



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



Inspection Report

Ibn Khaldoun Islamic School

Academic Year 2013 – 14

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Ibn Khaldoun Islamic School

Inspection Date	23 – 26 February 2014
School ID#	195
Licensed Curriculum	Ministry of Education (MOE)
Number of Students	957
Age Range	3 to 18 years
Gender	Mixed
Principal	Moen Ismael Mostafa
School Address	North Al Yahar Area, Al Ain City
Telephone Number	+971 (0)3 781 5614
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Official Email (ADEC)	ibnkhaldoun.pvt@adec.ac.ae
School Website	N/A
Date of last inspection	12 – 15 February 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 C;	GRADE 6
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The main strengths of the school are:

- the school provides a safe and caring learning environment for students, with positive and respectful relationships between adults and students
- the school positively promotes the heritage, culture and values of the UAE, which are fully embraced by students
- there are positive links with parents and their views are welcomed and responded to by the school

The main areas for improvement are:

- lesson observations to focus on evaluating the impact on student learning and planning to raise standards
 - planning, activities and learning strategies to ensure they address the learning needs of all students
 - resources, particularly for information, communication and technology (ICT), science and sports
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Introduction

The school was inspected by 4 inspectors who observed 70 lessons. They met with school leaders, teachers, students and parents. They observed students' arrival and departure from the school, assemblies and break times. The inspectors reviewed and analysed data and documentation provided by the school. In addition, responses from 260 parents to a questionnaire about the school were analysed.

Description of the School

Ibn Khaldoun Islamic School opened in 2003 in the Al Yahar North area of Al Ain. Its vision is 'building clear excellence – student of the future'. Its mission is to 'help learners to successfully transition from childhood to adolescence'. The student population is 957 from Kindergarten (KG) to Grade 12; with 61% boys. They come from many different nationalities: 37% Emirati, 15% Yemeni, 10% Egyptian, 8% Syrian, 7% Sudanese and 23% from other nationalities. All students are Muslim. The school has designated 12 students as having special educational needs (SEN), including students with sight and hearing impairment and difficulties with movement and poor concentration. The school follows the Ministry of Education (MOE) curriculum.

The principal has been in post for 3 years. The leadership team comprises of the principal and 2 vice-principals. The school has 63 teachers, with a 14% turnover last year. The school fees are AED 3,188 to AED 9,375 per annum, which are in the very affordable to low categories. Students do not sit an entrance test to gain admission. The school had a previous inspection in February 2012.

The Effectiveness of the School

Students' attainment & progress

Students' attainment and progress are unsatisfactory. They are below similar schools in many subjects and well below international standards in all subjects. Attainment and progress are unsatisfactory in English, mathematics, science, Arabic, Islamic education, social studies and information and communication technology (ICT).

The acquisition of the basic skills of speaking, listening, reading, writing and numeracy is satisfactory. There is unsatisfactory progress in developing students' independent thinking and ICT skills. The progress children make in KG is highly variable and unsatisfactory overall. Progress is very unsatisfactory in KG when behaviour management is ineffective and learning activities do not engage all students. Girls make satisfactory progress in most grades and demonstrate interest and motivation in their learning. The progress of most boys is unsatisfactory, with many lacking motivation. Test results for boys are significantly lower than those for girls in Grades 9 to 12. In many lessons, insufficient challenge for higher achieving students leads to them making unsatisfactory progress.

Teachers' ongoing assessment, combined with MOE test outcomes, is used each semester to monitor students' progress. The data is used to identify students in need of additional support. It is not effectively used to inform a sufficiently differentiated approach to curriculum and lesson planning. The school is not using baseline assessments effectively to identify students' knowledge and skills to ensure that lesson planning is focussed on meeting the learning needs of different groups of students.

Students' personal development

The personal development of students is satisfactory. The school provides a safe and caring environment and there are positive and respectful relationships between adults and students. Behaviour is satisfactory and in some lessons good. Behaviour is best when students are actively involved and challenged in their learning.

The school positively promotes the heritage, culture and values of the UAE, which are fully embraced by students. Assemblies start the day well, with students respectfully facing the flag and heartily singing the national anthem. The school is adorned with numerous displays celebrating the heritage and culture of the UAE. National Day celebrations and inputs from different curriculum areas provide

other opportunities for students to gain knowledge of, and show pride in, their national heritage.

The school council gives some opportunities for students to take leadership roles and many are involved in presentations in the daily assemblies. The quality of displays varies across the school. The lower school and girls section is highly decorated in most classrooms and corridors with samples of students' work celebrated. The boys' section has little display, with some classrooms having bare walls. Students learn about healthy lifestyles in lessons and through presentations in assemblies. Attendance is unsatisfactory at 86%.

The quality of teaching and learning

Teaching is unsatisfactory in a majority of lessons and in most subjects. This has a significant impact on students' learning and results in unsatisfactory progress and attainment levels. Teachers have good subject knowledge in all subjects, except English, where teachers' inaccurate grammar and spelling provide a poor model for students. Student and teacher relationships are mutually respectful and classroom behaviour is generally well managed. Some teachers are attempting strategies that include students working in groups, but ineffective planning of the activities often leads to a few students doing the work, leaving the majority as passive observers.

In a few lessons, attempts are made to provide differentiated worksheets for students of different abilities; there is often little difference in the challenge they provide. Most learning activities have insufficient challenge and are not matched to the individual needs of the students. The pace of learning is often too slow and the overuse of textbook learning inhibits students' creative and research abilities. Lesson objectives are often related to tasks rather than the development of skills and knowledge.

Assessment is not used effectively to plan activities that take account of students' prior knowledge and skills. In some lessons all students have the same activity, with some students quickly completing all questions and having nothing further to do. Some lessons are very teacher and textbook-dominated, and students have few opportunities to develop their 21st Century skills. Teachers have access to professional development and are encouraged to share their learning with other teachers.

Meeting students' needs through the curriculum

The implementation of the curriculum is unsatisfactory. With the exception of English, all core subjects are taught in Arabic. The curriculum delivery is not sufficiently broad and balanced. All students in Grades 1 to 9 study art. Inadequate

facilities and low levels of resources in ICT, limit curriculum exposure across all subjects. In many lessons, the curriculum is not applied or adapted effectively to plan activities that provide rigor and appropriate challenge for different groups of students. The curriculum in some cases is driven by the text book with no adaptation to take account of students' prior knowledge. In KG, the curriculum is interpreted in a narrow way, with little modification made to address the diverse range of children's abilities. Curriculum and lesson planning do not provide sufficient opportunities for students to develop 21st Century Skills needed in their future careers and lives.

Extra-curricular opportunities are mainly limited to sports and occasional competitions and cultural activities. The school also offers some remedial classes in different subject areas. The school has developed links with the police, civil defence and the Council of Environment to provide students with learning opportunities linked to real life outside of school.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are satisfactory. The school is well ordered, reasonably calm and provides a safe and caring environment. The pastoral system is coordinated by 4 social workers and area supervisors in the different sections of the school. Social workers do not monitor the academic progress of students so the link between the academic and the pastoral monitoring of students is fragmented. Careers and university placement guidance is provided for senior students and links with universities and other community organisations provide further information and guidance.

Student behaviour is satisfactory, with most girls demonstrating higher levels of application and enthusiasm in lessons than some of the boys. The school has a child protection policy and staff are fully trained on the procedures. Attendance registers are taken three times daily to reinforce the accuracy of the attendance data. The procedures for managing attendance are not sufficiently robust, particularly for persistent absenteeism. The well-equipped clinic is supervised by qualified nurse. There are separate prayer rooms for girls and boys.

The quality of the school's buildings and premises

The school building is satisfactory. It is housed in two separate buildings: one for KG to Grade 4 mixed and girls from Grades 5 to 12, and the second building for boys only from Grades 5 to 12. The school is of an appropriate size to accommodate all students. Some classrooms are too small for the number of students in the class, making movement problematic and different arrangements of learning difficult to organise.

The school is built inside a small residential area. The measures taken by the school to ensure students' safety are satisfactory. Visitors are checked on entering each building and a pass issued. Maintenance of the building is satisfactory, with a member of staff responsible for health and safety. The school employs an electrician to undertake safety checks of all equipment. There is no school gym, but there is a swimming pool, that is only used by the boys. There is 1 computer and 1 science laboratory in each building. The school library is very inadequate. There are shaded areas for outdoor play. The evacuation procedures are clear and well understood.

The school's resources to support its aims

The school's resources to support its aims are unsatisfactory. There are sufficient numbers of teachers who are licensed and qualified. The lack of resources is a contributory factor to the unsatisfactory progress students make in school. Classroom, library and ICT resources are very unsatisfactory. In many lessons, resources are limited to text books and student answer books. This restricts the rigour and challenge needed to accelerate progress and improve attainment levels. The library has little in the way of resources to stimulate students' enthusiasm and interest in reading. There are insufficient computers in each of the laboratories to enable each student to work independently. There are data projectors in KG classrooms and designated resource rooms. Most classrooms have no provision of technology and there is very little use of technology in the learning process in different subject areas. Specialist resources and equipment in science and physical education (PE) are insufficient to enhance students' practical and sporting learning experiences. The transportation system and canteen are managed effectively and fire drills practiced on a regular basis.

Teachers have many opportunities to participate in professional development. There is little evidence that the professional development programme is having any impact on the improvement of teaching and learning and students' academic progress. Teachers' professional development needs are not sufficiently linked to the outcomes of lesson observations.

The effectiveness of leadership and management

Leadership and management are unsatisfactory. There are ineffective accountability procedures in place to ensure senior leaders are having an impact in improving the school. The school operates well on a day-to-day basis and senior and middle leaders support students' welfare and wellbeing effectively. The self-evaluation form (SEF) is inconsistent and evidence is not substantiated with measurable outcomes. School development plans (SDP) are not sufficiently focussed on improving student learning and attainment levels. There is little

evidence that the efforts to improve teaching and learning have made any significant difference to classroom practices.

The lesson observations senior leaders and subject coordinators undertake tend to focus on teachers' compliance with regard to teaching tasks with little account taken of the effectiveness of student learning. Strategies to accelerate students' progress do not receive sufficient focus in areas identified for improvement. Senior leaders review data and use it well to identify students in need of a remediation programme. It is not used effectively to adjust curriculum plans, schemes of work and lesson plans to address the needs of all groups of students.

There are positive links with parents and their views are welcomed and responded to well by the school. The school has sound financial management in place.

Progress since the last inspection

The last inspection required the school to make improvements in 4 key areas: quality of teaching and learning, leadership and management, resources and provision in KG. There has been very little improvement in any of these areas. The school has therefore not demonstrated that it has sufficient capacity to make improvements without significant external support.

Professional development has been provided for teachers on different teaching strategies. Implementation of the strategies is often ineffective and fails to engage most students in purposeful and rigorous learning activities. There is little improvement in the provision of differentiated learning activities matched to the identified needs of students of different abilities. In many lessons, the use of 'one-size-fits-all' activities is not taking account of students' prior knowledge and skills.

Subject coordinators work consistently with senior leaders, but their monitoring of provision is having too little impact on improving classroom practice and students' attainment levels. The overall level of resources has not improved and teaching, curriculum delivery and provision in KG remain unsatisfactory.

What the school should do to improve further:

1. Improve the quality of educational leadership by ensuring that lesson observation is:
 - i. focussed on the impact of teaching on students' learning
 - ii. used to identify and plan improvement targets by individual teachers
 - iii. followed up with further classroom visits to check that all identified improvements are put into practice.
2. Promote the improvement of students' attainment and progress by creating integrated self-evaluation and school development plans and processes that are focussed on improving learning.
3. Improve teaching & learning, particularly in KG, by:
 - i. assessing students' prior knowledge and skills when planning learning activities
 - ii. providing differentiated activities to match the learning needs of different groups of students
 - iii. creating greater opportunities for students to develop their independent, collaborative, problem-solving, research and presentational skills.
4. Improve resources by:
 - i. increasing the range and quality of classroom resources and equipment to enrich and enhance students' learning opportunities and experiences, particularly in KG
 - ii. increasing the level and quality of ICT equipment to allow for the integration of technology into the learning experience of students in all subject areas
 - iii. increasing the level of specialist resources and equipment in the library, and for science and PE.
5. Improve attendance so that it is at least 90% by July 2014, by:
 - i. analysing attendance data to identify which groups, grades or individual students are absent most often
 - ii. identify ways to work collaboratively with parents and social workers to target strategies to improve the attendance of the persistent absentees.

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								