



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



Private School Inspection Report

Sunrise English Private School

Academic Year 2015 – 2016

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Sunrise Private English School

Inspection Date	January 25, 2016	to	January 28, 2016
Date of previous inspection	May 11, 2014	to	May 14, 2014

General Information		Students		
School ID	120	Total number of students	2810	
Opening year of school	1988	Number of children in KG	199	
Principal	Thakur Mulchandani	Number of students in other phases	Primary:	1244
			Middle:	862
			High:	505
School telephone	+971 (02) 552 9989	Age range	4 – 18 years	
School Address	P O Box 71356, Shabiya, Mussafah, Abu Dhabi	Grades or Year Groups	KG1 – Grade 12	
Official email (ADEC)	Sunriseenglish.pvt@adec.ac.ae	Gender	Mixed	
School website	www.seps.auh.com	% of Emirati Students	0.0%	
Fee ranges (per annum)	Very Low: AED 5,500 – AED 9,300	Largest nationality groups (%)	1. Indian	98%
			2. Pakistani	1%
			3. Sri Lankan	1%

Licensed Curriculum		Staff		
Main Curriculum	Indian (Central Board of Secondary Education)	Number of teachers	175	
Other Curriculum	-----	Number of teaching assistants (TAs)	80	
External Exams/ Standardised tests	CBSE / ACER	Teacher-student ratio	KG/ FS	1:16
			Other phases	1:16
Accreditation	-----	Teacher turnover	25%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	130
Number of joint lesson observations	13
Number of parents' questionnaires	1093; (response rate: 38%)
Details of other inspection activities	Observations of students' arrival and departure from the school. Meetings with school leaders, governors, parents and students. Meetings with teachers and other school staff such as the nurse, counsellor and social worker. Review of documentation and policies such as the Child Protection Policy. Lesson observations, learning walks and scrutiny of students' work in books and on display in corridors and at the school's art exhibition.

School	
School Aims	To keep alive the spirit of learning through moulding the total personality of the students in perfect discipline.
School vision and mission	Vision To foster excellence in educating young people through collaboration, informed decision-making and continuous improvement. Learners will be well-prepared and responsible citizens to meet the further global challenges. Mission SEPS vision and values will guide our continuous commitment and hard work in fulfilling our vision of becoming a high performing Indian school.
Admission Policy	Admission to Phase 2 and Phase 3 is by application and interview. Admission to KG and the primary phase is open



	with preference being given to siblings and family members of existing students.
Leadership structure (ownership, governance and management)	Proprietor, Governing body, Principal, Vice Principal, and Section Heads

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 with
Intellectual disability	0	4
Specific Learning Disability	0	5
Emotional and Behaviour Disorders (ED/ BD)	0	3
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	2
Physical and health related disabilities	0	0
Visually impaired	0	1
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	7
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
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 (A)	Good
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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

Sunrise English Private School provides a good quality of education. School leaders have acted decisively to raise standards in all areas of work. Rigorous interrogation of the data received from examination and test results helps them to plan new approaches to learning and necessary interventions. As a result of effective teaching, students' overall achievements are good in comparison with national and international standards. There is a strong, shared vision amongst all stakeholders for making the school even better.

Students attain well and make good progress in all subjects. Teachers regularly assess how much students understand in almost all lessons and they carefully build on students' achievements to structure the next step in their learning. Particularly good support is provided for students who have special educational needs (SEN). The needs of those who are gifted and talented are not yet fully met. Protection of and care for students are strong, leading to good personal and social development.

Progress made since last inspection and capacity to improve

There have been significant improvements since the last inspection in all performance standards and subject areas. Students attain well and make better progress in mathematics and science. Their attainment and progress in Arabic has not yet caught up with other subjects, though they at least match national standards in this subject taught as a second language. Teachers' use of questioning has improved.

School leaders ensure that students' attainment, progress and the quality of teaching are rigorously analysed. This gives school leaders very useful information which they use to improve the school.

Most resources have been improved since the previous inspection. The kindergarten remains cramped. Facilities have been expanded so that all students now have regular access to the library. Better science resources are in place, including improvements to laboratories.

As a result of their careful monitoring, their record of intervention and their sound planning for the future, school leaders show that they have good capacity to improve the school further.

Development and promotion of innovation skills

There have been some recent developments in promoting the development of innovation skills. More laptops are available for students to use in classrooms, and

subjects such as enterprise and marketing have very recently been introduced into the curriculum. The use of new technologies to support learning in almost all subjects remains under-developed. Students have some opportunities for personal research and collaborative working arrangements are good.

Curriculum plans reflect school leaders' commitment to promoting innovation skills. Posters on display around the school offer good role models, highlighting the work and successes of Indian and Emirati inventors and technicians. They illustrate the work of students in other parts of the country who are undertaking projects with a focus on innovation.

The inspection identified the following as key areas of strength:

- students' educational achievements
- students' personal and social development
- arrangements for protecting and caring for students in a safe and healthy environment
- the clarity of vision and direction for the school set by the principal and leadership team.

The inspection identified the following as key areas for improvement:

- modification of the curriculum to provide even more opportunities for students to innovate and work independently
- more opportunities for extended writing in all areas of the curriculum.



Performance Standard 1: Students' Achievement

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

Students' overall attainment is good when compared with curriculum standards. Their good attainment in English, mathematics, science and social studies can be seen from the results obtained when they sit for Central Board for Secondary Education (CBSE) examinations. Their attainment is acceptable in Arabic and Islamic education. Almost all students learn Arabic as a third language. In the primary phase, achievement in Islamic education is good because students have more chances to discuss their learning and work together in groups. Attainment in English is good because students have developed a range of reading and writing skills and a good ability to use these to make presentations to the rest of the class. By the time they sit examinations in Grade 12, students are achieving average scores around 16% above the other CBSE schools in UAE and international average in English. Students' achievements in extended and creative writing are more limited, because they have insufficient opportunities to practise this skill. Attainment in mathematics is similar, where scores have been above average for three years. The overall attainment and achievement of children in the kindergarten is acceptable. Their opportunities for finding things out for themselves are limited. Similarly, in the middle school, overall attainment is acceptable. Students are not given enough opportunities in lessons to become innovative, independent and creative thinkers through open-ended discussions and activities. There is an upward trend for improvement in all subjects over time, apart from Islamic education where attainment has declined slightly except in the primary phase.

Good progress is made by different groups of students. Those who have special educational needs (SEN) are well supported in class and when they attend withdrawal classes for more intensive work. They make good gains as they follow the objectives laid out in their individual education plans, such as improving letter formation to build up words.

Progress in information and communication technology (ICT) is good. Grade 5 students showed how well they have learned to write programmes and command sequences when they used their laptops to draw simple shapes and recognisable human forms. Progress is acceptable in art, music and physical education. Students proudly display their work in the school art exhibition. They confidently play musical instruments and perform traditional dance routines during assemblies, especially on occasions such as Republic of India Day.

In every class and subject, students show positive attitudes towards their work. A large majority demonstrate that they know what they have to do to improve. Students are beginning to take more responsibility for their own learning, though this is not entirely consistent across all lessons and grades. Upper school students regularly find things out for themselves in lessons, especially in science and

mathematics. Students in other areas of the school are developing problem-solving skills in limited ways. For example, applying mathematical skills in Grade 3 to organise a personal, daily diary into time-limited activities.

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
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Personal development	Very good	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

Students' positive attitudes help them to learn well in class. Almost all are eager participants in lessons. They willingly share their ideas with others, either in small groups or when staging presentations of their work at the front of the class. Students' behaviour is a real strength of the school: the large majority behave very well, showing respect for each other and for their school environment. Bullying is very rarely heard of at this school. Older students organize their own games in the playground with just very light touch adult support and supervision.

Students show a sound understanding of the benefits of healthy eating and the large majority bring nutritious snacks into school. They regularly participate in sport and physical exercise when they attend school at the weekends for games and recreational activities. Attractive displays around the school corridors provide evidence of good learning about the hazards of unhealthy lifestyles. At 94%, their attendance at school is good. Almost all students arrive punctually in the morning and for lessons following breaks.

Students appreciate their culture and heritage. To illustrate the themes of the daily assembly, students (including children in the kindergarten) dress in the national costumes of the UAE and of India, perform dances, play music and sing songs from both cultures. The Holy Qur'an is recited daily and students stand to attention and join in the singing of the national anthems of both countries. Much evidence is on

display around the school of students' learning about other world cultures. Recently, each grade has learned about a different country, including history, culture, traditions and language. For example, Grade 9 students showed their understanding of different features of life in France, including food, geography and language.

Students care for their school and wider environment. The eco-club helps them to learn about re-cycling, conserving water and energy, as well as providing them with the opportunity to learn about broader conservation projects, such as marine life and responsible management of the sea. Many students demonstrated their good work ethic when they played a leading role in the clean-up of a nearby beach. Their developing understanding of the use of modern technology to communicate ideas can be seen in their contributions to the e-letters which are sent home and appear on the school website.

Performance Standard 3: Teaching and Assessment

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

Teaching is good at this school because teachers have secure knowledge of their subjects in all phases, particularly in the primary and upper schools. They use a good range of appropriate teaching strategies in order to achieve high level results in a number of core subjects, including English and mathematics. Teachers' use of new technology to enrich learning was seen to good effect in a Grade 10 English lesson. Images were shown on the whiteboard which helped students to consider what their reactions might be if stopped by the Ancient Mariner.

In a minority of lessons in the middle school, and in a few lessons in other phases, teachers do not plan sufficient activities to stretch the most able students, or to provide additional support for those who struggle. In these lessons the quality of teaching dips, because students are not always fully engaged in the learning. Those students identified as having SEN are taught well, because teachers plan lessons which address their individual needs and break down activities into small steps. This helps students to understand exactly what they have to do to complete the task. Teachers in the kindergarten sometimes do too much for their children, and consequently opportunities for helping them to make their own choices in the

classroom and play area are not always fully exploited.

Teachers' use of challenge and problem solving is a growing and effective element in a majority of lessons. In a mathematics lesson in Grade 7, students showed good understanding of how to calculate the area of regular and irregular shapes, because the teacher provided them with a range of objects and challenged them to work together to estimate, measure and arrive at the right answer.

In all phases of the school, teachers use a range of assessment techniques effectively, to gain an understanding of how much progress students are making. They regularly check and assess students' workbooks and files, carefully correcting errors. In the large majority of lessons, teachers communicate well with their students. Teachers provide plenty of opportunities for students to practise examination techniques, by staging mock exams and tests at regular intervals, especially in the upper school. They give students good advice on how to prioritise their work. The good opportunities teachers provide for students to work collaboratively in groups help them to develop as confident learners and communicators. In almost all lessons, teachers visit each of these groups, to challenge students' ideas and to prompt them to think even harder. Suitable emphasis on the presentation of results of group work to others provides teachers with good understanding of how much each one has achieved. Teachers do not give students sufficient opportunities to practise extended or creative writing. As a result, students' abilities in this skill lag behind their abilities in other English and Arabic work.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The curriculum has been organised in such a way as to ensure acceptable breadth and balance. It meets the requirements of the CBSE curriculum and addresses UAE national priorities. The curriculum prepares students adequately for the next stage in their education, especially in the upper school where students are more likely to have chances to learn in innovative ways by using new technologies and personal research. Opportunities for progression within subjects and between phases are



adequate. For example, students in the kindergarten and primary phase learn about which plants grow in their local area while those in the upper school consider the biological and chemical conditions that plants need to flourish.

In each phase, the curriculum is planned in such a way as to promote some use of skills developed in one subject to support learning in others. For example, students in the middle school learned about Indian geography as they created tables using laptops in an ICT lesson. Planning encourages students to use their knowledge of Emirati culture and of the UAE and India, to think about festivals and celebrations in different countries, as was noted in a Grade 4 English lesson, for example. Curriculum content is periodically reviewed to ensure that it meets the needs of the majority of students. The curriculum has been adapted and broadened to include subjects such as psychology, marketing and commerce. This enables older students to make choices which help them learn more about an area which particularly interests them or helps prepare them for a future career.

The curriculum does not yet fully match the school's stated aims because chances for students to develop 21st century skills such as enterprise, technology, and personal research are inconsistent. Planning within the curriculum does not fully address the needs of all higher or lower attaining students. This is because activities which will stretch them further or provide necessary support are not always built into subject plans, especially in the middle school.

A range of extra-curricular activities is offered, particularly in sport and physical education, much of which happens during the school's weekend opening hours. Students have the chance to take part in challenging physical activities and games as well as recreational activities such as chess and music.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	Good

The school has introduced rigorous procedures for keeping students safe and protecting them from harm. These include its child protection policies and practice. All staff have signed to say that they have read the relevant policies and students and parents show a clear understanding of them. Very good practices are in place for teaching students about common dangers, including those posed by the internet and social media. These include direct teaching during a whole school anti-bullying topic and effective management of Wi-Fi and websites. Careful, but unobtrusive monitoring of students' well-being during the day is in place, such as the promotion of healthy eating at lunch and break times. The role of the school nurse in contributing to health promotion is limited as she tends to focus on clinical work.

The counsellor contributes to topics such as anti-bullying, but opportunities for further work are limited because she is currently covering for the absent social worker. Staff regularly check equipment to ensure that it is safe and they maintain comprehensive records. All entrances and exits to the school are carefully monitored throughout the day. Parents and students comment favourably on recent improvements to the cleanliness of all areas, including washrooms and toilets. Older students ensure the safety of younger ones by helping to monitor their arrival at and departure from school. Record keeping is thorough, including the records kept of the very few incidents of bullying or challenging behaviour that occur. These include follow-up actions and the support offered to perpetrators and victims. Concerns about behaviour expressed by those who completed the parent questionnaire were not supported by those who attended the parents' meeting with inspectors, nor during the meeting with students.

There is no elevator for students and staff to access the higher floors, though at present no students use wheelchairs. Ramps are in place and there are safe walkways up and down gradients for those who need such facilities.

Students and staff work together amicably displaying mutual respect. Consequently,



students enjoy attending school: attendance levels and punctuality are good. Systems for identifying and supporting students who have SEN are good but provision for those who are gifted and talented is not as effective. This is largely because the school has not agreed a set of criteria understood by all for identifying, challenging and supporting the most able. Good guidance is provided for students who are preparing for the transition from school to university. The recent introduction of vocational learning programmes add strength to students' understanding of future options. This is supported by regular visits from university staff which help students make choices about higher education. Children receive appropriate support as they move from the kindergarten to the primary school, and then at each phase transition point, which helps them to settle quickly.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good

The principal and school leaders lead by example. They set a clear strategic direction for the school. Their vision for Sunrise to become the best Indian school is very widely shared throughout the school community. All staff understand the school leadership structure. They have used their knowledge of best practice to bring about many improvements since the last inspection and to secure a positive learning culture based on good teaching and strong achievement. Because they regularly and rigorously monitor the work of the school, leaders know about its strengths and weaknesses. At the time of the inspection, work was underway to bring the written self-evaluation and improvement plan up to date. It is evident from talking to school leaders, governors, staff and parents, that there is a shared understanding of what more the school needs to do and a keen ambition to bring about further improvement.

Parents say that they feel included as partners and give examples of how their views have been taken into account. They consider school leaders and other staff to be very responsive to their communications and they receive regular advice about their children's progress. There are numerous examples of the contribution students make to the local and international community. There are strong links with a nearby hospital, which are used to further students' learning and as a good cause for students and their families to support. Students arrange some of their own fund raising activities for overseas disasters, for example, to help flood victims in the Chennai. At the same time in lessons, they learn about those countries.

The governing body is undergoing re-organisation. The new chair of governors took up his post very recently. Governors are seeking to widen representation on the governing body for example, by strengthening links with the active and influential parents' association. Governors have an acceptable influence on the school's direction. They have a set of priorities which closely match those of the leadership team, for example, to address the high rate of teacher turnover. As a result of the

close working arrangements between the governing body and the school leadership team, the development of the site and resources has helped to raise students' attainment.

Most aspects of the day-to-day management of the school are well organised. Deployment of suitably qualified staff is sufficient to ensure that students benefit from good teaching. The recent introduction of better ICT and science facilities, along with the improvement of libraries for students, means that resources are now closely matched to the needs of all learners.

What the school should do to improve further:

1. Modify the curriculum to provide even more opportunities for students to innovate and work independently by:
 - i. ensuring that opportunities are more widely available for personal research such as 'hands-on' experimentation in science
 - ii. building in more opportunities for children in the kindergarten to make choices between and within learning and play activities each day
 - iii. ensuring that in every lesson, teachers plan activities which fully stretch the most able students, and offer personalised support to those who struggle to keep up.
2. Provide more opportunities for extended writing in all areas of the curriculum, by:
 - i. ensuring that suitable opportunities are regularly made available for students to record what they have learned in their workbooks or in electronic documents
 - ii. increasing the challenge in English and other subjects where appropriate, for students to write creatively on a theme related to their current work.