



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



Private School Inspection Report

Al Seddeeq Private School

Academic Year 2016 – 2017

lqraa

Al Seddeeq Private School

Inspection Date	April 16, 2017	to	April 18, 2017
Date of previous inspection	May 4, 2015	to	May 7, 2015

General Information	
School ID	148
Opening year of school	2001
Principal	Samia Yehia (acting principal)
School telephone	+ 971 (0)3 764 3969
School Address	Oad Al Tawba, Central District, Al Ain
Official email (ADEC)	alseddeeq.pvt@adec.ac.ae
School website	www.sdq-uae.com
Fee ranges (per annum)	Very low (AED 3,000 to AED 9,400)
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	MoE
Accreditation	---

Students		
Total number of students	346	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	19
	Primary:	244
	Middle:	83
	High:	---
Age range	5 to 15 years	
Grades or Year Groups	KG2 to Grade 9	
Gender	Boys and girls	
% of Emirati Students	3%	
Largest nationality groups (%)	1. Syrian: 28%	
	2. Egyptian: 17%	
	3. Jordanian: 15%	
Staff		
Number of teachers	25	
Number of teaching assistants (TAs)	6	
Teacher-student ratio	KG/ FS	1:19
	Other phases	1:14
Teacher turnover	21%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	3
Number of lessons observed	76
Number of joint lesson observations	6
Number of parents' questionnaires	49; return rate: 10%
Details of other inspection activities	Inspectors held discussions with the owner and members of the governing body, acting principal, senior managers, middle leaders, teachers and other members of staff, children/students and parents. They reviewed a wide range of school documentation including students' and children's coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'Loyalty to homeland, self-confidence, develop group cooperation, take responsibilities of achievements, equal opportunities.'
School vision and mission	Vision: 'Improve the level of creativity and multi activities thinking.' Mission: 'Al Seddeeq school is committed to the development of the skills of students and staff and equip them for a promising society.'

Admission Policy	The school has an inclusive admission policy and accepts all students. Students sit an entrance exam to identify their academic level.
Leadership structure (ownership, governance and management)	The school senior leadership team comprises the vice principal (acting principal), administrative supervisor and head of coordinators. The middle leadership team comprises seven subject coordinators. The school governance body comprises the investor who is also the chair, the owner, vice principal, two parents, and three members from the local community.

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 internally
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	2	2
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	1
Subject-specific aptitude (e.g. in science, mathematics, languages)	14
Social maturity and leadership	11
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	2

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)

The school was judged to be:	Band B	Acceptable
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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

The overall quality of the school's performance is acceptable. This represents a major improvement since its last inspection, brought about by the determination of staff and their commitment to students. Despite the continued absence of a substantive principal, the current leadership team and committed staff have ensured that the school continues to improve by focusing on the quality of teaching and learning. This has led to enhanced student progress which in turn has improved attainment significantly so that it is now in line with age-related curriculum expectations. This represents an important turn around for the school. Students' positive behaviour and relationships are a strong feature of the school community, as is their appreciation of Islamic values and UAE culture and heritage. The curriculum is now acceptable and the school recognises that it still has to adapt it to meet the needs of different groups of students. Planning for opportunities to promote critical-thinking, problem-solving, innovation and independent learning skills is still at an early stage. The school applies effective security and safeguarding procedures to ensure the students stay safe all times. Governors have still to resolve outstanding staffing issues which continue to hinder the school's progress, including the appointment of a principal and ensuring all staff are suitably qualified and approved for their roles. Parents speak positively about the quality of education and care provided for their children.

Progress made since last inspection and capacity to improve

The school has made very good progress since its last inspection in raising the standard of education it provides. Students' achievement has improved in most subjects and grades including Kindergarten (KG) due to improved teaching and continuous professional development. Provision for students who have special education needs (SEN) and for those who are gifted and talented (G&T) has also improved. Students now have adequate opportunities to develop their leadership skills and self-confidence, and to be involved in extra-curricular activities and competitions. The school has increased learning resources, particularly in KG. Trustees, leaders and staff now have clear roles and responsibilities and are held accountable for students' achievement, personal development and safety. They have addressed health and safety concerns effectively. Governors have yet to ensure the school is fully staffed with qualified teachers. Self-evaluation is now more accurate and considers the views of most stakeholders. The leadership team and staff are committed to further improvement and recognise that they can

build further on the successes they are now having. Overall, school leaders' capacity to improve the school is acceptable but would be strengthened by the appointment of a principal.

Development and promotion of innovation skills

The school does not yet promote innovation effectively enough. For example, lessons provide few opportunities for students to be creative and make choices. The school holds an 'innovation week' and has an innovation club. There are examples of 3-D models on display constructed by students using recycled material. Overall, across the curriculum, the school has yet to develop or teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the significant improvement brought about in teaching and learning to raise students' achievement to broadly acceptable standards
- students' good behaviour, positive attitudes to learning and relationships in the school
- students' understanding and appreciation of UAE culture, heritage and Islamic values
- the attention given to students' health and safety
- the school leadership and staff commitment to improvement and the efficient day-to-day management of the school.

The inspection identified the following as key areas for improvement:

- the school's compliance with statutory regulations including staffing
- the range of strategies and activities to encourage innovation, investigation, critical-thinking skills and independent work



- continued focus on raising achievement in all subjects, and further enhancing the quality of teaching, assessment and learning
- the provision of challenging tasks in every lesson for all groups of students, particularly the more able.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	
	Progress	Good	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	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
English	Attainment	Acceptable	Weak	Weak	
	Progress	Acceptable	Weak	Weak	
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
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	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Acceptable	

The overall quality of students' achievement is acceptable. MoE examination results and teachers' continuous assessment indicate attainment is at least very good. This is not borne out in lessons. Students' present coursework and progress in lessons indicates that attainment is acceptable overall. All groups of students, including the small group of SEN, and G&T, make similar progress. Higher achieving students are often provided with work that does not accelerate their progress sufficiently.

Students' achievement in Islamic education is acceptable overall and it is good in the KG. The majority of children in the KG are achieving above curriculum expectations. For example, they can list the five pillars of Islam, name the five daily prayers, recite and explain short 'Hadeeth' confidently, and link these appropriately to their lives. Most students in the primary and middle phases are achieving age-appropriate curriculum expectations. For example, by Grade 5 most can explain the duties of Muslims towards their environment and recite verses of the Holy Qur'an following 'Tajweed' rules appropriate to their age group. By Grade 9, students' recitation skills become more developed; most can recite 'Surah' confidently and apply the values they learn to their lives.

Students' achievement in Arabic is acceptable. Most students are achieving age-appropriate curriculum expectations. For example, in KG, most children can identify the letter of the week in different positions in a word, and spell and read simple words correctly. By Grade 5, most can read age-appropriate text using accurate 'Tashkeel' and apply grammar rules appropriate to their age group. Reading, speaking, listening and understanding skills for most students in the primary and middle phases are acceptable. By Grade 9, most can research a topic and present it at an appropriate level to their age group.

Students' achievement in social studies is acceptable. Most students are achieving age-appropriate curriculum expectations. For example, in KG, where social studies is integrated into Arabic lessons, children can identify the UAE flag and its colours, the capital of UAE and the names and pictures of UAE rulers as they learn their letters. By Grade 4, most students could compare features of UAE in the past and present such as buildings and transportation, and give examples from their lives in line with curriculum expectations. By Grade 9, most can compare recent communication methods using social media and older methods, making appropriate links to their own lives.

Students' achievement in English is weak overall and it is acceptable in the KG. Most children in the KG are achieving age-appropriate curriculum expectations. For example, most recognise the first letter of a new word and can build a simple, descriptive phrase describing an object. Most students in the primary and middle phases are achieving below age-appropriate curriculum expectations. Most

students' speaking, reading and writing skills are weak. For example, in Grade 5, most participate in group discussions but only a minority use full sentences to express their ideas. By Grade 9, only a few can write about and discuss ideas relating to social media safety, using examples from their own experiences.

Students' achievement in mathematics is acceptable. Most students are achieving age-appropriate curriculum expectations. For example, in KG, most children can count confidently in Arabic and English from one to twenty. By Grade 6, most students can calculate the area of a right-angle triangle by recognising that it is half a rectangle. By Grade 9 most can use algebra in geometry to find the values of missing angles in a triangle.

Students' achievement in science is acceptable. Most students are achieving age-appropriate curriculum expectations. For example, in KG, most children can name and sort different materials and explain what they are used for. By Grade 5, most students can explain the key features of different habitats. By Grade 9, they conduct practical activities competently to separate iron filings from sand. Students' investigation skills are not as well developed as their knowledge.

Students' achievement in other subjects is acceptable. Their achievement in information and communication technology (ICT), physical education (PE), and art is acceptable, and it is weak in music. Most students in ICT, PE and art are achieving age-appropriate curriculum expectations and are assuming increasing responsibility for their own learning. For example, in PE, despite limited premises, Grade 7 students actively engage in badminton matches and respond positively to their teacher's feedback to improve their technique. In ICT, Grade 4 students follow verbal and written instructions carefully to design a simple control program. Most students in music are achieving below age-appropriate curriculum expectations because they are not provided with sufficiently challenging tasks.

The overall quality of students' learning skills is acceptable. Most enjoy their learning and know what they have learned. Their collaboration skills in most lessons are acceptable. When opportunities are given to discuss and present work, they display acceptable communication skills. They make connections between areas of learning and relate their knowledge to the context of the UAE in most lessons. Students' research, problem-solving, critical-thinking, and enterprise and innovation skills are less well developed.

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

The quality of students' personal and social development is good. Most students demonstrate good attitudes and behaviour across all phases. They have positive relationships with each other and with adults. Students work productively and collaborate well when engaged in group tasks. They are yet to develop their skills of working independently. Students are knowledgeable about healthy lifestyles and understand the benefits of healthy eating and regular exercise. They participate enthusiastically in morning exercise. Attendance is outstanding at 98%. There are a few punctuality issues at the start of the school day.

The quality of students' understanding of Islamic values and awareness of Emirati and world cultures is good. Students consistently demonstrate Islamic values of respect. They show a strong appreciation of the heritage and culture of the UAE and of the role of Islam in UAE society. The small heritage area, cultural displays around the school and celebration of national events such as Flag Day and National Day effectively consolidate their understanding. Students are very respectful when listening to the national anthem and during the reading of the Holy Qur'an. They know about and respect the diverse cultural backgrounds of others at the school.

The quality of students' social responsibility is acceptable but innovation skills remain generally weak. Students assume leadership roles by helping to supervise their peers during break time, clearing litter and keeping the school and their environment clean. They support charities such as Red Crescent. The critical-thinking and problem-solving skills that underpin their confidence to be innovative are underdeveloped. The students' council is not yet contributing effectively enough to improving the school, and community involvement is limited.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure knowledge of their subjects and have benefited from recent training which has improved the effectiveness of teaching overall. The minority of teachers in primary and middle phases do not fully understand how students learn the English language. Most teachers regularly plan and deliver engaging lessons. They develop cross-curricular links and use various strategies and tasks to meet the needs of most students adequately. In an Arabic lesson in KG2, for example, children made effective links with mathematics, science, Islamic values and UAE culture while learning their letters. Teachers' appropriate targeted questioning helps students to improve their learning, particularly in KG. Across the school, further improvements are required to provide students with more challenging work which extends their learning and encourages them as independent learners. Most teachers use available resources effectively.

The quality of assessment is acceptable. Internal tests and MoE central examinations are conducted regularly. Internal assessment processes are clearly linked to curriculum standards. Teachers perform basic analysis on attainment data. They use data increasingly to identify where students require additional teaching and provide support. The school is continuing its work to ensure assessment is consistently robust and used to greater effect. In most subjects, students receive useful oral feedback on how well they are achieving and how to improve. Most teachers use targeted questioning well in lessons to assess students' progress and understanding. Consequently, they have an appropriate understanding of students' strengths and weaknesses. Written feedback, and self- and peer-assessment routines are not yet regular practice in most lessons.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	
The overall quality of the curriculum is acceptable. The curriculum is broad and balanced. Careful planning ensures adequate continuity and progression of learning in most subjects. Cross-curricular links are appropriately planned and help students transfer their learning across subjects. For example, Grade 8 students make helpful links between ICT, English and social studies when they create information leaflets and programs about staying safe on-line. Regular curriculum review ensures the needs of most students are adequately met. The quality of curriculum adaptation is acceptable. The curriculum is modified adequately to meet the needs of most groups of students. While the school provides additional support and intervention for lower achieving students, support in class is not always as effective as it needs to be. Higher achieving students are not always challenged sufficiently to achieve their potential. The school enriches learning with a variety of trips, competitions and extra-curricular activities. These include the reading challenge competition, and environment and innovation clubs. The curriculum is effective in engaging most students. It includes few opportunities for problem-solving, enquiry and investigation skills, which, together with critical-thinking, creativity and innovation skills, have not yet been routinely embedded in the planning and delivery of all subjects. The school's promotion of Islamic values and UAE culture through assemblies, celebration of Islamic and national events, trips and links made with other subjects, contributes effectively to developing students' understanding in these areas.				

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	Good	Good	Good	
Care and support	Acceptable	Acceptable	Acceptable	

The quality of health and safety, including safeguarding is good, while care and support is acceptable. The school ensures that parents, staff and students understand child protection procedures well. Staff are held accountable for their responsibilities. The school gives high priority to the safety and welfare of students. Students are supervised very effectively when arriving at and leaving school, and during intervals. They are accompanied by monitors on all bus journeys and registers are routinely checked. The school promotes healthy lifestyles well through special events such as 'healthy breakfast', assemblies and regular contributions from the nurse. Premises are suitable for the current student group. The school renovation of the KG area has ensured the children learn and play in a safe environment and room size is adequate for the number of children. Classroom size in the main school building is sufficient for the current number of students, although more space might be required if the school capacity increased and for the students to learn independently. The school is clean and well maintained, and records, including those of incidents and subsequent actions, are robust. Clinic and transport provision is good.

The quality of care and support is acceptable. In KG, all groups of children receive acceptable support for their learning and personal development. Relationships between students and teachers are respectful. The school manages students' behaviour well. Effective systems and procedures maintain outstanding attendance. Procedures for promoting punctuality to school in the morning are not sufficiently effective. The school identifies the small number of SEN students currently in the school and provides individual education plans (IEPs) for them. It also identifies G&T students appropriately and plans to meet their needs. In both cases, however, the quality of support and challenge in lessons is not as effective as it needs to be. The school provides students with appropriate support for their wellbeing and personal development but academic guidance requires further strengthening based upon more accurate tracking of their progress.

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	Weak

The overall quality of leadership and management is acceptable. The acting principal, senior leaders and staff form an effective team with a shared vision and commitment to improving all aspects of the school's provision. This has led to steady improvement since the last inspection, although students' achievement remains acceptable. The school has an effective focus on developing middle leaders' roles and holds them accountable for students' outcomes. Morale throughout the school is positive and relationships and communications are strong.

The quality of self-evaluation and improvement planning is acceptable. The judgements in the school's self-evaluation form (SEF) are mostly accurate, although the school has yet to make effective use of reliable data to benchmark against national standards when evaluating its work. The school development plan (SDP) is linked appropriately to previous inspection report recommendations, most of which have been addressed. Senior and middle leaders are aware of the school's strengths and weaknesses. They undertake regular lesson observations which focus increasingly on learning. Overall, the school has shown improvement in most key areas and has the capacity to improve further.

The quality of partnerships with parents and the community is acceptable. A range of communication strategies support generally effective links with parents and the local community. Parents are informed regularly about their child's academic and personal development. The parents' council has yet to have a significant impact on the life of the school. Local community links include those with Red Crescent, other schools, and Civil Defence although these partnerships are not yet fully utilised to promote students' learning.

The quality of governance is acceptable. The governing board includes representatives of all stakeholders. It holds school leadership appropriately to account by monitoring school performance using information from parents' surveys, meetings and regular reports from school leadership. It has yet to ensure the school



is compliant with all statutory requirements including staffing, and improve school resources further by addressing gaps in provision.

The quality of management of facilities and resources is acceptable but the provision of staff is weak. The school is well organised and runs smoothly on a daily basis. The majority of staff are suitably qualified and benefit from relevant professional development. Accommodation and facilities are mostly adequate. Teachers are using the available space effectively. Although sufficient resources are now available to support learning, ICT equipment for students to use in lessons and in the library, and KG learning resources remain limited.

What the school should do to improve further:

1. Improve teaching and students' achievement in all subjects, and especially in English, by:
 - i. modifying lesson plans to provide more challenge and support for both higher and lower achieving students
 - ii. raising teachers' expectations about what students can achieve
 - iii. giving students more opportunities for self and peer assessment
 - iv. using assessment data more rigorously to track and support the progress of individual students, particularly in English
 - v. providing regular, consistent, written assessment responses to students' work, including advice on next steps
 - vi. reviewing progress with students on a regular basis
 - vii. setting learning targets which are closely matched to students' needs
 - viii. providing targeted professional development to English teachers on how students learn a second language.
2. Improve students' learning and innovation skills by ensuring that:
 - i. teachers plan sufficient opportunities for students to develop critical-thinking, problem-solving and independent learning skills in lessons
 - ii. students have more access to ICT in class and in the library
 - iii. science lessons provide more opportunities for students to develop their enquiry, investigation and exploration skills
 - iv. the school sets short- and long-term plans to improve these skills by providing more targeted resources and extra-curricular activities.
3. Improve the impact of leadership and governance on school improvement by:
 - i. ensuring compliance with all statutory requirements, including staffing
 - ii. using more reliable assessment data to benchmark attainment against national standards and for self-evaluation
 - iii. ensuring governance addresses the gaps in resources
 - iv. strengthening procedures for promoting punctuality to school
 - v. encouraging a more active role for students' and parents' councils
 - vi. creating more opportunities for students to become involved in the local and international community.