



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First أولاً التعليم



Private School Inspection Report

Al Iman Private School

Academic Year 2015 – 2016

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Al Iman Private School

Inspection Date	02 – 05 November 2015
Date of previous inspection	16 – 19 February 2014

General Information		Students	
School ID	92	Total number of students	825
Opening year of school	1975	Number of children in KG	75
Principal	Mohammad Khaluf Al Sowaied	Number of students in other phases	Primary: 513 Middle: 237
School telephone	+971 (0)2 443 6723	Age range	3 – 15 years
School Address	Al Karama, Sheikh Rashid Road, Abu Dhabi	Grades or Year Groups	KG – Grade 9
Official email (ADEC)	aliman.pvt@adec.ac.ae	Gender	Mixed
School Website	Emanschoolabudhabi.com	% of Emirati Students	1.2%
Fee ranges (per annum)	AED 5,700 — AED 8,100	Largest nationality groups (%)	1. Egyptian 39.6% 2. Syrian 13.8% 3. Jordanian 12.6%
Licensed Curriculum		Staff	
Main Curriculum	Ministry of Education	Number of teachers	1. 48
Other Curriculum	-----	Number of teaching assistants (TAs)	0
External Exams/ Standardised tests	-----	Teacher-student ratio	1:25 KG/ Primary 1:27 Middle
Accreditation	-----	Teacher turnover	35%

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	70
Number of joint lesson observations	6
Number of parents' questionnaires	80; (response rate: 9.4%)
Details of other inspection activities	Inspectors observed breaks, assemblies, and events before and after school. They scrutinized students' work and reviewed a wide range of documentation. They held meetings with staff, students and parents.

School	
School Aims	'To build an educational system creating a motivating educational environment and professional development where students interact with their teachers and societies. This is for graduating an energetic generation who are ready to overcome the challenges that they may face'.
School vision and mission	'Graduation of global-level students who are of high cultural and traditional conscience and who are qualified to overcome the world challenges.'
Admission Policy	Selective, including tests in Arabic, English and mathematics. Admission to each grade is dependent on the standard achieved in the grade below.
Leadership structure (ownership, governance and management)	At the time of the previous inspection, the governing board consisted of the principal, vice-principal, 2 parents, all coordinators and the social worker. There are now just 6, including the owner. The school leadership team includes the principal, VP and six subject coordinators.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	4	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	2	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	21
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	13
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND	(C)	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

Al Iman Private School currently provides a weak quality of education. There have been some very serious leadership difficulties in recent months. The previous principal left without a proper hand-over in June 2015. A similar situation occurred with the head of information and communication technology (ICT). These problems clearly had an adverse impact on the attainment of students. The current principal (new to the school) has been in post since the start of October. He has restructured the senior leadership team and has begun to tackle the school's difficulties with great energy and efficiency. Strong protection, care, guidance and support for students' welfare are positive features. These lead to good attendance and to students speaking proudly of their school. The new leadership team has developed a common vision, but many systems and procedures to improve students' learning are too new to be evaluated for effectiveness. This is particularly the case in the areas of students' attainment, the curriculum and the quality of teaching and assessment which all remain weak.

Progress made since last inspection and capacity to improve

The school was judged to be unsatisfactory by inspectors in February 2014. Since then, the school's difficulties have meant that there has been little progress. There has been some improvement in core subjects, but attainment remains weak overall. Skills in collaborative learning and investigation have improved only slightly. There are still not enough high quality resources to support learning across all subjects, especially in the Kindergarten (KG), the library, science and art. The furniture in classrooms remains outdated and the building as a whole still lacks the facilities to maximize the delivery of a broad and balanced curriculum. The school is now stable and runs very well on a day-to-day basis. A far greater emphasis on enhancing students' achievement through the improvement of teaching quality is now required. Since the new principal was appointed there have been marked improvements in areas such as health and safety and routine administration, where it has been possible to make a rapid difference. Buildings have been redecorated, and doors and windows have been replaced. Data-show facilities have been installed in all classrooms, together with whiteboards and display surfaces. An intensive programme of professional development has begun. Staff morale is high. This suggests that the restructured leadership has acceptable capacity to bring about improvement.

Development and promotion of innovation skills

The school has had little opportunity as yet to focus on the development of skills in innovation, enterprise or entrepreneurship. Students have a strong work ethic and enjoy learning. The large majority of them communicate well and are keen to collaborate and solve problems. There are currently insufficient opportunities for them to develop critical thinking or to undertake research.

The inspection identified the following as key areas of strength:

- the strong impact of new leadership in raising the school's aspirations for excellence
- the positive relationships within the school as shown in students' good attendance, behaviour and attitudes to learning
- the school's promotion of Islamic values and support for the culture, traditions and heritage of the UAE.

The inspection identified the following as key areas for improvement:

- the consistency of teaching and its impact on improving students' attainment and progress
- the assessment of students so as to plan effectively for the next steps in learning
- the development of students' innovation skills in creative and critical thinking, problem solving and independent learning
- the use of accurate performance measures to enable the school to understand how well it is doing in comparison with other schools and with international standards.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Weak	Weak	Weak	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Social Studies	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
English	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Mathematics	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Science	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Weak	Weak	Weak	
	Progress	Weak	Weak	Weak	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	

As a result of the recent leadership crisis, there is almost no internal or external performance data available in the school. Such data as exists is unreliable and inconsistent. There is some incomplete data on language skills in 2012-13 and a set of diagnostic test results from the same year. The 2013-14 inspection report found attainment and progress in core subjects to be below national age-related expectations. No more recent data is available, so determining any kind of trends over time is not possible.

The school conducted baseline entry tests for all students at the beginning of this semester. Students sat examinations in the week prior to the inspection. The school has not had sufficient time to analyse the results in any detail. As a result, there is no up-to-date information on how well students are making progress. Evidence for student attainment and progress in this inspection is therefore almost all taken from first-hand lesson observations and work scrutiny rather than data. This evidence shows that students' attainment and progress remains weak overall.

In Islamic education, students' progress is acceptable. Their attainment is weaker than it should be because provision is based on teacher talk, textbooks and worksheets, and lessons fail to challenge students sufficiently. In Arabic, attainment matches national age-related averages. Progress in Arabic speaking, listening and reading is in line with national expectations. A majority of students also make acceptable progress in writing. Standards and progress in social studies are below age-related expectations. For example, in a grade 8 lesson, few students could name the founder of the Abbasid Caliphate.

Attainment and progress in English are below age-related levels. English is taught adequately in KG classes and the majority of students develop into confident speakers. They do not always listen well to each other. In the higher grades, reading skills are limited. For example, in one grade 6 lesson, most students could not really understand a simple text. Their answers to questions were based on identifying words and guessing which nearby phrases to copy out. Writing is weak because students are rarely given opportunities to write at length. There is a similar picture in mathematics. A majority of lessons rely heavily on the teacher talking at length. Students are rarely asked to think independently or to develop innovative approaches to their learning. As a result, their skills in critical thinking and reasoning are weak. Learners do not reach acceptable standards of achievement because the work is not demanding enough. For example, in a grade 9 lesson on reflecting shapes, almost all students completed the work quickly and without any difficulty. Only a few were challenged to tackle more complex aspects of the problem. Achievement in science has improved since the previous inspection. Attainment and progress are now approaching age-appropriate expected standards of achievement. Lessons in biology are particularly



successful, especially when they make links with students' knowledge of the world. For example, in one grade 7 lesson, students enthusiastically discussed how animals such as camels were adapted to their local environment. They considered questions of UAE cultural heritage and why it was important to support the survival of birds like the falcon. The development of students' investigative skills is significantly restricted by the lack of adequate laboratory facilities.

Attainment and progress in art and ICT is very weak. Almost all students work well below age related expectations. For example, in one grade 9 ICT lesson, they were asked to copy some numbers into Excel and choose a graph to depict this data. The students completed this simple task quickly and with little effort. They chose graphs at random, without any idea of whether or not they were fit for purpose. Students' achievement in physical education (PE) is greatly limited by lack of space.

Students' engagement in lessons is acceptable. Most students demonstrate positive attitudes to learning, even when work demands little of them. When given the opportunity, students work well in collaboration with each other. They do not often make links between different subject areas or connect what they are learning with the world beyond school. The school does not provide sufficient opportunities for students to experiment, find things out or solve problems. As a result, their thinking skills are not developed well.

Both boys and girls make weak progress overall. More able students and those with low abilities typically make less progress than others. This is because teachers do not match lessons accurately to the needs of particular groups of learners.

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

The school's support of students' social, emotional, moral and cultural development is acceptable overall with some aspects which are good. Most students behave responsibly and say that they enjoy being at school. Behaviour in the primary phase is occasionally less good and, as a result, students are less engaged with their learning. Bullying throughout the school is rare. Relationships between students of different cultures and with adults are positive throughout the school. Almost all students conduct themselves well around the cramped site and move safely. The large majority have positive attitudes towards learning, even when the work they are asked to do lacks variety or challenge. A majority of students make good choices in terms of healthy eating. The restricted nature of the school site means that it is difficult for students to participate in active sport. Attendance is good and almost all students are punctual to school and lessons.

KG children are encouraged to develop an appreciation of Islamic values. This helps to lay the foundation for older students' good appreciation of the role of Islam and its influence on contemporary UAE society. Students have a good understanding of UAE culture and heritage. They show this in assemblies, when they celebrate National day, Flag day and Sheikh Zayed memorial day, as well as Islamic festivals like 'Arafah' day, Eid Al Adha and pilgrimage simulation. Even amongst very young children, the ability to recite from the Holy Qur'an is strong.

The large majority of students are aware of their responsibilities in the school community. They make sure that their environment is kept clean. Few students drop litter. They take on leadership roles and responsibilities through being members of class councils, the school police and Red Crescent group. Older students are involved in monitoring students' punctuality and school discipline, as well as supporting other students. Students have few opportunities to be innovative or to take risks. They show no signs of enterprise or entrepreneurship because staff do not currently provide them with opportunities to do so.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Weak	Weak	Weak	
Assessment	Weak	Weak	Weak	
Teaching for effective learning is weak. The large majority of teachers, particularly those in the higher grades, have satisfactory subject knowledge. They are not as strong on how students learn. Most teachers plan lessons regularly and share learning objectives with their students. In a minority of lessons, these objectives are a list of activities rather than targets for learning, so students are not clear about the purpose of these lessons. Teachers have begun to make good use of the new data show facilities to improve students' engagement. The weakest lessons lack variety. In these lessons, teachers talk for too long and provide few resources other than textbooks or undifferentiated worksheets. A few teachers do not manage time sufficiently well in lessons. For example, in one grade 3 lesson, students were left with no development or review activity for the last 10 minutes and simply told "now you can colour". The large majority of teachers do not use questions well to encourage students to reflect, think for themselves or to check understanding. Activities are not well matched to students' abilities and learning needs, including for the more able and the gifted and talented. There is little support in classes to help students who find learning difficult. Almost all teachers' expectations are not high enough. As a result, few students learn quickly or well, and few meet age related expectations. There are only limited opportunities to help students develop their innovation, independent learning, critical thinking and investigation skills. There are few links made between subjects and learning areas. Assessment is weak. As a result of the recent leadership crisis, the school has almost no up-to-date information about its students. School leaders are aware of the urgency of establishing robust assessment systems. Baseline entry tests are in place in all subject areas and there are regular assessments of students' work. The school is undertaking both TIMSS and PISA tests this year so as to compare attainment with international standards. An application has been made for permission to run EMSA testing in order to monitor students' performance against that of other local schools. Teachers make little use of assessment data to plan lessons. There is no formative assessment to help students to take the next steps in learning or to provide adequate levels of challenge. Marking is regular but gives no guidance to students on how to				

improve. School leaders are working hard to improve the quality of teaching and learning through regular classroom monitoring and provision of professional development. There are signs of improvement with teachers working on the implementation of new strategies to help students learn. This is not yet having a significant impact in raising standards or changing practice to ensure all students are making expected levels of progress.

Performance Standard 4: Curriculum

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

The curriculum, including its implementation and adaptation, is weak in all phases of the school. Children in KG do not have enough opportunities to develop physical skills or make choices. Most older students are not given the kind of learning opportunities which would enable them to meet age-appropriate standards. Lessons do not give enough space for independent learning. Too much importance is given to textbooks and worksheets. There is insufficient breadth and balance. Students do not have enough time to work on their English skills. There is some art timetabled for students in grades 1-8. Library periods provide limited opportunities for free reading. ICT is only taught as a discrete subject. A lack of resources prevents it from being integrated within lessons. Progression in curriculum planning is inadequate. The end of year outcomes for each grade are insufficiently detailed to form the basis of future learning plans. Arrangements for curriculum review lack precision and are not yet integrated into overall school development planning.

The curriculum does not cater for the needs of all groups of students. Lessons are rarely planned to meet the needs of different learners, especially those of higher ability or those with learning difficulties. The curriculum is often unimaginative. There is little to enrich or develop students' enterprise, creativity or social contribution. Few opportunities are provided for students to enhance innovation skills or critical thinking. There are few links with external partners. Extra-curricular activities are restricted to football (for boys) and visiting old people (for girls). The Arabic and Islamic education curriculum is engaging, broad and balanced. Displays, assemblies and lessons positively promote UAE values and students' cultural awareness. The curriculum in science is beginning to develop students' skills of enquiry and exploration.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	
Care and support	Acceptable	Acceptable	Acceptable	

The protection, care, guidance and support of students are a strength of the ethos of the school. A child protection policy is in place and there are robust procedures to implement its provisions. Staff are aware of the recording and reporting mechanisms and receive regular training on child protection issues. The school has taken some steps to alert students and staff to the potential risks of the internet and social media. Most students state that they feel safe and are confident to ask for support whenever needed. The central register of adults who work in, or are involved with, the school is accurately maintained and up to date. Procedures to ensure safe access to school transport have recently been improved.

The school takes appropriate steps to ensure that the site is safe and secure. Access to the buildings is closely controlled. There are frequent, regular emergency drills. Maintenance records are up to date, as are incident and accident records. Medication is stored safely. Students are reminded about health and safety issues through assemblies. School snacks are generally healthy, but guidance on healthy eating is not consistent throughout the school. Most students have little access to recreational activities or sports. Students' well-being and personal development are monitored by the nurse and social worker, who provide effective guidance where needed. Students have ready access to fresh drinking water, but there is insufficient shading. Children in the KG do not have enough outside space or protection from the sun.

Staff and students respect each other and relationships are good. There is a clear behaviour policy which is displayed throughout the school, and is well understood by students and parents. Attendance and punctuality are well managed. There are some systems in place to identify students who are gifted or who have special needs, but these are not sufficiently thorough. Provision for such students in lessons is inconsistent. Weak standards in some core subjects mean that students are not well prepared for the next stage of their academic education.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Weak
Partnerships with parents and the community	Acceptable
Governance	Weak
Management, staffing, facilities and resources	Weak

The new principal, strongly supported by other senior leaders and a newly extended middle management team, is providing vigorous, principled and effective leadership. There is a strong emphasis on team-building and inclusive management in order to help the school achieve its vision and shared goals. Senior and middle leaders have clear roles but have not had sufficient time to develop them fully. To date, the focus on improving students' personal development has been more effective than that on raising the standard of teaching and learning.

The self-evaluation form (SEF) and school development plan (SDP) are rudimentary and poorly related to each other. Grades are over generous. Self-evaluation does not currently make use of external data, especially in the area of examinations and assessment. The school does not have a clear understanding of how well it is doing locally or internationally in comparison with other schools. Leaders have very recently refocused the development plan to ensure better prioritisation. There is a particular emphasis on health and safety and on teaching and learning. Some basic targets and timescales are in place. These have begun to be shared with students and parents.

The most recent ADEC parent survey was undertaken last semester. The response rate was very low with high levels of dissatisfaction. The new principal has made it a priority to reach out to parents and the community. Regular weekly reports on academic progress and activity summaries are produced. Parents now say they feel welcome in the school and that any concerns are dealt with satisfactorily. There are currently few links with local organisations or the wider community.

Governance is weak. The governing board has reduced in size to just three members. Governors, including the owner, do not regularly visit the school. As a result, their knowledge of the school is insecure. There is no parent representation and no governors were available to meet the inspection team. The board of trustees has



acted more positively. It has recently raised basic salaries to assist school development by improving teacher retention.

Most aspects of the day-to-day management of the school are now well organised. Procedures and routines are effective and efficient. All teachers are suitably qualified although there are currently four vacancies. There are appropriate arrangements for obtaining suitably qualified supply staff. The new principal has implemented a programme of professional development based on mutual lesson observations and discussions. An external partner is in place to provide enrichment and further support. The school site is extremely cramped. Classrooms are small and bare. There is insufficient space for PE, and inadequate shade over outside areas. KG children do not have enough space to access a full range of activities and facilities. There is no art room, provision for indoor PE. The science laboratories are too small for effective practical learning and resources are scarce. There are insufficient books in classrooms or in the small library. Limitations in terms of resources and facilities place severe restrictions on many parts of the curriculum and on students' education.

What the school should do to improve further:

1. Improve the quality and consistency of teaching so that all lessons are at least acceptable by:
 - i. using a range of high quality resources and learning technologies to provide a richer variety of learning experiences
 - ii. matching work more accurately to the needs of all students
 - iii. providing more opportunities for students to develop skills in innovation, problem-solving and critical thinking
2. Improve the use of assessment to understand and accelerate students' progress by:
 - i. monitoring progress in lessons so that teaching better meets the needs of all learners and helps to plan future work
 - ii. improving marking so that students know how well they have done and what they need to do in order to improve
 - iii. using assessment data more thoroughly to track whole school performance and identify areas for improvement
3. Strengthen leadership and management at all levels to ensure that:
 - i. there is a consistent and intense focus on improving learning outcomes for students
 - ii. leaders at all levels monitor their areas more rigorously to track and raise standards across the school
 - iii. teachers have meaningful targets for improving their practice through well focused lesson observations
 - iv. there is a robust analysis of students' outcomes in comparison with external and international standards
 - v. school self-evaluation processes accurately analyse all performance standards to set clear priorities for improvement planning.