



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Summary Inspection Report

Al Iman Private School

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Iqraa

Al Iman Private School

Inspection Date	12 th – 15 th February, 2012
School ID#	092
Type of School	Private
Curriculum	Ministry of Education
Number of Students	837
Age Range	KG- G9
Gender	Mixed
Principal	Aziza Ibrahim
School Address	Al Karama, Sheik Rashed Road, Abu Dhabi
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Introduction

The school was inspected by four inspectors. They observed 47 lessons, held discussions with staff and students, evaluated school documents and analysed parental questionnaires. They also observed other aspects of school life such as extra-curricular activities and lunchtime and after-school routines. They considered the school ethos and the quality of students' learning experiences, personal development and progress, and the teaching they receive.

Description of the School

Al Iman Private School is part of a group of three schools. It opened in 1973 with the aim to 'provide high quality education to prepare students for their future lives. Almost all students are Muslim, from more than 27 nationalities but mainly from the Middle East and Africa. The largest groups are from Egypt (43%), Jordan (13%) and Sudan (12%), and 2% are of native Emirati heritage. The school day is from 7.35am to 1.45pm, with kindergarten students leaving at noon.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged Al Iman to be a Band C; that is a school in need of significant improvement.

Improvements since the last inspection include the provision of additional classrooms, an art room and a prayer room. Security is much improved and evacuation procedures are regularly conducted. Some additional resourcing, such as the provision of classroom data projectors, has begun to improve students' access to information and communication technology (ICT). There has been no discernible improvement in the quality of teaching, and academic standards and progress in learning remain too low. The school has not demonstrated the capacity to significantly improve without external support.

The new principal has strengthened links with parents by establishing a mothers' council and the use of text messaging to keep parents informed. As a result, the parental questionnaires were much more positive than at the last inspection, indicating that more parents are satisfied with the school. Many initiatives are new: monitoring of lessons by coordinators; departmental meetings more focused on teaching and learning; identifying students with special educational needs and providing them with individual education plans. However, these initiatives have yet to make an impact.

Many things still need to be addressed. Leaders do not have a clear understanding of the school's strengths and weaknesses and the school's self-evaluation is over-generous. The school improvement plan does not include sources of funding to support the achievement of its priorities. Leaders and managers are insufficiently focused on ensuring the safeguarding and health and safety of students. A start has been made to improve teachers' professional development but there is no system of appraisal or individual training plans that aligns individual teacher's needs with those of the school.

Students make slow progress and the standards they reach are far too low, particularly in comparison with international standards. Children in the kindergarten fail to develop independence, curiosity and appropriate social skills because of the rigid class teaching that is unsuitable for children of this age. Progress is slower in grades 1 to 3, particularly for boys, than in the older grades because teachers are not developing students' skills as independent learners and their management of behaviour is often ineffective.

Students in the older grades are confident in using number and in calculation but have limited ability to solve problems. Students are gaining satisfactory knowledge in science although their skills in conducting investigations are weak because they have few opportunities to engage in practical activities. Standards in literacy are still far too low, both in Arabic and English. Students in grades 5 to 9 speak confidently and read satisfactorily in Arabic, but their writing skills lag well behind and they are not developing research skills or the ability to present what they have found out. In English, students acquire a satisfactory knowledge of grammar and its rules. Their conversational skills are underdeveloped. Progress in Islamic studies is slow and standards are very low. Students in the older grades have a satisfactory understanding of their faith, and read adequately from the Holy Qur'an. Despite the improvement in the resources for information and communications technology (ICT) standards remain very low and students are not able to apply their skills in other subjects. In social studies, students are developing a satisfactory knowledge and understanding of life in the UAE, but not of the wider world. Inadequate resources for art and physical education severely limit the development of skills in these subjects.

The school's internal tests and the MoE exams, in which students score highly, provide little useful information on the progress that students make and compare unfavourably with international best assessment practice. The school makes no use of these assessments to identify strengths and weaknesses in learning. As a result teaching is not modified to meet students' different needs and no provision is made for students who are gifted or talented or for those who find learning

difficult. This is one of the reasons why progress is far too slow across the range of ability.

Students' personal development is unsatisfactory. The majority of students get on well with each other, say they enjoy coming to school and older students and the girls have positive attitudes to learning. Some boys, particularly in grades 1 to 3, behave inappropriately in lessons and poorly at lunchtime. A number of incidents of aggressive behaviour and lack of respect to both staff and their peers were observed and staff did not deal with these effectively. Many students show self-confidence, for example when contributing to the Culture Week celebrations and talking to inspectors. Most students are developing satisfactory moral values, and show an adequate appreciation of UAE culture and heritage. The newly created school council is enabling older students to demonstrate leadership roles. This was evidenced during the evacuation drill carried out during the inspection, when they successfully acted as marshals. However, the school does not prepare students well enough for the next stage of their education. Students only acquire a narrow range of skills, and are notably weak in collaborative and independent learning. A significant minority of students arrive persistently late at school. There is no monitoring of students' personal development and no systematic action to improve it.

The weaknesses found in teaching in the last inspection largely remain. The weakest teaching was seen in grades 1 to 3 where the pace of teaching was slow, with teachers talking too much and students passively listening. Teachers mostly provide a narrow range of activities, with too much reliance on completing the next page in the textbook. In the best lessons students are actively involved and a wider range of resources are used. This was illustrated in a science lesson, when the students devised a PowerPoint presentation and discussed it with their peers. Where the teaching is dull and does not engage students, behaviour and relationships are poor. In a few lessons teachers planned for different ability groups, but this practice is very infrequent and most students usually complete the same work. Teaching throughout the school provides few opportunities for students to work with partners or in groups or to use their knowledge creatively. A lack of support staff, particularly in the kindergarten and the lower grades, further limits the opportunities for students to engage in child centred learning. Much unmarked work was seen and few comments are given to students to help them understand exactly what to do to improve their work. Questioning during lessons is usually not used well enough to find out exactly what the students have understood. No targets are given to students, and there is no careful monitoring of their progress. These common weaknesses result in students making limited progress. Almost all teaching observed in the kindergarten was either very

unsatisfactory or poor. Children are not active enough, as they sit for long periods of time. Teachers rely too much on the completion of worksheets and their approaches are not matched well enough to the needs of young children. As a result these young children are failing to acquire independence, skills, or enquiring minds.

The curriculum does not match the abilities, needs or interests of the students. Little has been done until very recently to expand the MoE curriculum; it is narrow and heavily dominated by the textbook. The curriculum lacks stimulation and enrichment and fails to engage students. It is left to individual teachers to supplement and enrich the curriculum; this happens rarely. There are some instances of links between subjects being formed, for example between English and ICT, and some coordinators are looking at how lessons can rely less on the textbook. These are in the early stages of being implemented and there is no evidence of their impact yet. The curriculum is neither broad nor balanced: ICT, art and PE are allocated insufficient time, and music and other creative arts do not take place. A small number of recently introduced clubs ran during the inspection week and are popular with the students. The PE curriculum is largely limited to skills that can be promoted in the playground. Delivery of the science curriculum is hindered by the small laboratories that limit investigation. The kindergarten curriculum does not provide enough opportunities for discovery learning through play. There is a satisfactory range of visits, visitors and participation in competitions. Overall the curriculum is only a partial implementation of the MoE curriculum and falls well short of the best international standards.

The school is not proactive enough in caring for and protecting its students and lacks rigorous systems, policies and procedures. Staff appointment procedures meet requirements and there is a satisfactory system to follow up student absences. The child protection policy does not give staff sufficient guidance and staff do not understand what they have to do if they have concerns about a student. The behaviour policy lacks clarity and this leads to the inconsistent approaches to managing students' behaviour, which contribute to the poor and unruly behaviour of younger boys. Although the school forbids corporal punishment disclosures to the inspection team and an investigation by the school revealed that it is still used. The nurse keeps accurate records of students' medical needs and medication dispensed but does not store medicines securely and some are within easy reach of students. The school now has a sufficient number of first aid boxes but they were not stocked at the start of the inspection. Poor organisation at lunchtimes and the end of the school day leads to students behaving badly. Little is done to help the oldest students move more easily to their next school. The school now has appropriate facilities and opportunities for

Muslim students to pray, as a new prayer room has been created since the last inspection.

The school buildings and premises remain a grave concern despite some investment. The poor sanitation does not meet ADEC requirements. Both students and parents raised concerns about the unhygienic conditions. There are too few toilets, they have no hot water or soap and are not cleaned regularly enough. Many parts of the building are unclean and poorly maintained. The carpeted area of the playground is unhygienic with food waste embedded in it. This area is used for girls' PE lessons, during which they lie on the carpet. The steps children climb to reach the drinking water units are often wet and slippery. Although a number of health and safety issues were brought to the school's attention during the inspection and action was quickly taken the school does not have a culture of identifying potential hazards and then rectifying them and no risk assessments are made. Many classrooms remain overcrowded, sometimes with the teacher being unable to move from the front to the back. This lack of space prevents essential practical work from taking place, especially in the science laboratories, art room, and classrooms for younger children.

The lack of suitable resources further undermines the quality of education. It has a negative impact on students' progress, particularly for the younger grades, where there is very little to support practical forms of learning. Around half the classrooms now have data projector systems. Where these are used well, students are more engaged. The limited resources in the computer suite restrict the development of students' skills in ICT. Students are not safe on the buses, despite some being new, as they are very overcrowded and seat belts cannot be used. This is a breach of ADEC requirements. The school library has been remodelled since the last inspection. The newly-installed interactive whiteboard is appropriately used by both students and staff to enhance learning. There are still too few books, particularly to promote research skills. Much of the equipment and furniture across the school is old and does not help to promote a suitable learning environment.

What the school should do to improve further:

1. Urgently ensure that all ADEC regulations and requirements are fully met.
2. Ensure that robust systems and procedures are introduced to improve cleanliness, health, safety and safeguarding.
3. Improve the quality of teaching and outcomes for students by:

- i. developing teachers' skills to enable them to use a wider range of teaching strategies that will improve progress in learning;
 - ii. enhancing the curriculum and improving resources so that students have access to a wider curriculum in all subjects and are able to engage in more active learning; and
 - iii. ensuring that students' progress is more carefully tracked and work is better matched to their different needs.
4. Rapidly improve provision for kindergarten children so that learning is more active and play-based.
5. Increase the effectiveness of leadership and management by:
 - i. introducing robust systems to better monitor and evaluate all areas of school life, including students' academic , personal development and teaching and learning;
 - ii. use the information from self-evaluation to drive forward improvements;
 - iii. improving the behaviour management skills of staff so that corporal punishment is eradicated and students are successfully encouraged to behave well; and
 - iv. ensuring that sufficient finances are made available and are aligned with school priorities.