



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



Inspection Report

Dar Al Uloom Private School

Academic Year 2014 – 2015

iqraa

Dar Al Uloom School

Inspection Date	2 – 5 February 2015
School ID#	104
Licensed Curriculum	Ministry of Education (MoE)
Number of Students	1012
Age Range	3 years 8 months to 20 years
Gender	Mixed
Principal	Majeda Al Ameri (Acting Principal)
School Address	PO Box 36005, Baniyas, Abu Dhabi
Telephone Number	+971 (0)2 583 1777
Fax Number	+971 (0)2 583 2878
Official Email (ADEC)	Darululoom.pvt@adec.ac.ae
School Website	-----
Date of last inspection	12 – 15 May 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 7
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The main strengths of the school are:

- students have a reasonable understanding of UAE values and culture
- relationships between adults and students are positive in the girls' section

The main areas for improvement are:

- the impact of leadership in improving the quality of teaching and learning
 - students' attainment and progress in all key subjects, particularly for boys
 - the behaviour and attitudes to learning of boys
 - the quality of the education in the KG is poor
 - the range and quality of resources to deliver the curriculum adequately
 - opportunities available for extracurricular activities
 - quality of teaching to engage and motivate students
 - availability of dedicated prayer facility for girls.
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Introduction

A team of 5 inspectors evaluated the school. They observed 83 lessons and conducted meetings with senior staff, team and department leaders, students and parents. They analysed test and assessment results, scrutinised student work, analysed 363 responses to parental questionnaires and considered many school policies and documents. The vice-principal was involved throughout the inspection process and 2 joint lesson observations were conducted.

Description of the School

The school opened in 1999 in the current buildings and is one of 6 schools in the Bin Ham Education Group. It is in a residential area of houses and shops and close to 2 other schools. The school's vision is to provide 'A distinguished learning, a creative leading, patriotic and interactive generation' and the aims are 'To support students to gain strong basic skills, a high level of thinking skills, self-respect, respect for others and mutual forgiveness: working locally in an international context'. The school follows the Ministry of Education (MoE) curriculum.

There are 1012 students, 57% are boys: 74 in Kindergarten (KG); 449 in grades 1 to 6; 172 in grades 7 to 9; 317 in grades 10 to 12. All students are Muslim and 84% are of Arabic heritage: 11% Emirati, 24% from the Yemen, 24% Syrian, 8% from Sudan and 6% Jordanian. There are 3 students identified with special educational needs (SEN) and 2 with physical disabilities. No students are identified as gifted and talented. On entry, students are baseline tested, except for KG children, and assessed for behaviour by social workers. Annual tuition fee ranges from AED 4,100 in KG to AED 8,800 for Grade 12, which is in the affordable range. This excludes books, transport and uniform.

There is presently no principal as the last one left in November 2014. A new principal has been appointed and was expected to take up post on February 1st but is awaiting ADEC approval. The vice-principal is currently acting principal. There is also a professional development manager appointed by the owner who has been in post for 6 weeks. He visits the school weekly and is responsible for school improvement and has the authority to make financial decisions. The leadership structure includes the professional development manager, the vice-principal, 2 social workers, 3 supervisors and 2 secretaries. The total number of teaching staff is 52 and turnover is fairly high with 16 teachers leaving last year. Salaries are in the very affordable range.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Dar Al Uloom continues to provide a very unsatisfactory standard of education, as it did at the time of the previous inspection. All aspects of the school are very unsatisfactory except care and guidance, which is unsatisfactory. Behaviour is satisfactory in the girls' section and very unsatisfactory in the rest of the school. Attainment and progress are well below national and international standards in all key subjects. Many girls display satisfactory attitudes to learning and are respectful to each other and staff; many boys in all cycles have poor attitudes to learning and limited respect for each other and teachers. Too much teaching fails to engage and motivate students.

The values, culture and heritage of the UAE are reasonably integrated across the curriculum. The range and quality of resources and facilities are inadequate and provide a highly unsatisfactory environment in which to learn or to support the delivery of the MoE curriculum. There are very few extracurricular opportunities available. The school has met very few of the recommendations from the last inspection report.

Students' attainment & progress

Students' attainment and progress is very unsatisfactory. Students are performing well below international expectations and below national age-related expectations. Achievement in the subjects taught in Arabic is below curriculum expectations; in almost all other subjects it is well below best international standards. Progress is poor in KG and particularly slow in English, mathematics and science. In information and communications technology (ICT) and physical education (PE), attainment and progress is limited by a lack of resources. Girls make better progress than the boys in all language skills and are developing confidence in speaking, reading comprehension and writing.

In Arabic, attainment and progress in the girls' section is broadly in line with curriculum expectations, although writing skills are weaker. All Arabic skills are weaker in the upper grades in both boys' and girls' sections. In Islamic education, some girls demonstrate sufficient understanding of Islamic concepts but in most lessons students show unsatisfactory knowledge of Islamic issues and cannot implement the 'Tajweed' rules when reading the Holy Qur'an. Progress is slow due to a lack of challenge, differentiation and independent learning. In social studies, most students have sufficient understanding of the UAE but limited knowledge about the history of Arabic and Islamic countries. Most lessons are based on memorising information rather than understanding and analysis.

In English, attainment and progress in KG is poor and well below ADEC expectations for all students. In cycle 1 (grades 1 – 5), attainment and progress is unsatisfactory but near to curriculum expectations in speaking and listening. In cycle 2 (grades 6 – 9), attainment and progress is very unsatisfactory, girls' attainment is higher and closer to expectations in speaking and listening. In cycle 3 (grades 10 – 12), attainment is higher for girls in the science stream who are performing at or slightly above curriculum expectations in all language skills.

In mathematics, attainment and progress is well below national and international expectations. Mathematical competence is underdeveloped and all students make limited progress. In science, most students demonstrate very unsatisfactory understanding of scientific concepts and weak ability to use investigative approaches. Progress is slow due to an over reliance on textbook learning and lack of opportunities for practical work.

Students' personal development

Students' personal development is very unsatisfactory. Behaviour in the girls' section in cycles 2 and 3 is satisfactory; behaviour in the boys' section is very unsatisfactory. Many boys behave improperly between periods, break and in lessons. They are often noisy, lack self-discipline and show disinterest in learning. The boys' behaviour around the school indicates that they are not developing moral values in line with their own culture. The girls behave well in and out of the classrooms and show self-confidence and interest in their learning. All students show respect for the UAE culture and values and the respect for different cultures in the UAE is satisfactory. The girls show respect and sensitivity to each other and adults. Boys across the school, admit they do not respect each other and some show disrespect to their teachers.

A limited number of students participate in extracurricular activities that centre on sporting competitions and trips and all students participate in the open sports day at the school. Across the school, most girls contribute satisfactorily in classes while most boys are unwilling to contribute very much. There are limited opportunities for leadership roles, mainly in the girls' section. Students receive limited guidance on how to live healthy lives. Opportunities to develop the interpersonal skills and qualities needed for the next stages of education or employment, especially linked to 21st century skills, are few. Attendance is average at 92%, but attendance is unsatisfactory in the higher grades in the boys' section.

The quality of teaching and learning

Teaching is very unsatisfactory. A good lesson was observed in Grade 11 English; only around a quarter of all other lessons were judged satisfactory, the remainder were unsatisfactory or very unsatisfactory, and teaching in the KG was poor. Professional development for teachers is general and not sufficiently linked to the context of the school or generated by the identification of development needs.

Most teachers have acceptable subject knowledge with the exception of teachers in KG and for PE. Teaching in the KG shows little understanding of how young children learn best and is not adapted to meet their needs for a more flexible, play-related learning style. Most teaching is delivered through the textbooks, even in the KG, and methods or strategies used by teachers are limited except in English where some participation and leadership by students is in evidence. Teaching resources are very unsatisfactory in all subjects. This limits the methods available to teachers and results in students demonstrating a lack of motivation and interest in many lessons.

The impact of teaching on student progress, engagement and personal development is unsatisfactory. In many lessons, teaching is unambitious, with a lack of challenge and low expectations of student performance. Tasks set at all grades are mainly dull, unchallenging and repetitive. In most lessons, students learn through listening and answering questions and there is little evidence of differentiated activities. There are very few examples of purposeful student interaction or collaborative work or of students thinking for themselves. The less able learners are simply ignored in some lessons. Teachers provide lesson objectives that are often lists of activities rather than learning outcomes and are seldom referred to again.

Classroom relationships and behaviour management varies from good to very unsatisfactory. Behaviour management is weak in KG and several cycle 1 classes and, not always apparent in the boys' section. There is little evidence of teachers checking students' understanding or amending their teaching as a result of their responses. There is an excessive turnover of teachers and parents complain that several teachers in one subject or class might teach their children during the year. Some parents report they feel it is necessary to give extra support to their children's learning at home.

Meeting students' needs through the curriculum

The delivery of the MOE curriculum is very unsatisfactory. The curriculum is not school specific or tailored to meet the needs of its students as much of the teaching and planning depends on textbook. The development of 21st century skills and personal qualities is weak because there is no advanced ICT and limited

opportunities for students to engage in activities to extend the curriculum. Understanding of the UAE culture is taught through social studies and celebrations; outcomes are rarely displayed apart from flags and posters and there is little recognition of the multi-cultural nature of the UAE. There is little offered to extend or enrich the curriculum to motivate or interest students.

The curriculum provision for KG is poor in every aspect of its delivery. There is no understanding of the learning needs of such young children with any structured or free flow activities. Adaptation for students with SEN or the gifted and talented are not in evidence and there was no programme of assistance or support. Only a limited range of wider curricular activities are offered across the school and there is no vocational education or guidance to prepare students for their careers or as future citizens. The school does not make enough use of the local community as a resource and links with community organisations are tenuous.

The protection, care, guidance and support of students

The care and guidance in the school is unsatisfactory. Students say staff are supportive when dealing with behaviour or abuse; the behaviour policy procedures are vague and open to interpretation by both teachers and students. There are 2 social workers responsible for monitoring both girls' and boys' behaviour and to provide pastoral care. There are no records that track or follow up individual cases. Parents are often contacted on the first day of absence. Medicines are stored securely and the clinic has separate access for both boys and girls; it was closed during the inspection due to the nurse's illness. The school continues to lack prayer facilities for girls.

There is no system to track students' academic progress apart from diagnostic tests at the beginning of the year. There are no specific, formal procedures to identify students with SEN, including the gifted and talented. Those students that have been informally identified receive no extra support, and there is only limited support given to the 2 students with physical needs.

Only partial guidance is given to students for their next stages of education apart from visiting local universities. The child protection policy is understood and shared and procedures are very clear. There is a central register for all staff as well as an admissions register and all staff have ADEC approval except new employees whose approval is still under process.

The quality of the school's buildings and premises

The buildings and premises are very unsatisfactory and continue to be an obstacle to further school improvement. Most classrooms are small and overcrowded with little room for manoeuvre. Insufficient specialist facilities restrict opportunities for students to engage in investigative learning in science as most lessons are held in classrooms. Outside sport areas are small and limit movement or exercise, often encouraging poor behaviour and creating excessive noise for surrounding classrooms. The ICT rooms lack sufficient computers for individual students to access. The school has only 1 science laboratory, located in the girls' section. Dangerous substances are stored in a locked cupboard. There are limited ramps for students with physical disabilities. Children in KG now have an outside area; it is small and inappropriately adapted. The school site is secure and safe with recently fitted cameras.

The school's resources to support its aims

The school's range of resources is very unsatisfactory. Teachers are qualified, sufficient in number but some lack the competence to teach their subject or age group, particularly at KG level. There is a real lack of resources to support learning in classrooms; each one has recently been fitted with data shows, the use of which is mainly in displays of planning or copied texts. Students' access to ICT is very limited across the school and the small library in the girls' section offers only a limited range of tired looking books, very few of which are in English. Equipment for PE was very limited and in art, students bring in their own resources like paints or crayons.

Procedures to maintain transport in a safe and reliable condition and for safe use and care of students are followed vigilantly. The canteen provides a fairly healthy range of snacks.

The effectiveness of leadership and management

Leadership and management are very unsatisfactory. The leadership of the school lacks the knowledge of what to do to improve and has acted on very few recommendations from the last inspection report. The few changes that have been made, have had little impact in improving the quality of education. There have been several changes in leadership since the previous inspection and the last principal left in November 2014. This has meant that the weaknesses identified in the school have been further compounded and the quality of teaching, personal development and the care and guidance of students has deteriorated.

There is a general training programme of professional development provided by ADEC, which has focused on such areas as class management and environment alongside a programme to develop the coordinators' leadership roles in the

school. The monitoring of teaching and learning is too informal and is ineffective. The school's judgement of its strengths and weaknesses as outlined in the self-evaluation document (SEF) is brief, lacks rigour and comments are insufficiently evaluative. The school development plan (SDP) is more detailed and matches the recommendations of the last inspection; goals are very confusing and not always linked to success criteria or the budget. The school has made very recent purchases of expensive resources that are not aligned to specific priorities.

Parents are able to identify the continued decline in the school stating that academic progress is not good because of the fluctuations in teaching staff, including the change in principals. Some parents said they have resorted to supporting their children's education at home. They were concerned about the lack of resources, communication, poor sports facilities, a lack of experiments in science, and lack of ICT equipment. They were also unhappy with the one break for the whole school where younger students have to compete for the toilets with older ones. They recognise that some teaching is good, are happy with the parents' meetings and communication in grades 1 to 4 is good. They were unaware that a parents' council had been set up recently.

Progress since the last inspection

At the time of the last inspection, the school was required to make improvements to the following areas: leadership; the quality of teaching; attainment and progress; the premises, and the health and safety of school transport. No significant improvements have been made in any of these areas, with the exception of school transport, where now the school has set up procedures to ensure that it meets requirements. In fact, some parents report the school's standards have declined and evidence from this inspection tends to support that view.

The school has not demonstrated it has sufficient capacity to make improvements as little progress has been made since the last inspection and standards have declined. The lack of strategic leadership for long periods has been a major contributory factor. The school will require significant and sustained external support if the quality of education, particularly for the youngest children, is to improve rapidly.

What the school should do to improve further:

1. Improve leadership and management by:
 - i. conducting rigorous, honest self-evaluation and using the resulting information to develop an action plan to address school priorities linked to student outcomes
 - ii. improving assessment procedures so that assessment data is used to inform and analyse attainment and progress of all students
 - iii. creating a KG area in the school with facilities and resources that allow the youngest children to learn through an active play-centred approach.
2. Improve teaching and learning, particularly in the KG and for boys, by:
 - i. developing a clear structure for the monitoring of teaching and learning through regular, formal lesson observations that are linked to professional development
 - ii. instituting formal systems for identifying students with SEN so that they can be supported in lessons
 - iii. implementing behaviour management procedures to ensure that poor behaviour is tracked and followed up on
 - iv. enriching curriculum delivery through wider curricular choices including extra-curricular activities to engage and interest all students.
3. Improve the facilities and resources by:
 - i. increasing the range and quality of resources in the classrooms, particularly in the KG
 - ii. increase the range and quality of facilities to ensure that all students have access to a quality education in sport, science and ICT in all sections of the school.
4. Ensure compliance to the breaches of regulations detailed in the report.

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								