



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Ain Juniors School

Academic Year 2015 – 2016

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Al Ain Juniors School

Inspection Date	April 25, 2016	to	April 28, 2016
Lead Inspector	Christine Pollitt		
Date of previous inspection	May 25, 2014	to	May 28, 2014

General Information		Students		
School ID	331	Total number of students	2770	
Opening year of school	1989	Number of children in KG	397	
Principal	Aisha Siddiqua	Number of students in other phases	Primary:	1252
Chair of Governors	Arshad Sharief		Middle:	697
School telephone	+971 (0)3 7810043 +971 (0)3 7810077		High:	424
School Address	Site number 1424, PO Box 80718, Falaj Hazza, Al Ain	Age range	3 years 8 months to 17 years 8 months	
Official email (ADEC)	Alainjuniors.pvt@adec.ac.ae	Grades or Year Groups	KG to Grade 12	
School website	www.alainjuniors.com	Gender	Mixed	
Fee ranges (per annum)	Very low to low: AED 5,900 – AED 13,800	% of Emirati Students	2%	
Licensed Curriculum		Staff		
Main Curriculum	Indian: Central Board of Secondary Education	Number of teachers	152	
Other Curriculum	British	Number of teaching assistants (TAs)	9	
External Exams/ Standardised tests	ASSET, CATS, CBSE, IGCSE	Teacher-student ratio	KG/ FS	1 : 25
Accreditation	-----		Other phases	1 : 30
		Teacher turnover	Indian 9%	British 13%



Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	144
Number of joint lesson observations	4
Number of parents' questionnaires	107; (return rate: 4%)
Details of other inspection activities	Inspectors met with three members of the governing body, all members of the senior leadership team, all subject co-ordinators, parents, groups of staff and students. They observed assemblies, arrivals and departures. They reviewed a wide range of school documentation and students' work.

School	
School Aims	'To focus on establishing high educational standards and lifelong learning.'
School vision and mission	'To nurture our young people to be achievers of extraordinary determination who set right goals in areas of education, morality, attitude ethics and values.'
Admission Policy	Students are admitted without an entrance test. Siblings are given priority.
Leadership structure (ownership, governance and management)	The leadership structure comprises the owner, governing board, principal, vice principal, phase leaders and subject coordinators.



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
Intellectual disability	0	5
Specific Learning Disability	1	0
Emotional and Behaviour Disorders (ED/ BD)	0	1
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	1	0
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	30
Subject-specific aptitude (e.g. in science, mathematics, languages)	29
Social maturity and leadership	4
Mechanical/ technical/ technological ingenuity	8
Visual and performing arts (e.g. art, theatre, recitation)	22
Psychomotor ability (e.g. dance or sport)	17



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 (B)	Acceptable
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standards						
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

The overall performance of the school is acceptable. The school's senior leadership has changed since the last inspection. The new principal has created an exciting, harmonious and inclusive learning environment where students are motivated to do well. Children in Kindergarten (KG) make a good start to learning. Students' attendance, behaviour and attitudes are very good and reflect the positive relationships with their teachers. The curriculum meets the needs of most students and has been enhanced by the introduction of the ADEC Student Competences Framework. Students' attainment in Islamic education is good as is their spoken English. The school is safe, secure, clean and well maintained. Students feel well supported in their lessons and enjoy the challenges of projects and homework. Leaders at all levels share the school vision to nurture students to achieve as well as they can. British curriculum students in Grades 10 to 12 were not present at the time of the inspection due to study leave for external examinations. Their past examination performance has been reviewed and included in this report where appropriate.

Progress made since last inspection and capacity to improve

The school has made acceptable progress towards meeting the recommendations from the last inspection. Attainment and progress have improved in Arabic and Islamic education for students whose first language is not Arabic. The majority of teachers are now planning lessons that include information and communication technology (ICT) to support learning and students are encouraged to use laptops in lessons to practise research skills. Teachers are beginning to use the information from assessments to meet the needs of students of all abilities more effectively. Students have more opportunities to work independently and take responsibility for their learning as they move through the grades. Overall, the school has shown that it has the capacity to continue to improve.

Development and promotion of innovation skills

The school is using the ADEC Student Competences Framework to promote students' innovation skills. Teachers have aligned well the curriculum with competences and values. The school encourages all teachers to be innovative in their lesson delivery. Teachers have attended training to support this. Most students can identify the competencies they are using in lessons. Students' application of learning to real-life UAE contexts is developing well. For example, Grade 12 students used their knowledge of marketing, business studies,



accountancy and economics to form a 'Business Village' with proceeds going to Red Crescent.

The inspection identified the following as key areas of strength:

- the very good students' attendance that reflects their responsible attitudes and behaviour
- the good start children in KG make in their learning and progress
- the relationships between teachers and their students that contribute to a positive learning environment
- the good quality of students' spoken English and attainment in Islamic education.

The inspection identified the following as key areas for improvement:

- attainment in mathematics and science in Grades 7 to 12
- the quality of teaching and assessment
- the quality of self-evaluation and school development planning.



Performance Standard 1: Students' Achievement

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



The overall quality of students' achievement is acceptable. Progress and attainment throughout the school are at least acceptable in all core subjects, and often good. The only exceptions to this are in Grades 10 to 12 where too many students in science and mathematics do not achieve the minimum expected levels for IGCSE, Grade 12 CBSE and AS levels. Attainment in science and mathematics is better for Grade 10 CBSE and A levels. Here, the majority of students achieve above international standards.

Most children enter the school with below average attainment and skills in Arabic, English, Islamic education, mathematics and science. Boys and girls do equally well and the majority make better than expected progress in KG. The school uses baseline tests in KG and continues to test students through all grades to check on their progress. Students make acceptable progress in Arabic, social studies and other subjects and good progress in Islamic, English, mathematics and science from Grade 1 to Grade 9. Students with special educational needs (SEN) make similar progress because of the school's inclusive approach to learning. In Grades 10 to 12 progress is particularly good in Islamic education and English.

In Islamic Education, good progress is shown in the way, for example, Grade 8 students recite the Holy Qur'an skilfully and identify different types of congregational prayers. By Grade 10, they can name the holy books, the largest and smallest Surah and distinguish between Makkah Surah and Medina Surah.

Students' reading and writing skills for both first and second language speakers in Arabic progress appropriately throughout the school. The speaking skills of the majority of students are underdeveloped due to the limited range of activities that promote speaking skills in lessons.

Students' attainment and progress in social studies for both Arabic and non-Arabic students are acceptable overall. For example, by Grade 3, students are confident in discussing their ideas about the heritage of the UAE. By Grade 4 they understand cultural diversity, and by the senior grades are confident in debating environmental issues.

Students' progress in English is good in relation to their starting points. In all grades the majority of students attain levels that are above curriculum levels and national standards. For example, in IGCSE, students have attained levels above international standards consistently over the last three years. The school's focus on language development ensures they make good progress from their low starting points. By Grade 1, for example, students can already use active tenses and by Grade 9 they are competent in summarising relatively complex paragraphs into few words, showing good progress overall.



Achievement in mathematics is acceptable overall. Children attain well in the KG and make good progress. Students in Grades 1 to 6 develop numeracy skills at the expected rate. Attainment is more variable for students in Grades 7 to 12. Grade 10 students who take the CBSE exams attain consistently higher than international standards. Students' attainment in A level mathematics was very good in 2014 and 2015. Attainment in IGCSE, since 2014, and A/S level, since 2013, has been weak and the school's forecast data indicates that results are likely to be similar in 2016.

In science, children in KG make good progress due to the school's stimulating thematic approach to learning. Most students make acceptable progress in relation to appropriate learning objectives throughout Grades 1 to 9. For example, Grade 4 students can identify the main sources of energy in the UAE and the components of an electric circuit. By Grade 6, students can construct series and parallel circuits, and by Grade 9 this progress continues as students become knowledgeable about different types of heat transfer. Attainment in external examinations at Grades 10 to 12 has been weak.

Achievement is good overall in other subjects. Students are working at above expected levels in Hindi, French and Malayalam. In Urdu, listening and comprehension is good and reading, speaking and writing are acceptable. Standards are acceptable in art and physical education (PE). Students make acceptable progress in most ICT lessons. The majority of students can use a range of software effectively to research, create and present their work and by Grade 8 can create their own websites.

Students have acceptable learning skills overall. Many of them are developing strong skills in communication and can, for example, apply their knowledge to debate issues that are important to them including topical world affairs. In weekly activity clubs, students in the middle and high phases also develop their critical-thinking and problem-solving skills through debates on topics such as emerging technologies, sustainable development and meeting educational needs. Students work collaboratively and cooperatively to good effect in groups. Their creativity and innovation skills are acceptable and improving. Higher-order skills such as critical thinking, creativity and problem solving are developing increasingly well.



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	Good	Good	Good	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

The overall quality of students' personal and social development is good. Students have very responsible, diligent and positive attitudes to learning and behave very well as a result. They are punctual and attendance is very good at 96%. Relationships amongst students from 48 different countries are respectful and students show empathy towards others. This reflects their respect and appreciation of Islamic values. They know how to keep safe and make healthy choices. Students shared their good environmental awareness during, for example, a conservation assembly.

Students plan and take part in themed assemblies to celebrate UAE culture and heritage alongside other world cultures. Students write stories and poems on Arabic Day to appreciate the importance of Arabic language in the UAE. Students are involved in their local and worldwide communities. They collaborate with the Red Crescent to donate items for disaster areas. Grade 11 and 12 students showed their compassion for others when, for example, they organised food donations to distribute to those less well off than themselves in Al Ain.

Students develop strong leadership skills in a range of contexts, including by presenting their learning in class. Students in Grades 7 to 12 increasingly take responsibility for their own learning. They enjoy learning together through projects such as Diversity Day where they research culture and lifestyle in different countries to enhance understanding of global issues. The school council has a positive influence on the school and, for example, leads the enterprise and innovation club, and contributes to school self-evaluation. School leaders train older students to conduct observations to evaluate learning in lessons.



Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is acceptable. Teachers' good relationships with students ensure productive lessons that proceed smoothly. Teaching is strongest in the KG. Teachers know the children well and regular coaching has improved their knowledge of how younger children learn through structured play. In the primary and middle school phases teaching is acceptable. Teachers use the schools' planning template to plan lessons which match the learning needs of most students, including those with SEN. At times, the progress of high achieving students is constrained by tasks that are too easy for them. Teachers use questions to encourage students to contribute in lessons. The quality of questioning is variable across the school. The minority of teachers' questions do not challenge high achieving students sufficiently or support effectively those students who find learning difficult. Teachers make good use of questions in commerce lessons where they use questions to probe and accelerate learning by providing students with complex questions which develop critical thinking.

Teachers ensure that students have regular opportunities to develop their communication and cooperative skills. This is most successful in English. Teachers of English make good use of active learning approaches to encourage students to take more responsibility for their own learning. Teachers use the interactive whiteboard to provide an effective focus for learning. They plan appropriately for students to use their own laptops to work collaboratively on projects or to lead lessons. Teachers are promoting the development of learning skills through use of the new ADEC Student Competences Framework. This is an encouraging development.

Teachers make good use of assessment information in the KG. They monitor children's progress and adapt teaching successfully to accelerate their learning. Across the school, assessment is acceptable overall although a minority of teachers do not always use assessment information effectively to plan lessons. Teachers' use of assessment in planning in Grades 10 to 12 is not ensuring that all students make sufficient progress. Most teachers mark students' work regularly and students benefit from the feedback they receive about the quality of their 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 overall quality of the curriculum is acceptable. It is appropriately broad and relevant, meets curriculum requirements and ensures continuity and progression. It provides rich opportunities for students to develop good spoken English skills. The curriculum provides opportunities for students to develop growing confidence by taking part in activities and debates to fully support and maximise their learning. For example, students are increasingly confident to lead on assemblies, using drama, songs and music.

The school provides a good blend of curricular choices that enables it to meet the varied needs of the wide international community it serves. For example, students from Grade 10 onwards have opportunities to study economics, business studies, marketing, accountancy and psychology. Students have good opportunities to learn mother tongue languages such as Malayalam, Urdu and Hindi.

Too few teachers adapt their planning effectively to meet the differing needs of students. Students receive good support to work on independent research and investigations. In Islamic studies, the way the course is delivered enables students to develop mature attitudes and approaches in their debates about Islamic values. The curriculum is not adapted well enough in mathematics and science in order to meet the full range of students' learning needs. As a result, targeted support for students in Grades 7 to 12 in mathematics and science is not sufficient.

The curriculum provides well for social contributions and is enhanced by extra-curricular activities such as e-techno, writers, eco, and brain hunt. Model United Nations activities include rights and responsibilities and global awareness. Some initiatives help students develop enterprise skills. The annual 'fusion' event celebrates the richness of cultural diversity.



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	Good	Good	Good	Good
Care and support	Good	Acceptable	Acceptable	Acceptable

Arrangements for ensuring students' health and safety, including those for child protection and safeguarding, are good overall. The overall quality of care and support is acceptable. The school provides a safe, hygienic and secure environment for students and staff. Robust safety checks and record keeping ensure a well maintained school building with wheelchair access. Supervision of students is effective around the school and on school transport. The nurse delivers a successful health education programme integrated within the curriculum.

Staff promote positive relationships with students and this is a real strength. Regular staff training ensures they consistently apply good arrangements for students' protection, care, guidance and support including child protection. Staff are effective in protecting students from abuse including bullying, and respond quickly to incidents. The school's arrangements for promoting and monitoring attendance are very effective.

Teachers provide appropriate guidance in lessons. Identification and support for students with additional educational needs including the gifted and talented is acceptable. Presently, the quality of support for Grade 7 to 12 students in key areas of their learning, most notably in mathematics and science, is insufficient. As a result, students are not attaining as well as they could and as well as they are doing in other areas of the curriculum.

The school provides generally relevant and appropriate advice for students' next stage in the school. It does not monitor older students sufficiently well to identify their needs and prepare them better for further education.



Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is acceptable. The principal has a high profile around the school and is determined to ensure that students achieve as well as they can. This presence has helped to create high staff morale and a positive atmosphere in which everyone is motivated to help students to become critical thinkers, effective communicators and good citizens. Well-organised day-to-day management ensures the school runs efficiently.

Self-evaluation and school development planning (SDP) are acceptable overall and the pace of school improvement has quickened. The self-evaluation form and the SDP are not yet entirely aligned and key priorities are not always well defined. Plans to address the school's and the UAE's national priorities are clear. Curriculum mapping, self-evaluation and development planning are matched to the Student Competencies Framework and the inspection framework. The school contributes to international global causes through channels such as UNESCO. Leaders do not always evaluate the checks they make on teaching and learning in order to identify next steps. The remits for a few senior members of staff lack focus on specific improvements and responsibilities.

The school's governing body is supportive and provides suitable resources and facilities. It is not yet sufficiently involved in accountability processes for the quality of the school's provision. Self-evaluation includes stakeholders effectively and development planning is updated in response. Parental views are sought regularly through parent surveys, meetings, and suggestion boxes. Parents receive termly reports of their child's progress and attend parent/teacher curriculum meetings and open evenings. The school has sufficient staff and they benefit from regular professional development linked to individual needs and school initiatives. The principal and other leaders provide staff workshops for the student competences framework and speak at conferences locally and nationally. The premises are acceptable and provide appropriate facilities to support learning.



What the school should do to improve further:

1. Improve attainment in mathematics and science, especially in Grades 7 to 12 by:
 - i. strengthening teaching and learning to raise standards to the level of other subjects
 - ii. adapting the curriculum for mathematics and science to match the needs of under-achieving students and create greater challenge for higher-achieving students, and to ensure progression and continuity of learning as they move up the grades
 - iii. monitoring individual students' progress by analysing information from assessments and then identifying actions necessary to improve learning.

2. Improve the quality of teaching and assessment by:
 - i. providing opportunities for students to develop their speaking skills in Arabic lessons
 - ii. ensuring that students are supported and challenged appropriately so they make good progress in lessons
 - iii. using continuous teacher assessment during lessons to check on the quality of learning and progress
 - iv. marking students' work regularly and providing constructive feedback about what they need to do to improve
 - v. helping teachers to recognise their accountability for improving students' attainment

3. Increase the impact of self-evaluation and school improvement planning by:
 - i. ensuring subject leaders make robust and accurate use of assessment information in all subjects to set clear priorities for improvement
 - ii. monitoring and evaluating the impact of new initiatives on student learning and identifying next steps
 - iii. creating clear roles and responsibilities for school leaders so that they can be held accountable for their work in school improvement
 - iv. making school and national priorities clear in school development planning so that the most urgent areas are addressed promptly.



Possible breaches of regulations and health & safety concerns

Al Ain Juniors School

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:	
1.	
2.	
3.	

Lead Inspector	Christine Pollitt	Date	April 28, 2016
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