



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



Inspection Report

Al Khalil International Private School

Academic Year 2014 – 2015

Iqraa

Al Khalil International Private School

Inspection Date	27 – 30 October 2014
School ID#	143
Licensed Curriculum	Ministry of Education (MoE)
Number of Students	981
Age Range	4 to 18 years
Gender	Mixed
Principal	Yousef Al Tarawneh
School Address	13 th Street, Falaj Haza'a Zone, PO Box 98543
Telephone Number	+971 (0)3 782 0676
Fax Number	+971 (0)3 782 0603
Official Email (ADEC)	Alkhalilint.pvt@adec.ac.ae
School Website	---
Date of last inspection	10 – 13 March 2013

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND C;	GRADE 6
------------------------------	----------------	----------------

The main strengths of the school are:

- the determination and capacity of the newly appointed permanent principal along with the vice principal to continue the improvements in all performance standards
- satisfactory academic progress in Arabic, social studies and information and communications technology
- most students are happy, feel safe and are willing learners
- the school now provides a satisfactory level of care for its students.

The main areas for improvement are:

- standards and progress in all subjects across all grades
- the quality of teaching and learning, especially in planning tasks that offer suitable challenge to all groups
- provision of resources in classrooms to enable teachers to introduce the new strategies that they have learnt through regular professional development
- use of assessment data to accelerate progress
- development of subject coordinators' leadership skills
- the building and premises to ensure adequate support for the delivery of a high quality curriculum, particularly in science, information and communications technology and physical education .

Introduction

The school was evaluated by 4 inspectors. They observed 75 lessons, conducted meetings with senior leaders, subject coordinators, teachers, support staff, students, parents and the owner. They analysed test and assessment results, scrutinized students' work across the school, analysed 209 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal and senior leadership team were involved throughout the inspection process and undertook joint observations of lessons.

Description of the School

Al Khalil school opened in September 2006 in the Falaj Haza'a district in Al Ain. The school's vision is 'to help all students to achieve their potential in a safe, positive and a nurturing environment to enable students to become vibrant global citizens capable of leading the way courageously whilst taking pride in their heritage and cultural values.' The mission is to 'encourage and recognize excellence of students and staff to provide a supportive environment while maintaining current teaching strategies using state of the art technologies and philosophies, and to promote involvement of the community in a competitive global community.'

The student population is 981, with 534 boys and 447 girls. The school has students from Kindergarten 2 (KG2) to Grade 12. There are 25 children in KG, 352 students in Grades 1 to 5, 333 in Grades 6 to 9 and 271 in Grades 10 to 12. The school follows the Ministry of Education (MOE) curriculum.

The school caters for students from 18 different nationalities: 32% from Syria, 37% from Jordan, 13% from Palestine, 2% are Emirati and smaller percentages from other Arab countries. Almost all are Muslim. The school has identified 50 students as having special educational needs (SEN) and none are identified as Gifted and Talented (G&T). The school does not use standardised tests and is non-selective. Admission at any stage is determined by an entrance test to ensure that students are able to access the curriculum.

The principal has been in post since September 2014. During the period after the previous inspection, an acting principal, who is now vice-principal, led the school. The leadership team comprises the principal, vice-principal, academic supervisor, management supervisor, social worker and subject coordinators. The Governing Body is responsible for overseeing the effectiveness of the school. The school has 58 teachers. The fees range from AED 6,000 to AED 12,000, which are in the affordable to low category.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Al Khalil School provides an unsatisfactory standard of education. This report recognises the improvement achieved since the previous inspection in all performance standards. Leadership and management have developed significantly and are now driving the school in the right direction. The school cannot be judged satisfactory overall as students' attainment and progress and the quality of teaching and learning remain unsatisfactory. In addition, the implementation of the curriculum and the resources to support its delivery are unsatisfactory. The inadequate building and premises have a number of deficiencies that hinder the delivery of high quality education.

Students' attainment & progress

Attainment and progress are unsatisfactory and below international expectations. Students' attainment and progress are satisfactory in Arabic, social studies and Information and communications technology (ICT). They are unsatisfactory in Islamic education, English, mathematics and science. In most lessons, teachers do not take sufficient account of the needs of students with SEN or the more able and this leads to their very unsatisfactory academic progress.

In Arabic, standards are in line with curriculum expectations. Writing skills in Arabic are better in the lower grades than in higher grades; by Grade 12, most students write coherently with few mistakes. Students do not consistently speak Standard Arabic in lessons as many use local dialect. In Islamic education, students in the lower grades are aware of Islamic values and apply them to real life. This standard of learning is not demonstrated in grades 7 – 12, and students are not able to articulate their understanding of how Islamic values link to real life with confidence. They can memorise short sections of the Holy Qur'an but recitation is not always accurate and students do not have a good understanding of vocabulary. In social studies, students demonstrate age-appropriate knowledge of aspects of regional geography and history.

Children enter the school with little English. During their time in KG, they learn the names of letters in English and can follow the teacher's instructions. This represents satisfactory progress from their starting points; their attainment remains below age-related expectations. Speaking and listening skills in English develop well throughout the school. By Grades 10 - 12, students can explain their own ideas and opinions using a wide range of vocabulary and present their ideas to peers confidently. Reading and writing skills in English are below age-related international expectations. This is mainly because students have insufficient

opportunity in lessons to develop these skills. In mathematics, progress is slow and basic skills are below age-related expectations, especially in the lower grades. By Grade 12, tasks provide an appropriate level of challenge and students achieve more. Progress in science is hampered by the limited facilities and a lack of resources. Students can link their learning to real life; their thinking, enquiry and research skills are not sufficiently developed.

Students' personal development

Personal development is satisfactory and has improved since the previous inspection. Students are happy in school, feel safe and are willing to learn. Most students have positive attitudes to learning and behave appropriately. They like school as shown by their high attendance, which the school records show to be at 99%. Students consider that the school is improving and respect the positive impact of the new principal, especially in improving behaviour. In most lessons, they have good relationships based on mutual respect for their teachers and peers. When lessons do not engage them, too many students lose focus and this slows their learning. Movement around school, especially after breaks, is sometimes slow and impinges on lesson time in some areas.

Students' 21st century skills are insufficiently developed because lessons do not consistently challenge them to think critically, work independently or collaboratively or develop creativity. Students do not think that school leaders listen to their views and the Student Council is ineffective. Students respect the values and culture of the UAE. They have a reasonable understanding of the benefits of leading healthy lifestyles.

The quality of teaching and learning

Although it is not yet satisfactory, the quality of teaching has improved since the previous inspection. Lesson observation judgments during this inspection ranged from satisfactory and improving to very unsatisfactory. A significant proportion of lessons were judged to be unsatisfactory, including lessons seen during joint observations with senior leaders. In the most effective lessons, teachers make the purpose of learning clear, provide interactive tasks that motivate and engage students, enable students to gain 21st century skills and challenge students to lead learning. For example, in Grades 10 - 12 English lessons, students willingly and skillfully accepted the challenge to lead discussion and present their ideas to their peers. Learning is less effective when lesson objectives do not describe what students are expected to learn and teachers do not evaluate students' learning.

Teachers have secure command of their subject, resulting in accurate teaching of lesson content. Relationships are positive and mutually respectful. Teachers receive regular continuous professional development to develop their skills; the

impact of this is starting to be evident in most lessons. Teachers regularly ask students to work in groups. This is not consistently effective, especially when group sizes are too big and individual students dominate, meaning that others are not sufficiently involved.

Lesson planning does not take account of assessment data on students' prior attainment to provide suitable challenges for different groups, especially the more able and students with SEN. When teachers do not provide tasks that engage all students a minority of students, especially boys, lose focus, which slows the pace of learning. Resources in most lessons are limited to textbooks and workbooks. Too often teachers provide step-by-step teaching using closed questions to assess students' knowledge; this does not give students sufficient opportunities to think deeply.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory. It is not modified sufficiently to meet the needs of the more able or those with SEN. The curriculum does not cater adequately for their needs, as lessons are not planned to offer them suitable challenges. The delivery of the curriculum does not sufficiently focus on developing students' independent learning and 21st century skills. The curriculum is reasonably broad and balanced and it promotes an improving understanding and appreciation of the heritage and values of the UAE.

There is a reasonable range of extracurricular activities to enhance students' learning opportunities. Students participate in sports competitions with other schools, attend a range of clubs and benefit from activities with the local community. The school has links with higher education institutions to train potential teachers and University staff visit the school to advise students about their futures.

The protection, care, guidance and support of students

The quality of protection, care, guidance and support has improved since the previous inspection and is now satisfactory. The school has a positive ethos and the environment is usually calm so that students are happy, feel safe and cared for. Bullying is no longer a significant issue because of the effective work the school has done to prevent it and to improve behaviour. A school development partner has provided advice on improving behaviour and citizenship to supplement the work of the social worker. Parents receive letters at the start of the year to help them encourage good behaviour and are informed when their child's behaviour improves.

The clinic is clean and hygienic and the nurse ensures medicines are stored safely. Security inside the building is rigorous. Supervision in boys' areas at the end of break is not consistently effective and boys are often late to lessons. The school has a sufficient number of prayer rooms; they are of insufficient size for the number of students. There are now child protection procedures in place so that staff are aware of what to do if they suspect abuse. The school makes the necessary checks when recruiting staff. There are no ramps or a lift to cater for students with physical disabilities.

The quality of the school's buildings and premises

The quality of the school's buildings and premises is unsatisfactory. The school site is acceptably clean and well maintained. The number of students has decreased since the previous inspection: some classrooms are still too small for the number of students. Specialist facilities for science, ICT and PE are limited. The school has 1 science laboratory, which is insufficient for the number of students and the range of subjects on offer. The ICT suite is time-tabled for all classes weekly. PE facilities are very restricted with no indoor space, limiting the school's delivery of a balanced curriculum. Outdoor spaces are not all covered. Students state that the play areas are not safe for games and there is insufficient shading from the sun.

Displays around school and in classrooms do not adequately celebrate students' work. The canteen is licensed, clean and food is stored in refrigerators. The school has a designated person for health and safety and has contracts with outside companies to ensure that electrical and safety equipment is regularly checked.

The school's resources to support its aims

Resources in the school are unsatisfactory and do not effectively support the delivery of the curriculum. There are a sufficient number of teachers who are suitably qualified. The school has 18 new teachers, and some are inexperienced. The school is providing all staff with professional development to develop their skills in key areas. Most classrooms have a laptop projector, mainly used by teachers as a tool to introduce topics or show videos. There are insufficient resources in classrooms to support learning. Most classes use textbooks or worksheets as the only resource, limiting students' independent learning and development of 21st century skills.

The library does not contain books of sufficient quality or quantity and many are old. Resources in science and PE are insufficient to deliver the full curriculum adequately. School transport is maintained regularly and is safe and reliable.

The effectiveness of leadership and management

Leadership has improved significantly since the previous inspection when it was judged as poor; it is now unsatisfactory. The school generally runs smoothly. All the areas for improvement from the previous inspection have been successfully tackled. All performance standards have improved particularly personal development and the quality of care. Staff morale is more buoyant and parents have mainly positive views about the school as a result of the recent improvements. The owner understands the strengths and development priorities and is committed to supporting the school financially. He does not play any part in day-to-day running of the school.

Staff and parents are positive about the new principal's impact since September. The senior leadership team is now in place with clear roles and responsibilities. They share a vision for school improvement and are involved in evaluation and strategic planning. The leadership roles of middle managers are not sufficiently well developed. They observe lessons and provide teachers with feedback without having had sufficient training in these skills.

Senior leaders are aware of the areas that require further improvement. Self-evaluation includes evidence from middle managers about their own areas. The school development plan (SDP) reflects the main issues identified in the self-evaluation document (SEF). The judgements are mainly accurate, but the SEF lacks detail and is not based on a rigorous evaluation of evidence. The school does not have effective systems in place to analyse student progress data or the impact of the curriculum in meeting the needs of different groups of students. As a result, students with SEN and the more able do not make the academic progress that they should.

Progress since the last inspection

All performance standards have improved since the previous inspection and many of the issues raised by it have been successfully tackled. The school now has a permanent principal. There is a child protection policy and staff are aware of procedures should they become aware of abuse. Health and safety issues have been successfully addressed and there is a central register. As a result, students now receive satisfactory care and make adequate gains in their personal development. The quality of teaching is improving as a result of weekly professional development. Teachers have started to implement new strategies to improve learning.

The leadership have demonstrated satisfactory capacity to lead school improvement. They will require external support to ensure further gains in the quality of teaching and a continued rise in academic progress.

What the school should do to improve further:

1. Raise standards and accelerate students' progress in all subjects by:
 - i. using assessment data to plan lessons that offer suitable challenge to different groups, especially the more able and those with special educational needs
 - ii. identifying clear learning objectives for lessons and using them so that teachers and students can evaluate what has been learnt
 - iii. ensuring that systems to track students' progress are rigorous and effective
 - iv. analysing assessment data to set students clear targets and monitor their progress against them.
2. Improve the effectiveness of leadership at all levels by:
 - i. providing high quality continuous professional development in leadership skills and monitoring the impact of this training
 - ii. establishing effective systems to monitor the impact of the curriculum and students' academic progress
 - iii. ensuring that school self-evaluation is rigorous and derived from a range of detailed, accurate evidence sources.
3. Ensure that the building, premises and classroom resources adequately support the delivery of a high quality curriculum, particularly in science, ICT and PE.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								