



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



Inspection Report

Sunrise English Private School

Academic Year 2013 – 14

Iqraa

Sunrise English Private School

Inspection Date	11 – 14 May 2014
School ID#	120
Licensed Curriculum	Central Board of Secondary Education (CBSE)
Number of Students	2,894
Age Range	3 to 17 years
Gender	Mixed
Principal	Thakur S Mulchandani
School Address	P O Box 7135, Shabiya, Mussafah, Abu Dhabi
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School Website	seps-auh.com
Date of last inspection	5 – 8 November 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
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The main strengths of the school are:

- students' positive attitudes and good behaviour and the respect they show others
- a strong moral code demonstrated by students and their understanding of others' viewpoints and values
- commitment made by the school's management to provide high quality training to develop the teaching strategies that are beginning to have some impact
- positive ethos, and the well established systems for ensuring the health, safety and security of all students
- accurate and realistic self-evaluation that provides a strong basis from which to plan more precise improvement initiatives.

The main areas for improvement are:

- attainment and progress in Arabic, mathematics and science
- the quality of teaching and learning to ensure that all students are sufficiently engaged, supported, challenged appropriately so that they make good progress in lessons
- the effective use of in-class assessments so that students know what they need to do to improve
- curriculum planning to ensure that students with differing learning needs are adequately supported
- the use of rigorous lesson observations to set improvement targets for individual teachers in order to develop good teaching in all subjects
- the quality and use of learning resources in KG, science and in the libraries.

Introduction

The school was inspected by 6 inspectors. They observed 126 lessons, conducted several meetings with senior staff, heads of department, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, analysed the 2284 responses to the parents' questionnaire. They also considered many of the school's policies and other documents. The leadership team was involved throughout the inspection process, which included 3 joint observations of lessons, and a joint discussion about teaching and learning across the school with the Head of Governors.

Description of the School

Sunrise English Private School, situated in Mussafah, opened in 1988 as a Villa school and moved to its current site in 2006. The school's stated aim is keep alive the spirit of learning, through moulding the total personality of the students in perfect discipline. There are 2,894 students; 52% are boys. There are 174 children in the Kindergarten (KG), 1,464 students in Grades 1-5 796 students in Grades 6-9, and 460 students in Grades 10-12 classes. Almost all students are Indian, around a third are Muslim and none speak Arabic as a first language. There are very small numbers of students from Pakistan, Sri Lanka, Afghanistan, and Bangladesh. There are no Emirati students. The school has identified 8 students with a range of physical and learning special educational needs (SEN).

The school offers a Central Board of Secondary (CBSE) curriculum along with the Ministry of Education (MoE) curriculum for Arabic, Islamic education and UAE social studies. Additional language classes are also provided in Hindi and French. The school has recently introduced life skills classes, which incorporate a range of curriculum areas including moral studies and social studies. The school carries out regular internal assessments in all grades. There is Continuous Comprehensive Evaluation, (CCE), in accordance with CBSE requirements in Grades 9 and 10 and moderated tests in Grades 11 and 12. In 2013, the school arranged for all students from Grade 3 to 10 to participate in Australian Council of Educational Research (ACER) tests to gain an international attainment benchmark for English, mathematics and science.

The school has 189 teachers and 59 support staff including bus drivers, security officers and the administration team. Student fees are in the very affordable to affordable category and range from AED 4,500 AED to AED 8,000 AED, exclusive of transport fees. It has recently been awarded the Sustainable School Award from ADEC for its low consumption of energy and water and its maximum paper recycling and reuse strategy.

The Effectiveness of the School

Students' attainment & progress

Student's attainment and progress is unsatisfactory in all core subjects apart from English, Islamic education and social studies where they are satisfactory.

The work seen in lessons shows that students are working below international standards in mathematics and science, particularly in the earlier years. The gap begins to close as students move from grades 8 to 12. This is due to students' motivation, the opportunities they have for practical work in older classes and better teaching in those grades. Students have insufficient opportunities to develop 21st century skills. Their ability to think through a problem, and work independently or collaboratively to find a range of solutions is limited as a result of the restricted opportunities provided in lessons.

CBSE data shows that students' attainment in English, mathematics and science at Grade 10 is higher than similar schools and has been steadily rising in the past three years. In the Grade 12 examinations, the school achieves in line with similar schools in mathematics and science, but there has been a decline in the past year. Results from ACER tests show students across the school attaining in line with international standards in English, but below in mathematics and science.

Students' speaking, listening, reading and grammar skills in English are age appropriate. Many students are able to construct extended stories and reports, though they are seldom given the opportunity to do so. Attainment and progress in Arabic is unsatisfactory across the school. Students' reading skills in Arabic are satisfactory. There are too few opportunities for students to communicate in Arabic and their writing is limited to individual words and short sentences. Attainment in Islamic education and UAE social studies is satisfactory as confirmed by internal assessments and work seen in lessons. Students' attainment in information and communications technology (ICT) varies across the school, as students do not have regular access to technology in the school.

Assessment strategies are limited to end of unit tests as required by CCE and detailed records are kept of these. There are insufficient and, sometimes, inaccurate analyses of these assessments to monitor student progress and to set challenging goals for individuals or groups of students. Assessment for learning is not used well enough in lessons to determine the needs of individual students or to set targets for improvement.

Students' personal development

Students' personal development is good. Their behaviour is very good; they demonstrate positive attitudes and a strong commitment to learning and are immensely respectful of each other and the adults around them. Students are afforded good opportunities to take a leadership role. For example, the head boy of KG confidently led an assembly about the importance of healthy eating for the KG classes. The positive and caring ethos is exemplified by the school's head boy and girl, who speak to every child before they leave at the end of the day to ask how their day has been. This leads to a harmonious community feeling across the school with almost no incidents of inappropriate conduct. Students demonstrate a strong moral code and sensitivity towards others' viewpoints. They are able to compare and contrast their lives in the UAE with those of their extended families elsewhere in the world and identify the advantages of both. They are proud to live in the UAE and have a satisfactory understanding of Emirati culture and values. Attendance is above average at 97%.

The quality of teaching and learning

The quality of teaching and learning is inconsistent and is unsatisfactory overall. Teachers have secure knowledge of their subjects. The strong relationships between teachers and students reflect mutual trust and respect. The best teaching is seen in the upper grades where subject specialists motivate students through their knowledge and a focus on the requirements of the examination board. Even in these lessons, teachers do not always plan sufficient activities that promote students' critical thinking skills, through discussion, independent problem solving or research tasks.

Many learning objectives lack focus and there is little discussion with students as to what the learning expectations are for the lesson. Opportunities are not routinely used to assess the progress students have made in meeting these objectives. In most lessons, teachers do not use effective questioning techniques to challenge or deepen students' understanding of the planned work. Teachers' plans regularly refer to a range of activities involving group discussion and collaborative work. The planned activities are usually not appropriate for this style of learning as most involve single word, factual worksheet exercises that are often completed by one student in every group whilst the others watch. In most lessons, teachers talk for far too long, which leads to too few opportunities for students to ask questions and be actively involved in their learning.

Many teachers are beginning to use the new interactive whiteboards to deploy a wider range of resources for teaching and learning. There is inconsistency in the quality and effective use of this new technology across the school. In the KG

classes, there remains an overemphasis on one activity to support all learners. Teachers do not use activity corners and there are too few opportunities for children to develop their fine motor skills or to explore the world around them.

There is limited regular assessment to determine students' individual needs. In the significant majority of lessons the needs of different groups of students, especially those who find learning difficult, are not provided for. Many of the students' workbooks have identical work. Written work is rarely marked effectively; where comments are made, they are usually about the student's handwriting or neatness. Teachers do not provide students with sufficient feedback and guidance about how they can improve.

The school has invested in a great deal of external, high quality professional development for the teachers. The high staff turnover has resulted in inconsistent application of the new strategies.

Meeting students' needs through the curriculum

The school's implementation of the curriculum is appropriately broad and balanced. It includes a core curriculum, matched to CBSE requirements and is extended with the MoE curriculum for Arabic for non-native speakers and Islamic education as well as music, art and physical education. Students also have the opportunity to learn their mother tongue or a foreign language. The art curriculum focuses on a narrow range of skills that do not allow students the opportunity to be creative.

The school has developed curriculum policies, schemes of work and scope and sequence calendars for the year supported by generic lesson plans covering specific skills to be developed across each grade. The KG curriculum has been reframed at the start of this academic year to include theme-based activities to include sand and water play, role-play, creative development, circle time and construction. These are not fully embedded in KG lessons as they have not been adequately resourced. Students in grades 11 and 12 have access to a range of subject choices including psychology and additional languages.

Students also have access to a wide range of extra curricular activities. There are strong links with the Indian Embassy and students regularly perform at various cultural events. The curriculum is further enhanced by the school's participation in health awareness and environmental campaigns.

Curriculum planning does not routinely identify how to cater for the specific needs of the less able and higher achieving students. This leads to some students

struggling to access the content of lessons whilst others have insufficient challenge.

The protection, care, guidance and support of students

The arrangements for protection, care, guidance and support are satisfactory. The school provides a very caring, safe and secure learning environment. There are 2 counsellors who are vigilant and provide good support and guidance for students, particularly those with emotional and social needs. There is a consistent and effective behaviour management system, including a students' discipline committee that monitors and supports the routines across the school.

There is a clear child protection policy and all staff have had training on its implementation. Procedures for monitoring attendance are robust. The school makes all necessary checks on staff members. The high teacher turnover rates mean that some checks are still being processed. Staff, students and parents are aware that corporal punishment is forbidden and any such complaints are dealt with thoroughly.

The school has effective first aid facilities with two resident nurses, safe systems for the storage of medicines and effective record keeping systems. There is less use of the nurses' expertise in wider health awareness campaigns across the school. There are two prayer rooms to cater for the needs of Muslim students and staff. The school has recently appointed a special needs coordinator who is getting to know the academic needs of students with specific learning needs. There is insufficient monitoring and tracking of the progress made of students with SEN or those who are able.

The quality of the school's buildings and premises

The school's premises are spacious with wide corridors that are light, airy and allow easy access for the large numbers of students. Most classrooms are of adequate size and are well lit and ventilated. There are insufficient specialist rooms for science activities and there is limited indoor space for physical education. There is a large covered outdoor area for physical activities and teachers make good use of this by running multiple lessons at the same time. There is an additional outdoor play area for the KG, which is regularly used to develop children's motor skills. The school's libraries are small and not organised well enough to give students easy access to the reading material.

Security is a high priority for the school and all external gates are fully staffed at all times. There is an additional closed-circuit television (CCTV) system to ensure no unauthorised entry to the school buildings. Teachers have a biometric sign in

and exit system. The school has two dedicated health and safety officers who ensure that all equipment is tested and maintained and take responsibility for the regular evacuation procedures. They keep detailed records of all checks and carry out regular risk assessments of the premises. There are clear procedures for the safe use and storage of potentially dangerous substances and equipment, which are closely adhered to by staff.

The school's resources to support its aims

The school has a full complement of qualified teachers. Many are new to the school and have not had the required induction training. There are a number of additional support staff both in classrooms and to support the learning needs of students who are also new and require further training. Since the last inspection the school has invested in almost a hundred new interactive whiteboards for the classrooms, as well as laptops for students and teachers. Some of these resources are new and have not been effectively deployed across the school.

There are insufficient learning resources in classrooms to meet the needs of the curriculum. In the KG, resources are limited to minimal art equipment and a few books and flashcards to promote reading. There are insufficient science resources to enable all students to participate in practical activities. The libraries are inadequately resourced, having only old textbooks and unappealing reading material available.

The school's buses are well maintained, safe and equipped with a range of cameras and medical equipment. There are supervisors on every bus and good systems for keeping attendance records on the buses.

The effectiveness of leadership and management

The school's leadership and management ensure that the day-to-day organisation of the school is effective and priority is given to ensuring the care, safety and well being of all students. The principal, who has been in post for a short time, is well supported by an able senior leadership team, which has begun to robustly and accurately evaluate the school's performance in all areas. The school's self-evaluation has involved all teachers as well as the Board of Governors. It is an accurate reflection of the school's current state of development, including the challenges it faces in terms of its core purpose of improving learning and student outcomes. The Board of Directors works closely with the senior leadership team and ensures that financial planning is closely linked to improvement planning.

The school development plan identifies the correct priorities, particularly in terms of ensuring consistency in the quality of teaching and learning and improving

student attainment across subjects. Many of the school improvement initiatives are at the early stages of implementation. Some have been embedded in lessons, such as the introduction of a starter activity, it is too early to judge their impact on student learning.

The school has taken some steps to improve teaching through extensive training for all teachers. The training has not taken adequate account of teachers' individual needs and its impact is not monitored closely enough. Senior staff carry out lessons observations regularly. These are not rigorous enough and are not used to set improvement targets for individual teachers in order to develop good teaching in all subjects. The experience of the large middle leadership team has not been employed well enough to affect improvements in teaching. Other school priorities have not been planned precisely enough or been monitored in terms of their impact on improving student learning.

Most parents have a positive view of the school and make best use of the regular opportunities they have to meet with class teachers to discuss their children's attainment and progress. A minority of parents do not feel that there are sufficient opportunities for consultations about the school's policies, particularly the school's admission policy, which does not give priority places to siblings.

Progress since the last inspection

Since the last inspection, the school has ensured that it has a clear understanding of its strengths and weaknesses by carrying out an accurate self-evaluation, which has led to clearer school improvement priorities. The school, supported by the Board of Governors, has substantially increased its ICT resources; classroom resources remain unsatisfactory.

Training for teachers has been a priority and the school has invested in extensive training in teaching strategies; specifically differentiation, classroom management and early learning strategies. Some of these strategies are being implemented in classrooms; not systematically by all staff, particularly those who are new to the school. Standards of attainment in English have improved but there are still gaps in students' attainment in other core subjects, including Arabic. Analysis of data is still limited and does not always lead to developments in teaching and learning. The school now has a clear child protection policy, which is robustly implemented.

The school's leadership team, supported by its governing body, has demonstrated satisfactory capacity for improvement. It will continue to require external support and training to ensure that the necessary improvements to the quality of teaching and learning are effectively implemented.

What the school should do to improve further:

1. Improve the attainment of students across the school, particularly in Arabic, mathematics and science by ensuring:
 - i. there is appropriate support in all lessons for students who are less able, and that more able students are challenged to extend their learning
 - ii. teachers consistently use a range of assessment strategies including probing questions that require students to justify responses, and assist them to develop critical thinking skills;
 - iii. teachers plan appropriate learning activities that allow students to work both independently and collaboratively
 - iv. all new teachers have access to an effective and targeted training programme.
2. Strengthen the quality of leadership and management through:
 - i. more rigorous analysis of students' attainment and progress in all subjects to set priorities for improvement planning
 - ii. linking performance management with the lesson observation process to set improvement targets for individual teachers and monitor and support progress towards them
 - iii. developing the role of middle managers so their experience and expertise in teaching can support other teachers.
3. Improving the quality and use of resources for learning, particularly in KG, science, and in the libraries

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								