



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Ashbal AlQuds Private school

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

iqraa



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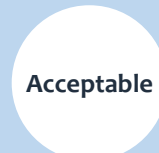


School Information

General Information	Inspection date:	from	12 Muharram 14 39	to	15 Muharram 14 39
		from	02-Oct-17	to	05-Oct-17
	School name			Ashbal Al Quds Private School	
	School ID			019	
	School address			Shakhbout City, Street 25, Zone West 11, Abu Dhabi	
	School telephone			+971 (0)2 586 1440	
	School official email			ashbalalquds.pvt@adec.ac.ae	
	School website			---	
	Phases of the School			Kindergarten (KG) to Grade 12	
	School curriculum			Ministry of Education (MoE)	
	Fee range and category			AED8,100 to AED16,100 (very low to low)	
	Number of lessons observed			144	
	Number of joint lessons observed			20	
Staff Information	Total number of teachers			116	
	Turnover rate			7%	
	Number of teaching assistants			4	
	Teacher- student ratio			1:21	
Student Information	Total number of students			2493	
	% of Emirati Students			23%	
	% of Largest nationality groups			1. Jordanian 22%	
				2. Syrian 16%	
				3. Other 39%	
	% of SEN students			3%	
	% of students per phase			KG: 12%	Middle: 25%
				Primary: 31%	High: 32%
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 

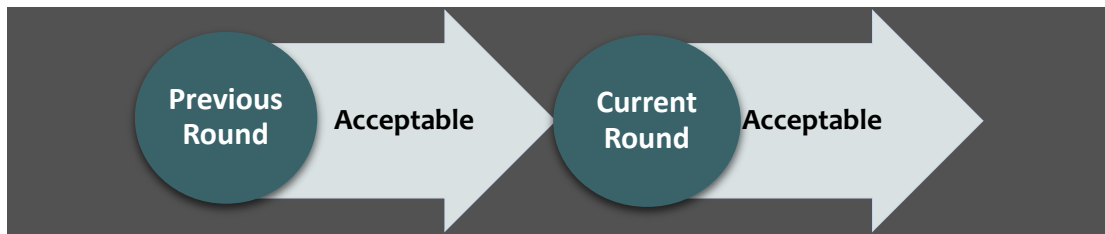


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school's leadership structure and the overall number of students on roll have remained the same since the last inspection despite a high intake of new students this year. This has had a bearing on the current levels of achievement.
- Students' achievement is acceptable overall. Children's achievement in the KG is now acceptable with most children achieving in line with age-related expectations. Progress, learning skills and attainment are acceptable in all subjects across the school phases, although writing skills are less secure.
- Students' personal and social development is acceptable. Behaviour is good for the most part and attendance is outstanding, but students are not always punctual to lessons. Students' critical-thinking and innovation skills are not yet developing sufficiently in lessons.
- The overall quality of teaching and assessment is acceptable. Most teachers plan lessons generally effectively and share their subject knowledge well. Assessment data is recorded systematically but is not always used consistently to plan specific learning for students who have different learning needs.
- The school's curriculum is broadly acceptable overall although, presently, the number of lessons in a few non-core subjects falls short of requirements because of staff vacancies. The school is seeking to address this temporary situation. In the majority of subjects, lessons make effective links to real-life learning and situations.
- The protection, care, guidance and support of students is acceptable overall. The school has effective child protection approaches but safety arrangements for departing the premises are currently not yet fully effective. The school identifies students who have special educational needs (SEN) and those who are gifted and talented acceptably well.
- The overall quality of leadership is acceptable. School leaders and governors have sustained the school's performance level. Self-evaluation and school improvement planning highlight the main areas for improvement from the last inspection. Leaders do not yet use data effectively enough to benchmark the school against national and international standards.



Progress made since last inspection and capacity to improve



- Senior leaders have introduced improvements since the last inspection and the school has made acceptable progress as a result. Staff have been supportive of these changes.
- Teaching remains acceptable overall and the areas where teaching was consistently weak have been improved. Teachers now make meaningful links to real-life experiences and across subjects. Assessment is now acceptable in all phases and lower achieving students now make acceptable progress.
- Students now have more opportunities to collaborate in lessons but only a few teachers are beginning to develop students' enquiry, research and critical-thinking skills.
- Leaders now ensure that they monitor lessons more effectively. They are beginning to support teachers to plan lessons. They moderate work, observe teaching and provide continued professional development (CPD).
- Overall, school leaders' capacity to improve the school further remains acceptable.



Key areas of strength and area for improvement

Key areas of strength

1. Students' attitudes and behaviour in lessons, their good attendance and the positive morale around the school.
2. Students' respect for UAE culture and heritage and their appreciation of Islamic values in all aspects of school life.
3. The school's partnerships with parents and the community which enrich students' educational experiences.

Key areas for improvement

1. Raise students' achievement by:
 - i. ensuring that sufficient time is allocated in lessons to the teaching of writing in Arabic and English
 - ii. modelling how to teach writing in Arabic and English so that students understand what is expected of them
 - iii. accurately benchmarking school data against national and international standards to understand how well students are achieving.
2. Improve teaching by ensuring that all teachers:
 - i. ask open-ended questions regularly which deepen thinking and understanding
 - ii. provide work that is individualised to students' learning needs, particularly those who need greater support or challenge
 - iii. provide sufficient opportunities for students to develop enquiry, independent and critical-thinking skills
 - iv. ensuring assessment data is used more directly to inform lesson planning.
3. Further improve the safety of students when they leave the school by:
 - i. supervising bus movement once all students are safely boarded
 - ii. ensuring a register of students who travel on each bus is recorded at the time
 - iii. stopping parents from parking where students board buses.
4. Improve leadership and management by:
 - i. promoting students' punctuality to school and lessons, particularly boys in the secondary school
 - ii. using data to accurately evaluate the school and to drive improvement
 - iii. reviewing and moderating teachers' use of marking criteria for each



- assessment, including examinations
- iv. ensuring that lesson observations focus on evaluating the quality of students' learning and progress.

Provision for Reading

- The school's library, which is used by all students, includes a range of Arabic and English books for all ages. In the minority of classrooms, students can access books from designated reading areas. Students can select from a limited range of books suited to their interests and abilities.
- The school has developed an improvement plan for reading in Arabic and English. It has started a reading project to encourage students to read more. The school is just beginning to track and assess students' reading.
- Reading in Arabic and English was a focus for school improvement last year. Staff have received training in reading. School leaders have allocated a weekly lesson for all students to read in both Arabic and English.
- When students read, most can do so at an age-expected level. Students demonstrate a basic understanding of books read. To promote students' enjoyment of reading, the school participates in reading competitions. This includes 'Abu Dhabi read' and national poem and reading challenges.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. Students' current achievement in lessons is acceptable in all subjects. Baseline data indicates that students start school with skills broadly expected for their age. The school's continuous assessment data indicates that students' attainment is outstanding in all subjects but this is not borne out by their coursework in lessons.
- Internally assessed Ministry of Education (MoE) exams data indicates that almost all students attain above age-related expectations in the primary, middle and high phases of the school in all subjects. However, the school has yet to ensure that MoE examinations assessed by teachers are moderated sufficiently. In lessons and students' coursework, attainment is acceptable in all subjects and phases, including the KG.
- The External Measure of Student Achievement (EMSA) data for Arabic reading indicates that the majority of students achieve good levels of attainment in Grades 5, 7, 9 and 11. In Arabic writing, students achieve outstanding levels of attainment in Grades 5 and 11. Most students attain acceptable levels of attainment in Arabic writing in Grades 7 and 9.
- Results in Grade 12 advanced examinations indicate that attainment is outstanding in all subjects. In Grade 12 general examinations, students' performance is outstanding in Islamic Education, social science and English. It is very good in mathematics and science and good in Arabic.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students achieve levels that are in line with curriculum expectations. Students' recitation is accurate and conveyed clearly. Students are particularly articulate in the middle and high phases of the school and make effective progress in lessons.
- Students' achievement in **Arabic** is acceptable overall. Students speak confidently and can read and understand texts at an acceptable level, but writing skills are less well developed. Most students listen attentively and can speak with sufficient clarity for their grade.
- Students' achievement in **social studies** is acceptable. Most students make acceptable progress across each grade because work is increasingly more challenging from one year to the next. They have an appropriate understanding of contemporary UAE life and affairs.



- Students' achievement in **English** is acceptable. Most students can read generally well for their age, listen attentively and can communicate their understanding accurately. Most can hold basic conversations. Students' writing skills are less well developed.
- Students' achievement in **mathematics** is acceptable. Most students achieve in line with age-related curriculum expectations. Most students can collaborate effectively for short periods of time but their problem solving and mathematical reasoning skills are underdeveloped.
- Students' achievement in **science** is acceptable. Most students achieve in line with age-related curriculum expectations and make acceptable progress over time. In the high phase, girls' investigative skills are well developed and they use scientific language confidently and with understanding.
- Students' achievement in **other subjects** is acceptable. Most students achieve in line with age-related curriculum standards. Most students can collaborate effectively for short periods and make connections between areas of learning. They engage positively in art, PE and information communications technology (ICT), resulting in acceptable achievement.

Learning skills

- Students' learning skills are acceptable overall. Most students can work collaboratively and share ideas confidently. In the majority of subjects, students make connections between areas of learning. Most do not yet demonstrate an acceptable level of skill in enquiry, research and critical-thinking.

Areas of Relative Strength:

- Students' learning in Islamic education.
- Students' speaking, listening and reading skills in Arabic and English.

Areas for Improvement:

- The overall quality of students' achievement across the curriculum.
- Students' writing skills in Arabic and English.
- The overall quality of learning skills, particularly enquiry, research and critical-thinking skills.



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

- Students' personal and social development is acceptable. Most students behave responsibly and show respect for each other. Overall, behaviour is good and bullying is rare.
- Students have an acceptable understanding of how to live a healthy lifestyle. However, the food choices the minority of students make do not reflect this understanding.
- Students enjoy being at school and attendance is outstanding at 98%. A few students do not always arrive to school or lessons on time, particularly boys in the high phase.
- Students demonstrate a good understanding and respect for Islamic values and awareness of Emirati culture. The majority of students are courteous and well-mannered. Students demonstrate acceptable understanding of other world cultures.
- Students have an acceptable sense of social responsibility and make various contributions to the local community.
- Students engage in national competitions in which they demonstrate acceptable innovation skills.

Areas of Relative Strength:

- Students' attendance, behaviour and respect for Emirati culture and heritage, and Islamic values.
- Students' community involvement, volunteering and social contributions.

Areas for Improvement:

- Students' application of their knowledge of healthy food choices.



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- Students' punctuality to school and lessons.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teachers demonstrate secure subject knowledge and broadly acceptable pedagogical skill but do not yet promote students' learning skills sufficiently.
- Teachers plan lessons generally well and use resources effectively to support learning, particularly in science. Students are encouraged to reflect on their learning, to plan what they need to learn next..
- In most lessons, teaching strategies enable most students to make expected progress. Lessons are not always sufficiently challenging for the higher attaining students. In most lessons, questions do not yet deepen students' thinking.
- Teaching in many lessons is overly teacher led. Opportunities are provided for students to collaborate in many lessons but not enough for working independently.
- The school's approach to assessment is acceptable with a consistent approach used by all staff. Students are not yet sufficiently involved in assessing their own and each other's learning. The school leaders are not yet confident in using all available data effectively to benchmark students' achievement against national and international standards.

Areas of Relative Strength:

- Most teachers have secure subject knowledge and plan lessons generally well.

Areas for Improvement:

- The promotion of critical-thinking, problem-solving, innovation and independent learning skills in lessons
- Benchmarking data against national and international standards .



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is broadly acceptable although time is short in health education, art and PE. The school is seeking to address this deficiency. - The curriculum builds on prior learning and adequately prepares students for their next phase of education. Students in Grade 10, 11 and 12 have the opportunity to choose from general or advanced education. - In the majority of subjects, cross-curricular links are planned between areas of learning. This makes learning more meaningful for students. - The school does not yet systematically review the curriculum. Consequently, it is not always adapted fully to meet the needs of different groups of students. - Opportunities to teach enterprise, innovation, creativity and social contribution are acceptable. Only a few students take part in extra-curricular activities. - Effective links are made between most lessons and Emirati culture. The school effectively promotes students' identity and appreciation of what it means to be a member of UAE society. - The school has introduced the new moral education programme from Grades 1 to 9. The programme is taught by Arabic subject teachers who plan lessons which make effective links between school, society and home.				
Areas of Relative Strength:				
- Cross-curricular links which make learning more meaningful for students. - Curriculum plans which promote Emirati culture and UAE society effectively.				
Areas for Improvement:				
Adaptation of the curriculum to personalise learning further to better meet the needs of different groups of students.				



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	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support is acceptable. The school has suitable arrangements for child protection. - Daily safety checks are conducted and recorded but the school has yet to secure appropriate safety arrangements for the dismissal of students at home time. - The school has robust procedures in place to monitor attendance. This results in outstanding attendance. Student punctuality is less well monitored. - The premises is effectively maintained and meets the needs of all students. Students learn about healthy living and lifestyles in lessons and during assembly. - The school identifies students who have special needs and those who are gifted and talented although this is not formally documented with the senior leadership team. These students make acceptable progress, although a sharper focus on how individual needs are met in lessons would improve their learning further. - The school provides acceptable guidance for students' academic and personal development. The school has established close links with universities and encourages students to apply to higher-education institutes.				
Areas of Relative Strength:				
- Arrangements for promoting students' attendance. - The quality of guidance for students' academic and personal development.				
Areas for Improvement:				
- Safety arrangements for students when departing the premises. - Individualised support for students who require extra help and for those who need to be challenged more in their learning.				



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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The leadership team has taken steps to tackle the areas identified as requiring improvement at the last inspection. All staff share the principal's vision, which is linked to national priorities. - The school's approaches to self-evaluation are acceptable. Staff have created a school development plan to help improve teaching and raise achievement. Areas for improvement identify what needs to be achieved and how this will be done. - The school's self-evaluation of its overall performance is not sufficiently aligned to the UAE inspection framework. This is because leaders do not yet effectively use data to judge how well the school is performing. - Partnerships with parents and the community are good. School leaders regularly review parents' views and take these into account when planning. Communication is regular and parents are kept informed of students' progress, behaviour and attendance. - The governance of the school is acceptable. Governors regularly canvass parents' and students' opinions. They are beginning to understand the school's data. - Most aspects of the day-to-day management of the school are acceptable. Staff benefit from professional development but this not always robustly followed through by school leaders. The school is adequately resourced and has a range of specialist facilities including an art room and science laboratories. - National assessments are administered across the school in most subjects and grades. The school administers MoE, EMSA, and Grade 12 examinations. In addition, students can opt to pay an additional fee to sit international benchmark tests in English, mathematics and science.	
Areas of Relative Strength:	
- Partnerships with parents and the community - Leaders' impact on improving the previous consistently weak teaching.	



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Areas for Improvement:

- The use of the UAE inspection framework indicators in self-evaluation to gauge the school's performance.
- The school's understanding and use of benchmarking data to raise achievement.