



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



Inspection Report

Darul Huda Islamic School

Academic Year 2013 – 14

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Darul Huda Islamic School

Inspection Date	2 – 5 February 2014
School ID#	152
Licensed Curriculum	Indian – Central Board of Secondary Education (CBSE)
Number of Students	1789
Age Range	3 to 18 years
Gender	Mixed
Principal	Syed Ajmal
School Address	P.O. Box 15695, Flaj Haza, Al-Ain, UAE
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Official Email (ADEC)	daralhuda.pvt@adec.ac.ae
School Website	www.dhischooluae.com
Date of last inspection	15 – 18 October 2012

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 B;	GRADE 5
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The main strengths of the school are:

- significant improvements in most standards since the last inspection
- the respect shown by students to each other and to staff and visitors
- the commitment and dedication of staff
- students from different nationalities working together in harmony.

The main areas for improvement are:

- the curriculum implementation and resources for the Kindergarten (KG)
 - further development of the students' 21st century skills
 - the level of challenge to students in all lessons
 - the quality of assessment of students' work
 - lack of visual and performing arts on the curriculum
 - the accuracy of evaluating the work of the school.
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Introduction

The school was inspected by a team of 5 inspectors who observed a total of 80 lessons. They met with senior and subject leaders, teachers, parents and students and also observed assemblies, break periods and students' arrival and departure. Inspectors analysed data and documents supplied by the school. In addition responses from 707 parents to a questionnaire about the school were analysed.

Description of the School

Darul Huda Islamic School opened in 1988 and moved to its present site in Falaj Haza, Al Ain in 1995. The school is one of 4 schools in Al Ain to offer the Central Board of Secondary Education (CBSE) Indian curriculum.

The school's mission states that it is 'to create a young generation which is well informed, morally sound, skilled, competent and creative and thus attaining their full potential to be successful citizens in the 21st century'. There is no admission test and priority is given to siblings. The Principal has been in post for 15 years and is supported by a Board of Governors and 2 experienced vice-principals.

There are 1789 students on roll: 938 boys and 851 girls, almost all are Muslim. There are 257 in Kindergarten (KG), 745 in Grades 1-5, 536 in Grades 6-9 and 251 in Grades 10-12. There are no Emirati or Arab students in the school; 55% are from India; 27% from Pakistan; 10% are from Bangladesh and 5% are from Afghanistan. The school has identified 29 students who have special educational needs (SEN) and a further 23 as gifted and talented. Annual school fees range from AED 3,590 to AED 7,355 and are in the very affordable to affordable category. There are 83 full-time teachers and 23 support and administrative staff.

The Effectiveness of the School

Students' attainment & progress

Standards in English, mathematics, science, Arabic, Islamic education and social studies are close to best international expectations. Progress is satisfactory in most subjects. Attainment and progress in information and communications technology (ICT), Urdu and Hindi is below the levels expected of students of similar age and aptitude. KG children are not effectively developing their gross motor skills through play. Progress in all other areas in KG is restricted because of a lack of space and resources.

In Arabic, students demonstrate effective speaking, listening and reading skills. Students' writing skills remain weak. Older students are not able to read and speak with the correct accent because they have not been taught in Standard Arabic. In English, students' writing skills are stronger than their skills in speaking and reading. Standards are higher in Grades 11 and 12. In Islamic education and social studies, students have a satisfactory knowledge of Islamic values and of the UAE. Some students are not able to accurately read or recite the Holy Qur'an.

In mathematics, primary aged students are developing appropriate numeracy skills, despite limitations in curriculum planning. They are able to use the correct mathematical terms for measurement. In the middle school, students are able to apply different formulae for finding out areas and perimeters. Older students have the necessary skills to solve statistical problems and are able to apply formulae to solve problems related to the area of sectors and segments of a circle. In science, students use the correct scientific terminology. Most students can relate concepts such as refraction and ultra sound to real life applications. Investigative and problem solving skills are relatively underdeveloped.

Students are failing to develop age appropriate 21st Century skills, like critical thinking skills, because there are insufficient opportunities provided in lessons. The school does not use high quality standardized tests and the results of assessment are not used effectively to establish students' skills and understanding in order to measure progress over time.

Students' personal development

This is the strongest aspect of the school. Students are confident and have positive attitudes to learning in most lessons. They relate well to each other and are courteous and respectful towards teachers and visitors. Students from different nationalities work and play together harmoniously. Their good behaviour in lessons and assemblies is a further strength of the school. Students respond well when challenged to develop their leadership roles within the school and in

assemblies. Some chances are missed to develop personal qualities and skills, for example, when students are not always able to take responsibility for their own learning in lessons and develop higher order thinking skills. Many students do not eat healthy food and the promotion of safe and healthy lives is not a prominent feature of the school.

Students have a satisfactory understanding of the cultures in the UAE and in other Asian countries. Students are developing moral viewpoints broadly in tune with their own cultural backgrounds and appreciate that others often hold different views. Attendance is satisfactory at 94%; punctuality at the start of the day is satisfactory.

The quality of teaching and learning

Most aspects of teaching and the majority of lessons are satisfactory. Teachers maintain positive relationships with their students. This gives students the confidence to answer questions in lessons. Teachers have secure subject knowledge and this ensures accurate learning. The quality of teaching and learning is stronger in Grades 11 and 12; they are weaker in KG.

There have been changes to the range and effectiveness of teaching styles that are used as a result of professional development. All teachers now share the learning outcomes of the lesson with students and often in plenary sessions teachers check the progress students have made in relation to the learning outcomes. Most lessons have a variety of tasks, including group work that enables students to develop their collaborative skills.

A main weakness of teaching is that the level of challenge does not meet students' needs, especially for higher attaining students and students with SEN. A further weakness of some teaching is that lessons are dominated by too much teacher talk resulting in a slow pace of learning and that restricts progress.

Assessment data and the marking of students' work does not give adequate guidance to students to help them improve. Teachers do not routinely set improvement targets for students. They are therefore not always clear about what they need to do to make more progress. There is an increasing use of differentiated worksheets; these are not always targeted to meet individual students' needs. There are very few opportunities for students to use ICT to support their learning, except for some homework tasks.

Meeting students' needs through the curriculum

The curriculum is adequate as it promotes satisfactory teaching and academic progress. The curriculum is well organised and sequenced, and the relevant information is shared with parents. It successfully underpins a strong

understanding of the UAE and its heritage. The range of subjects in Grades 11 and 12 is good. Students can choose to follow courses either in science subjects or commerce. The extra-curricular provision is strong, as there are a wide variety of cultural and sporting activities. For example the ECO-club led an assembly on the environment and in addition they are responsible for all the planting of shrubs and flowers in the gardens within the school. Careers guidance and counselling is satisfactory.

The weaknesses in the curriculum are a major reason why many students' learning skills and academic progress are only satisfactory. The school does not provide a completely broad and balanced curriculum as it does not provide any subjects relating to the visual or performing arts. The curriculum in KG lacks breadth, is uninspiring and does not include the features common to best practice in early years' education. The school does not provide access to the visual or performing arts. Curriculum planning is heavily focused on the knowledge to be taught to each grade in each subject. It is weak and variable on identifying the development of numeracy and literacy skills from KG1 to Grade12. The curriculum has not been adapted to meet the needs of those with SEN or gifted and talented students.

The protection, care, guidance and support of students

The positive school ethos is reflected in high quality relationships and the caring atmosphere and support students receive from teachers. Student welfare enables most students to feel secure, happy and looked after. The pastoral system does not sufficiently track each student's academic progress. Rewards and sanctions are fair and there is no corporal punishment. The child protection policy is clear and effective and is included in the students' handbook. The clinic and qualified nurse ensure that provision of first aid is improving. The school is vigilant when safeguarding students, including when they arrive and depart. The school does not provide adequate support for students with SEN.

The quality of the school's buildings and premises

Buildings and premises are unsatisfactory in several respects. Many of the classrooms from KG1 through to Grade 12 are too small for the number of students. This limits the range of activities that can take place. There are inadequate indoor facilities for physical education and much of the outdoor area has no shade. The cooling ventilation and lighting in classrooms is inadequate. Management is aware of the deficiencies and there is some limited progress in addressing them. Some of the recent changes include upgrading access to ICT equipment in many classrooms and installing closed-circuit television (CCTV) to enhance the security of the site.

Toilet facilities are adequate and attention is paid to monitoring their cleanliness. Students' health and safety are taken seriously and the security of the site is good. There are some good displays in corridors and communal areas around the school. In most classrooms the quality of display does not enhance the learning environment for students.

The school's resources to support its aims

Teachers are adequately qualified, sufficient in number and a central register is maintained to show that the necessary checks have been made on adults working at the school. There is a lack of assistants to support teachers in KG. The quality and quantity of resources in the library do not adequately support effective curriculum delivery. There is satisfactory provision for teachers to use ICT to plan and support teaching. However, provision for students to use ICT to support their learning in lessons is weak. There is only one fully equipped classroom with computers for Grades 1 – 10. There has been an increase in the resources to support learning in KG, but there is a lack of both indoor and outdoor play resources necessary to help students develop gross motor skills.

The effectiveness of leadership and management

The school has now in place effective roles and responsibilities for the owners, governing body and senior leaders. The Principal is held accountable to the Governing Body and to the owners on a regular basis.

Subject coordinators have clear job descriptions that include the evaluation of teaching and learning. They are stronger at managing their subjects than in providing leadership to raise students' standards of attainment and progress. The evaluation of teaching and learning is weak. The current practice does not evaluate the impact of teaching on learning. Feedback to teachers does not provide them with sufficient guidance on how to improve the quality of learning. The school development plan (SDP) identifies suitable strategies to raise standards. Senior leaders have implemented most of these strategies to take the school forward. The plan needs to be more explicit regarding timescales and who is to be held accountable for the completion of actions. The self- evaluation form (SEF) is overly positive and provides little evidence to substantiate the grades. There is a lack of clear targets to raise the academic standards of students. There is an effective system to deal with parents' complaints. Most responses from the parents' questionnaire are positive and supportive of the school.

Progress since the last inspection

There have been significant improvements in six standards since the last inspection. Most of the issues identified in the last inspection have been tackled. Health and safety checks are now regularly held. Electrical and fire-fighting equipments are both regularly checked. The preconditions for accelerated improvement are now in place. More emphasis on the monitoring of teaching and learning, effective curriculum implementation and the identification of the factors underlying high achievement is now required for the school to move to the next stage of development. Currently leadership will require external support to benefit and maintain the upward trajectory for improvement.

What the school should do to improve further:

1. Improve the curriculum implementation by:
 - i. introducing lessons in visual and performing arts to all students
 - ii. ensuring the curriculum in KG meets the needs of students
 - iii. ensuring the curriculum is modified to meet the needs of gifted and talented students
2. Develop students' 21st century skills by increasing opportunities in lessons for students to:
 - i. use ICT to support their learning
 - ii. develop their research skills.
3. Raise standards in KG by:
 - i. developing students gross motor skills through play
 - ii. improving the development of literacy and numeracy skills
 - iii. introducing features of best practice in early years education, such as ensuring that children have the opportunity to make informed choices and engage in a range of play based activities.
4. Increase the level of challenge to students in all lessons, in particular:
 - i. ensuring that all gifted and talented students are set tasks which fully meet their needs
 - ii. students with special educational needs are fully challenged and supported in their learning.

5. Develop robust systems for the assessment of students' work by:
 - i. ensuring teachers provide constructive feedback to students so that they are aware of their progress and what they need to do to improve
 - ii. using the assessment data and marking of students' work to identify targets for their improvement.

6. Improve the accuracy of evaluating the work of the school by:
 - i. using smart targets when writing the SDP
 - ii. increasing the involvement by subject co-ordinators in writing the SEF and SDP
 - iii. ensuring the grades and evidence in the SEF are based on the inspection framework
 - iv. developing a more rigorous assessment system which focuses on the impact of teaching on learning.

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								