



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

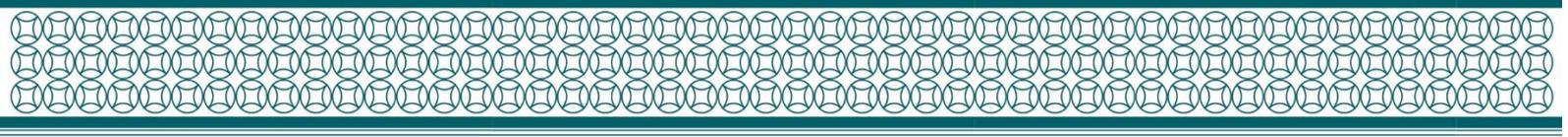
Al Ain English Speaking School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Ain English Speaking School		
School ID:	9132	School phases:	KG to High
School curriculum:*	British	Fee range and category*	AED 21,200 to AED 43,280 (medium to high)
Address:	Khalid Bin Sultan Street Falaj Hazza Al Ain	Email:	9132@adek.abudhabi.ae
Telephone:	+097 (0) 37678636	Website:	www.aess.org

*Relevant for Private schools only** Relevant for Government schools only

Staff Information			
Total number of teachers	107	Turnover rate	27%
Number of teaching assistants	41	Teacher- student ratio	1:15

Students' Information				
Total number of students	1599	Gender	Boys and girls	
% of Emirati students	20%	% of SEN students	2%	
% of largest nationality groups	Egypt: 10%, Jordan: 9%, United Kingdom: 9%			
% of students per phase	KG	Primary	Middle	High
	27%	43%	22%	8%

Inspection Details			
Inspection Hijri dates from:	27/03/1441	to	30/03/1441
Inspection Gregorian dates from:	24/11/2019	to	27/11/2019
Number of lessons observed:	121	Number of joint lessons observed:	22



The overall performance of the school:

- The school opened in 1979. Since the last inspection, the school has increased the number of students on roll by 21% and recruited experienced staff to support the school improvement agenda. There have been changes in staffing of middle leaders and of leaders' roles and responsibilities.
- The overall performance of the school has improved from acceptable to good. School leaders have taken effective steps to secure improvements in achievement in all subjects through improved teaching and curriculum. Students' personal development and protection and care of students are now very good.

Key areas of strength and areas for improvements:

Key areas of strength

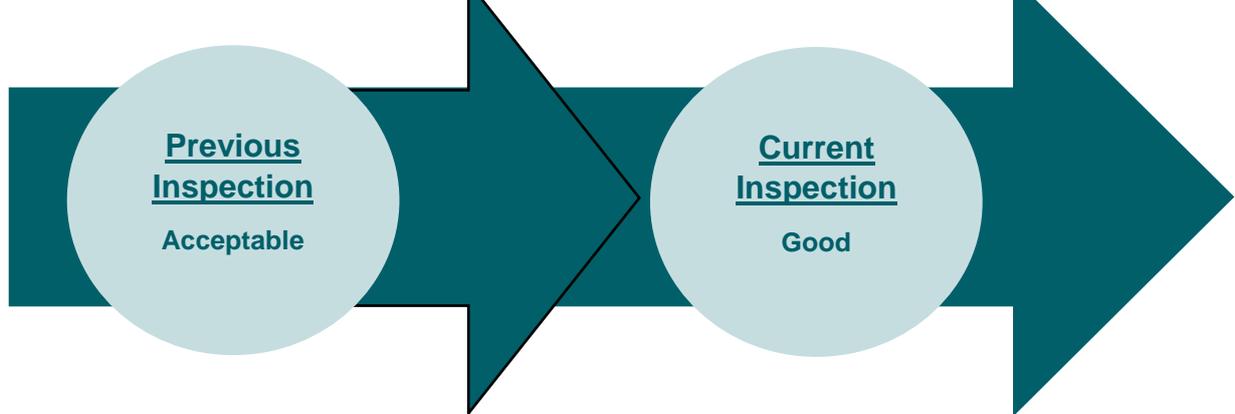
- The impact of school leaders on improving students' achievement in all subjects.
- Students' relationships with each other and their teachers, behaviour and attitudes to learning.
- Students' appreciation of Islamic values and their respect for the heritage and culture of the UAE.
- Care, welfare and safeguarding arrangements to protect students.
- The strong partnerships with parents and the community and the commitment of the governors towards the school.

Key areas for improvement

- Further enhance the quality of teaching and learning by:
 - using assessment data more effectively to influence teaching and learning
 - providing lessons that meet the needs of all students and offer challenge for higher-achieving and gifted and talented (G&T) students
 - ensuring teachers help students who speak English as an additional language (EAL) understand subject specific terms to support their learning
 - offering students more opportunities to write long stories in both Arabic and English, and for students who speak Arabic as a second language (ASL) to practise further their speaking
 - providing more opportunities in lessons for students to develop consistently their innovation and technology skills.
- Further improve the effectiveness of middle leaders by:
 - training leaders in adaptation of the curriculum to meet the needs of all students
 - holding teachers more accountable for assessment data in order to accelerate sharply the rate of students' progress.



Progress made since last inspection and capacity to improve



- The school leaders have made good progress in addressing all recommendations in the previous inspection report. The school has improved students' achievement from acceptable to good. Teachers now make very strong links in lessons between Islamic values and Emirati culture across English-medium subjects and have shared best practice in school.
- Teachers now use the assessment data to inform teaching, to identify gaps in learning and to plan for next steps. This has led to good progress overall. In a minority of lessons, teachers do not use assessment information effectively, particularly for the higher-achieving and G&T students.
- Students with special educational needs (SEN) receive good support and make good progress in relation to their individual starting points. Students now have good opportunities to work independently and to develop critical thinking skills in lessons.
- Leaders now ensure that self-evaluation is aligned consistently to the UAE inspection framework. They triangulate judgements across all performance standards. Middle leaders are developing their roles as they monitor students' achievement, monitor the analysis of data and help to plan for next steps. This has resulted in good achievement. They have yet to hold teachers more accountable for students' outcomes and ensure that assessment is used to accelerate sharply students' achievement in their subjects. School leaders have good capacity to improve the school further.



Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Students' achievement has improved and is now at least good in all subjects. It is very good in mathematics in High phase and in other subjects in KG and Primary. Students' attainment is now good overall. It remains acceptable in Arabic as a second language (ASL).The majority of groups make better than expected progress. Higher-achieving and G&T students do not always make the progress they are capable of.Students' learning skills are good overall. Students engage well in learning and make very good links between subjects and the real world. Innovation and use of technology in lessons are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Students' personal development has improved and is now very good. They display very positive attitudes to learning, behave very well and develop very good relationships with others.Students' knowledge of the UAE culture, heritage and understanding of Islamic values and other world cultures have improved and is now very good.Students' contribution to the life of the school and the wider community has improved and is now very good. However, in primary, students do not always initiate projects. The innovation in lessons is not consistently strong.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Teaching and use of assessment has improved in Primary and Middle and is now consistently good in all phases. Teachers use their good subject knowledge and deliver engaging lessons. Internal assessment processes are effective.The systems for measuring students' outcomes against national and international expectations are very well established.		



	<ul style="list-style-type: none"> Not all teachers consistently use assessment information to fully match tasks to students' abilities and needs, particularly for the higher-achieving and G&T students.
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Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum is now consistently good in all phases. It is broad and relevant and now provides good continuity and progression for students' learning. There are strong links between subjects, helping students to develop very good knowledge of UAE culture and heritage. Occasionally, the curriculum is not adapted well enough to fully meet the needs of all students. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Arrangements for care, welfare and safeguarding have improved and are now very effective. Systems to support students' positive behaviour and attendance are very well embedded. The school has now established very good processes to identify SEN and G&T students. SEN students receive good support and learn well, but support and challenge for the higher-achieving and G&T students are not fully developed. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Self-evaluation and improvement planning have improved and is now effective in improving almost all aspects of the school's performance. Governors has improved and are now very effective. They ask challenging questions and regularly visit the school to ensure students achieve well. Leaders have recognised the need for further training of middle leaders. 		



Performance Standard 1: 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	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
* Arabic (as additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	Good	Good
	Progress	Very Good	Very Good	Good	Good
Learning Skills		Good	Good	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good. In lessons and over time, the majority of students make good progress.• Attainment is good. Internal data and Grade 12 MoE examination results show that attainment is outstanding. This is not borne out in lessons and students' work, where only the majority attain above curriculum standards.• In Primary and Middle, students develop good understanding of Islamic teaching and etiquettes and its application to their daily lives. In High, students show good knowledge of Islamic values, such as how rumours can have a negative impact on Islamic society. They can recite prescribed Surahs and explain their meaning knowledgably. However, they do not all follow the Tajweed rules correctly.• The majority of groups of students make better than expected progress.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' understanding of Islamic teaching and etiquettes and linked to their daily lives.• Knowledge of Islamic values of students in High.</td><td><ul style="list-style-type: none">• Students' application of correct Tajweed rules.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' understanding of Islamic teaching and etiquettes and linked to their daily lives.• Knowledge of Islamic values of students in High.
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Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is good overall in both Arabic as a first language (AFL) and Arabic as a second language (ASL). In lessons and over time, the majority of students make good progress.• Students' attainment is good in AFL and acceptable in ASL. Internal data and Grade 12 MoE examination results show that attainment is outstanding in AFL and very good in ASL, although this is not borne out in lessons and students' work where only the majority attain above curriculum standards.• The majority of students make good progress in listening, speaking, reading, and comprehension skills. In AFL in KG, children can identify the names and sounds of letters in different positions in a word and blend them together to make simple words. In Primary and Middle, students develop strong reading and comprehension skills in both AFL and ASL. They can read a story appropriate to their level and extract the main events. In AFL they can recount the story using correct grammar. In High, students can extract the metaphorical expressions from the text and apply the grammar rules in their speech and writing. However, students' extended writing is less well developed across the school in both AFL and ASL and their speaking skills in ASL.• The majority of groups of students make good progress.			
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Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and over time, the majority of students make good progress.• Attainment is good. Internal assessment data indicates that students' attainment is good, and this is seen in lessons and students' work, where the majority attain above curriculum standards.• Across the school, students develop good understanding of UAE culture and history. In Primary, students gain a good knowledge of UAE in the past. For example, the types of jobs women had in the past. In Middle, students gain good knowledge and understanding about citizenship and geography. They can identify the characteristic of a good citizen and how to apply it to their daily life. They can justify the increase of population in the UAE, but their map-reading skills to extend their learning are less well developed.• The majority of groups progress well.			
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English	<ul style="list-style-type: none">• Students' achievement in English is good overall. In lessons and over time, the majority of students make good progress.• Attainment is good. IGCSE and A' level examination results, and internal data show that students' attainment is good overall. This is seen in lessons and students' work, where the majority attain above curriculum standards.• In KG, children make good progress as they develop good speaking skills and know how to relate letters to the sounds they make. In Primary, students listen attentively and show good understanding when they take part in discussions. In Middle, students develop good reading, understanding and comprehension skills. They can extract the main themes from texts and videos and write their own reports on the topic, however their writing skills are less well developed. In High, students are articulate. They are confident to interpret information from texts.• The majority of groups of students make good progress in lessons. However, higher-achieving students do not fully develop their creative and extended writing skills.			
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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall and it is very good in High. In lessons, and over time, students make good progress overall and very good progress in High.• Attainment is good overall. IGCSE and A' level examination results, and internal data show that students' attainment is good overall and very good in High. This is seen in lessons and students' work, where the majority attain above curriculum standards.• In KG, children make good progress, recognising increasingly complex shapes and counting well beyond 20. In Primary and Middle, students make good progress as they develop a good level of mental mathematics. In High, students develop very good knowledge and mathematical skills in calculus. The majority solve complex equations and think critically. A minority of students find it difficult to apply their mathematical skills to real-life problems• The majority of groups of students make good progress. Progress, particularly of higher-achieving and G&T students, is insufficient to further extend reasoning skills.			
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Science	<ul style="list-style-type: none">• Students' achievement in science is good. In lessons and over time, the majority of students make good progress.• Attainment is good overall. IGCSE and A' level examination results show that students' attainment is good. This is seen in lessons and students' work, where the majority attain above curriculum standards.• Throughout the school, children and students develop good curiosity and investigative skills. In KG, children explore and experiment using a wide range of resources to find out how things work. In Primary, students can predict, observe and record practical activities. In Middle and High, students develop good investigation skills as they experiment, and compare results.• The majority of groups make good progress, though progress is slower for a few EAL students as they do not always understand the meaning of some scientific words.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Predicting, exploring and observing skills in Primary.• Practical and investigation skills.</td><td><ul style="list-style-type: none">• Understanding of scientific terms for EAL students.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Predicting, exploring and observing skills in Primary.• Practical and investigation skills.
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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good and it is very good in KG and Primary. In lessons and over time, students make good progress overall and very good progress in KG and Primary.• Attainment is good overall. Internal and IGCSE assessment data shows that students' attainment is good overall and very good in KG and Primary, and this is seen in lessons and students' work, where at least the majority attain above curriculum standards.• In art, KG children are very creative in the way they use a wide range of resources. In PE, students develop very good physical skills, and ability to compete in sport in High. In music, children sing rhymes and songs and students in Primary learn to compose and appreciate music, however not all students play on a musical instrument to apply their learning. In French and Spanish, students develop good communication skills. In business studies, students explore models of supply and demand. In computer science, students develop good technology skills, but these are not always transferred to other subjects.• The majority of groups of students progress well.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Creativity and imagination in art and music in KG and Primary.• Students' physical development and competition in sport.</td><td><ul style="list-style-type: none">• Students playing musical instruments to apply their learning.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Creativity and imagination in art and music in KG and Primary.• Students' physical development and competition in sport.
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Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall and very good in mathematics in High and in other subjects in KG and Primary, where they show creativity.• Students interact well with each other, work independently, make very good links between subjects and relate their learning very well to the real world.• Students develop good critical thinking, enquiry, problem-solving and strong leadership skills• Innovation and use of technologies are less strong in lessons.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' engagement and ability to relate their learning to the real world.• Students' creativity in KG and Primary.</td><td><ul style="list-style-type: none">• Innovation and use of technology in lessons.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' engagement and ability to relate their learning to the real world.• Students' creativity in KG and Primary.
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Performance Standard 2: 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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Overall, students' personal and social development, and their innovation skills are very good. Students are courteous, display very positive attitudes to learning and behave very well. KG children are clear about school rules and show consideration to others. Bullying is rare. Relationships between students and staff are respectful and supportive.
- Students know how to keep themselves safe, including when using the internet. They participate very well in physical activities, including sport competitions and swimming. Children know about personal hygiene.
- Students' attendance is very good at 96%. Students are punctual to lessons and enjoy coming to school.
- Students have a very clear understanding of Islamic values and appreciate how they influence UAE life. This is demonstrated by their tolerance and care for each other. They lead assemblies with readings from the holy Qur'an. Students show a very good knowledge of their own identity and other world cultures.
- Students contribute very well to the life of the school and the wider community. They enjoy health awareness programmes and support initiatives to promote sustainability and conservation.
- Students show a very good work ethic across the school. KG children are very creative. In Middle and High, students are innovative, initiating and managing projects. In Primary, students do not always initiate projects. Innovation in lessons is not consistent.

Areas of Relative Strength:

- Students' attitudes to learning, behaviour and relationships.
- Students' respect for UAE culture and heritage and their understanding of Islamic values.

Areas for Improvement:

- Students' innovation in lessons and ability to initiate projects in Primary.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is good. Most teachers demonstrate secure subject knowledge and plan lessons that enthuse students. They use time and resources effectively to support students' learning.• Teachers use questions well to gauge students' understanding and encourage dialogue. This helps students to reflect on their learning and achieve well.• Teachers use a good range of strategies to meet students' needs. In the most effective lessons, students think critically, learn to solve problems and become independent learners. However, in a minority of lessons, the higher-achieving and G&T students do not receive enough challenge. A few EAL students do not always receive support to access the curriculum particularly in science. Innovation and use of learning technologies are inconsistent in lessons.• The school's internal assessment processes are effective. Systems to benchmark students' performance against national and international expectations are very well embedded.• Teachers analyse assessment data to measure students' progress and use it well to inform teaching and learning. Occasionally, teachers do not use assessment information effectively to meet the needs of all students particularly the higher achieving and G&T students.• Teachers know students well and provide them with oral and written feedback to help them further improve. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">• Teachers' subject knowledge and use of questioning.• Benchmarking against national and international expectations. <p>Areas for Improvement:</p> <ul style="list-style-type: none">• Use of assessment to meet the needs of all students.• Use of innovation and learning technologies in lessons, particularly to challenge higher achievers.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is good. It is broad and balanced and builds on students' prior knowledge and skills. The English National curriculum provides a very good range of experiences to help children and students learn and develop. Older students receive a very good choice of subjects to meet their interests and aspirations.• Very well-planned cross-curricular links provide very good opportunities for students to transfer knowledge and skills between different subjects. Regular reviews and modification of the curriculum have resulted in good provision in almost all subjects. However, it does not yet fully meet the needs of those who are EAL, ASL learners, higher-achieving and G&T students.• The curriculum is well enhanced by extra-curricular activities. This enables students to develop their enterprise, social contribution and creativity. Innovation in lessons is inconsistent.• Very strong links with the Emirati culture and UAE society enables students to develop very good knowledge and understanding of the culture and values that influence UAE life.• Moral education is successfully taught as a subject throughout the school. It is skilfully integrated in other subjects and assemblies. The impact is evident in students' respect, responsibility and tolerance of others.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Meaningful cross-curricular links.• Links with Emirati culture and UAE society.				
Areas for Improvement:				
<ul style="list-style-type: none">• Further modification to meet the needs of all students.• Innovation in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good. The school has rigorous procedures for safeguarding students, including child protection. These are very well implemented and are shared with parents. Students show a very good knowledge of e-safety and anti-bullying. They are very confident to seek help if they are worried.Staff provide a safe, attractive and secure environment. They undertake robust and regular checks on the premises and resources. Supervision of students is very thorough, including transport. Buildings and equipment are very well maintained. The school maintains detailed and secure records, including incidents and subsequent actions.The school nurse and staff promote healthy living very effectively, including health and hygiene and physical activities.Systems for managing students' behaviour and forming positive relationships are very effective. Procedures to improve attendance are successful. The school follows up absences and seeks ways to support parents and students.The school has established very good systems to identify SEN and G&T students. SEN students receive good support from specialist teachers and support staff. This helps meet their needs. However, G&T students are not always sufficiently challenged in lessons.The school provides very good care for all students and supports their personal, social and emotional well-being very effectively. Senior students receive personalised support and academic guidance, including career pathways. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">The high priority the school gives to students' welfare, health and securityThe care and academic guidance students receive. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Challenge for G&T students in lessons.				



Performance Standard 6: Leadership and management

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

- Leaders at all levels have a very clear vision that is shared by the whole school community. They demonstrate a very strong commitment to UAE national priorities.
- Senior leaders provide good direction, based on their knowledge and experience of curriculum and teaching. They are successful in establishing an inclusive learning environment and achieving good outcomes. Relationships between staff and other stakeholders are professional and very effective. Morale is very positive.
- Leaders have improved almost all aspects of the school. They have raised expectations and improved accountability and training of staff. The school's capacity for further improvement is good.
- Self-evaluation is comprehensive. Leaders regularly measure the school's progress and the school development plan has addressed almost all of the recommendations from the previous inspection. Middle leaders are not yet fully adapting the curriculum for G&T students.
- Senior leaders observe staff regularly and check students' achievement. Middle leaders are developing their roles and have yet to hold teachers more accountable for students' progress.
- Parents contribute very well to the life of the school and work as a strong link between the school and the community. Parents report that staff keep them very well informed about their children's academic progress and well-being and their children learn well.
- The school has established very strong links with outside professionals and relevant agencies to enrich the curriculum.
- The Governing Board includes representation from the owner, parents and teachers. Governors are visible in school and seek staff, parents and students' views. They support the school very well and are holding leaders more accountable for students' performance. They ensure that the school is improving.
- The day-to-day management of the school is very effective and has a positive impact on students' outcomes. The school has suitably qualified teachers who benefit from regular training. Premises are well used to support the effective delivery of a good curriculum.
- The school use IGCSE and A' level tests to benchmark their students against international standards and to prepare them for TIMSS and PISA international examinations. Results are analysed by staff to further support students' learning and raise their standards.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas of Relative Strength:

- The vision and direction of school leaders.
- The strong partnerships with parents and the community and the commitment of the governors.

Areas for Improvement:

- Improvement to curriculum management to meet the needs of all students.
- Development of the middle leaders to drive further improvement in their subjects.



Provision for Reading

Provision for Reading

- The school provides an attractive learning environment that promotes enjoyment of reading. There is a large library that is well stocked with books in English and Arabic for all age groups. Older students explore books and use computers for research in the library. The librarians and teachers help students to develop their research skills.
- The school makes very good use of the space available to support reading. Children have access to 'Reading Corners' where they can browse through books and make choices. School leaders have invested in programmes to develop students' reading and comprehension skills. Guided reading is well established in Primary. Teachers encourage students to read in subjects and help them to develop their comprehension skills.
- Students take part in reading activities such as 'Everyone Reading in Arabic'. Older students support the Primary Buddy Reading Scheme. Students actively compete in reading competitions in both Arabic and English and have won awards. Activities such as quizzes and book reviews broaden students' reading experiences.
- Teachers of Arabic and English have attended training to develop their pedagogy skills in reading. They assess the quality of reading to equip students to read for meaning.