



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Dar Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	12 Jumada Al-Awwal, 1439	to	15 Jumada Al-Awwal, 1439		
		from	29-Jan-18	to	01-Feb-18		
	School name			Al Dar Private School			
	School ID			9138			
	School address			Musaibeekh, Al Foaaa, Al Ain			
	School telephone			+971 (0) 3 783 2213			
	School official email			Aldar.pvt@adec.ac.ae			
	School website			www.aldarps.com			
	School curriculum			MOE			
	School phases			KG-G12			
	Fee range and category			AED 7370 – AED 14805 (low range)			
	Number of lessons observed			94			
	Number of joint lessons observed			8			
Staff Information	Total number of teachers			46			
	Turnover rate			4%			
	Number of teaching assistants			5			
	Teacher- student ratio			1: 14			
Student Information	Total number of students			639			
	% of Emirati Students			17%			
	% of Largest nationality groups			1. Egypt 30%			
				2. Syria 15%			
				3. Jordan 8%			
	% of SEN students			1%			
	% of students per phase			KG: 18%		Middle: 22%	
				Primary: 34%		High: 25%	
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 
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 

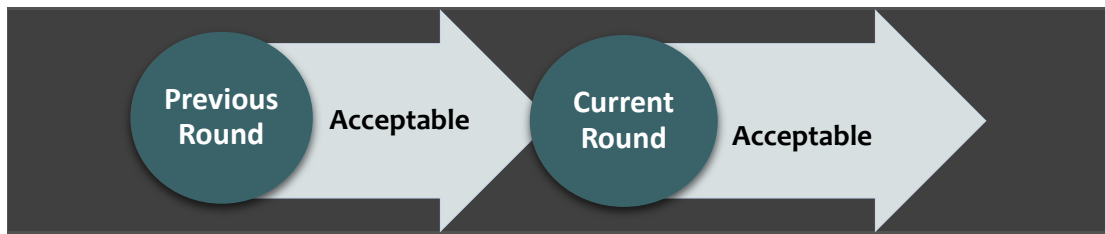


Evaluation of the school's overall performance

- The overall performance of the school is acceptable, although the personal development of students and the way they are cared for and supported is good.
- Achievement is acceptable overall, but good in Arabic and social studies. In the middle phase, there is good progress in all subjects. Those with special educational needs and who are gifted and talented make similar progress. Student engagement and application are good. Students do not use their critical thinking, innovation and technology skills sufficiently.
- Personal development is good, and innovation skills are acceptable. The attitudes and behaviour of students are good, and they form positive relationships with adults and other students. Attendance is very good, but a large minority of students arrive late. Students develop strong Islamic values and the appreciation of their culture is good. The development of students' innovation skills is not as strong as they are too reliant on teachers.
- Teaching and assessment are acceptable, with a large minority of teaching good or better. Teaching in the better lessons features high expectations and encouraging students to think for themselves. Assessment data is not always used consistently to inform the planning of future learning.
- The curriculum is acceptable. It enables students to develop appropriate knowledge and understanding of age appropriate concepts but is not always adapted sufficiently to challenge the most able students.
- The care, support and welfare of students is good. Effective systems and procedures are in place and a common sense of purpose ensures students are kept safe. Identification and support for students with special educational needs and those who are gifted and talented is good.
- Leadership and management are acceptable. Senior staff set a clear vision that informs the self-evaluation process and school improvement planning, but middle leaders do not always have enough understanding of the analysis of student performance data. Parents are appropriately involved in school life. The Governing Board take their roles seriously. Management of school daily routine is appropriate.



Progress made since last inspection and capacity to improve



- The school has sustained acceptable standards overall since the last inspection. Appropriate improvements have been made in several areas, but the impact is inconsistent.
- Achievement in all subjects has remained at least acceptable but it has improved in Islamic education, Arabic and social studies. There are now more subjects showing good progress. Progress in the middle phase is consistently good.
- Assessment is better organised because data is analysed more effectively, and this greater understanding is having a positive effect on student achievement. However, much of this assessment work is conducted by senior leaders and is not being disseminated well enough to middle leaders.
- Students take more responsibility for their learning and are thinking more critically. Teachers are now more successful in using techniques to support this and in a large minority of lessons, students are encouraged to research and lead the teaching.
- Students with special educational needs receive suitable support. While those who demonstrate special gifts and talents are encouraged to develop them further, the most able students do not always reach their full potential.
- The capacity of the school leadership to improve the school further is acceptable, since the school has continued to develop, and students' achievement is improving.



Key areas of strength and area for improvement

Key areas of strength

- The achievement of students has improved in Islamic education, Arabic and social studies and progress is now more rapid in most subjects in grades 6-9.
- The personal and social development of students, particularly their understanding of Islamic values.
- Improvements in the quality of personal support, care and guidance for students

Key areas for improvement

1. Teachers ensuring that students attainment is at least good in all subjects particularly English, mathematics and science by:
 - i. planning lessons that highlight the right level of challenge for all ability groups
 - ii. providing students with more opportunities to develop their independence, problem-solving and research skills
 - iii. using a wider range of resources that will interest and motivate all students to do better.
2. School leaders developing the skills of the teachers to ensure that all students, especially the most able students, are challenged more frequently by:
 - i. undertaking comprehensive monitoring of teachers reporting on how well students are learning
 - ii. providing professional development for teachers in how to raise expectations about what students can achieve
 - iii. reviewing the effectiveness of the measures taken and revising the professional development.
3. School leaders analysing and using assessment data more effectively to help support the professional development of teachers and raise students' achievement by:
 - i. providing middle leaders with training on how to analyse student assessment data
 - ii. completing a comprehensive analysis of the data including how well different groups are achieving
 - iii. using assessment data to develop a whole school improvement plan to ensure there is consistently good progress across all phases and subjects.



Provision for Reading

- The English and Arabic department collaborate to raise awareness of the importance of reading and how reading for pleasure can assist in personal growth and reading comprehension. Reading lessons are scheduled on class timetables every week.
- The librarian provides support to teachers by providing them with different types of books and reading resources.
- Students are encouraged to read at home. The school provides reading material and useful guidance. Students are required to complete summaries of the books they read in a 'reading log.'
- The well-stocked library includes both fiction and non-fiction but does not always cater effectively for the interests of all students. The school has a few academic e-books.
- The library provides access to two computers that enables students to research and enhance their reading for pleasure in English and Arabic.
- The awareness of the importance of reading is raised in assemblies and in lessons where students speak to their peers. Brochures are created for students which detail the benefits of reading.
- School leaders and teachers assess and monitor the progress of students in developing critical reading skills from different starting points.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Good	Acceptable
	Progress	Good	Acceptable	Good	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Very Good	Good	Acceptable
	Progress	Acceptable	Very Good	Good	Acceptable
Arabic (as additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Acceptable



Overall achievement

- The overall achievement of students is acceptable. Attainment and progress are good overall in Arabic and social studies.
- The results of MOE first semester exams indicate that students are attaining good standards overall in Arabic, Islamic education, social studies and English in all phases. Results indicate good standards are also attained in mathematics in primary and middle, and in science in primary. Acceptable standards overall are attained in the high phase in mathematics and in the middle and high phases in science.
- All the groups of students including students with special educational needs are making acceptable progress overall from their starting points. The overall progress of students is better in the middle phase. The progress of higher achieving students is inconsistent. Students' learning skills are acceptable overall.

Subjects

- Achievement of students in **Islamic education** is acceptable overall, but good in the kindergarten and middle phase. Students' knowledge and understanding is at least in line with curriculum expectations with a large minority achieving above this level. Students show acceptable recitation skills of the Holy Qur'an and most can explain the meaning of 'Hadith'.
- Achievement in **Arabic** is good overall, but very good in the primary phase due to consistently good teaching. In the primary phase, a large majority of students speak and read clearly and confidently with very good intonation and their writing skills are above expectations. By the high school phase most students listen, read and write carefully using contextual vocabulary in standard Arabic.
- Students' achievement in **social studies** is good overall. In kindergarten, most children attain levels in line with curriculum standards. The majority attain levels above curriculum expectations in the primary, middle and high phases. Students develop growing knowledge and understanding of UAE history and the significance of the 'Year of Zayed'.
- Achievement in **English** is acceptable overall but good in the high phase where students confidently use English language. Progress is acceptable in kindergarten and the primary phase and good in the middle and high phases. Older students read accurately and write at length and engage confidently in high-level debates by listening, taking notes and contributing thoughtfully.
- Achievement in **mathematics** is acceptable across the school but students in the middle phase make good progress. Most students demonstrate



increasing confidence when doing mental arithmetic with the most able students applying this knowledge effectively to problem-solving. However, they do not always get opportunities to fulfil their potential.

- Achievement in **science** is acceptable and most students achieve in line with curriculum expectations and demonstrate appropriate evaluation and research skills. Students make good progress through the middle phase and most know the function of various pieces of laboratory equipment. Their ability to hypothesise and think critically is less developed.
- Achievement and progress in **other subjects** is acceptable overall. Most students understand how to use different **art** media. In **physical education**, most students have acceptable ball skills and can perform simple gymnastic manoeuvres. Achievement in life skills through various subjects such as separate **design technology** and information technology lessons and **business studies** is acceptable. Students' achievement in **music** is acceptable with a few talented musicians.

Learning skills

- Learning skills are acceptable overall but good in the middle phase. Students interact well especially in discussions and, particularly in the middle phase, they communicate their ideas coherently. Research skills are underdeveloped and limit the ability of students to undertake independent study, enterprise, think critically and solve problems.

Areas of Relative Strength:

- Good achievement made in Arabic and social studies and the very good achievement in Arabic in the primary phase.
- The overall good progress in the middle phase.

Areas for Improvement:

- Students' overall achievement in Islamic studies, English, mathematics, science and other subjects.
- Students' enterprise, research, problem-solving and critical thinking skills.



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	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development is good overall, although innovation skills are only acceptable. Students demonstrate positive attitudes, relationships and good behaviour. Incidents of bullying are rare. Students demonstrate a culture of healthy lifestyles, talking knowledgeably about 'junk food'. Attendance at 98% is very good but a large minority arrive late to school.
- Students demonstrate a good understanding of Islamic values and Emirati and world cultures. Their involvement as volunteers such as at a Food Bazaar are beneficial but irregular.
- Students enjoy being involved in activities but only occasionally initiate ideas. They make valid and helpful contributions such as safety guides and leading assemblies.
- Students have adequate knowledge of how to stay safe and take care of their environment, although recycling bins are not always used effectively.
- Students' innovation skills are acceptable when they are given opportunities to engage in projects. However, innovation skills area not yet embedded in everyday learning.

Areas of Relative Strength:

- The positive attitudes and good relationships shown by students.
- Understanding and appreciation of Islamic values and Emirati and world cultures.
- Students' very good attendance.



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Areas for Improvement:

- Students' initiation of creative and innovative ideas.
- Students' participation in a wider range of voluntary work for the community.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers know their subjects and plan effective lessons to meet the needs of most groups of students, particularly in the middle phase. Planning and resources are not always tailored to the individual needs of higher achieving students.
- Positive relationships and well-considered questioning help students learn adequately. Most students are developing independent and evaluative skills when they approach problems. Teachers provide encouragement and praise to all students and, as a result, they develop confidence.
- Teachers use a wide range of strategies and appropriate tasks and activities to engage most students. They adapt their lesson planning well to meet the needs of students with special educational needs. However, planning to challenge the most able students, promote their innovation skills and use of technology is inconsistent.
- Systems for assessment, including benchmarking of external examinations are in place but those for tracking the progress of different groups are not always effective. Teachers and leaders monitor individual progress but do not analyse trends in performance well enough.
- There is evidence of marking of student's work by teachers. Whilst this is frequent, it is inconsistent. Oral and written feedback often lacks sufficient detail to allow students to understand how to make improvements.

Areas of Relative Strength:

- Relationships between teachers and students and the encouragement given.
- Planning to meet the needs of students with special educational needs.
- Teaching in the middle phase of the school

Areas for Improvement:

- Planning to meet the needs of the most able students including their innovation skills and use of technology.
- Oral and written feedback to students and showing students what they need to do to improve.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. It enables students to develop appropriate knowledge and understanding of age appropriate concepts. This is more consistent in the Arabic medium subjects. Most students are suitably prepared for their next steps in learning. - Older students are given suitable opportunities to develop their interests especially in the numerous prepared talks that they give to their peers. - Students make planned links between subjects. Leaders regularly review the curriculum and make appropriate modifications to meet the needs of most groups of students. Teachers do not always modify lessons to meet the needs of the most able students. - Integrated learning experiences help students develop a clear understanding of UAE society. There are limited opportunities for innovation but too often these are led by teachers rather than students. There are limited opportunities for students to use technology, so students do not all develop the integrated, higher order information and communication technology (ICT) skills. - Staff teach moral education as a separate subject. Students distinguish right from wrong and understand moral values in society such as responsibility, honesty and respect. Students practise their knowledge of moral values, for example when helping each other.				
Areas of Relative Strength:				
- Links with UAE culture across different subjects - Well considered links made between different subjects				
Areas for Improvement:				
- Adapting the curriculum to enable students to develop their innovation and ICT skills. - Modification of the curriculum to meet the needs of more able students				



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 for students is good. There are effective safeguarding procedures including for child protection and bullying.
- The school environment is safe with regular checks and diligent support staff who maintain accurate records. The clinic is well-equipped and medication kept securely. Healthy lifestyles are important with the school nurse giving regular talks.
- Warm relationships exist including good behaviour management and clear expectations. Whilst procedures to promote attendance are very good, they are less effective with punctuality.
- The well-being of students has a high priority and is evident from the way students interact with each other. The students with special educational needs and those who are gifted and talented are identified and supported effectively. Their personal needs are met well. Support for the academic success of the most able students is less well developed.
- Guidance and support for all students is adequate. Meetings are conducted regularly to inform and guide parents. Career guidance for older students is appropriate.

Areas of Relative Strength:

- Warm and sensitive relationships between staff and students.
- Arrangements for safeguarding and keeping students healthy

Areas for Improvement:

- The punctuality of students
- Support for the most able 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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
• The overall quality of leadership and management is acceptable. Leaders are committed to the national priorities of the UAE. Most leaders demonstrate appropriate knowledge of teaching, assessment and learning. However, analysis of group performance, particularly by middle leaders, is less well-developed. Overall, leaders demonstrate an acceptable capacity to improve the school. • The self- evaluation form (SEF) informs the school development plan (SDP) but is not specific enough due to a lack of deep analysis of school performance. Regular monitoring of teaching does not always effectively measure the impact of teaching on student learning. • Parents value the work of the school and are involved in decision-making. Communications and reporting procedures are appropriate. There are a few connections made with the local and national communities. • The Governing Board have a strong working relationship and active involvement in decision-making such as planning a new extension. They monitor the work of the school and advise accordingly but not always in sufficient depth about the achievement of students. • Day-to-day management is adequately organised with appropriate routines and sufficient staff to meet the school's vision and creating a calm and friendly environment. However, management systems have not fully impacted upon students' academic achievements. The accommodation and resources are adequate with appropriate specialist areas although a minority of classrooms are very cramped. • A dedicated coordinator has begun developing teachers' use of the question-a-day programme to prepare students for TIMSS. This is becoming increasingly embedded within the school's work along with analysing data from the mock PISA results.	



Areas of Relative Strength:

- The day to day management, creating a calm and friendly environment.
- The active involvement of the Governing Board.

Areas for Improvement:

- The strategic analysis of school performance to inform the SEF.
- Monitoring of teaching that focuses on students' learning.