



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



Summary Inspection Report

Al Ain Juniors Private School

Published in 2013

lqraa



Al Ain Juniors Private School

Inspection Date	5 th – 8 th November, 2012
School ID#	134
Type of School	Private
Curriculum	Indian (CBSE) and British (IGCSE)
Number of Students	2,703
Age Range	4 - 18 years
Gender	Mixed
Principal	Leonard Murphy
School Address	Al Ain Juniors School, Site No 1424, Post Box No 80718, Falaj Hazza, Al Ain, UAE
Telephone Number	(+971) 03 7810043 / (+971) 03 7810077
Fax Number	(+971) 03 7810058 (British) and (+971) 03 7820733 (Indian)
Email (ADEC)	alainjuniors.pvt@adec.ac.ae



Introduction

The school was inspected by 6 inspectors. During their time in school, the inspection team observed 119 lessons, attended assemblies, observed students arriving and leaving school and watched the students during break times. They also met with the chief academic officer and principal, owners, the academic head-teachers, phase coordinators, subject leaders, teachers and students. Inspectors examined students' work and school documentation on administration and finance and analysed parents' responses to the inspection questionnaire.

Description of the School

The school was established in 1989, initially as a small villa school, within the Falaj Haza'a area of Al Ain. It forms part of the AJ Group of schools, which includes Al Ain Juniors Nursery, Zakher Private School, The Hope Centre for students with special educational needs and Focal Point Management Consultancy.

There are 1,446 boys and 1,257 girls in the school. There are 45 nationalities within the school and 2% are local. The rest come from a wide range of other countries, including India (45%), Pakistan (18%), Egypt (11%), Palestine (8%) and Sudan (7%). Sixty seven percent of students are Muslim. The aims of the school include the intention to 'imbibe young people to be high achievers with extraordinary determination, to set right goals in education, morality, attitude, ethics and values'.

The school delivers two curricula: the Indian Central Board of Secondary Education (CBSE) curriculum and one based on the UK system. The latter prepares students for Cambridge Board 'O levels', International General Certificate of Secondary Education (IGCSE) exams, followed by 'AS' and 'A2' levels for those who choose to stay on until the end of Grade 12.

Students follow their chosen curriculum from the start of Kindergarten (KG). At the time of the inspection, there were 186 children following the UK KG curriculum and 223 following the Indian KG curriculum. 54% of those in Grades 1 to 12 are studying the UK curriculum, of which 53% are boys. 1,257 students are studying the Indian curriculum, of which 53% are boys. Students who arrive from other countries are assessed on entry in order to establish the standard of their work. Students are from mixed socio-economic backgrounds. Fees are around one third higher for the UK curriculum, which range from AED 6,155 for KG to AED 13,148 for G12 (excluding book costs and transport). These fees are low and can be paid by instalments in order to spread the cost; there are discounts for siblings and for the children of serving members of staff.



Staff salaries range between AED 2,600 and AED 6,500 per month depending on experience and qualifications. The current principal has been in post for two years.

The Effectiveness of the School

Band A

Grade 3

Inspectors judged Al Ain Juniors School to be in Band A; that is a high performing school.

The overall standard of students' work and progress made in the CBSE curriculum is above average. Pass rates have risen over the last three years and are consistently above the Indian, Delhi and Chennai averages. Standards are particularly high and rising in business studies, economics and marketing, with two thirds of students obtaining the highest grades. Standards are also above average in English, physics, chemistry, biology and information and communication technology (ICT) and average in mathematics. Girls' pass rates exceed boys' and both are much higher than their peers elsewhere. The proportion of students gaining the highest grades in English has fallen over the last three years but remains above average.

Standards in the UK curriculum are in line with worldwide averages at both IGCSE and A level. In G10, standards are above average in English as a second language, Arabic, physics, biology and Pakistan Studies. In G12, the proportion gaining A or A* matches worldwide standards in mathematics, physics, chemistry and biology; Pakistani students do particularly well in English and the sciences.

The standard of students' work and progress made are satisfactory in Arabic and social studies. Although the time provided for Arabic lessons is less than required to be complaint with Ministry of Education (MoE) guidelines, students read classical Arabic expressively and understand, recognise and apply correct grammar and punctuation. Students make good progress in Islamic studies.

Students' personal development is very good. The overwhelming majority are highly committed learners and students develop into mature and very polite young people. Relationships between students and with staff are very good. Students' maturity makes a significant contribution to the school's calm and purposeful atmosphere and they are proud to belong to a supportive community within which learning has a high priority. Students feel safe and secure and older students speak expressively about how they see their school as a family where all are of equal importance. They share their ideas sensibly and students of all ages speak confidently in public. They are self-assured and enjoy leading assemblies and performances.



Most of the students take part in a wide range of out of school activities and visits. They enjoy volunteering in, for example, The Hope Centre and relish opportunities for responsibility, such as acting as House and Class Captains and sports leaders. Students are aware of the importance of living healthily and taking regular exercise. They regularly and successfully compete in local and national sports tournaments.

The overall quality of teaching is satisfactory and improving. The most effective lessons tend to be in the upper grades and are characterised by teachers' good subject knowledge, open ended questioning and use of strategies such as hot seating and role play. During these lessons, teachers have high expectations of behaviour and effort, resulting in students' constructive attitudes to work and good overall progress. Occasional use of video footage, posters and research helps to enliven learning and, in some cases, teachers successfully build on the students' prior experiences to enhance understanding of scientific concepts such as heat conduction and insulation.

During some lessons, teachers talk too much and provide too few opportunities for students to work independently. In addition, some teachers do not wait for students to respond in English, their second or third language. While teachers encourage self and peer assessment, they do not always provide clear success criteria so that students cannot evaluate how well they are progressing. While there are opportunities for students to undertake the optional Australian ASSET test system for Grades 4 to 6, in English, mathematics and science, only some parents pay the additional cost. The school has recently introduced the standardised Comprehensive Continuous Evaluation tests (CCE) into the CBSE curriculum and National Curriculum SAT tests into the UK curriculum for Grades 2 to 6. These procedures have the potential to enable teachers to measure and compare the progress of cohorts and individual students with other schools, such as those within the AJ Group. The introduction of continual assessment is at an early stage. Some teachers reinforced students' understanding effectively by using resources well and supplementing them with articles they have personally made or chosen.

Since the last inspection, the school has worked hard to improve provision in KG. It has introduced a new curriculum which is based upon England's Early Years Foundation Stage (EYFS). This represents a significant improvement and this initiative has been supported by large investments in staff training, alterations to the building and an improved range of learning resources. Teachers are still adapting to this new approach and there continue to be shortcomings in the extent to which teachers are assessing children's individual needs and are adapting the curriculum accordingly.



Elsewhere in the school, there are some opportunities for students to undertake creative activities and participate in a growing range of activities and visits to industry and business. These include links within the AJ Group and the Indian Social centre (ISC), which offers quizzes and science competitions. While the needs of most students are met increasingly effectively through focussed assessment processes, students with additional learning needs are not always identified and they do not receive the help they need. In addition, provision for students who have specific difficulties regarding the acquisition of English is weak and they made limited progress during lessons seen.

Students have a thorough understanding of UAE values, culture and society through daily assemblies, school events and promotion of these values across the subject areas. The school compares favourably with similar schools in its innovative approach to developing skills for life and encouraging students to take up leadership and roles of responsibility. The 'Stride' programme (Students Taking Responsibility in Demonstrating Excellence) for the most able students provides opportunities for leadership and academic extension, as does the 'No Child Left Behind' programme which involves students helping each other to improve.

The school gives high priority to students' personal wellbeing and academic development. Students feel very safe and looked after and established procedures ensure teachers identify and support those who are experiencing difficulties.

Members of staff are fully trained with regard to safeguarding matters. Recruitment procedures are thorough and child protection procedures are good.

Many students confirm that the school adopts a very firm and effective stance with regard to the management of bullying or anti-social behaviour. Procedures for monitoring and promoting attendance are thorough and effective; emerging patterns are quickly identified and followed up with parents where necessary. The school day begins promptly and punctuality is good. Career guidance is comprehensive and, by the end of the High School, almost all students have identified a career and have firm plans for the future.

The site is safe and secure and the school is very clean. Corridors and classrooms are enhanced by posters and the display of students' work. Most of the classrooms, including the science laboratories, are sufficiently spacious for the number of students on roll. The library is too small and space for private study is very restricted. It has only one computer, shared by staff and students. Recreation areas are hard paved, as are the volleyball and basketball courts and these surfaces could result in increased risk of injury. There is sufficient shaded space outside, although there is no air conditioned indoor gymnasium. The central



shared area and outdoor play area within KG are too small. There are also insufficient toilets for the number of KG students and they are not accessible from the classrooms, which limits the emerging independence of small children.

Overall, the school is adequately resourced and there is a sufficient number of appropriately qualified and experienced teachers. They enjoy good access to focused training, which is often delivered and monitored by Focal Point Management Consultancy: Training and development Division, management specialists within the AJ group's consultancy. The range of learning resources within the main school is adequate, although there are too few computers and this restricts the extent to which ICT can be incorporated across the curriculum. While the level of resources within KG has improved significantly since the last inspection, there is only limited shared space within the central area. In addition, the outdoor space for KG is too small and, overall, children have too few opportunities to learn through play. There are also only two teaching assistants working across the 18 KG classrooms. They do not have time to interact with children individually to model the type of play which would support more rapid progress.

The principal provides strong leadership and has secured the confidence and resolve of the leadership team, middle managers and staff. They value his consultative and open style of leadership and have embraced the restructuring of the leadership and management teams. The principal provides clear strategic direction for the work of the school and relationships between leaders are positive and constructive.

Academic headteachers, phase leaders and heads of departments share a strong commitment to the aims and values of the school. Leaders have responded well to the devolvement of leadership and decisionmaking responsibilities and all teachers have the opportunity to express their views and meet with the owners.

Academic headteachers, phase leaders, subject coordinators and teachers are all involved in self evaluation, which is thorough and accurate. The leadership team has a realistic view of the school's strengths and weaknesses and has well-judged and ambitious plans for the future. They are fully aware that some of the recent changes have not yet realised their full impact. There is good capacity to improve.

The school is over-subscribed. Almost all parents who completed their questionnaire think the school is well led and managed, although one fifth would like more information about their child's progress and feels the school does not value their opinions. There is dedicated time each week for parents to speak with senior leaders and suggestion boxes are provided around the school. Fees are



low. The budget is carefully managed and funding is closely aligned with the school's strategic priorities. The school provides good value for money.

What the school should do to improve further:

1. Improve the rate of progress for all students including those who have difficulties with the working language of the school by:
 - i. improving the use of assessment data to identify students with learning needs; and
 - ii. adapting tasks and teaching methods for those students who have difficulty in English.
2. Continue to improve the provision for children in KG to enable them to make good progress in all aspects of learning by:
 - i. assessing individual needs;
 - ii. adapting task and activities to meet individual learning needs; and
 - iii. increasing adult and child interaction.
3. Ensure that senior leaders and middle managers are focussed on the continual improvement on learning at all levels by:
 - i. evaluating implementation and impact of current initiatives; and
 - ii. taking appropriate action to address any shortcomings which have already been identified.
4. Enriching the curriculum so that all students have experiences which are interesting, challenging and relevant by:
 - i. ensuring the use of ICT across the other subject areas; and
 - ii. providing more opportunities for students to participate in the creative arts.