



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



Inspection Report of Al Ain English Speaking School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	25 Muharram 1439	to	29 Muharram 1439
		from	16-Oct-17	to	19-Oct-17
	School name	Al Ain English Speaking School			
	School ID	132			
	School address	Khalid Bin Sultan Street, Falaj Hazza, Al Ain, Abu Dhabi			
	School telephone	+971 (0)3 767 8636			
	School official email	alainenglish.pvt@adec.ac.ae			
	School website	www.aaess.org			
	School curriculum	British			
	School phases	Foundation Stage (FS) to Year 13			
	Fee range and category	AED 20,500 - AED41,000 (middle to high)			
	Number of lessons observed	124			
Number of joint lessons observed	35				
Staff Information	Total number of teachers	103			
	Turnover rate	20%			
	Number of teaching assistants	33			
	Teacher- student ratio	1:12			
Student Information	Total number of students	1261			
	% of Emirati Students	14%			
	% of Largest nationality groups	1. Emirati 14%			
		2. British 12%			
		3. Egyptian 9%			
	% of SEN students	7%			
	% of students per phase	FS: 20%	Middle: 26%		
Primary: 42%		High: 12%			
Gender	Boys and girls				



The Performance of the School

<p>Performance Standard 1</p> <p>Students' Achievement</p> <p>Acceptable</p>	<p>Performance Standard 2</p> <p>Students' personal and social development, and their innovation skills</p> <p>Good</p>
<p>Performance Standard 3</p> <p>Teaching and Assessment</p> <p>Acceptable</p>	<p>Performance Standard 4</p> <p>Curriculum</p> <p>Acceptable</p>
<p>Performance Standard 5</p> <p>The protection, care, guidance and support of students</p> <p>Good</p>	<p>Performance Standard 6</p> <p>Leadership and management</p> <p>Acceptable</p>

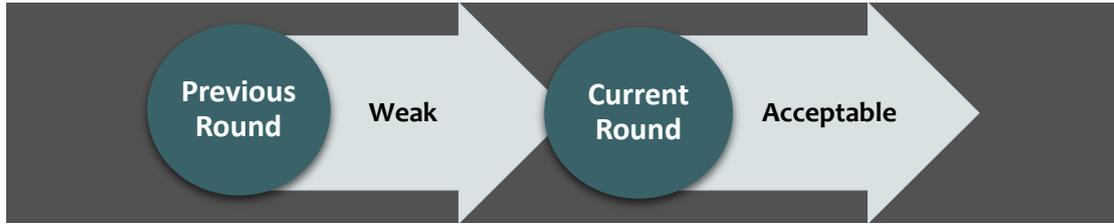


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The senior leadership team has grown in experience and number since the last inspection offering greater stability for students and staff. This has had a positive impact on students' levels of achievement.
- Students' achievement is acceptable overall. Achievement, progress and learning skills are good in the FS and high phase of the school. They are acceptable in the middle and primary phases.
- Students' personal and social development is good overall. Behaviour, attitudes and relationships are good. Students attend school regularly and arrive to lessons on time. Critical-thinking and innovation skills are not yet developed sufficiently in lessons. Meaningful cross-curricular links with Islamic values and Emirti culture are not yet made in the English medium subjects.
- The overall quality of teaching and assessment is acceptable. Overall, most teachers plan lessons which are generally effective and share their subject knowledge well. Assessment data is recorded systematically but teachers do not yet use this information consistently to specifically plan for students who have different needs.
- The school's curriculum is acceptable. It is broad and balanced and offers students a wide range of curriculum choices and extra-curricular provision. It is not always modified effectively to support students who may make limited progress or to provide sufficient challenge for those who are more able.
- The protection, care, guidance and support of students is good overall. The school has effective approaches to promote child protection. Arrangements for health, safety and security across the school are good. The school has improved procedures to identify students who have special educational needs (SEN) and those who are gifted and talented. However, they have not consistently taken full account of this in planning to meet their individual needs in lessons.
- The overall quality of leadership is acceptable. School leaders and governors have improved the school's performance since the last inspection. Self-evaluation and school improvement planning highlight the main areas for improvement although these are not always effectively linked to the inspection framework. The large majority of middle leaders are new to their role this year. They are at an early stage of monitoring teaching and learning to ensure they plan precise actions that will continue to raise students' achievement.



Progress made since last inspection and capacity to improve



- School leaders have made good progress since the last inspection. They have introduced many improvements to the school. These have been well judged and implemented effectively by staff to raise the standard of teaching and learning.
- Improved teaching in Arabic medium subjects and in all subjects in the primary school have now resulted in acceptable outcomes. Good teaching and learning is evident in the minority of the school, particularly in FS and the high phase.
- Students now have greater opportunities to collaborate in lessons but only a few teachers are beginning to develop students' enquiry, research and critical-thinking skills effectively.
- Leaders have now improved the procedures to accurately identify students with SEN and those who are gifted and talented. Personalised support and challenge for these students are not yet fully developed in lessons.
- School leaders have designed and implemented comprehensive procedures for target setting, assessment and marking. Students now effectively self-assess their own learning and know how to improve their work.
- Overall, the good progress made since the last inspection in raising standards from weak to acceptable demonstrates leaders' good capacity to further improve the school. They have established a strong leadership team, eradicated consistently weak teaching and developed effective systems to drive improvement.



Key areas of strength and areas for improvement

Key areas of strength

1. Students' good achievement in FS and the high phase of the school in English medium subjects.
2. Improved teaching and learning in the primary phase in all subjects so that it is now acceptable.
3. Students' attitudes to learning, their behaviour and relationships with others create
4. a positive climate for learning.
5. Leaders' shared vision and strategic direction resulting in strong improvement in almost all areas since the last inspection.

Key areas for improvement

1. Improve students' achievement in all phases by:
 - i. making greater links in lessons between Islamic values and Emirati culture across all English medium subjects
 - ii. sharing good practice across the school
 - iii. using the full range of school data accurately to identify gaps in students' understanding and to plan the appropriate next steps in learning.
2. Improve teaching and assessment by ensuring that all teachers:
 - i. provide work that is individualised to students' learning needs, particularly those with SEN and those who are more able
 - ii. provide sufficient opportunities for students to develop enquiry, independent and critical-thinking skills in lessons
 - iii. incorporate the analysis of continuous assessment data to directly inform plans for future learning.
3. Enhance leadership and management further by:
 - i. ensuring that the school self-evaluation is aligned consistently to the UAE inspection framework and that judgements are triangulated across all performance standards
 - ii. supporting middle leaders to monitor teaching and learning and use their findings to plan, and take, appropriate action to raise students' achievement
 - iii. ensuring that middle leaders use data to sharply target students' next steps in learning.



Provision for Reading

- The school's library, which is accessed by all students, includes a comprehensive range of Arabic and English texts for all age groups. There is a selection of fiction and non-fiction books to support learning across the curriculum. Students can choose from a range of age-appropriate texts to their support learning and for their own enjoyment.
- The school has focussed on developing students' reading skill in Arabic and English. They have invested in programmes to develop students' reading and comprehension skills. Leaders are effectively tracking students' achievement. They are beginning to identify where support needs to be targetted to further raise achievement.
- Students are frequently encouraged to read at school and at home. Staff have received training in reading. Arabic and English lessons give emphasis to developing students' reading and comprehension skills. When students read, most do so at an age-appropriate level. Students benefit from whole-class reading initiatives including, 'Everyone Reading In Arabic' (ERIA) which take place weekly across the school.
- Most students demonstrate a secure understanding of the books that they read. Their inference and deduction skills are less well developed. The school is aware of this and leaders are supporting staff to improve students' achievement in this area.
- To promote students' enjoyment of reading, the school participates in reading competitions and events. This includes celebrating world book day and participating in national reading challenges.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as additional Language)	Attainment	N/A	Acceptable	Acceptable	Weak
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Learning Skills		Good	Acceptable	Acceptable	Good
Overall achievement					
<ul style="list-style-type: none">The overall quality of students' achievement is broadly acceptable. Achievement is good in mathematics, PE, art and music. Students' overall achievement is good in the Foundation Stage (FS) and high phase.Children typically start the school with skills broadly expected for their age. School data indicates that most students make acceptable progress across the					



school. Evidence from coursework and lessons suggests this is good in the FS and high phase.

- 2017 EMSA data for Arabic reading results were outstanding in Year 5. Attainment was acceptable in Year 7 and 9 and very good in Year 11 when benchmarked against national expectations. Students' writing was, overall, weak. Year 12 Ministry of Education results were outstanding in Islamic Education and Arabic.
- IGCSE results indicate very good levels of attainment when benchmarked against international standards. Overtime, IGCSEs have improved from a good level of attainment. Advanced Subsidiary levels shows weak attainment when benchmarked against international standards in English language, physics, chemistry and biology. Advanced level qualifications depict good levels of attainment in most subjects.
- Continuous data indicates that students' attainment is broadly acceptable. In lessons and coursework, students with SEN and those are more able achieve at an acceptable level.
- Students' learning Arabic or English as a second language make acceptable progress in most subjects.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students can recite, and understand teachings, from the Holy Qur'an. Students can articulate responses at an age-expected level. They make acceptable progress in lessons.
- Students' achievement in **Arabic as a first and second language** is acceptable overall. Those with Arabic as a first language speak confidently. They read and understand texts at an acceptable level. Their creative writing skills are less well developed. Most students with Arabic as an additional language use simple sentences and understand age-appropriate texts. They can write grammatically correct sentences with support. Students in the high phase make acceptable progress but are not yet attaining age-expected levels for their age because of lower starting points.
- Students' achievement in **social studies** is acceptable. Most students make acceptable progress across each grade because work is increasingly more challenging from one year to the next. They have an appropriate understanding of contemporary UAE life and affairs.
- Students' achievement in **English** is acceptable overall. Progress is good in the FS



and students' achievement is good in the high phase. Most students can read well for their age, listen and communicate their understanding accurately. Students' writing skills are less well developed in the primary and middle phases of the school.

- Students' achievement in **mathematics** is good overall. The majority of students attain above curriculum standards in the FS, middle and high phase of the school. Almost all students can work collaboratively, problem-solve effectively and reason well in mathematics.
- Overall achievement in **science** is acceptable. It is good in the FS and high phase. Achievement is good because the majority of students make better than expected progress and external examination results exceed international averages. Students' investigative skills are well developed, and most students use scientific language confidently and with understanding.
- Students' achievement in **other subjects** is good overall. The majority of students achieve above age-related curriculum standards in most subjects. Students collaborate effectively and engage positively in PE, art and music. Students' achievement in information communications technology is acceptable.

Learning skills

- Students' learning skills are acceptable overall. Most students work collaboratively and share ideas confidently. In the majority of subjects, students make few connections between areas of learning. In FS, the majority of children use their environment effectively to investigate, explore and find out. However, in other phases, most students do not yet demonstrate a good level of skill in enquiry, research and critical-thinking.

Areas of Relative Strength:

- Students' achievement in the FS and high phase in English medium subjects.
- Students' good achievement in mathematics.

Areas for Improvement:

- The overall quality of students' achievement across the curriculum, particularly in the Arabic medium subjects and the primary and middle phases of the school.
- The overall quality of learning skills in the primary and middle phases, particularly enquiry, research and critical-thinking skills.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development is good overall. Almost all students are well behaved around the school and show mutual respect to one another. Behaviour is consistently good, and incidents of bullying are rare.
- Students have a good understanding of how to live a healthy lifestyle. Almost all students eat healthily and regularly engage in physical activity.
- Students enjoy being at school and attendance is good at 94%. Almost all students arrive to school and to their lessons on time.
- Students demonstrate an acceptable understanding and respect for Islamic values and awareness of Emirati culture. The school are not yet making effective links between Islamic Values and Emirati culture in the English medium subjects. Most students have an acceptable understanding of other world cultures.
- Students have a good sense of social responsibility and make various contributions to the school and local community. They participate in national competitions and programmes to care for the environment.
- Students' innovation skills are acceptable and improving. Students have some opportunities to take initiative, but this is not yet an embedded feature of lessons.

Areas of Relative Strength:

- Students' attitudes, behaviour and relationships.
- Attendance and punctuality to lesson.
- Social responsibility and involvement in the community.

Areas for Improvement:

- Students' understanding of Islamic values, Emirati and other world cultures.
- Students' innovation skills in lessons.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. It is good in FS and the high phase. Teachers demonstrate secure subject knowledge and understand how students learn.
- Teachers generally plan lessons well and use resources effectively to support learning. Students are encouraged to reflect on their learning and consider what they need to do next.
- In most lessons, teaching strategies enable most students to make expected progress. Lessons are not always sufficiently challenging for the higher attaining students. Those with SEN do not always receive work that is personalised to their needs so that they make good progress in lessons.
- Teaching in most lessons encourages students to collaborate and share ideas. Critical-thinking, problem-solving and independent learning skills are not yet fully developed particularly in the primary and middle phase.
- The school's approach to assessment is acceptable. It is consistently applied and used by all staff. Teachers are not yet effectively using data to identify students' needs to inform future learning.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- The school's consistent approach to assessment.

Areas for Improvement:

- The modification of lessons to challenge all groups of students, particularly for students with SEN and those are most able
- The use of assessment information to inform future teaching and learning
- The promotion of critical-thinking, problem-solving, innovation and independent learning skills in lessons.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is broadly acceptable. Implementation is good in FS and the high phase.
- The curriculum builds on prior learning and adequately prepares students for their next phase of education. Students in the middle and high phases of the school have a wide range of subjects to develop their interests and aspirations. All students have an extensive range of extra-curricular provision to choose from, after school.
- In most lessons, cross-curricular links are planned. These links are not always meaningful, and students do not always transfer learning between subjects.
- The school reviews the curriculum. It is not yet fully adapted to meet the needs of different groups of students, particularly those students who require support and those who are high attaining.
- Opportunities to teach enterprise, innovation, creativity and social contribution are acceptable. Where this is most effective is during extra-curricular activities.
- Broad links are made in most lessons with Emirati culture. In the minority of lessons, these links do not yet fully promote students' identity and appreciation, particularly in the English medium subjects
- The school has introduced the new moral education programme effectively. This programme is taught by teachers who plan lessons which make effective links between school, society and home.

Areas of Relative Strength:

- The broad and balanced curriculum which develops students' knowledge, skills and understanding.
- The range of curriculum choices and extra-curricular provision.

Areas for Improvement:

- Meaningful cross-curricular links in lessons particularly focussing on Emirati culture and UAE society.
- Modification of the curriculum to support and challenge all students.



- Enterprise, innovation and creativity in lessons.



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

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

- The overall quality of protection, care, guidance and support is good. The school has effective arrangements for child protection.
- Safety checks are conducted and recorded. All documentation is accurately recorded and securely stored.
- The school has effective procedures in place to monitor attendance and punctuality. This results in good attendance.
- The premises is effectively maintained and meets the needs of all students. Students learn about the importance of healthy living in lessons.
- The school is beginning to accurately identify students who have special needs and those who are gifted and talented. These students make acceptable progress. A sharper focus on how individual needs are met in lessons would improve their learning further.
- The school provides good guidance for students' academic and personal development. The school has established close links with universities and encourages students to apply to higher-education institutes both in the UAE and abroad.

Areas of Relative Strength:

- Arrangements for health, safety and security.
- Procedures for promoting attendance and punctuality.

Areas for Improvement:

- The identification and personalised support for students with SEN and those who are gifted and talented.



Performance Standard 6: Leadership and management

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

- The overall quality of leadership and management is acceptable. The newly formed leadership team has worked effectively to improve the school and eradicate consistently weak teaching. All staff share the principal's vision to be outstanding.
- The school's approach to self-evaluation is acceptable. Staff have created a school development plan to help improve teaching and raise achievement. Areas for improvement identify what needs to be achieved and how this will be done. However, the evaluation of overall performance is not aligned consistently to the UAE inspection framework. This is because leaders do not yet triangulate judgements to accurately evaluate its performance.
- The large minority of middle leaders are new to the school this year. They have started to monitor teaching and learning and highlight areas for development. This is yet to impact on students' achievements because data is not yet sharply analysed to identify next steps in learning or to target precise areas for improvement. Middle leaders need to share best practice more consistently to further raise achievement in their subjects.
- Partnerships with parents and the community is good. School leaders review parents' views and take these into account when planning. Communication is good. Parents are kept informed of students' progress, behaviour and attendance.
- The governance of the school is now acceptable. Governors seek the views of parents and students. They are beginning to understand the school's data and challenge leaders about how it is used to improve performance.
- Almost all aspects of the management of the school are good. Staff benefit from professional development relevant to their needs. The school is very well resourced and has a range of specialist facilities including art rooms and science laboratories.



Areas of Relative Strength:

- Leaders' shared vision and strategic direction for school improvement.
- Leaders improvement in eradicating consistently weak teaching and raising achievement.
- The organisation and management of the school.

Areas for Improvement:

- The use of UAE inspection framework indicators in self-evaluation to accurately gauge the school's performance.
- Effectiveness and impact of all middle leaders on raising achievement.
- Effective use of data to sharply target support for students and plan next steps in learning.