



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Darul Huda Islamic School

Overall Effectiveness: Weak

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	26 Muharam 1439	to	29 Muharam 1439
		from	16-Oct-17	to	19-Oct-17
	School name	Darul Huda Islamic School			
	School ID	152			
	School address	Khalid Bin Sultan Street, Falaj Hazza, Al Ain			
	School telephone	+971 (0)3 7677 883			
	School official email	daralhuda.pvt@adec.ac.ae			
	School website	www.dhischool.com			
	School curriculum	Central Board of Secondary Education(CBSE)			
	School phases	KG, Primary, Middle, High			
	Fee range and category	AED 4,200-8,700 (Category low)			
	Number of lessons observed	123			
	Number of joint lessons observed	11			
Staff Information	Total number of teachers	104			
	Turnover rate	10%			
	Number of teaching assistants	2			
	Teacher- student ratio	KG 1:25 Primary, middle and high 1:17			
Student Information	Total number of students	1764			
	% of Emirati Students	0%			
	% of Largest nationality groups	1. Indian 58%			
		2. Pakistani 19%,			
		3. Bangladeshi 13%			
	% of SEN students	1%			
	% of students per phase	KG: 14%	Middle/ 30%		
		Primary: 41%	High: 15%		
Gender	KG-Grade4: boys and girls; Grade 4- 12: girls Grade 4-12: boys				



The Performance of the School

Performance Standard 1 Students' Achievement Weak	Performance Standard 2 Students' personal and social development, and their innovation skills Acceptable
Performance Standard 3 Teaching and Assessment Weak	Performance Standard 4 Curriculum Acceptable
Performance Standard 5 The protection, care, guidance and support of students Acceptable	Performance Standard 6 Leadership and management Weak

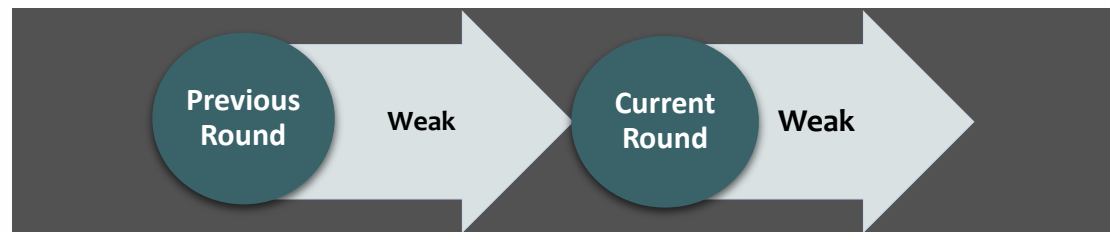


Evaluation of the school's overall performance

- The overall performance of the school is weak. The principal, new to his role in May 2017, has worked at the school for more than 10 years as a teacher and vice-principal.
- Overall, students' achievement is weak. Across the school, attainment is weak in the core subjects of Arabic and English. This has an impact on the standards students achieve in mathematics and science, particularly in the primary phase.
- Student's personal and social development is acceptable overall. Most students demonstrate responsible attitudes and have good relationships with their teachers and peers. They have a good knowledge of the heritage and culture of the UAE but limited exposure to other world cultures. Students are generally well behaved. They have limited opportunities to develop their innovation skills.
- Teaching and assessment are weak overall. Teachers in primary phase are not skilled in using appropriate teaching methods and available resources to good effect to support students' knowledge and understanding. Teaching improves in the middle and high phases. Assessment does not inform teaching or planning consistently to improve the standards students achieve. The school has started to benchmark student outcomes against external expectations for a few students.
- The curriculum is reasonably broad, balanced and acceptable overall. However, it is not always planned or adapted sufficiently to meet the needs of different groups of learners. It is better for students in grades 10-12 who choose subjects from a range of curriculum options that interest them.
- The protection, care, guidance and support of students is acceptable. A caring ethos permeates the school and students feel safe. The identification of students with Special Educational Needs (SEN) and those who are Gifted and Talented (G&T) is developing but is not embedded to ensure all students have the support they need.
- Leadership and management is weak overall. Implementation of the school development plan since the previous inspection has not been effective in improving overall performance.



Progress made since last inspection and capacity to improve



- Middle leaders and teachers are now involved in the school self-evaluation. They have analysed the school's needs, based on areas for improvement in the previous report. However, the School Development Plan (SDP) is not robust. The impact of actions taken is not evaluated sufficiently to refine actions and bring about the necessary improvement.
- A comprehensive assessment system has been developed to enable teachers to track students' achievements. However, the data collected is not analysed and used to identify gaps in learning or to prioritize actions to improve weak teaching.
- Teaching has Improved in the high phase. The achievement of students at this phase is now good in Islamic education, science and mathematics. The actions taken to bring about this change have not been disseminated effectively to improve teaching throughout the school, particularly in the primary phase.
- The KG curriculum has improved since the last inspection and children make acceptable progress overall.
- Capacity to improve is weak. The school leadership team has made limited progress in addressing recommendations from the previous inspection. At the time of the inspection they were unable to show that they can achieve consistent and sustained improvement.



Key areas of strength and areas for improvement

Key areas of strength

- Students' increasing understanding of Islamic values and UAE culture.
- Students' achievement in Islamic education and mathematics in high phase.
- Students' good levels of respect for others and harmonious relationships with their peers and teachers.
- The development of comprehensive systems to track students' achievement.
- Leaders and teachers' commitment to the school.

Key areas for improvement

1. Raise achievement in all subjects, particularly Arabic and English throughout the school and mathematics in the primary phase by:

- i. providing more opportunities for students to practise reading and writing in lessons, and to use grammatically correct language in complete sentences
- ii. ensuring tasks in lessons are appropriately matched to the needs of different groups
- iii. assessing learning throughout the lesson and adapting teaching to meet the needs of individuals
- iv. ensuring students understand what they are learning by checking and nurturing their independent learning, collaboration and communication skills
- v. enriching students' vocabulary in Arabic
- vi. undertaking more effective monitoring of lessons to improve the quality of teaching and learning
- vii. ensuring marking and feedback are appropriate and provide effective guidance for students so they know how to improve.

2 . Improve teaching, particularly in the primary phase, to meet the different learning needs of all groups of students, including those who have special needs and those identified as gifted and talented by:

- i. strengthening teachers' understanding of how to use effective questioning techniques to increase students' understanding
- ii. undertaking more rigorous planning for learning with the Special Educational Needs Coordinator (SENCO) and teachers working together
- iii. ensuring that students who are gifted and talented are carefully identified and challenged to extend their learning within lessons
- iv. developing students' critical thinking, independent learning and ability to solve



problems and use research skills and ICT to support learning across subjects.

3. Improve the use of assessment data to provide appropriate support for all students by:
 - i. analysing the data more thoroughly and using it to track improvements in whole school performance
 - ii. using the data in planning lessons that ensure appropriate tasks to cater for the needs of all groups of students and monitoring the progress of individuals overtime
 - iii. ensuring that the teachers and school leaders review the progress of students of different abilities and plan suitable steps to improve their achievement.
4. Increase students' exposure to, and understanding of, other world cultures by:
 - i. broadening their exposure to other nationalities and cultural interactions.
5. Improve the impact of leadership and management by:
 - i. providing subject specific professional development opportunities for teachers, with an emphasis on how to promote students' learning
 - ii. improving teachers' subject knowledge in Arabic and English
 - iii. monitoring teaching and reviewing the progress of groups of students to ensure coherence and progression in learning and raise attainment
 - iv. undertaking regular and rigorous self-evaluation that is clearly linked to the school's development plan.



Provision for Reading

- The school's annual plan includes an emphasis on improving reading, with a 'Read to Lead' programme. The inclusion of book fairs, and invitations to authors and writers to read and talk to students raises the profile of reading throughout the school.
- Reading is an integral part of all subjects. Students read in almost all classes. However, students in primary phase are not supported appropriately to develop their comprehension skills.
- The school library has a range of fiction and non-fiction books in Arabic, English and Hindi. A timetabled library period for grades 6-10 has been established to encourage students to read more widely and to promote other literacy skills.
- The librarian selects books to take to the classrooms for students in the primary phase. This reduces students' choice of reading material.
- The school does not track how well the children and students read or let students know how well they are progressing and how they can improve.
- Staff have not had any in-depth training to improve their skills in teaching reading.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- Overall achievement is weak. Attainment is weak in the core subjects of Arabic and English in all phases with the exception of Arabic in KG. Overall, students' weak communication skills and poor comprehension of English also limit attainment in mathematics and science in the primary phase.
- Students' progress from their starting points in KG and middle phase is acceptable. It improves to good at the high phase.
- Students' achievement in Islamic education and social studies is acceptable in primary and middle phases and improves to good in the high phase. Learning skills are acceptable overall, but are weak in primary phase which hinders students' ability to achieve higher standards.
- Grade 10 and 12 students show good levels of attainment in the Central Board of Secondary Education (CBSE) examinations in English, mathematics, science and Arabic and outstanding in MoE examinations in Grade 12. External assessment indicates that as students move from middle to high phase their progress accelerates in English, resulting in good attainment in CBSE examinations although the achievement of girls is generally higher than that of the boys.
- For the very few students who undertake standardized international benchmark tests, such as PISA and TIMSS, attainment is generally below national and International averages.

Subjects

- Achievement in **Islamic education** is acceptable. Most students attain levels in line with national standards across the school. They exceed this level in the high phase. Students in the high phase are able to collaborate to research and share their findings and views.
- The attainment of students in **Arabic** as an additional language is weak. Listening, speaking, reading and writing skills are weak for most students. Progress is variable ranging from weak to acceptable, dependant on teachers' subject knowledge. In KG and Grade 1, students make acceptable progress in line with curriculum expectations. Students at the high phase develop oral fluency.
- Attainment in **social studies** is acceptable. Most students attain levels that are in line with curriculum expectations across the school. In the primary phase students show pride in the rulers of the UAE. In the middle phases students develop a clearer idea about the UAE traditions and its



cosmopolitan culture.

- Students attainment in **English** across the school is weak. Their listening, speaking, reading and writing skills fall below the expectations of curriculum standards. In the primary phase students' weak communication skills, and the inability to comprehend English, hinders their attainment in other subjects. A minority of senior girls are articulate and lead assemblies confidently. Overall, reading is better than speaking and writing. Writing is limited within lessons and is very weak across the school.
- CBSE external results of Grade 10 and 12 students indicate that the attainment of this group of students is good. The school focuses on these students to prepare them for the exam. When given this level of support, students are motivated to achieve higher standards.
- Overall, achievement in **mathematics** is weak. Low achievement is predominant in the primary phase. especially at grades 1 and 2 where learning tasks and expectations are not communicated well. Students' mathematical understanding, confidence and achievement increases in the middle phase and is embedded in the secondary phase, where the majority of students attain above the curriculum standards.
- Students' achievement in **science** is acceptable overall although attainment is weak in the primary phase. Attainment is acceptable in KG and middle phase. CBSE external examinations in grades 10 and 12 indicate attainment in science is good for this group of students.
- For the very few students who undertake standardized international benchmarks tests like Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS) attainment is generally below national and International averages.
- The overall attainment of students is acceptable in **other subjects**. It is good in psychology, marketing and Malayalam; weak in Hindi and acceptable in Bengali and Urdu. In physical education and art it is generally acceptable.

Learning skills

- Students learning skills are acceptable overall. They are weak in the primary phases where students' limited communication skills restrict their ability to access the wider curriculum. Most students can collaborate on tasks and make links with other aspects of their lives, but they do not develop critical thinking, innovation and independent learning skills during lessons.

Areas of Relative Strength:



- Students attainment in Islamic education, mathematics and science in the high phase.

Areas for Improvement:

- Raise achievement in all subjects, particularly Arabic and English throughout the school; and mathematics and science in the primary phase.
- Development of students' critical thinking, independent learning, problem solving and innovation 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	Good
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 overall. Most students have positive and responsible attitudes to their learning and strong relationships with each other and the teachers. - Students good attendance rate of 95% is indicative of their enjoyment of school. - Students exhibit Islamic values of respect and good behaviour in lessons and around the school. They show strong appreciation of the heritage and culture of the UAE. - Students have reasonable environmental awareness and promote volunteering and fund raising through their contribution to Red Crescent. - The student council take responsibility for helping to sustain younger students' good behaviour during break and lunch times. - Students develop few creative and innovative ideas in lessons but celebrate 'innovation week' and 'innovation day' and create their own magazines under the guidance of teachers and parents. Areas of Relative Strength: - Students positive attitudes and good behaviour across the school. - Students respect for Islamic values and appreciation of UAE culture. Areas for Improvement: - Students' innovation skills.				



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is weak overall, predominantly due to the weakness in teaching in primary phase. Teachers of Arabic and English do not have a secure knowledge of their subjects and how students learn. The quality of teachers spoken and written English is inconsistent, which limits students' attainment. It improves in the high phase to support good progress and attainment in external exams for Islamic education, mathematics and science.
- internal assessment processes include comprehensive information about the progress of different groups of students. However, teachers do not use this summative data, or continuous assessment, to plan learning activities that meet the needs of all students. There is insufficient differentiation in learning, particularly in primary phase. As a result, not all groups of students achieve well.
- In weaker lessons in primary phase teachers do not use questioning to promote higher level thinking and discussion. Consequently, teaching does not develop the critical thinking skills of these students effectively.
- Teachers do not always use resources effectively. As a result, lessons, particularly in primary phase, can become routine and result in the students being passive learners who do not gain innovation and independent learning skills. This improves in the best lessons in science at grades 10 to 12 where teachers plan and facilitate more flexible and interesting learning opportunities.

Areas of Relative Strength:

- Teachers in the high phase structure purposeful lessons that are informed by students' prior knowledge and understanding.

Areas for Improvement:

- Teachers' pedagogical skills, particularly in English and Arabic and across the primary phase.
- Teachers correct use of Arabic and English pronunciation and grammar.
- Primary teachers use of continuous and summative assessment to plan teaching



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that matches the learning needs of all students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Weak	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak	Acceptable	Acceptable

- The curriculum is reasonably broad and balanced and is acceptable overall. It is reviewed periodically, but is not always adapted sufficiently by subject teachers to meet the needs of students when learning English and Arabic. There are some gaps in matching lessons to support or challenge students of differing abilities.
- Students are offered four native languages, Hindi, Urdu, Bengali and Malayalam. At grades 11 and 12, a wide range of subjects in science and commerce encourage students to follow their interests and support their future aspirations.
- The curriculum includes some cross-curricular links but has limited extracurricular activity or community links to enhance students' understanding of the wider world.
- The curriculum provides few opportunities for enterprise, innovation, creativity or social contribution.
- UAE values are embedded in lesson planning and reflected throughout the school to foster students' appreciation of Emirati heritage and culture.
- Overall, with the exception of primary phase, the curriculum provides adequate continuity and progression to prepare students for the next step in their learning.
- Moral education is integrated in all aspects of the school. It encompasses the values of respect, tolerance, inclusivity and community.

Areas of Relative Strength:

- The curricular choices after Grade 10 give students the opportunity to proceed to a high level in the sciences and in commerce linked courses.
- Student's understanding of Emirati culture and UAE society.



Areas for Improvement:

- Adaption of the curriculum to meet the needs of all students, including those of low, middle and high abilities, those with SEN and those with particular gifts and talents.
- Monitoring of the curriculum to ensure it provides continuity and progression for students in all phases.



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 care, guidance and support given to students is acceptable. Staff, students and parents are aware of the school's child protection procedures and how to use them. Arrangements to ensure the safety of students are suitable. - The quality of maintenance and regular checks on equipment are effective and ensure the school provides school is a clean, orderly building. - The premises are not suitable overall for students with mobility issues as there are few ramps to enable access to all areas. - Students gain an understanding of safe and healthy living which is promoted in a number of lessons, in the canteen and on displays. - Teacher and student relationships are good and support positive behaviour. - Promotion and management of attendance and punctuality is effective. - There are very few students attending the school who have been identified as having SEN. The school does however, have a SENCO who provides appropriate support for students who have been identified. This information is shared with teachers but there is little joint planning to ensure their needs are embedded when planning learning activities. - Staff provide academic and personal development guidance to support students when they are contemplating higher education and future pathways.				
Areas of Relative Strength:				
- The school's commitment to promote students' safety and healthy living. - Staff student relationships and the promotion of attendance.				
Areas for Improvement:				
The quality of support for students of different abilities, those with SEN and				



those with particular gifts and talents.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Weak
Self-evaluation and improvement planning	Weak
Partnerships with parents and the community	Acceptable
Governance	Weak
Management, staffing, facilities and resources	Acceptable
- The overall quality of teaching is weak. Leadership is devolved, and key members know their responsibilities. They understand the challenges that the school faces but lack knowledge of best practices in teaching and learning to make the necessary changes. - School self-evaluation is weak and not linked adequately with the school development plan. Although leaders express a commitment to raising standards they have been unable to achieve their goal since the previous inspection. - The governing body hold the principal to account for the operational management of the school but do not apply this scrutiny to hold the school accountable for the achievement of all students. - Parental involvement is acceptable. Regular communications promote their engagement in student's learning. - The day-to-day management of the school is effective to ensure the school is safe and runs smoothly. - A sufficient number of staff are deployed, but pedagogical weaknesses, particularly in Arabic and English, mean teaching is not always effective in these subjects.	
Areas of Relative Strength:	
- Relationships, communication and devolved leadership - Reporting and communication with parents.	



Areas for Improvement:

- The support for teachers' professional development with a subject specific focus and an emphasis of how to promote students' learning.
- Teachers' subject knowledge in Arabic and English.
- The monitoring of teaching, its impact on learning together with a review of the progress of all students, including an analysis of learning for different group.
- Accurate and rigorous self-evaluation that is clearly linked to the school's development plan.