



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Eman Private school

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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	9
Performance Standard 1: Students' Achievement.....	10
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	19

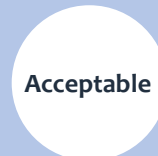


School Information

General Information	Inspection date:	from	24 Safar 1439h	to	27 Safar 1439h
		from	13-Nov-17	to	16-Nov-17
	School name			Al Eman Private school	
	School ID			92	
	School address			Al Karama, Sheikh Rashid Road	
	School telephone			+097 (2) 4434071	
	School official email			aliman.pvt@adec.ac.ae	
	School website			emanpvtschool.com	
	School curriculum			Ministry of Education (MOE)	
	School phases			Primary and Middle	
	Fee range and category			AED6,000 - AED12,000 (Very low to Low)	
	Number of lessons observed			72	
	Number of joint lessons observed			3	
Staff Information	Total number of teachers			30	
	Turnover rate			25%	
	Number of teaching assistants			0	
	Teacher- student ratio			1:25	
Student Information	Total number of students			354	
	% of Emirati Students			2%	
	% of Largest nationality groups			1. Egyptian: 54%	
				2. Syrian: 18%	
				3. Sudanese: 15%	
	% of SEN students			0	
	% of students per phase			KG: ---	Middle: 54%
Primary: 46%				High: ---	
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 

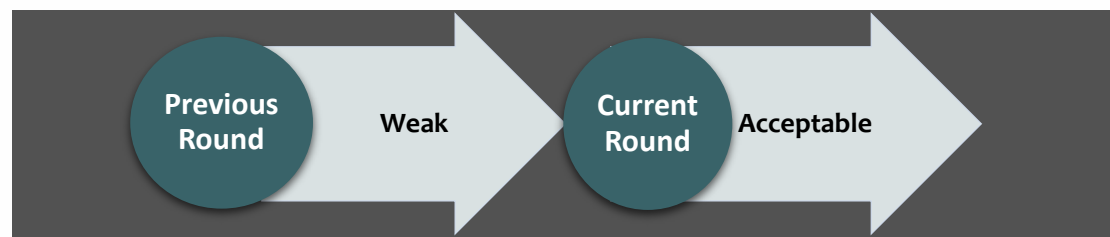


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. A new principal is due to start imminently. Thirteen new teachers have been appointed. The school roll has dropped significantly since the previous inspection and there is no longer a Kindergarten (KG) department.
- Achievement is acceptable overall apart from in English and Social studies, where it is weak across the primary phase. Students' learning skills are acceptable overall.
- Students' personal development is good. Their good understanding of UAE culture and Islamic values contributes to their responsible attitudes towards learning, and their respectful and cordial relationships with one another and with staff. Levels of attendance are good.
- Teaching and assessment are acceptable. Teachers have secure knowledge and plan purposeful lessons. Feedback and marking are not yet sufficiently precise to accelerate students' improvement, and use of data is not yet effective in tracking students' progress.
- The curriculum is acceptable overall. It is planned appropriately and reviewed periodically. As a result, students are adequately prepared for the next stage of their education. Planned opportunities for innovation and enterprise are as yet limited.
- The overall quality of protection, care, guidance and support is acceptable. Provision to ensure the health, safety and protection of students is appropriate. Systems for managing behaviour are good. Procedures for promoting attendance and punctuality are successful. Systems for the identification and support of Special Educational Needs (SEN) and gifted and talented (G&T) students are not yet effectively developed.
- Leadership and management are acceptable. Interim leaders have provided stability in the absence of a principal. Appropriate vision is shared by the whole school community. Self-evaluation and improvement planning are acceptable. Trustees hold the school's leaders to account appropriately.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress since its last inspection.
- Teaching has improved to an acceptable level. Professional development for teachers is beginning to show impact, but not consistently so. Teachers are beginning to match the work more appropriately to the needs of the students, raising progress to an acceptable level. There are still insufficient opportunities in lessons for students to engage in critical thinking, research, enquiry, problem solving and innovative skills.
- Leaders at all levels are adequately monitoring the quality of teaching but this is not yet well focused on the impact on student achievement. Teachers have targets, based on lesson observations, and progress against these are checked by leaders.
- Student achievement is now acceptable overall. Attainment has improved in Islamic education, and achievement has risen in mathematics and all other subjects across phases; some weaknesses remain in social studies and English in the primary phase.
- Leaders are developing assessment and data analysis procedures. They produce measures of progress, but accurate quantitative targets are not set for all students to enable effective and consistent tracking of progress. There is some analysis against external and international standards but the school samples for the latter are too small to be of statistical significance.
- Overall, school leaders' capacity to improve the school is acceptable.



Key areas of strength and area for improvement

Key areas of strength

1. Students' enjoyment of school, reflected in their positive attitudes to learning and good attendance.
2. Good relationships throughout the school, demonstrated by extremely respectful interactions between the students and the adult school community.
3. Students' practice of their understanding of safe and healthy lifestyles by eating healthily and taking part in regular exercise.
4. Students' appreciation and respect for the role of Islam in the UAE and their understanding of Emirati culture and heritage.

Key areas for improvement

1. Raise achievement in all subjects, and especially English and social studies in primary phase, by:
 - i. developing and using a wider range of teaching strategies to ensure that learning engages and challenges all groups of students, including the most able
 - ii. consistently using a systematic approach to the teaching of phonics for all students, particularly in Grades 1-3, to support their developing skills in reading and writing
 - iii. further strengthening opportunities for students to engage in creative, innovative and enterprising activities to support their independent research, enquiry and critical thinking skills
 - iv. providing more opportunities for students to engage in independent and extended writing activities in English and Arabic to strengthen their written communication in all subjects
 - v. further developing systems to identify and support SEN and G&T students.
2. Strengthen internal assessment arrangements by:
 - i. developing a marking and feedback policy which is used consistently by all staff, so that students know how to improve their work
 - ii. improving the use of assessment data by teachers and all leaders in tracking the progress of individuals and groups of students and to take action to close any gaps in learning.



3. Further improve students' learning skills by:
 - i. ensuring that all teachers make use of probing questions, dialogue and activities which challenge all students to think critically, especially those who are the most able
 - ii. making better use of assessment data to plan lessons which precisely meet the needs of individuals and groups
 - iii. providing more opportunities for students to develop independent learning skills.
4. Develop the effectiveness of middle leaders by:
 - i. enabling improved use of assessment data in tracking and monitoring the progress of students within their subjects
 - ii. providing further training and support in evaluating the impact of teaching upon learning.



Provision for Reading

- Weekly guided reading session, both in class and in the library, support students' reading skills. Students are encouraged to borrow books from the library to read at home.
- Reading is a key target in the school improvement plan. The school are monitoring its implementation regularly.
- All teachers have received training in the teaching of reading skills, although those recently appointed have been given an abridged version.
- In all subjects, emphasis is placed upon the need to read in order to complete tasks successfully.
- Phonics is taught in Grades 1-3 and there are additional classes before school to support the less able. Teaching is not sufficiently systematic to provide students with the skills they need to decode unfamiliar words.
- Recent assessments have provided staff with a clear evaluation of students' capabilities. These will be used as a baseline from which to track progress in reading skills.



Performance Standard 1: Students' Achievement

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



Overall achievement

- Overall achievement is acceptable. Inspection evidence indicates that achievement is acceptable across subjects and phases, except for social studies and English in primary phase, where they are weak.
- Recent MoE examinations and internal assessments show attainment as outstanding overall across subjects and grades. These outcomes are not substantiated by lesson observations.
- There are no formally identified SEN or G&T students, hence their progress has not yet been tracked.

Subjects

- Students' achievement in **Islamic education** is acceptable overall. Students show acceptable understanding of the basic precepts of Islam and recitation of Qur'an. They make acceptable progress in understanding and applying Islamic values to their daily lives.
- Students' achievement in **Arabic** is acceptable. Students make acceptable progress in developing skills of listening, reading, understanding, and speaking. Their extended writing skills are less developed, particularly those of structuring sentences and writing more than short paragraphs.
- Students' achievement in **social studies** is weak in primary and acceptable in middle phases. In primary phase, students' progress in developing knowledge and understanding of UAE culture and heritage is weak as lessons lack challenge and work is insufficiently matched to the needs of different groups of students.
- Students' achievement in **English** is weak in primary and acceptable in middle phases. In primary, students make weak progress in developing skills of reading and writing as the teaching of phonics is not systematic, and students have limited options to help them decode unfamiliar words. Most students make acceptable progress in developing their skills in speaking, listening, reading and basic writing through the middle phase. Extended writing skills are less developed.
- Students' achievement in **mathematics** is acceptable overall. Students attain acceptable knowledge of mathematical concepts and make acceptable progress in primary in developing a range of mathematical skills, although problem-solving skills are less developed.
- Students' achievement overall in **science** is acceptable. They make acceptable progress in developing their understanding of scientific concepts and principles. Their practical and investigative skills are acceptable due to opportunities to



develop them provided during lessons in the laboratories but weaker reading and writing hinders more extended learning.

- Students' achievement in **other subjects** is acceptable. In physical education (PE) art and computer science, students make acceptable progress in developing a range of age-appropriate physical, creative and technological skills.

Learning skills

- Students' learning skills are acceptable overall. Students have a positive work ethic and work independently for short periods without adult supervision. Their skills of interaction, collaboration and communication are good. Overall, students make acceptable connections in their learning between different subjects and to the real world. Their critical thinking, research, enquiry, problem-solving and innovative skills are less developed due to the limited opportunities available in lessons.

Areas of Relative Strength:

- Students' positive attitudes to their learning and skills of interaction, collaboration and communication.

Areas for Improvement:

- Development of students' learning skills.
- Achievement in all subjects, especially in social studies and English.



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

- Students' personal and social development are good and their innovation skills are acceptable. They demonstrate responsible attitudes towards learning and respectful relationships with one another and with staff. Their considerate and positive behaviour contributes to a safe and orderly learning community.
- Students have sound understanding of, and are committed to, healthy lifestyles. Attendance is good at 94% and students are usually punctual to school and lessons.
- Students' understanding and appreciation of their Islamic values, UAE culture and their own communities is good. They demonstrate a clear knowledge of international cultures and beliefs, and celebrate diversity.
- Students are aware of their responsibilities in the school community and perform their leadership roles responsibly. They have some involvement as volunteers in the local community, but this is irregular. Their awareness of environmental issues is adequate.
- Students enjoy their work and taking part in projects, but rarely take initiative and make independent decisions as the school provides limited opportunities for them to be innovative.

Areas of Relative Strength:

- Students' positive attitudes to learning and good attendance.
- Students' understanding of, and commitment to, safe and healthy lifestyles.
- Students' respect for Islamic values and appreciation of UAE heritage.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Areas for Improvement:

- Students' innovation skills.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers have secure knowledge of the subjects they teach, and manage time and resources appropriately to plan purposeful lessons. Questioning engages students in meaningful discussion, but does not consistently elicit detailed responses from them to extend their learning, especially the most able.
- Teachers have positive relationships with students and provide general challenge and support. Groupwork is commonly used, but groups are often too large for all students to assume active roles. Strategies to challenge all groups and to promote independent learning, innovation, critical thinking, problem-solving and use of learning technologies are not routinely integrated into lessons.
- Systems for internal assessment are in place but are used inconsistently. Tracking is insufficiently accurate or detailed to allow leaders, including, middle managers, to adequately monitor and analyse the progress individuals and groups of students are making within school and against national benchmarks. The school is beginning to compare student performance more widely with international standards, although this only involves small numbers of students.
- Teachers use using assessment information adequately to inform their planning and meet the needs of groups of students. Feedback and marking provide some challenge and support, but are not yet sufficiently precise to accelerate students' improvement.

Areas of Relative Strength:

- Relationships between teachers and students.
- Teachers' secure subject knowledge.

Areas for Improvement:

- Improving marking and feedback.
- Improving use of assessment data to track students' progress, including by middle leaders.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

- Further challenge for all groups of students, use probing questioning and developing innovation and independent learning skills.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation		Acceptable	Acceptable	
Curriculum adaptation		Acceptable	Acceptable	
- The overall quality of the curriculum provision is acceptable. It is reasonably broad and balanced and there is adequate progression in most key subjects due to opportunities for progress incorporated into teachers' subject planning. - Opportunities for students to make links between subjects are planned appropriately and the curriculum is reviewed periodically to ensure adequate provision in most subjects. - The school makes adequate modifications to the curriculum to meet the needs of most students although opportunities to extend the learning of the most able are limited. - Although students have access to a developing range of extra-curricular activities, opportunities for enterprise and innovation are limited. Lessons in most subjects are appropriately linked to UAE culture and society. - Moral education is delivered appropriately by qualified staff. Students have good opportunities to transfer and practise their knowledge of values such as tolerance and respect in and outside the lessons, linking this to Islamic values and UAE culture.				
Areas of Relative Strength:				
Links to promote appreciation of UAE culture across subjects.				
Areas for Improvement:				
- Increased opportunities for innovation and enterprise. - Additional opportunities to challenge and extend the knowledge, skills and understanding of the most able.				



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		Acceptable	Acceptable	
Care and support		Acceptable	Acceptable	
- The overall quality of protection, care, guidance and support is acceptable. Most staff, students and parents are aware of the school's adequate procedures to ensure safeguarding of students, including child protection. Students are supervised appropriately throughout the school day. - Safety checks are regular and the physical environment is safe, in adequate repair, clean, and fit for purpose. Secure records are kept. The school promotes safe and healthy living systematically. - Staff have courteous relationships with students and systems for managing behaviour are successful. Effective procedures are used well to promote good attendance and punctuality. - The school has developed systems to identify SEN and G&T students, but have not used these to formally identify any students in these groups, There is no SEN Coordinator or clear guidance available to students who may need additional support, or for those who are of higher ability or have specific talents. - The well-being of students is monitored adequately. There are frequent opportunities for discussions with teachers about academic progress and the support available. Areas of Relative Strength: - Systems to promote good attendance and punctuality. - The schools' work to promote active and healthy life-styles. Areas for Improvement: - Effective use of systems and procedures to identify and support SEN and G&T 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. A new principal is due to start imminently. The interim leaders have maintained acceptable standards in the school. The school vision, shared by the school community, demonstrates commitment to UAE priorities and inclusion. Leaders at all levels are aware of the need for further improvements.
- The school's approach to self-evaluation and improvement planning is acceptable. Priorities in the self-evaluation form (SEF) are based on the data generated from exam results. The school development plan (SDP) focuses on key issues to raise achievement. Monitoring and evaluation of teaching by senior and middle leaders is adequate, but insufficiently focused upon its impact on improving achievement.
- Partnerships with parents and the community are acceptable. Parents support the school and appreciate the regular information they receive about their child's learning. There are few links with local and national communities.
- The trustees, who include parental representation, are active at a strategic level. They have input into the direction of the school and periodically hold school leaders accountable for performance. They have addressed some weaknesses, such as providing adequate shade from the sun.
- All aspects of the day-to-day management of the school contribute adequately to students' achievements and well-being. The school has sufficient qualified staff who benefit from relevant professional development. The school has appropriate facilities, some of which are due to be updated this year, but has not had the benefit of refurbishment or additional resources to enhance student's learning.
- The school is preparing students for assessment in the Trends in International Mathematics and Science Study (TIMSS) this year, using the 'Question a day' strategy. It enters small numbers of students in other international assessments



such as the mock Programme for International Student Assessment (PISA).

Areas of Relative Strength:

- The stability provided by interim leaders in the absence of a principal.

Areas for Improvement:

- Training for middle leaders in evaluating the impact of teaching on learning, and in the use of assessment data to inform curriculum planning.