



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Ettehad Private School

Overall Effectiveness: Very Weak

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	2 Safar 1439		to	5 Safar 1439	
		from	23-Oct-17		to	26-Oct-17	
	School name			Al Ettehad Private School			
	School ID			142			
	School address			Area 16, Plot 14, Falaj Hazaa, Al Ain			
	School telephone			+971 (0) 3 780 5025			
	School official email			alettehad.pvt@adec.ac.ae			
	School website			N/A			
	School curriculum			Pakistani			
	School phases			Primary and Middle			
	Fee range and category			AED 2100 – AED 3000 (very low)			
	Number of lessons observed			67			
	Number of joint lessons observed			5			
Staff Information	Total number of teachers			19			
	Turnover rate			29%			
	Number of teaching assistants			0			
	Teacher- student ratio			1:14			
Student Information	Total number of students			273			
	% of Emirati Students			0%			
	% of Largest nationality groups			1. Pakistani 61%			
				2. Afghani 38%			
				3.			
	% of SEN students			0%			
	% of students per phase			KG: 0		Middle: 38%	
Primary: 62%				High: 0			
Gender			girls and boys				



The Performance of the School

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

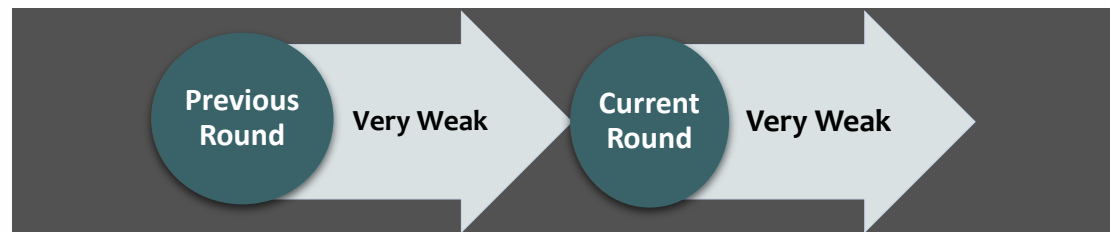


Evaluation of the school's overall performance

- The overall performance of the school is very weak. Since 2013, the pupil numbers have decreased from over 700 to 273.
- Students' achievement is very weak overall. In Arabic, English, mathematics and science, their achievement is very weak; in Islamic education it is weak. Students are making insufficient progress across all subjects.
- Students' personal and social development is weak. They show little sense of personal responsibility or initiative. Their independent learning and innovation skills are underdeveloped throughout the school. Currently at 78%, the school attendance rate is urgently in need of improvement.
- The quality of teaching is very weak. Key weaknesses have been identified in all aspects of teaching throughout the school. The quality of assessment processes is very weak and teachers make little use of assessment information to inform their teaching.
- The curriculum is very weak. Insufficient consideration is given in planning to develop, strengthen and enrich students' learning experiences through creative and expressive activities. The curriculum fails to cater adequately for the needs of all groups of students.
- The provision that the school makes for the care, welfare and protection of students is weak. Supervision of students is lax both inside and outside of school. The identification of, and provision for, students with special educational needs is very weak.
- All aspects of leadership and management in this school are very weak. Self evaluation processes are not sufficiently rigorous to impact effectively on raising standards. The capacity of the senior leaders to improve the school is insufficient without considerable external support.



Progress made since last inspection and capacity to improve



- The school leaders have made little impact in addressing the recommendations of the last inspection; the quality of education provided remains very weak.
- Attainment, which was weak at the last inspection, is now very weak and the progress of students remains very weak throughout the school.
- Personal and social development, which was weak at the last inspection, is now very weak and the school does not do enough to ensure that students learn respect for the UAE heritage and culture.
- Teaching remains very weak; a majority of teachers do not have sufficiently well-developed pedagogical skills. There is still inadequate differentiation in the planning and delivery of lessons to cater for the needs of all students.
- The curriculum is still not sufficiently broad. In particular, the poor quality creative and expressive provision means that the curriculum is narrow and unattractive to many students. There are still too few cross-curricular or enrichment opportunities.
- Attendance, at 78%, is even lower than it was at the time of the last inspection (83%).



Key areas of strength and areas for improvement

Key areas of strength

1. The clear support from the parents for the school.
2. Students who are pleasant and willing to learn.
3. Teachers who want the school to develop and grow.

Key areas for improvement

1. Increase students' achievements in all subjects by teachers:
 - (i) creating more attractive and stimulating learning environments
 - (ii) developing their pedagogical skills.
2. Develop more rigorous assessment of students' attainment to:
 - (i) inform the matching of teaching to the needs of all students
 - (ii) track the attainment and progress of individual students, year-on-year.

Increase student attendance at school by:

- (i) making improved attendance a priority area in school development
- (ii) developing agreed mechanisms to promote and celebrate improved attendance
- (iii) enlisting the help of parents to maintain a positive focus on school attendance.

3.

Strengthen leadership and management in the school by:

- (i) ensuring that the posts of Principal and Vice-principal are filled
- (ii) ensuring clear job descriptions, which are aligned with school priorities, are in place for all management and leadership posts
- (iii) being compliant with, and ensuring effective implementation of, all ADEK policies.

Enhance partnerships with parents by:

- (i) developing effective communication channels with them
- (ii) organising parent workshops to help them understand how their children are taught and how they can help and support them in their learning
- (iii) encouraging their involvement in the life and work of the school.

Make governance more effective by:

- (i) exerting a positive influence on the school's leadership and direction
- (ii) monitoring the school and holding the senior leaders fully accountable for the quality of the school's performance.



Provision for Reading

- The school does not have a strategic approach to the promotion of reading.
- The school library is unattractive and not a stimulating environment for reading. It has limited facilities for the use of information and communication technology. Many of the books are old, worn and not very appealing to the students.
- Students' reading levels do not meet grade-related expectations for reading in English or Arabic. There is little proactive encouragement of the students to read for pleasure.
- The school does not systematically assess the students' skill levels in reading English or Arabic, nor does it have effective procedures to track their attainment and progress in reading.
- The school does not enlist the help of parents with reading or assist them in helping their own children improve their reading.
- There has been no professional development to enhance teachers' confidence and competence in teaching reading in English or Arabic.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is very weak. Only a few demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. There are significant gaps in students' knowledge and weaknesses in their skills and understanding.
- The school reported that the students do not participate in external examinations, with the exception of a very small number who were entered for PISA and did not achieve well. The internal examinations indicate that all students have outcomes of acceptable or better. This is not reflected in the work observed in lessons and in students' work in their books.

Subjects

- Students' achievement in **Islamic education** is weak. Less than three quarters of students demonstrate levels of knowledge, skills and understanding that are at least in line with curriculum standards. Progress is weak across levels due to limited access to resources and limited real life opportunities that develop students' practical understanding.
- Students' achievement in **Arabic Second Language** is very weak overall. Students in primary show very weak progress, due to inadequate planning for teaching and teachers' lack of pedagogical skills. In middle phase, teachers try to encourage some independent learning and to use stories to develop understanding; however, progress is still weak.
- Students' achievement in **social studies** is very weak across the school. A few students have shallow understanding, about Pakistani social studies. The students' knowledge of UAE social studies is underdeveloped because teachers have insecure subject knowledge and pedagogy, and their use of language is not always accurate.
- Students' achievement in **English** is very weak overall. In primary, the development of purposeful talk amongst the students, and their subsequent transition into early writing, is hampered by their lack of confidence and competence in the spoken language. Much of the students' reading is from a textbook; only a few of them read for pleasure. The older students have insufficient opportunities to undertake sustained writing and their writing lacks structure, accuracy and fluency.
- The overall student achievement in **mathematics** is very weak. In the lower grades, students learn about number patterns and shapes. Their basic numeracy skills are insecure and, as they move through the school, they get too few opportunities to apply them to real life situations or in problem-solving.



Students' data handling skills are very limited and their thinking skills are limited by teachers' over-reliance on worksheet-based lessons.

- In **science**, student achievement is very weak. There is insufficient emphasis on building knowledge and scientific vocabulary. In a majority of science lessons, students were not sufficiently engaged in their learning. Enquiry-based investigations are limited for the large majority of students and progress in developing the students' research and investigating skills has been very limited.
- Student achievement in **other subjects** across the curriculum is very weak. Most students do not attain in line with curriculum expectations. In art, a majority of students' achievement is acceptable as a result of some enthusiastic teaching. Achievement in PE and the use of ICT in subjects is very weak overall.

Learning skills

- A substantial proportion of students are not engaged in lessons and many students are not able to explain what they are doing, or work collaboratively with their peers.
- Students do not apply what they learn in key subjects to other aspects of their work, and they are not able to recognise links between the work they are doing and real-life situations.
- Students' skills in literacy, numeracy and using learning technologies are very weak.
- Students get too few opportunities to relate their learning to real-life situations, to develop innovative thinking and to use information and communication technology to support and enhance their work in science. Their critical thinking and problem-solving skills are very weak.

Areas of Relative Strength:

- Students' achievement in Islamic education and art.

Areas for Improvement:

- Students' engagement with their learning and the extent to which they work collaboratively and purposefully with their peers.
- Students' literacy and numeracy skills and their ability to use information and communication technology.
- Students' critical thinking and problem-solving skills.



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- Students' achievements in all subjects.



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

- Students' personal and social development is weak. They are pleasant and have a positive attitude to work. They demonstrate limited self-discipline and limited ability to resolve difficulties in mature ways.
- Students have limited awareness of their responsibilities in the school and little involvement in the community as volunteers.
- Students rarely participate in activities that promote healthy lifestyles.
- Attendance, at 78%, is very weak and urgently in need of improvement.
- Students' understanding of Islamic values and their appreciation of UAE culture and heritage are weak. Students do not have a good awareness of other cultures.
- Students have limited awareness of important environmental issues in relation to sustainability and conservation.
- Students' creativity and initiative are limited.

Areas of Relative Strength:

- Students are developing a basic understanding of Pakistani and UAE cultures.
- Students are pleasant and have a positive attitude to work.

Areas for Improvement:

- Students' attendance - currently 78%.
- Students' knowledge and understanding of the traditions of the UAE and of the multicultural nature of the modern UAE.
- Students' appreciation of their own and other world cultures.
- Students' creativity and innovation.



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- Students' self-discipline and ability to resolve difficulties in mature ways.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	N/A	Very Weak	Very Weak	N/A
Assessment	N/A	Very Weak	Very Weak	N/A

- Teaching for effective learning is very weak.
- A large minority of teachers have inadequate knowledge of their subjects and are unclear about how students learn best. Teachers use few resources, other than textbooks and teacher talk. The teacher dominates the lesson and this slows progress. It also limits opportunities for students to interact and share their understanding as critical and innovative learners
- Lessons are not planned adequately; there is little evidence of differentiation to cater for the diverse needs of the students. Too often, the learning objectives are not clear and are not shared with the students.
- Teachers are not skilled at asking questions to prompt thinking, to test understanding and to consolidate learning. They do not give the students enough scope to develop their own approaches and to think for themselves. A few of the teachers provide some helpful guidance towards improvement in response to students' written work.
- The heavy reliance on textbooks reduces opportunities for problem solving and independent investigations.
- The school does not have effective systems to provide accurate measures of students' progress and has little understanding of how to benchmark students' academic outcomes against any external expectations.
- There is little or no assessment data and little information about students' progress. Assessment information is not used to inform teaching or curriculum planning. Students are not involved in assessing their own learning.

Areas of Relative Strength:

- The feedback of a few teachers to help guide students towards improvement.
- Teachers' encouragement of students to do their best.

Areas for Improvement:

- Teachers' subject knowledge and pedagogical skills.



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- Lesson planning, with clear lesson objectives and differentiation to cater for the diverse needs of learners.
- Feedback to students' written work.
- Questioning to prompt thinking, test understanding and consolidate learning.
- Support for the individual needs of students
- Teaching to promote independent learning, critical thinking and problem solving.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Very Weak	Very Weak	N/A
Curriculum adaptation	N/A	Very Weak	Very Weak	N/A
- The planning of the curriculum is very weak; it does not provide continuity and progression in the students' learning. - The curriculum is neither broad nor balanced. History, geography and music do not appear on the school timetable at any level and the provision of physical education is very weak. - There are few extra-curricular activities available for students and these are not of high quality. - School leaders have not integrated learning about UAE culture and society across the curriculum. - The curriculum fails to meet the needs of students with special educational needs. - There is no systematic review of the curriculum. - Moral education has been recently introduced. The provision for it is weak.				
Areas of Relative Strength:				
A few links have been identified between Arabic and Islamic Studies in the Middle school classes.				
Areas for Improvement:				
- Curriculum planning that is based on the school's vision and has a clear rationale which is shared with all staff, management, parents and students. - Continuity and progression in the students' learning experiences. - Greater emphasis on, and provision for, creative and expressive subjects in the curriculum. - Planning to meet the diversity of students' needs. - Opportunities for the development of independent thinking, research and critical thinking skills. - Regular review of the curriculum, informed by recent and relevant assessment information.				



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		Weak	Weak	
Care and support		Weak	Weak	
• The protection, care, guidance and support of students is weak overall. • Supervisory procedures are weak, especially at the school gate at the end of the school day, and during break times. • The premises does not have appropriate facilities to meet the needs of students with disabilities. • Behaviour management strategies are neither consistent nor effective. • Arrangements to promote student attendance are ineffective. • The school does not have effective procedures for identifying those students who have special educational needs or those who are gifted and talented. • Students with special educational needs are provided with little or no specialist support. Areas of Relative Strength: • A Child Protection and Safeguarding Policy has been drawn up by the senior leaders; this now needs to be shared more widely amongst the staff and parents. Areas for Improvement: • Improved supervisory procedures at all times. • Appropriate facilities to meet the needs of students with disabilities. • A consistently implemented agreed strategy to promote positive behaviour throughout the school. • Arrangements to increase students' attendance levels. • Identification of and provision for students with special educational needs.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Weak
Self-evaluation and improvement planning	Very Weak
Partnerships with parents and the community	Very Weak
Governance	Very Weak
Management, staffing, facilities and resources	Very Weak
- The overall quality of leadership and management is very weak. - The school culture is focused insufficiently on students' learning and personal development. - There is no senior leader with responsibility for the provision made for, and the achievement of, students with special educational needs. - Monitoring of teaching and learning is unsystematic and does not identify weaknesses in practices and the impact of these on students' learning. - There has been minimal progress, if any, in addressing the recommendations from the previous inspection report. The school has shown little improvement over time. - Parents are not encouraged to be active partners in learning. There are few links with other schools and the local community. - Governance has very limited representation for stakeholders; there is not a Governing Board. - The day to day management of the school is inadequate; consequently, students' achievements, and/or their health and safety, are at risk. - The school does little to promote student participation in international examinations.	
Areas of Relative Strength:	
The school still has the support of parents.	
Areas for Improvement:	
- Leadership and management of the school. - Provision for students with special educational needs.	



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- Systematic monitoring of teaching and learning.
- Partnership with parents.
- Governance of the school.