



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Ain Juniors School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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General Information	Inspection date:	from	14 Shaban, 1439h	to	17 Shaban, 1439h
		from	30-Apr-18	to	03-May-18
	School name	Al Ain Juniors School			
	School ID	9134 & 7134			
	School address	Falaj Hazza, Al Ain			
	School telephone	+971(0)3 781 0043 – Indian system +971(0)3 781 0077 – British system			
	School official email	alainjuniors.pvt@adec.ac.a e			
	School website	www.alainjuniors.com			
	School curriculum	Indian/British			
	School phases	KG1 to Grade 12			
	Fee range and category	Very low to low: Indian: KG1 - Grade 12 - 6,600 AED to 11,000 AED British: KG1 - Grade 12 –7,600 AED to 16,100 AED			
	Number of lessons observed	162			
Number of joint lessons observed	15				
Staff Information	Total number of teachers	187			
	Turnover rate	Indian: 5% British: 25%			
	Number of teaching assistants	6			
	Teacher- student ratio	KG:1:23Other phases: 1:10			
Student Information	Total number of students	2759			
	% of Emirati Students	3 %			
	% of Largest nationality groups	1. India:43 %			
		2. Pakistan: 24%			
		3. Egypt:23%			
	% of SEN students	1%			
	% of students per phase	KG: 15%	Middle: 25%		
Primary: 45%		High: 15%			
Gender	Boys and Girls				



The Performance of the School

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

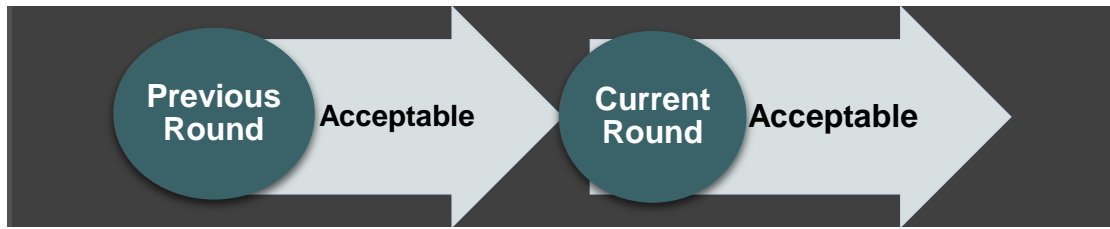


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school's senior leadership has changed since the previous inspection. The acting principal has created a welcoming learning environment where students and staff work together respectfully. The number on roll has increased slightly since the last inspection.
- The overall quality of students' achievement is acceptable overall. It is good in Kindergarten (KG), Islamic education, English, music and physical education (PE). Achievement has improved in mathematics in the high school. In KG, children make a good start to their learning in relation to their low starting points. The level of challenge across the school is not yet consistently strong enough to move the school up to the next grade of 'good'.
- Students' personal and social development and their innovation skills are good overall, and within that their personal development is very good. Students' behaviour is very good and their relationships with staff and other students are respectful. Students develop a good appreciation and understanding of UAE culture, heritage and Islamic values. Their knowledge of world cultures is strong.
- Teaching and assessment are acceptable overall, and good in KG. Teachers generally provide suitable lessons that support students' learning. Teacher training has led to adequate improvements in students' performance, but has yet to ensure consistency in learning across the school. Internal assessment processes have been established but most teachers do not always use assessment information to consistently provide learning experiences that fully meet the learning needs of all students and provide sufficient challenge, particularly for the most able students. Teachers do not always ensure that students act on their suggestions to improve their work.
- The curriculum is acceptable in the British and Indian sections. It is planned adequately to support continuity and progression in learning, but it is not sufficiently adapted to meet the needs of all students.
- Protection, care, guidance and support are good overall. The promotion of safe and healthy lifestyles is good. Processes to promote high attendance are very effective. Students with special educational need (SEN) and gifted and talented (G&T) receive acceptable support.
- Leadership is acceptable. Leaders have a clear vision for the school and are committed to inclusion. Partnerships with parents and the community are strong. School leaders have yet to improve students' outcomes, the quality of teaching and learning and the role of the middle leaders to monitor their subjects.



Progress made since last inspection and capacity to improve



- The school continues to provide an acceptable quality of education and has implemented most of the recommendations from the last inspection.
- In KG, children's achievement is now consistently good. In the high school, students' achievement has now improved from weak to good in mathematics, and from weak to acceptable in science. Islamic education and English remained good in school.
- The quality of teaching and assessment is now good in KG. In the high school, it is good in mathematics and acceptable in science. Most teachers still do not use assessment information well enough to match tasks to abilities and needs. Not all teachers guide students on how they can improve the quality of their work.
- The self-evaluation form (SEF) and the school development plan (SDP) are now aligned and note most of the key priorities. Some of the actions are new and have yet to focus sufficiently on rapidly improving students' outcomes.
- This inspection has also found that students' personal development is now very good. Care, guidance and support are also good. Partnerships with parents and the community are effective and strong.
- School leaders, including governors have now raised their expectations of what students can achieve. Governors, with the support of an educational firm, are beginning to monitor the school's work closely and to follow up so that areas for improvement are being tackled and resolved. Overall, the capacity of leaders to improve the school is acceptable.



Key areas of strength and area for improvement

Key areas of strength

- Continuous improvement in KG
- Students' very good behaviour and their relationships with each other and their teachers
- Students' understanding and appreciation of UAE culture and heritage, and Islamic values
- The attention the school gives to students' welfare, health and safety
- Strong partnerships with parents and the community to enrich students' learning

Key areas for improvement

1. Improve students' achievement in school by:
 - i. offering more effective and regular learning experiences to help students speak in standard Arabic and further develop their writing skills in the subject
 - ii. offering more opportunities for students to develop research skills in social studies.
 - iii. providing more learning experiences in mathematics, especially in primary and middle to help students develop their critical thinking and problem-solving skills
 - iv. enhancing the provision in science to help students further develop their investigative skills.
2. Enhance quality teaching and learning by:
 - i. using assessment information well to plan for next steps and helping students consistently make more than expected progress
 - ii. offering high-quality feedback to help students further improve their work
 - iii. delivering appropriately challenging tasks and activities for all students within lessons, particularly for the G&T students
 - iv. providing well targeted support to help students with SEN to make the best possible progress
 - v. offering more opportunities to help students develop innovation and enterprise skills
3. Further improve the impact of leadership and governance by:
 - i. ensuring the curriculum is adapted effectively to meet the needs of all students
 - ii. ensuring improvement systems focus more directly on the quality of students' learning experiences to rapidly narrow gaps
 - iii. developing the role of the middle leaders so that they know how to monitor the quality of teaching in their subjects



Provision for Reading

- The school has a large library that is adequately stocked with books in English and other languages such as Arabic, Hindi and Malayalam. In KG, children have access to 'Reading Centres' where they browse through books and make choices. Children enjoy reading stories from different cultures.
- In primary, students have access to books in classes and are allocated sessions to use the library for reading with their teachers. Older students explore books in the library and use computers for research. Librarians help students to develop their research skills.
- Teachers encourage students to read in class and help them read for meaning across subjects. Older students regularly take part in reading competitions to further develop their reading skills. Students are proud of their achievement in the Quran Tajweed and poetry in English.
- The school's annual action plan prioritises the importance of reading. Since the last inspection, the school has introduced a guided reading programme in English and Arabic for KG and primary.
- Teachers have attended training to develop their understanding of reading. Teachers of Arabic and English assess the quality of reading and students' reading skills are improving steadily.



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	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Acceptable	Acceptable	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. The school's assessment data shows that the large majority of students attain above age-expectations and make very good progress but this was not borne out by the learning observed during the inspection. The inspection found that attainment is acceptable overall; and that in KG, children consistently make good gains in relation to their starting points.
- IGCSE results indicate that students' attainment is good in English and mathematics and is acceptable overall in sciences. AS/ A-level results show that the large majority of students are attaining above age-related levels and international standards in mathematics and in line in sciences.
- End of term results for Grades 12 show that students' performance was outstanding in Islamic education and good in Arabic. In Central Board of Secondary Education(CBSE) examinations, students' attainment is at least good in English, mathematics and sciences. These levels of achievement are only partially supported by inspection evidence.
- Students make acceptable progress overall in lessons. SEN and G&T students make progress similar to that of their peers, as do boys and girls across the British and Indian sections.

Subjects

- Students' achievement in **Islamic education** is good overall and the majority attain above the curriculum levels and can relate their Islamic values to real life situations. In Grade 1, students develop good knowledge of etiquettes in Islam. Throughout the school, students recite the Qur'an expressively and apply Tajweed rules effectively.
- Students' achievement in **Arabic as a first language** is acceptable overall. Most students are acquiring acceptable listening skills and their reading and comprehension skills are improving steadily. Students' speaking skills are less well developed and students speak in their own dialects and not standard Arabic. Students can write short sentences, but their writing skills are not yet fully developed.
- Students' achievement in **Arabic as a second language** is acceptable overall and most develop knowledge and skills that are in line with the curriculum expectations. They develop adequate listening skills that enable them to follow instructions. Students can read and write suitable short sentences but their speaking skills are less well developed.
- Students' achievement in **social studies** is acceptable and most achieve in line with the curriculum levels. In primary, students can interpret basic maps. In middle, students learn about vegetation in the UAE, perform basic research, analyse and summarise their findings. Research and



investigative skills are less well developed.

- In the British section, students' achievement in **English** is good overall. In KG, children develop good speaking and listening skills; and use their good knowledge of letters and sounds to write their names and simple sentences. In Grade 4, students acquire good knowledge of homophones and use them well to construct meaningful sentences.
- In High, students are articulate and confidently lead on debates and write effectively for different purposes. In the Indian section, students' achievement in **English** is good. The majority of students attain above the curriculum levels. In KG, children listen attentively and can share their ideas with others. In the High school, students confidently communicate their ideas in speaking and in writing.
- In the British section, students' achievement in **mathematics** is acceptable overall and it is good in KG and High. Most students attain in line with the curriculum standards. In KG, children can order numerals and count reliably up to a given number. In primary and middle, students develop acceptable knowledge and skills to calculate and solve-problems. By the time, they reach High, students confidently solve problems and develop good critical thinking skills.
In the Indian section, students' achievement in **mathematics** is acceptable overall and it is good in KG and High. In KG, children can sort and match objects by colour and shape and explain why. . In the primary and middle, children develop satisfactory skills to tackle simple to moderate mathematical operations. In High, students develop good reasoning and problem-solving skills.
- In the British section, students' achievement in **science** is acceptable overall and it is good in KG. Most students attain in line with the age-related expectations. In KG, children explore resources well and learn how things work such as finding out how objects can sink or float. In Grade 3, students can identify and explain the functions of the digestive organs in a human body. Throughout the school, students' research and investigative skills are less developed.
- In the Indian section, students' achievement in **science** is acceptable overall and it is good in KG. In KG, children learn about the importance of personal hygiene to reduce the risk of infection. In the rest of the school, research and investigation are not sufficiently developed.
- Students' achievement in **other subjects** is good. In KG, children enjoy music and rhymes. Students appreciate art from different countries; and engage well in physical education and sports competitions. Students make good progress in information and communication technology (ICT) and computer science; and make good progress in accountancy, economics and marketing. Students achieve well in languages such as Hindi and



Malayalam.

Learning skills

- Students' learning skills are acceptable overall and good in KG. Students interact well with one another and relate their learning well to the real world. Students use laptops to support their learning. However, they do not have enough opportunities to be innovative so that they can deepen their learning. Their critical thinking, problem-solving and investigative skills are not sufficiently developed.

Areas of Relative Strength:

- Students' performance in IGCSE in English and mathematics
- Children's improved achievement in KG

Areas for Improvement:

- Students' achievement in primary, middle and high.
- Development of key learning skills including innovation, critical thinking and problem solving.



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	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
<ul style="list-style-type: none">The overall quality of students' personal and social development is good. Students behave well and demonstrate positive attitudes to learning. Their relationships with staff and their peers are productive and respectful.Students have a good understanding of healthy living. They engage in a range of activities which help them to understand the importance of eating healthily. They regularly participate in physical exercise and sports competitions. Students' attendance at 97% is very good, reflecting their enjoyment of learning. Students are punctual to school and lessons.Students have a good appreciation and understanding of Islamic values and Emirati culture. During assemblies, students lead on recitation of the Holy Qur'an and supplications. They celebrate different Islamic occasions. Students understand the importance of their heritage and show good understanding of other world cultures as in their celebration of 'Colours of the World Festival'.Students develop good leadership skills overall and these are very good in High. Students participate in events that support national and global communities. Older students actively join in the 'Model of the United Nations' debate, exploring global warming issues. Students raise funds to help others and contribute well to recycling initiatives to improve the school and locality.Students develop a good work ethic. In KG, children are creative in their play, but innovation skills and enterprise are not yet a strong feature in school. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">Students' behaviour and their relationships with each other and staff.Students' understanding of the UAE culture, heritage and Islamic values. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Students' development of innovation and enterprise skills				



Performance Standard 3: Teaching and Assessment

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

- Teaching and assessment are acceptable overall and good in KG. Most teachers demonstrate secure subject knowledge and use it adequately to support students' learning. They plan and deliver suitable activities to engage most students in their learning. In KG, teachers effectively apply their understanding of how children learn and develop in their teaching.
- Most teachers ask questions to test students' understanding. They encourage collaboration and dialogue and help students to meet the learning expectations. In the most effective lessons, teachers challenge students' thinking. In these lessons, as a result, students work at a brisk pace and make rapid progress. Overall, teachers use adequate strategies to meet the needs of individuals and groups of students. However, the needs of SEN and G&T students are not always met well enough. Teaching often does not include sufficient opportunities for students to be innovative and to think critically.
- Internal assessment processes are implemented regularly and are linked to the school's curriculum standards. The school has good systems to compare students' performance against national and international standards. Teachers have reasonable knowledge of what students know and need to learn next. However, most teachers do not use assessment data effectively to match tasks to all students' abilities and needs.
- Most teachers mark students' work regularly, but they do not always inform students what they can do next to improve the quality of their work.

Areas of Relative Strength:

- Teachers' secure subject knowledge.
- Benchmarking against national and international standards.

Areas for Improvement:

- Use of assessment information to meet students' abilities and needs.
- High quality written feedback to enable students to improve their work.
- Opportunities for innovation, problem-solving, critical thinking and investigative skills.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable and it is good in KG. The school follows the British curriculum that it has adapted to meet the learning needs of most students. It also follows the Indian curriculum, known as Central Board of Secondary Education (CBSE). The school provides education for both curricula from KG1 to Grade 12.
- The curriculum is broad and balanced. Careful planning ensures that learning progresses appropriately in most of the key subjects. The curriculum provides well for KG, in Islamic education and English in both sections. Curricular choices are acceptable overall. Older students are adequately prepared for their future education.
- Cross-curricular links are good, helping students to transfer knowledge and skills between different subjects. The school has recently reviewed curriculum planning to establish which aspects impact most positively on students' learning.
- The school suitably modifies its curriculum to meet the needs and interests of most students, but teachers do not always plan and deliver lessons that sufficiently match students' abilities and needs. The curriculum is enhanced by a range of extra-curricular activities and visits to places of interests. Opportunities to develop innovation in lessons, critical thinking, enterprise and investigation are limited.
- The curriculum makes good links with Emirati life and UAE culture and heritage. Students are enabled to participate in a range of activities such as 'National Day' and 'Year of Sheikh Zayed'. Consequently, students develop a clear understanding of the UAE values and culture.
- The new Moral Education programme is taught in English and in Arabic as a discrete subject. It is also integrated well in other aspects of the curriculum. Students learn about kindness, tolerance and respect. This results in students developing good understanding of moral values.



Areas of Relative Strength:

- Strong links between different subjects that facilitate the transfer of knowledge and skills between them.
- Links with UAE culture and heritage to support understanding of the UAE culture and society

Areas for Improvement:

- The adaptation of the curriculum to meet the abilities and needs of all students.
- Better provision for innovation, critical thinking, enterprise and investigation in all subjects.



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 of students is good. The school has effective safeguarding policies and procedures. Staff have attended training to keep children safe. Parents and children have access to such procedures. As a result, students feel safe and secure and can ask for help, if needed. Older students are knowledgeable of internet safety.
- Health and safety procedures are effective and the school conducts regular and thorough checks on the premises and resources, including supervision of students in school, and on transport. The school's record keeping and maintenance are good. Staff effectively log any concerns and take immediate action to improve their practice. The premises are fit for purpose, but they have yet to be suited to the needs of all students.
- School nurses help students to learn about healthy lifestyles. Teachers reinforce this learning in class. Students develop a good knowledge about the benefits of exercise and the importance of a balanced diet. In KG, children know that they must wash their hands before eating and why this is important.
- The school manages students' behaviour very well. Arrangements to promote high levels of attendance and punctuality are successful. The school has recently recruited a SEN co-ordinator who has begun to work with professionals to identify SEN and G&T students. Staff help G&T students to develop their talents and interests through extra-curricular provision such as drama, poetry competitions and attendance at sporting events. Provision in class does not always challenge their learning. Teachers do not always provide sufficient support for SEN students.
- Staff attend well to the needs of students' social and emotional development. Older students receive good support on careers and next destinations.

Areas of Relative Strength:

- Procedures to keep students safe and secure
- Systems to improve attendance and punctuality

Areas for Improvement:

- More support for SEN and challenge for G&T students
- The premises to meet the needs of all students



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 acting principal together and newly appointed leadership team sets a clear vision and direction for the school that is aligned with the UAE priorities. Morale throughout the school is positive and relationships and communication are professional.
- The school evaluates itself accurately. SEF report and SDP are aligned as they identify and highlight most of the key areas for improvement and show how these will be accomplished. Senior leaders have set clear roles for staff, and have now begun to monitor lessons and hold teachers accountable for their work. School leaders have also started to use assessment information to identify and set clear priorities for improvement. Some of the targets set are relatively new and have yet to improve students' outcomes and the quality of teaching and assessment. Not all middle leaders monitor the quality of teaching and learning in their subjects with sufficient rigour.
- Partnerships with parents are good. Parents visit the school regularly and support on festivals and reading. They appreciate the careful consideration of their views and the helpful information they receive from staff on their children's academic progress and well-being. Strong links with the local and wider community enrich the curriculum and students' learning.
- Governance is acceptable. The governing body responds supportively to the resource needs of the school. They now meet regularly with senior leaders and are beginning to hold them accountable for the school's performance. Governors receive guidance from an educational firm that support their understanding of where the school is at in relation to academic performance.
- The school runs smoothly and routines ensure students have access to suitable lessons and activities. Staff are suitably qualified and they support students appropriately. The premises and resources are adequate.
- To enhance students' performance, the school is taking part in international examinations such as IGCSE and AS/A levels to promote UAE priorities. The



school is also planning to promote students' attainment in the coming TIMSS examinations.

Areas of Relative Strength:

- Morale throughout the school is good
- Strong partnerships with parents and the community

Areas for Improvement:

- The role of leaders to improve students' achievement in most of the core subjects and focus on specific actions for improvement.
- The role of leaders to improve teaching and use of assessment
- Development of the middle leaders and the monitoring of their subjects