



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



Summary Inspection Report

Al Khalil International Private School

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Iqraa

Al Khalil International Private School

Inspection Date	10 th – 13 th March 2013
School ID#	143
Type of School	Private
Curriculum	Ministry of Education
Number of Students	1020
Age Range	3 – 18 years
Gender	Mixed
Principal	Ghosoun Al Bukhari
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Introduction

A team of 5 inspectors observed 99 lessons and other student activities, scrutinised students' written work, analysed student and school performance data, studied school documents, and talked with staff, students and parents.

Description of the School

Al Khalil International School was opened in 2006 and offers an educational programme from Kindergarten (KG) to Grade 12. The school offers the Ministry of Education (MOE) curriculum. Its vision is to: build better rapport, cope with change and foster dynamic communication with various sectors of the local community.

Twenty-two nationalities are represented amongst students, of whom 3% are Emirati. Of the remaining students, 38% are Jordanian, 29% are Syrian, 13 % are Palestinian, 7% Egyptian and the remaining 10% represent a very small number of students from other Arab countries.

There are a total of 1020 students attending the school, 514 boys and 506 girls. The school is organised into three sections, KG2 with 59 students and Grades 1 to 3, on the ground floor, Grades 4 to 12 girls on one side of first floor and Grades 4 to 12 boys on the other side of first floor. The school has identified two students with specific learning difficulties. The school does not have an admission policy or an admission test.

The annual fees range from 5150 AED to 5370 AED for KG, 5650 AED to 7300 AED for Grades 1 to 6, 8500 AED to 9600 AED for Grades 6 to 8 and 10800 AED to 11900 AED for Grades 10 to 12. Teachers' salaries range from 3000 AED to 7000 AED per month.

The Effectiveness of the School

Band C

Grade 8

Inspectors judged Al Khalil International Private School to be in Band C, that is a school in need of significant improvement.

The last inspection judged Al Khalil International Private School to be a school that is in need of significant improvement. The report made several recommendations with regard to health and safety issues, improving the quality of teaching and learning, implementing a curriculum that offers a broad and balanced programme of learning, providing prayer rooms in school and establishing an effective leadership structure.

The senior leadership team has addressed some of the health and safety issues, and provided two prayer rooms, one for boys and one for girls. However, there has been little progress in addressing all other recommendations. The very minor improvements are the result of the work of the previous principal, who left in December 2012. The school is being run by an acting principal who has no prior experience of running a school.

The school is failing to make much needed improvements in order to meet its stated aims: ‘empowering leadership through collaborative work based on trust, perseverance, constant tracking of all tasks, enabling teachers to get rid of a traditional lecturing method, helping them to develop professionally to cater for different learning styles in pursuit of making notable improvements in standards and creating a productive generation capable of coping with the policy of change and the wheel of progress’.

The school does not carry out an appropriate assessment of students on entry to school. There is no baseline data in order to monitor their progress and ensure their learning needs are met. Students’ attainment in KG is well below the expected levels as compared to international standards. They make adequate progress in Arabic, English, mathematics, physical and social development considering their very low starting points.

Grade 12 students achieve above average results in comparison to other local schools which follow the MOE curriculum. However, standards across the school in most subjects are well below the expected levels for their age as well as international standards. Students’ performance results in Grades 6 to 12 internal assessments in all subjects show expected levels but their work and progress in lessons show that students’ development of knowledge, understanding and skills in almost all subjects is very unsatisfactory. Standards in mathematics in Grades 1 to 5 are unsatisfactory and very unsatisfactory in Grades 6 to 12.

Students have basic knowledge of Islam and they respect Islamic values. However, most demonstrate very unsatisfactory understanding in Islamic and Social Studies. In Arabic, students’ attainment is unsatisfactory across the school. In Grade 4 students reading skills were fair but they lacked expression. Similarly in Grade 10 students were not given sufficient opportunities to practice and develop their skills in response to literary texts.

In English, students in all grades develop unsatisfactory speaking and listening, reading and writing skills. Teaching provides very few opportunities for them to practice and develop these skills. In mathematics, students are given limited opportunities to practice problem solving, either individually or in groups. In science, standards are unsatisfactory and they are given very few opportunities to

carry out investigations. Students lack confidence in using their literacy, numeracy and ICT skills. In most lessons, they respond to teacher's questions as a group. They rarely demonstrate the ability to take initiative, think creatively or work independently.

Students lack self-confidence and in the majority of lessons do not demonstrate positive attitudes to learning. Students were very rarely encouraged to ask questions or develop investigative skills. In some classes students are encouraged to model the teacher and perform a play. Students can take responsibility and co-operate with each other when they are given the opportunity, examples of which were observed in English lessons in Grades 3 and 5. Students have limited opportunities to develop leadership skills, for example to speak in assembly to the whole school to gain their confidence in speaking. Some students, mainly boys, show insufficient respect to the supervisors during break time. Thus students are not adequately prepared for the next stages of their lives.

There are unsatisfactory health and safety practices such as no clearly implemented child protection procedures. There is lack of guidance for students and as a result they do not have sufficient understanding of how to lead safe and healthy lives. Some students do not sing the UAE National Anthem during the morning assembly and teachers do not provide good role models in this respect.

Teachers' understanding of how best to teach different abilities and ages is weak. Lesson planning is overly restricted by textbooks and provides little modification to ensure relevance to students' learning needs. Teachers do not make learning objectives sufficiently clear. They often have low expectations of what students can achieve and are unable to encourage students to be active learners. Teacher dominated lessons do not promote independent thinking and problem solving skills or preparing them for their future lives.

Although most teachers have good relationships with students some have weak behaviour management skills. In many lessons students are compliant and unmotivated. The behaviour of boys in some lessons is not dealt with appropriately. The pace of the lessons is often slow. Teachers ask closed-ended questions, which require a 'yes' or 'no' response from students. Questions frequently focus on factual recall which means that higher order thinking skills are insufficiently developed. Limited use of resources and restricted space means that learning is rarely active or interactive.

Assessment practices are very weak both in tracking students' progress and during lessons. Assessment is not linked to lesson planning and does not provide specific targets or areas for improvement. It also does not identify the needs of students who have special educational needs or who are gifted and talented. The

school provides some professional development opportunities for staff but these are not effective as they do not identify individual or whole school needs to bring about improvements in the quality of teaching and learning.

Some events, such as the student-led physics project, and competitions help to broaden the curriculum but overall it lacks coherence and planning lacks differentiation. The curriculum is further constrained by an over dependence on textbooks and worksheets. There is little continuity and progression in the curriculum. In Grade 9 music lesson girls practised the same song, which was sung by Grade 4 in the assembly. The curriculum does not adequately promote students' academic progress, their personal development or the development of 21st Century skills. The curriculum for Grade 12 students is too narrow because the focus is only on examination subjects. Students' awareness of UAE culture and history is promoted effectively through social studies and celebrations of national events.

Although the school hosts some appropriate events relating to the world of work, careers advice is limited and students do not gain appropriate understanding about choices. Enrichment of the curriculum through ICT, PE and music is very limited. The available facilities for science are ineffectively used and the curriculum delivery does not support students' development of practical and investigative skills. Additionally, the facilities are not used effectively to support students' development of ICT skills. The KG curriculum is restricted by the lack of resources to support developmentally appropriate activities.

Insufficient attention is given to the protection, care, guidance and support of students. There are no effective systems to monitor students' behaviour during break time and in some lessons. There is no child protection policy. Teachers and students do not clearly understand the governing procedures what they should do in cases of suspected abuse. However, the quality of first aid facilities is satisfactory. The nurse is licensed and medical equipment appears to be sufficient. The school has held two evacuation drills to train students for emergency situations. Attendance is above average but systems for monitoring late arrivals to school are weak.

The building and premises are clean. All visitors are required to sign a visitors' book before entering the school. However, some security procedures are insufficient. For example, the security guard checks the visitors coming from the central gate but any visitors entering the school from the two side gates are not challenged.

Most classrooms are too small for the number of students and they do not support a good standard of student learning and curriculum implementation. The size of a number of classrooms does not meet ADEC's requirements. The premises do not have enough toilets for the number of students in the school, which affects the students' welfare.

The school has no record or certificate to show that electrical equipment is regularly tested and maintained in a safe working condition. A number of air conditioning units in the classrooms were not functioning. Fire extinguishers are out of date and were not serviced. There is a severe shortage of specialist facilities. The school has one science laboratory with no gas connection. Potentially hazardous materials are stored safely. There is only one ICT room with only 16 computers. The school does not maintain a central register involving all adults in the school. Transport on school buses does not provide sufficient safety. The school forbids corporal punishment and students confirm that there is no corporal punishment.

The library is fairly well equipped with books in both Arabic and English. The librarian has very recently put in a system of borrowing and tracking books. Sports facilities are limited to a playground with basketball and a football pitch. Female students do not have an indoor gymnasium for PE. Classrooms lack adequate resources such as projectors, interactive white boards and computers to support and enhance students' learning. Teachers are obliged to rely solely on textbooks. KG classrooms have no resources for imaginative play or building and construction. The quality of resources for other areas of learning is inadequate.

Leadership and management are inadequate. Roles and responsibilities of middle managers are not well defined. The license holder accepts that the leadership of the school is inadequate. The acting principal has no input into budget planning. The school's financial statement is not audited by ADEC's approved company. It is also in breach of ADEC regulations for appointing staff some of whom do not yet have ADEC approval. Parents who attended the parent's meeting are supportive of the school. Parent's responses in the parents' questionnaire are also positive.

Self-evaluation is overly optimistic as it does not accurately identify the school's strengths and weaknesses. The school improvement plan does not have clear milestones and strategies for monitoring and evaluating the quality of teaching and learning and students' progress. The leaders and teachers do not use the results of student assessment to inform planning to ensure that the learning needs of all students are met. There is no effective professional development to develop a wide range of teaching strategies in order to develop students' 21st

Century skills. Given the inadequate quality of leadership the school has poor capacity for sustained improvement and does not offer value for money.

What the school should do to improve further:

1. The school urgently needs to address the lack of effective leadership and management by:
 - i. appointing a competent Principal;
 - ii. writing a realistic school improvement plan involving the whole school based on accurate self-evaluation;
 - iii. providing management training to leaders across the school so that they are able to fulfill their roles and responsibilities effectively;
 - iv. meeting ADEC regulations in terms of financial audit, appointment of staff and keeping and maintaining a central register;
 - v. ensuring that the number of students matches the size of the building and resources for all subjects and age groups; and
 - vi. developing effective monitoring and evaluation of teaching and learning.
2. The school needs to improve the quality of teaching and learning by:
 - i. providing professional development for all staff and monitoring its impact on learning;
 - ii. putting in place assessment procedures to track students' progress, set targets so teachers can plan effectively to meet students' different needs;
 - iii. acquiring an adequate stock of modern technological equipment and other material resources that effectively support the delivery of the school's curriculum; and
 - iv. ensuring that teaching enables students to develop 21st century skills of independent learning, research, critical thinking, enquiry and investigation.
3. Address health and safety issues related to child protection by:
 - i. devising a detailed child protection policy and training staff related to child protection procedures;
 - ii. improving the quality of supervision of students during break time and between lessons; and
 - iii. ensuring all the electrical and fire safety equipment is regularly checked and maintained to good standards.