



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Dar Al Uloom Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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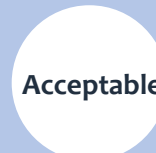


School Information

General Information	Inspection date:	from	25 Muharram 1439	to	29 Muharram 1439
		from	16-Oct-17	to	19-Oct-17
	School name			Dar Al Uloom	
	School ID			9186	
	School address			Al Ain, Falg Hazaa	
	School telephone			(+971) 037676514	
	School official email			darululooma.pvt@adec.ac.ae	
	School website			N/A	
	School curriculum			MOE	
	School phases			KG, Primary, Middle, High	
	Fee range and category			AED4100 to AED 7900 (very low)	
	Number of lessons observed			116	
	Number of joint lessons observed			10	
	Staff Information	Total number of teachers			91
Turnover rate			18%		
Number of teaching assistants			5		
Teacher- student ratio			1: 14		
Student Information	Total number of students			1298	
	% of Emirati Students			3%	
	% of Largest nationality groups			1. Syrian 31.2%	
				2. Egyptian 16.6%	
				3. Jordanian 14.7%	
	% of SEN students			1%	
	% of students per phase			KG: 3%	
				Primary: 42%	
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 

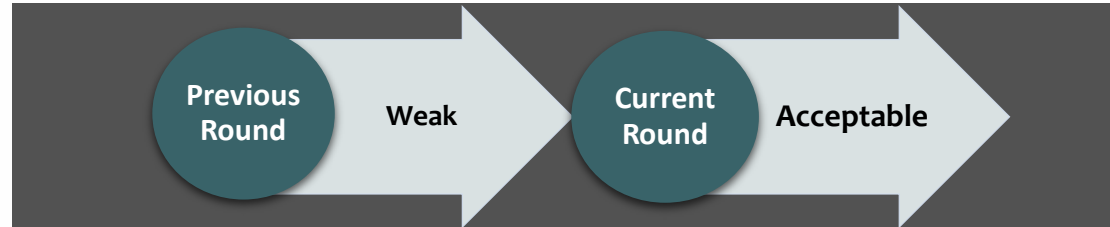


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the last inspection, the school has undergone considerable staff turnover. This includes the appointment of a new principal and other school middle-leaders in addition to new teachers.
- Students' achievement is broadly acceptable overall. Children's achievement in the Kindergarten is good with most children achieving above age-related expectations. Progress, learning skills and attainment are acceptable in the majority of subjects across the school, except in primary phase where English writing, listening and speaking skills are less secure, as are Arabic and science.
- Students' personal and social development is acceptable. Their behaviour is respectful. Although their overall attendance is acceptable, students are not always punctual to lessons. Students demonstrate a generally secure understanding and appreciation of Islam's influence on UAE society, and of other world cultures. Their critical-thinking and innovation skills are not yet developed sufficiently in lessons.
- The overall quality of teaching and assessment is acceptable. Most teachers plan lessons appropriately. They share their subject knowledge at a suitable level with students. Assessment data is recorded systematically but is not always used consistently to plan specific learning for students who have different learning needs.
- The quality of the school's curriculum implementation is acceptable. The school reviews the planned curriculum on a monthly basis and makes some modifications to meets the needs of most groups of students.
- The quality of protection, care, guidance and support for students is acceptable overall. The school has adequate child protection approaches and end-of-day arrangements for departing the premises safely. 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. The new school principal has a clear vision which is shared with all staff. School leaders and governors have improved the school's performance level since the last inspection. Self-evaluation and school development planning focus on 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



- Children's achievement in KG has improved and is now good in Islamic education, Arabic and English. Achievement in science is acceptable. Attainment and progress in Islamic education, social studies and other subjects is acceptable in primary. Attainment and progress in English has improved in high phase and is now acceptable.
- The overall quality of teaching and assessment is now acceptable. It is good in KG and acceptable in the middle and high phases. Most teachers provide helpful verbal feedback to students to help them to improve the quality of their work. School leaders' plan to share best practice was initiated in the mathematics department and is now common practice in most subjects.
- In high phase, teachers provide students with opportunities to develop problem-solving, critical thinking skills and engage in independent learning. The provision of enterprise and innovation experiences has also been a focus of high phase technology lessons.
- Lesson planning by subject leaders is now more consistent. Staff do not yet monitor and ensure that students are making the expected progress in the lessons.
- Governors and school leaders have ensured that middle managers fulfil their responsibilities more effectively to sustain school improvement.
- Overall, school leaders' capacity to improve the school is acceptable.



Key areas of strengths and area for improvements

Key areas of strength

1. Students' achievement in most subjects, particularly in Islamic education, social studies and non-core subjects
2. The impact of leadership and management on improving the overall quality of teaching.
3. The positive relationships between staff and students, and among students.
4. The consistently good teaching in KG that enables the children to make a good start to their education in school.

Key areas for improvement

1. Provide challenge and support to more-able students and students with additional learning needs by:
 - i. knowing the strengths and weaknesses of individual students and matching tasks to their needs
 - ii. monitoring and improving the quality of questioning and dialogue between teachers and students
 - iii. enabling students to justify their opinions by the use of reason and/or evidence.
2. Enhance the achievement and engagement of a minority of boys in the primary phase by:
 - i. developing a practical approach to learning which engages boys' interests and makes learning meaningful
 - ii. increasing the use of graphics, pictures, and storyboards in literacy-related lessons and assessments
 - iii. regular monitoring of teaching and its impact on boys' achievement by school leaders.
3. Improve the standard of English speaking and writing skills in primary and middle phases by:
 - i. providing opportunities to develop speaking skills in every lesson
 - ii. teaching spelling, punctuation and grammar explicitly to ensure technical accuracy in writing
 - iii. using the learning environment to display subject-specific vocabulary.
4. Improve the quality of teachers' written feedback to students by:
 - i. sharing assessment criteria with students to enable them to know what they do well and what they need to do to improve
 - ii. using feedback prompts that best meet the needs of the students



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- iii. allowing time for students to act independently on feedback to improve their learning.



Provision for Reading

- The school's library is well used by female students but less so by male students. Books in Arabic extend across a range of genres and levels. Staff assist students to choose books that are suited to their interests and abilities within the range available.
- The learning environment does not promote wider reading or reading for enjoyment as displays to celebrate and encourage reading are not evident across the school.
- Students enjoy books and understand what they read. Staff do not track and assess students' reading progress, other than by reading logs and teacher notes, routinely .
- The school has a Reading Plan in place with specific objectives to encourage the development of reading skills. This includes the introduction of reading lessons for English in Grades 1-5. Teachers are provided training on reading strategies at the beginning of the year to encourage an integrated approach to developing reading skills.
- The school runs regular activities to promote students' enjoyment of reading. The school's *Extreme Reading Challenge* and *Reading Passport* encourage students to read widely and across genres.
- Rewards for reading encourage students to read for pleasure as well as for information. As a result, students, particularly in the high phase, are developing reading skills that they can apply in lessons.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. Inspection evidence indicates that attainment is acceptable overall, and good in Islamic education, Arabic as a first language and mathematics in KG, and Arabic as a first language in middle phase. In the recent Grade 12 MOE examinations students' performance was outstanding in all subjects.
- Progress is acceptable overall. In KG students make good progress in Islamic education, Arabic as a first language, English, mathematics and science. Progress is good in Arabic as a first language in middle phase, and in English and mathematics in high phase.
- Learning skills are acceptable overall.
- Inspection evidence indicates that students' achievement in Arabic as a first language is acceptable overall.
- All groups of students, including Special Educational Needs (SEN) and gifted and talented (G&T) students, make progress in line with their peers.

Subjects

- Student's achievement in **Islamic education** is acceptable. It is good in KG. Learning skills are underdeveloped in relation to progress and attainment as students are passive learners.
- Student's achievement in **Arabic** as a first language is acceptable overall. It is good in KG and middle phase. Students skills in speaking and listening are above expected levels. Reading and writing is at an acceptable level and in line with curriculum standards.
- Students' achievement in **Social Studies** is acceptable overall. It is weak in primary phase, where learning skills are less developed. Students make acceptable progress in understanding national values and citizenship of the UAE.
- Students' achievement in **English** is acceptable overall. Progress is good in KG and high phase. Students' skills of speaking and listening are stronger than those of reading and writing.
- Students' achievement in **mathematics** is acceptable overall. Most students make appropriate gains in number, measures, shape, space and handling data. Mental calculations are less well developed in primary and middle phase. Progress is good in KG and high phase, where students are well motivated and quickly acquire concepts.



- Students' achievement in **science** is broadly acceptable. Progress is good in KG. it is weak in the primary phase where students' have limited opportunities to develop their investigation and enquiry skills. Students' investigative and practical skills are acceptable in middle and high phase.
- Students' achievement in **other subjects** is acceptable. Students have positive attitudes. Attainment in music is above curriculum standards. Achievement in PE, ICT and art is acceptable.

Learning skills

- Students learning skills are acceptable overall and good in KG, high phase, and English. Students enjoy learning and collaborate well in a range of learning situations, communicating their learning clearly. Most students can do basic research with teacher's direction and can relate their learning to relevant real- life examples.

Areas of Relative Strength:

- Attainment in Arabic as a first language in KG and middle phase, and Islamic education and mathematics in KG.
- Progress in most core subjects in KG.

Areas for Improvement:

- Learning skills, particularly in the primary phase.
- Achievement in science and social studies in the primary phase.



- **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	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development is acceptable. Most students behave responsibly and show respect for one other. Bullying is rare.
- Students have an acceptable understanding of how to live a healthy lifestyle.
- Students enjoy being at school and their attendance, at 94%, is good. A few students do not always arrive to school or lessons on time.
- Students demonstrate a good understanding of 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 contribute to the local community. They volunteer for many projects and, through the organization of a *Charity Market*, are actively involved in raising funds for Cancer Research and *Orphan Aid*. They participate actively in the school community through assuming varied responsibilities.
- Opportunities for students to develop skills that support innovation and creativity are not well embedded in most lessons to support students' personal and academic development.

Areas of Relative Strength:

- Student relationships with one another in lessons and around the school.
- Students' appreciation of the UAE and other cultures.
- Students' concern for one other and those outside their community.

Areas for Improvement:

- Opportunities for innovation and creativity to be embedded across all phases



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both within the formal curriculum and outside it.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Teaching and assessment have improved since the last inspection. They are now good in KG and acceptable in middle and high. They remain weak in primary.
- Overall, teachers plan lessons that adequately promote the development of students' learning skills. Group work and collaboration are a feature of most lessons. Teachers in primary do not engage students sufficiently.
- Relationships between staff and students are generally strong across the school.
- In most lessons, teachers match work adequately to students' needs. However, they do not always meet the needs of boys, or those of the least and most able in primary. This contributes to weak engagement and the poor behaviour of boys in a minority of lessons.
- Across the curriculum, teachers show acceptable levels of subject knowledge. They do not always plan stimulating and challenging lessons, particularly in the primary phase and in English across the school. Consequently, teachers have inconsistent expectations in these lessons.
- Internal assessment processes are acceptable, providing a coherent approach across the curriculum. Most teachers provide helpful verbal feedback to students on the level of their work. This is not always the case in their written responses which are inconsistent across the phases.

Areas of Relative Strength:

- Teaching in high phase in all subjects.
- Teaching and assessment in the KG.

Areas for Improvement:

- Engaging boys in the primary phase through a variety of imaginative teaching strategies.
- Improving teaching in English to develop students' speaking and listening skills and grammatical accuracy.
- Providing high quality written feedback to students on extended pieces of writing.



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 school follows the MOE Curriculum and makes provision for adequate progression. Teachers plan their delivery of the curriculum in order to motivate the students. Curriculum planning is acceptable. The school reviews the curriculum monthly and after each termly assessment. Changes are reflected in the teachers' lesson plans. - The curriculum implementation provides opportunities for students to transfer knowledge between subjects, especially at the foundation stage. The majority of students are adequately prepared for their move to the next phase. This is less-well developed for primary phase boys. - Extra-curricular activities enhance the formal curriculum and develop students' innovative and enterprise skills. - Middle leaders have adapted the curriculum to meet the needs of students who have special educational needs. They have not yet addressed consistently the needs of the boys in primary phase, more able students and those with additional learning needs. - The implementation of the Moral Education programme supports the students in enhancing their lives and Islamic values. Teachers link the content with their real-life experience in an effective way.				
Areas of Relative Strength:				
- Well-planned curriculum that follows up on the students' progress. - References to the Islamic values and the UAE culture and heritage across all subjects.				
Areas for Improvement:				
Modification of the curriculum to meet the needs of the primary phase boys, more able students and those with additional learning needs.				



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. Staff, students and parents demonstrate suitable awareness of policies and procedures to keep students safe, including child protection. - Students are well supervised at all times. Daily safety checks are conducted and recorded. The school has procedures in place to monitor attendance. - Students learn about healthy living and lifestyles in lessons and during assembly. There are no sports facilities beyond shaded outdoor space to encourage physical activity as part of a healthy lifestyle. - The school accurately identifies students who have special needs and those who are gifted and talented. - The school provides acceptable guidance through the social workers for students' academic and personal development. The well-being of all students is monitored adequately by the staff and social workers. Areas of Relative Strength: - Consistent checks of the buildings, premises and equipment. - Impact of the social workers on the students' personal development and well-being. Areas for Improvement: - Increase opportunities for students to engage in physical activity. - Provision of career guidance for the students in high phase.				



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	Acceptable
• The overall effectiveness of school leadership and management is acceptable. The new principal has set a clear and ambitious vision linked to national priorities and understood by all. • The school's approaches to self-evaluation are acceptable. Staff have created a school development plan to help improve teaching and raise achievement. So far, this has led to higher standards in KG, middle and high. Areas for improvement identify what needs to be achieved and how this will be implemented. • School leaders do not yet implement strategies to undertake effective international comparisons of their students' attainment. The new principal is keen to promote both national and international assessment across the school. • Governors regularly canvass parents' and students' opinions. Parents welcome detailed reports about students' progress and future school improvements. • School trustees hold senior leaders to account for the quality of performance. They ensure that resources are available to address weaknesses and that all statutory requirements are met. • The day-to-day management of the school is efficient. Staff are suitably qualified and benefit from relevant professional development. The learning environment is basic and does not enhance students' learning .	
Areas of Relative Strength:	
• Leaders' positive impact on improving teaching that had been consistently weak. • Communication with parents to inform them about students' learning.	
Areas for Improvement:	
• The use of international assessments to benchmark school performance.	