



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Sunrise English Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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General Information	Inspection date:	from	21 Shaaban, 1439h	to	24 Shaaban, 1439h
		from	07-May-18	to	10-May-18
	School name	Sunrise English Private School			
	School ID	9120			
	School address	Shabiya, Mussafah, Abu Dhabi			
	School telephone	+971(0)2 552 9989			
	School official email	sunriseenglish.pvt@adec.ac.ae			
	School website	www.seps-auh.com			
	School curriculum	Central Board of Secondary Education (CBSE)			
	School phases	KG1 to Grade 12			
	Fee range and category	Very low : AED 6,800- AED 10,700			
	Number of lessons observed	170			
Number of joint lessons observed	20				
Staff Information	Total number of teachers	158			
	Turnover rate	10%			
	Number of teaching assistants	4			
	Teacher- student ratio	KG: 1: 25 Other phases: 1:30			
Student Information	Total number of students	2817			
	% of Emirati Students	0 %			
	% of Largest nationality groups	1. India 98 %			
		2. Pakistan 1%			
		3. Sri-Lanka 1%			
	% of SEN students	10%			
	% of students per phase	KG: 15%	Middle: 37%		
Primary: 30%		High: 18%			
Gender	Boys and Girls				



The Performance of the School

Performance Standard 1

Students' Achievement

Good

Performance Standard 2

Students' personal and social development, and their innovation skills

Very Good

Performance Standard 3

Teaching and Assessment

Good

Performance Standard 4

Curriculum

Good

Performance Standard 5

The protection, care, guidance and support of students

Very Good

Performance Standard 6

Leadership and management

Good

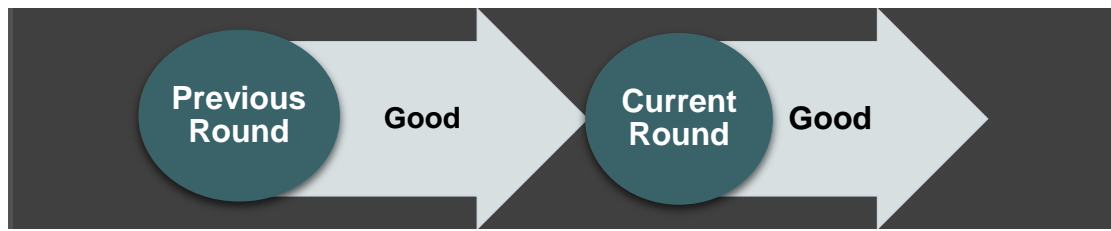


Evaluation of the school's overall performance

- The overall performance of the school is good. There is an established leadership team and staff turnover is low. This stability has enabled the school to maintain the overall 'good' judgement gained at the last inspection.
- The overall quality of students' achievement is good. In KG, children make good progress in relation to their individual starting points. Students' achievement in Arabic as a second language is acceptable overall. In all other subjects, students' attainment is good and they make good progress overall. The level of challenge across the school is not yet consistently high enough. Learning skills are good.
- Students' personal and social development and their innovation skills are very good. Students' behaviour and attitudes to learning are very positive. Their relationships with one another and with their teachers are very respectful. Students develop a very good understanding of UAE culture and heritage and Islamic values and world cultures. Students initiate and lead on innovative projects.
- Teaching and assessment are good overall. Teachers deliver engaging lessons that motivate students to learn. Teachers skilfully benchmark students' attainment against national and international expectations, but in a small minority of lessons, teachers do not always use assessment data well enough to consistently provide activities that fully meet the learning needs of all students, including the more able students, The teaching of Arabic as a second language is acceptable overall. Teachers do not always ensure that students address their comments to further improve their work.
- The curriculum is good. It enables students to make very strong links with UAE culture and society and to transfer knowledge between different subjects. Occasionally, it is not adapted well enough to meet the needs of all students.
- Protection, care, guidance and support are very good. Systems to identify students with special educational needs (SEN) and gifted and talented students (G&T) are well established. SEN students make good progress overall. However, G&T students do not consistently receive the challenge they need to maximise their learning potential.
- Leadership is good. The day-to-day management of the school is very effective. Partnerships with parents are good and community links are very strong. The capacity of middle leaders is not sufficiently well developed to increase the quality of teaching and learning in their subject areas so that student outcomes are raised even further.



Progress made since last inspection and capacity to improve



- The school continues to provide good quality education and has successfully acted on most of the recommendations from the last inspection.
- In KG, children's achievement is now consistently good. Across the school, students' achievement has now improved significantly in most subjects and it is now consistently good. Overall achievement in Arabic as a second language remains acceptable, however.
- Effective training has strengthened teachers' skills, resulting in improved levels of student achievement. Teachers now use their knowledge effectively to help students achieve well. In a minority of lessons observed, teachers do not use assessment information well enough to match learning activities to the abilities and needs of the students. Not all teachers are yet effective in guiding students on how they can improve their work.
- The curriculum has now improved from acceptable to good. The school has reviewed its curriculum to ensure it meets the needs of most students. Students take part in research and investigations and write creatively in English. Students now have better opportunities to be innovative in their work, although this is less developed in Arabic. In KG, children are now encouraged to make considered choices between and within learning and play activities each day.
- This inspection team found that students' personal and social development, and their innovation skills are very good. Students' attendance has improved from good to very good. The quality of the care, guidance and support of students is now very good overall.
- Governance is now good. School leaders, including governors, have raised their expectations. They monitor the school's work closely and follow up areas for improvement rigorously. They have sustained good performance and improved key aspects of the school. Overall, school leaders' capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

- The impact of school leaders on improving students' achievement in school.
- Students' very positive attitudes to learning, behaviour and improved attendance that contribute to a positive learning environment.
- Students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values.
- The high priority the school gives to students' welfare, health and safety.
- Strong partnerships with parents and the community that enrich students' learning.
- Effective management of the day-to-day life of the school that enables the school to run smoothly.

Key areas for improvement

1. Improve achievement in Arabic as a second language by:
 - i. modelling and consistently guiding students how to form letters of the Arabic alphabet
 - ii. offering more effective and regular learning experiences to help students develop their creative writing skills and innovation in their learning
 - iii. consistently checking the progress students make and offering them support so that they learn well.
2. Enhance teaching and learning by:
 - i. using assessment information effectively to plan for next steps in learning
 - ii. offering high-quality feedback to help students further improve the quality of their work
 - iii. delivering appropriately challenging tasks for all students within lessons, particularly for the more-able and G&T students
 - iv. adapting the curriculum more effectively to meet the learning needs of all students.
3. Further improve the impact of leadership by:
 - i. developing the role of the middle leaders so that they are further equipped to monitor and improve their subjects



Provision for Reading

- The school provides a welcoming learning environment for students to read. There are two libraries that are well stocked with books in English and languages such as Arabic and Hindi. Books are appropriate for students' ages and stages of development. In KG, children enjoy books in 'Book Centres' and quickly learn to tell their favourite stories. Librarians make themselves available in the library, including during break times, to support students in reading. Students develop interest in, and enthusiasm for reading and researching various subjects.
- Teachers allocate special reading sessions in the library to encourage students to share a book with a friend or search for their favourite story. They encourage students to read in all subjects and how to read for meaning. Students lead on initiatives such as recycling of books to help students and families exchange books to promote reading in the community. Students successfully take part in reading competitions in English that won them several awards.
- The school's annual action plan prioritises the importance of reading. Teachers receive professional development to strengthen their skills in the teaching of reading.
- In the Programme for International Student Assessment (PISA), students' attainment is above international standards in reading. Overall, teachers have good knowledge of how to teach reading and to assess students' reading regularly. This is stronger in English, and it is improving steadily in Arabic.



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



Overall achievement

- The overall quality of students' achievement is good. The school's assessment data shows that, by the end of KG2, the large majority of children attain above age-expectations. The inspection team found that children achieve well overall in relation to their individual starting points. Across the school, teachers' assessments indicate that the large majority of students attain above the curriculum levels and their progress is very good, but this is not borne out by the learning observed during the inspection.
- In Central Board of Secondary Education (CBSE) examinations, students' attainment is very good in English, mathematics and sciences. Recent PISA examinations show that students attain above the standards in English, mathematics and science. End of term results for Grades 12 show that students' performance was very good in Islamic education and Arabic.
- Students make good progress overall in lessons. Students with SEN make progress similar to that of their peers, as do boys and girls and students from other nationalities. G&T and more-able students do not always make the progress of which they are capable in lessons.

Subjects

- Students' achievement in **Islamic education** is good and the majority attain at levels above the curriculum standards. Students develop good knowledge of Islamic values and etiquette. Qur'an recitation and Tajweed rules are good. Older students read expressively and for meaning, and confidently share their ideas about the importance of respect, sincerity and kindness in Islam.
- Students' achievement in **Arabic as a Second Language** is acceptable and most attain in line with curriculum expectations. Students develop adequate speaking, listening and comprehension skills and their reading skills are improving steadily. Students can write simple words and sentences, though their letter formation and writing skills are less well developed. Students do not receive enough opportunities to be innovative in their work in Arabic.
- Students' achievement in **social studies** is good and the majority attain levels that are above curriculum levels. Students develop clear understanding of UAE history and appreciate the role of key leaders in building the country. Students willingly lead on projects to promote sustainability. In middle school, students regularly test for the level of potential hydrogen 'pH' in water in school and report regularly to the local environmental agency.
- Students' achievement in **English** is good. The majority attain above age-related expectations. Students acquire good speaking, listening, reading, and writing skills. In KG, children share their thoughts and use their knowledge of letters and sounds to write their names and simple sentences. In primary, students read for meaning and use good grammar in their writing. By the time



they reach high school, students confidently lead on debates and write effectively for different purposes.

- Students' achievement in **mathematics** is good overall and the majority attain above curriculum levels. In KG, children recognise numerals, count objects and match to corresponding numerals correctly. In primary, students develop good calculations and reasoning skills. In High, students confidently solve problems and think critically. This prepares them well for international examinations as in the case of CBSE where they attained above the expectations.
- Students' achievement in **science** is good across the school and the majority attain above the curriculum expectations. In KG, children explore different colour paints and observe how colours change when they mix. Throughout the school, students develop good enquiry, research and investigative skills.
- Students' achievement in **other subjects** is good overall. In KG, children enjoy music and art and develop creativity well in their play. Students make good progress in information and communication technology (ICT) and computer science. They participate well in physical education and enjoy sports competitions. Students achieve well in Hindi, civics and economics.

Learning skills

- Students' learning skills are good overall. Students interact well with one another and relate their learning very well to the real world. They use technologies effectively to support their learning. Students are innovative and develop good independent learning, leadership, critical thinking and problem-solving skills overall, but these skills are not well developed in Arabic

Areas of Relative Strength:

- Students' performance in CBSE examinations.
- Students' improved achievement in most subjects.
- Students' learning skills.

Areas for Improvement:

- Students' achievement in Arabic as a second language.
- The progress of G&T and more-able students in lessons.



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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- The overall quality of students' personal and social development is very good. Students have very positive attitudes to learning and benefit from respectful relationships with their teachers and friends. They behave very well and, as a result, learning proceeds without significant disruption.
- Students understand well the importance of leading healthy lifestyles and regularly participate in physical exercise and sports. Not all students make wise choices about healthy eating. Students' attendance at 96% is very good and they are punctual to school and to lessons.
- Students demonstrate a very good appreciation and understanding of the UAE culture, heritage and Islamic values. They respect the National Anthem and UAE flag, and lead on the reading of the Holy Qur'an in assemblies. Students are proud of their identity. Through art, music, regular reports on 'World Affairs', and celebrations of different festivals, students develop a very good understanding of different people cultures and communities.
- Students participate willingly in a range of activities to support the local community and beyond. School councillors represent the views of students in their meetings with the leadership team and initiate activities. Student class monitors and prefects support other students' social and emotional skills very effectively. Students develop a very good sense of environmental responsibility to promote sustainability that won them 'Sustainable School Initiatives Award'. Students raise funds for the Red Crescent charity to support others.
- Students have very good work ethic. They initiate and lead on innovative projects, supporting their enterprise skills.



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Areas of Relative Strength:

- Students' behaviour and attitudes to learning.
- Students' understanding and appreciation of the UAE culture, heritage and Islamic values and world cultures.

Areas for Improvement:

- Not all students make wise choices about healthy eating.



Performance Standard 3: Teaching and Assessment

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

- Teaching and assessment are good overall. Most teachers have good subject knowledge, which they apply well to plan interesting activities that motivate students to learn. They share learning objectives with students so that they know what is expected. Teachers question students effectively to check their understanding, encourage dialogue skilfully and challenge their thinking often. Consequently, students' progress well.
- Lessons are purposeful and time is well used to support students' learning. Teachers help students to develop good investigative, problem-solving and critical thinking skills.
- Continuous assessment procedures are robust and effective. The school measures students' performance effectively against curriculum standards and national and international expectations to ensure good progress is maintained.
- Leaders and staff meet regularly to analyse the assessment data for individuals and groups of students. They identify students who are falling behind and provide additional support to help them catch up. A small minority of teachers do not use assessment information well enough to plan the next steps in learning, particularly for the more-able and G&T students and in Arabic lessons.
- Teachers mark students' work regularly and encourage students to check each other's work. They do not always ensure students act on their suggestions to improve their work.

Areas of Relative Strength:

- Teachers' good subject knowledge and the way they share the learning objectives with students.
- Benchmarking of students' achievement against national and international standards.

Areas for Improvement:

- Consistent use of assessment data to match tasks more precisely to different abilities and needs, including in Arabic as a second language.
- Consistently high-quality marking and feedback.



Performance Standard 4: Curriculum

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

- The curriculum is broad and relevant. It follows the Central Board of Secondary Education (CBSE) curriculum. The curriculum provides good opportunities for students to develop their knowledge, skills and understanding in the subjects taught.
- The curriculum makes effective provision for continuity and builds well on students' prior learning. There is a broad enough range of subjects for older students to choose from, so that they can meet their aspirations and goals. Students are well prepared for the next stages of their education.
- Links with the Emirati culture and other subjects are very strong. This enables students to transfer knowledge and skills between different subjects and to develop very good understanding of UAE culture and society. The curriculum provides well for students to develop enterprise and innovation through lessons, extra-curricular activities and special events.
- Curriculum review and development are regular and effective. Teachers modify the curriculum to meet the learning needs of the majority of students. In a small minority of lessons, however, teachers do not consistently take sufficient account of the needs of the more-able and the G&T students. Differentiation is not sufficiently strong in lessons for Arabic as a second language.
- The Moral Education programme is taught in English and is integrated well in other aspects of the curriculum. This results in students developing very good understanding of moral values, including the rules of law. These are demonstrated in students' sense of responsibility, respect, tolerance, and work ethic.

Areas of Relative Strength:

- Effective links between different subjects that facilitate the transfer of knowledge and skills between them.
- Links in lessons to broaden students' understanding of life in the UAE.

Areas for Improvement:

- More modification of the curriculum to meet the needs of the more-able and G&T students, and of all students learning Arabic as a second language.



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	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The protection, care, guidance and support for students are very good overall. The school has rigorous safeguarding policies and procedures. Staff have undertaken training and know how to fully protect students in their care. Parents and students are fully aware of such procedures. Students feel safe and secure. Older students lead on campaigns related to cyber-bullying. Students are very confident to seek help should a welfare concern arise.
- Staff conduct regular and robust checks on the premises and resources and review their procedures to further improve their practices. They supervise students very effectively in school and on transport. The school site is very well maintained and secure. The school nurses and staff promote healthy lifestyles effectively through, for example, the health awareness programme and assemblies.
- Processes to maintain behaviour and relationships are very effective. Systems to promote high attendance are successful. The school rewards high attendance in assemblies and teachers help students understand the importance of attendance and its impact on achievement.
- The school has good systems to identify SEN and G&T students. Effective support helps SEN students make good use of their abilities. G&T students are not always challenged sufficiently.
- Students receive very good support in their personal and social development. Older students receive personalised advice and career choices.

Areas of Relative Strength:

- Procedures to keep students safe and secure.
- Systems to support students' behaviour and relationships

Areas for Improvement:

- More consistent challenge for G&T students.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">• Leaders at all levels, set a clear vision and direction that is in line with the values and priorities of the UAE. Relationships and communications within the school community are effective. Staff are committed to inclusion and morale is high. The school has yet to improve students' achievement in Arabic.• The school's self-evaluation (SEF) highlights the school's strengths and informs developments. The school development plan (SDP) addresses the school's priorities. Leaders support staff well and observe them regularly, but the role of middle leaders is underdeveloped in helping teachers strengthen their skills and holding them accountable for students' outcomes.• Partnerships with parents are good. Parents contribute well to activities that support the school's work. Staff keep parents well informed about their children's academic progress and well-being. The school has established very strong links with the local and other schools in the Emirate and beyond to enhance students' learning.• The governing body is effective. Governors seek the views of staff, parents and others to gain knowledge about the school. They meet regularly with senior leaders and hold them accountable for students' achievement. They know the school's strengths and what needs to be improved.• The day-to-day management of the school is very effective; procedures and routines have a positive impact on improving students' outcomes. Premises and resources are used effectively to promote students' achievement. This has yet to result in higher achievement for all students.• To enhance its performance in international assessments, the school analyses students' results for examinations such as PISA and CBSE and uses this data to inform teaching and learning. There are firm plans to further promote students' performance in the coming TIMSS test.	



Areas of Relative Strength:

- Improving students' achievement in most subjects
- Communication with parents and links with the community.

Areas for Improvement:

- Improving achievement in Arabic as a second language
- Further development of the role of middle leaders in improving teaching and learning.