



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Ekhlass Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



Contents

School Information.....	3
The Performance of the School.....	4
Evaluation of the school's overall performance.....	5
Progress made since last inspection and capacity to improve	6
Key areas of strength and area for improvement	7
Provision for Reading.....	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills	13
Performance Standard 3: Teaching and Assessment	15
Performance Standard 4: Curriculum.....	17
Performance Standard 5: The protection, care, guidance and support of students.....	18
Performance Standard 6: Leadership and management	20



School Information

General Information	Inspection date:	from	26-Jumada al-awwal-1439	to	29-Jumada al-awwal-1439
		from	12-Feb-18	to	15-Feb-18
	School name			Al Ekhlass Private School	
	School ID			9035	
	School address			Baniyas- East 8	
	School telephone			+971 (0)258 53592	
	School official email			Alekhlass.pvt@adec.ac.ae	
	School website			www.Alekhlass.com	
	School curriculum			MOE	
	School phases			KG, Primary, Middle and High	
	Fee range and category			AED 5920 - AED 17705 Low	
	Number of lessons observed			127	
	Number of joint lessons observed			10	
Staff Information	Total number of teachers			75	
	Turnover rate			10%	
	Number of teaching assistants			4	
	Teacher- student ratio			1: 18	
Student Information	Total number of students			1340	
	% of Emirati Students			3%	
	% of Largest nationality groups			1. Syria 30.3%	
				2. Egypt 15.2%	
				3. Jordan 15.2%	
	% of SEN students			8.4%	
	% of students per phase			KG: 10%	Middle: 24%
				Primary: 50%	High: 16%
Gender			Boys and girls		



The Performance of the School

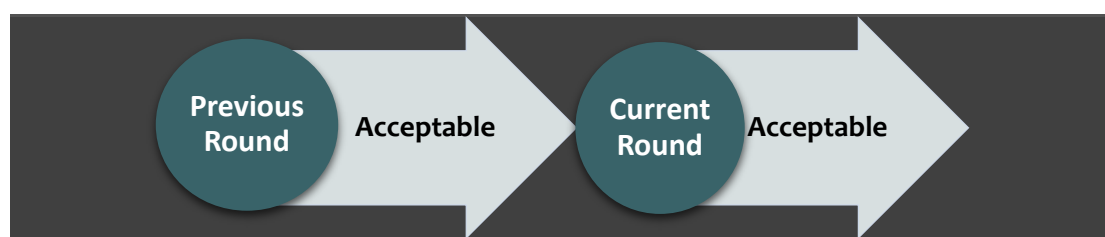
Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students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



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The principal has been in post for two years. All subjects are taught in Arabic with subject specialists for English. Turnover of staff is relatively low at around 10%.
- The overall achievement of students, including those children in Kindergarten (KG), is acceptable. In lessons, most students make acceptable progress and achieve acceptable levels of attainment. Increasingly students are being introduced to a more skills-based approach to their learning. This practice is not yet embedded sufficiently to raise achievement to good.
- Students' personal and social development is good. Attendance levels are high and almost all enjoy coming to school. Students are respectful and demonstrate positive attitudes with teachers and their peers. They are enthusiastic when challenged to extend their learning. Islamic values and UAE culture and heritage are strong features of daily life.
- The quality of teaching and use of assessment are acceptable. Assessment identifies students' starting points and teachers know students' strengths and areas to develop. Teachers do not always provide sufficient opportunities for students to practice new skills so that they deepen and extend their learning and skills. The writing and recording of the work completed is underdeveloped.
- The quality of the curriculum is acceptable in all subjects and is planned to provide appropriate levels of continuity and progression. Curriculum planning ensures that Islamic values and UAE culture and heritage are well embedded features of learning. The curriculum is not always sufficiently adapted to include innovative and problem-solving experiences to deepen and extend learning.
- The provision for the protection, care, guidance and support of children is good. The school provide a healthy, safe and secure environment. Students of all ages have regular physical exercise in PE lessons.
- Leadership and management are acceptable. Self-evaluation processes are secure and are beginning to have an impact in raising standards. Training of staff, monitoring of teaching and learning and the increased use of assessment requires further development. Subject coordinators do not monitor the quality of teaching and learning rigorously enough to hold staff to account for improving the quality of their teaching and learning and raising overall student performance.

Progress made since last inspection and capacity to improve



- Senior leaders have partly addressed the recommendations in the last inspection and overall achievement is slowly improving across all subjects. There has been an appropriate focus on developing the quality of teaching. The learning activities planned do not always provide sufficient challenge for average and higher achieving students.
- Progress in meeting the needs of students with special educational needs (SEN) has been acceptable. In most lessons the students, including lower and higher attainers, are set different tasks in group activities. The level of expectation set by teachers is still not consistently accurate however. In KG children have a limited choice of activities.
- Teaching remains acceptable but with signs of improvement, as reflected in the minority of lessons which were graded good. Training for staff has had a positive impact so that teaching is generally planned so that there are activities for different groups. From assessment information teachers know their students, but they do not always monitor students' progress and adapt learning activities sufficiently. Teachers do not always insist that students record their work outcomes and reflect sufficiently on their learning.
- Overall the capacity of leaders to improve the school is acceptable. Increased training and more rigorous monitoring of teaching has raised the expectations of most teaching staff, but this area still requires further development, which is planned.
- The school development plan includes targets for students' research and problem-solving skills. Leaders have made a positive impact and together with accurate improvement plans for future developments, demonstrate their on-going capacity to achieve further improvements.



Key areas of strength and area for improvement

Key areas of strength

- Students positive attitudes and eagerness to learn
- Students well-developed Islamic values and links to UAE culture and heritage
- Children and students' leadership roles in assemblies and willingness to participate in activities and competitions

Key areas for improvement

1. Raise students' overall achievement and quality of teaching by:
 - i. ensuring that teachers have high expectations of what the students can achieve in all lessons
 - ii. ensuring that students are given suitable work that match their abilities.
2. Actively engage and consistently challenge students in their learning by:
 - i. providing resources and encouraging the use of technologies and reading for research, innovation and independent learning across all subjects
 - ii. ensuring that children in KG have choices in their developmental play and learning
insisting that students record their work and further develop their writing so that students know how to improve their work .
3. Ensure that teachers use assessment outcomes to plan sufficiently challenging work in classes by:
 - i. providing further training for co-ordinators and teaching staff in curriculum adaptation to promote challenge to raise standards to be at least good.
4. Strengthening the monitoring of teaching and learning by subject co-ordinators, by:
 - i. setting clear improvement targets for teachers to implement
 - ii. regularly checking on teachers' progress against their targets so that all are held accountable for their work.



Provision for Reading

- The school library is an attractive reading area with a suitable range of English and Arabic resources.
- Books in Arabic include an age-appropriate range of genres and levels.
- The school is implementing its annual plan for reading. An additional reading programme is now provided for students from grade 1 to grade 9 in English.
- In KG and primary phase, reading logs are maintained with an input from parents.
- Students in the higher grades maintain a reading diary.
- Displays to celebrate and encourage reading are visible throughout the school.
- Students are encouraged to read the various articles on the magazine board as they may be questioned during assemblies when English is the focus.
- Reading and spelling competitions foster further interest in reading and development of language learning.



Performance Standard 1: Students' Achievement

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



Overall achievement

- Overall achievement is acceptable. From low starting points, children in KG make acceptable progress. Measured against the curriculum standards in internal assessments, most students make better than expected progress and attain levels that are above curriculum standards in most subjects. Inspection evidence does not correlate with these assessments.
- In external examinations, most students attain levels that are above standards, although in mathematics and science results are variable. Students are currently being prepared for international examinations in grades 3 and 7.
- In lessons, most students make acceptable progress and attain acceptable levels against curriculum standards. In a minority of lessons students make good progress and reach good levels of attainment in English, mathematics and science. The progress of different groups of children is in line with expectations.
- Most students make acceptable progress in their reading, speaking and listening skills across all subjects. Students in English show increasing levels of confidence and competence with age. The extended writing skills of almost all students require further development across all subjects.
- Students are eager to learn. Most are developing acceptable knowledge, skills and understanding across the curriculum and when consistently challenged their overall performance improves.
- Student' involvement in a number of internal competitions such as spelling, story writing and reading support effective achievement. A minority of senior students have participated in national competitions, namely, 'Think about Science', and 'Recycling', and have gained recognition in the wider community.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students make acceptable progress and levels of attainment are in line with curriculum standards. Most students, including different groups, make acceptable gains in their knowledge, skills and understanding, against the learning objectives.
- Students' achievement in **Arabic** as a first language is acceptable and skills in the Arabic language are developing effectively. Fluency in reading and listening is in line with curriculum expectations for primary and middle phases and above expectation levels in high. Speaking and writing are adequately developing across all phases but opportunities for extended writing are underdeveloped.
- Students' achievement in **social studies** is acceptable and most achieve standards in line with curriculum expectations. Most students make acceptable gains in knowledge, skills and understanding, against the learning objectives in lessons. A few students make links to prior knowledge but a majority lack



confidence in reflecting on their learning.

- Students' achievement in **English** is acceptable. Most achieve curriculum expectations, although writing skills remain underdeveloped for a majority of students. Most children in KG and students in the primary phase develop appropriate listening and comprehension skills and respond well orally. Most students in middle and high phases make acceptable progress and communicate confidently although many do not know where they need to improve.
- Students' achievement in **mathematics** is acceptable. Most students make acceptable progress and achieve levels of attainment in line with curriculum standards. Often, too little time is given for all students to engage in and practise their mathematical skills to raise their overall performance. In high phase there is an improving picture with a large minority making better than expected progress and achieving above curriculum standards in lessons.
- Students' overall attainment in **science** is acceptable. Most students make acceptable progress and achieve in line with curriculum standards. Teaching includes opportunities for some practical investigation and inquiry but does not always encourage students to develop recording of scientific methods. There is scope to develop skills of innovation, enterprise, enquiry, research critical thinking, and use of learning technologies further.
- Students' achievement in **other subjects** is acceptable overall, although sometimes teachers do not encourage to develop sufficient independence. Students' stamina and effort are strong in physical education Innovation skills are developed, though not always strongly, in Digital Technology and Innovation (DT&I). In music, students' performing skills are best demonstrated during assembly when they lead and perform with confidence. A good range of students' art is on display around the school site and in the exhibition area.

Learning skills

- Learning skills are acceptable and most students have positive attitudes and are eager to learn. They engage well with each other to work collaboratively when given the opportunity. Independent learning, creativity and innovation skills are in line with expectations but opportunities for children in KG to choose their learning activities are still under-developed.

Areas of Relative Strength:

- Students' increasing levels of confidence in the use of the English language as they move through the school.
- Appreciation of Islamic values and UAE culture and heritage.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- Raising overall achievement to be at least good.
- Development of writing skills across all subjects so they reflect on their learning.
- Innovation, enterprise, enquiry, research critical thinking, and use of learning technologies 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	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 are good. Positive relationships and established routines enable students to feel safe. - Students are eager to learn. Most respond with enthusiasm to planned activities. Behaviour is almost always good. - Most students enjoy school, reflected in their daily attendance. Punctuality can be an issue and lessons do not always begin on time. - Students' awareness of the importance of healthy living and staying safe is good. They have a clear understanding of the importance of healthy eating and exercise. - Students' understanding of Islamic values and their appreciation of UAE culture and heritage are well embedded. Assemblies, often led by students provide an enriching experience each day. Students have acceptable social responsibility and positive awareness of other nationalities and cultures. - Students' innovation, enterprise and problem-solving skills are acceptable and are less well developed. Older students have organised language clubs for English speaking and a jobs fair which demonstrate innovation. Areas of Relative Strength: - Students' positive attitudes and eagerness to learn. - Students' understanding of Islamic values. - Students understanding of healthy living and exercise. Areas for Improvement: - Punctuality to lessons.				



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Innovation, enterprise and problem solving.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers' have appropriate subject knowledge and most understand how students learn.
- Classrooms are small but provide an adequate learning environment. Resources are limited and planning includes their optimal use as active learning aids. A few classrooms have limited examples of students' work to encourage reflection and pride in their achievements.
- Effective use of questioning has been developed. Many lessons have an engaging starter but the lesson does not continue with sufficient challenge. Expectations set by teachers do not always extend students' learning.
- Positive relationships between staff and students ensure students work well. Teachers are not always sufficiently imaginative in developing their teaching to extend students' learning meaningfully.
- Teachers are becoming more confident to use strategies which meet the needs of most students acceptably. However, teachers do not make sufficiently accurate use of assessment to monitor progress and to set next steps for learning.
- Problem-solving, critical thinking and independent learning skills are evident in a minority of lessons and remain underdeveloped. Children in KG have little choice to initiate their own learning and play.
- Teachers do not consistently insist or check recording of students' work so that they can reflect on their progress and know what to develop.

Areas of Relative Strength:

- Positive relationships between teachers and students.
- Teachers' developing confidence to use new strategies.

Areas for Improvement:

- Students' active engagement in their learning with increased challenge to raise overall performance
- Use of assessment data to adapt lesson planning for all groups of students
- Teachers' insistence on recording of work so that students reflect on their



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

learning



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 quality of the curriculum is acceptable. All the learning and development areas are covered for KG, but the choice for activities and play is underdeveloped. - The implementation of the curriculum is reviewed to ensure that planning takes account of all learning needs. Challenge for different groups is, however, inconsistent across the curriculum. - Provision for promoting Islamic values and the heritage and culture of the UAE is effective. Cross-curricular links support UAE culture and heritage. - Lessons begin with whole class teaching, often with one or two individual explanations. Most students remain observers and the practising of skills is too limited in the available time, particularly in mathematics. - Opportunities for enterprise, innovation and creativity are limited. Efforts to address this imbalance has resulted in student-led language clubs, a positive sign of innovation. - Senior students' participation in national competitions demonstrate students' engagement in a developing curriculum. - Students have limited curricular choices which curtails their ability to become independent learners. - Moral education has been introduced effectively to further promote students' positive values and behaviour. In lessons they discuss moral situations and how to solve them and ways to help each other to grow in their understanding. Assembly and displays promote moral values.				
Areas of Relative Strength:				
- Islamic values and UAE culture and heritage are well embedded across subjects - Curriculum review for adaptation and lesson planning - Language clubs to extend learning				
Areas for Improvement:				
- Curriculum adaptation for all to be more engaged in their learning - Choices of activities for KG children to develop independence enterprise, innovation and creativity				



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 quality of protection, care, guidance and support is good. - Child protection policies are comprehensive and shared with students and parents. - The school has effective arrangements to ensure health, safety and security within an old building. - The school premises and facilities provide an adequately safe learning environment for students. - Staff have positive and respectful relationships with students and parents which promotes good behaviour. Parents are mostly satisfied with the school for their children. - Students' punctuality is acceptable. The school tracks students' attendance closely and successfully. At 98%, attendance is outstanding. - Procedures to identify children with SEN are mostly effective in setting out their learning needs. Those who are more able are acceptably identified. However, for both of these groups the level of challenge and support in lessons is not sufficient to promote good progress. - The school monitors students' well-being, personal and academic development acceptably.				
Areas of Relative Strength:				
- Child protection policies and support for good behaviour in lessons. - The health, safety and security of the students.				
Areas for Improvement:				
- Punctuality to lessons. - Further support for students with SEN and those who are gifted and/or talented.				



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE



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 provide clear direction for improvements with staff and parents. • Self-evaluation processes are reflective and realistic. School development planning highlights areas for focus. Ongoing training and monitoring of teaching staff to raise standards are a priority. Co-ordinators are not sufficiently rigorous in their monitoring of teaching. Use of assessment for learning and insistence on developing writing and systematic recording of students' work remain areas for focus. • Relationships and communications with parents are acceptable. The school provides regular information on students' progress, but the wider engagement of parents is limited. The school has charitable links with the local community and raises funds through events in school. Students support recycling in the local community and have recently gained recognition in a recycling programme • The support of governance is acceptable. They support senior leaders well. Resources remain an area for development, particularly for KG and for science. • Day-to-day management of the school is smooth. The principal and senior leaders are a visible presence around the school. • The school is preparing grades 3 and 7 for their international TIMSS tests to support their learning in mathematics and science. Parents have access to the "Question a Day" online.	
Areas of Relative Strength:	
• Realistic self-evaluation and prioritising areas to continue to develop • Day to day management of the school	
Areas for Improvement:	
• Senior leaders holding co-ordinators to account for their monitoring of teaching.	



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Training in the use of assessment for learning.
- Resources particularly in KG.