT, art, music and physical education. In that respect, the curriculum is broad but the delivery of curriculum is constrained by the lack of resources across the school. Few additional materials are used to broaden students' understanding and to bring a subject to life beyond the facts presented in the textbooks. There is a limited range of extra-curricular activities, such as visits to places and events related to different subjects to enhance students' learning experiences. The curriculum therefore falls short of international best practice.

The school is an orderly community where students behave responsibly and care for each other. All staff ensure that any concerns or issues of unsatisfactory behaviour are dealt with constructively at an early stage. The counsellor provides appropriate support and guidance and promotes close partnership with parents. Students are suitably prepared to make appropriate subject and career choices through discussion with staff, visits from some universities and the Counselling Fair from CBSE board. The school currently follows the ADEC policy for child

protection and has started to write its own. The staff have not yet received training on how to detect abuse and how to deal with it, although they follow correct procedures informally, should any such cases occur. This is evident from some recorded cases. Appropriate checks of qualifications and moral character of staff are routinely undertaken.

The premises have improved significantly to provide adequate numbers of classrooms and toilets for students. An outdoor play area has been built for KG with appropriate equipment to promote children's physical development. The school buildings are clean, safe and maintained in a good condition. The recent addition of two new blocks has ensured sufficient number of classrooms, although the provision for the music room is unsatisfactory. New science laboratories have been added and the library has moved to a bigger room. A new ICT room is in the process of being organised. The playground is not big enough to promote outdoor sporting activities. All safety checks are carried out appropriately.

Resources are inadequate to support students' learning in all areas of the curriculum. There are no interactive whiteboards or computers in the classrooms. No extra materials are available to extend students' knowledge and understanding of different subjects. There are only 30 computers in the ICT room and internet access is not available. The library is inadequately resourced. Books are outdated and insufficient in quantity and quality to enhance learning in different subjects and to promote research work.

The owner has appointed a representative who oversees the accounts department and finances and the procurement of resources. However, the role of the representative, who is present in school most days, is unclear. This sometimes undermines the independent position of school management and this poses a conflict of interest.

The principal and the vice principal, along with other leaders, support and motivate staff and students appropriately. This has led to improved examination results by the end of grade 12 over the past three years. Leaders have evaluated their progress recently through the formulation of the school improvement plan and are gaining clearer understanding of the strengths and weaknesses of the school.

Procedures for monitoring teaching focus on lesson observations and teachers' planning. The supervisors and departmental heads regularly observe lessons and record their observations using a common format. This records what the teacher does rather than evaluating the impact of their teaching strategies on students' learning. Teachers have limited opportunity to review and improve their practice. The leadership team faced a challenge this year because of the appointment of a

large number of new teachers. They have managed the transition satisfactorily but lost focus on providing appropriate professional development for teachers, especially the new ones. The school made a substantial profit last year but did not reinvest sufficient funds to improve resources in order to raise standards of educational provision. The school has good relationships with parents, who are particularly positive about the leadership of the school and the commitment of the teachers. Fee levels are appropriate and in line with ADEC guidelines. The school's relatively new leadership team are not yet having an impact on important aspects and therefore capacity to improve remains unsatisfactory. The school provides unsatisfactory value for money due to unsatisfactory teaching and lack of resources across the school, starting from KG.

What the school should do to improve further:

1. Improve leadership and management at all levels by:
 - i. clarifying the role of the owner's representative so that there is no conflict of interest and the governance of the school is not hindered;
 - ii. reinvesting in the school significantly and urgently to improve resources, including access to computers; and
 - iii. developing a clearer understanding of the school's strengths and weaknesses through rigorous evaluation of the improvement plan.
2. Improve the quality of teaching and learning by:
 - i. developing a robust system for continued professional development;
 - ii. ensuring that teachers use varied and appropriate teaching methodologies and use resources effectively to meet the needs of students of all abilities and ages;
 - iii. using the new assessment system effectively to support and challenge students of different abilities; and
 - iv. improving KG teachers' knowledge and understanding of how young children learn through creative and imaginative play.
3. Formalise the child protection policy and share it with staff.