



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



Private School Inspection Report

Ibn Khaldoun Islamic School

Academic Year 2015 – 2016

lqraa

Ibn Khaldoun Islamic Private School

Inspection Date	February 15, 2016	to	February 18, 2016
Date of previous inspection	February 23, 2014	to	February 26, 2014

General Information	
School ID	195
Opening year of school	2003
Principal	Mueen Ismaeel
School telephone	+971 (0)3 781 5614
School Address	Al Yaher area, Al Ain
Official email (ADEC)	ibnkhaldoun.pvt@adec.ac.ae
School website	-----
Fee ranges (per annum)	Very Low: AED 3,200 – AED 9,400
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum	-----
External Exams/ Standardised tests	Ministry of Education (MoE)
Accreditation	-----

Students		
Total number of students	1062	
Number of children in KG	93	
Number of students in other phases	Primary:	352
	Middle:	281
	High:	336
Age range	4 to 18 years	
Grades or Year Groups	KG1 – Grade12	
Gender	Mixed	
% of Emirati Students	29%	
Largest nationality groups (%)	1. Yemen 19%	
	2. Syria 13%	
	3. Sudan 9%	
Staff		
Number of teachers	82	
Number of teaching assistants (TAs)	5	
Teacher-student ratio	KG	1:17
	Other phases	1:25
Teacher turnover	10%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	97
Number of joint lesson observations	3
Number of parents' questionnaires	44 (response rate: 5%)
Details of other inspection activities	Lesson observations; meetings with senior leaders, subject leaders, social workers, parents, students, owner's representative; work scrutiny; review of documents and school assessment data

School	
School Aims	To: 'build clear excellence-students of the future'
School vision and mission	To help learners in successful transition from childhood to adolescence
Admission Policy	Students do not sit entrance tests.
Leadership structure (ownership, governance and management)	Principal, vice principal

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	4	4
Specific Learning Disability	4	10
Emotional and Behaviour Disorders (ED/ BD)	2	2
Autism Spectrum Disorder (ASD)	1	1
Speech and Language Disorders	5	5
Physical and health related disabilities	4	2
Visually impaired	1	1
Hearing impaired	3	3
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	6
Subject-specific aptitude (e.g. in science, mathematics, languages)	6
Social maturity and leadership	10
Mechanical/ technical/ technological ingenuity	4
Visual and performing arts (e.g. art, theatre, recitation)	10
Psychomotor ability (e.g. dance or sport)	12

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (C)	Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of Ibn Khaldoun Islamic Private School is weak. Attainment levels and progress are weak overall. They are acceptable in Islamic education and social studies. In the high school phase, achievement is acceptable in English, mathematics and science. Students' personal development and the quality of the care, protection, guidance and support they receive are acceptable.

Teaching and assessment are weak. The majority of lessons do not enable students to make acceptable progress, especially the more able and those who find learning difficult. The curriculum does not meet the learning needs of most students.

Teachers rarely use assessment data to plan lessons and track student progress. There are signs that more effective strategies are being used in a minority of lessons. Their impact on students' learning is too slow.

The principal is respected by staff and parents. He has played a pivotal role in addressing the recommendations from the previous inspection so that some improvements have been made. The impact of leadership at all levels on the quality of teaching and students' progress is limited.

Progress made since last inspection and capacity to improve

Attendance has improved and is now acceptable at 92%. Leaders have been successful in improving resources for information and communication technology (ICT). Classrooms have data projectors and all teachers have laptop computers. The sports area is now grassed. Boys' and girls' libraries, science laboratories and the bathrooms have been modernised. Security has been improved and now includes additional cameras to extend coverage. The school uses external support to provide continuous professional training to develop the quality of teaching. The impact of this is evident in a minority of classrooms, where teachers use questions to test students' understanding and students lead learning and explain their ideas to their peers more frequently. These strategies are not used consistently. Students' progress remains too slow in the majority of lessons. The school has not demonstrated the capacity to make further progress without external support and guidance.

Development and promotion of innovation skills

Students' innovation skills are weak. They get too little opportunity to develop them in lessons and in other activities in school. Students are socially cooperative when working in groups; they seldom work collaboratively. Boys have infrequent opportunities for research in order to write independent projects. Increasingly

students have opportunity to explain their ideas to their peers. Too often their presentations are dominated by too much teacher direction, suppressing students' critical thinking, communication and research skills.

The libraries have little technology for students to develop research skills and a very limited choice of reading material. Students have few opportunities to use technology in their lessons.

The inspection identified the following as key areas of strength:

- the majority of students' willingness to learn, especially in the girls' section
- the mainly positive relationships between students and teachers
- the promotion of students' appreciation of Islamic values and the heritage and culture of the UAE
- the ethos of the school, which ensures that students are safe and cared for.

The inspection identified the following as key areas for improvement:

- the effectiveness of teaching to improve students' progress in most subjects
- teachers' use of assessment data to track students' progress and to plan and deliver lessons
- the consistent development of students' high order thinking, communication, collaboration and problem solving skills
- the development of subject leaders' ability to improve the quality of teaching and analyse assessment data.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
Mathematics	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
Science	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Weak	Weak	Weak	Acceptable
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak	Weak	Weak

Achievement is weak because the majority of students do not make the progress they are capable of, particularly at the kindergarten (KG), primary and middle phases in English, mathematics and science; and in Arabic at all phases. The development of learning skills is weak throughout the school. The school does not administer any standardised international tests and thus is not able to benchmark students' performance against best international standards.

Almost all children enter the KG with no English. By KG2, the majority understand teachers' instructions in English. Most children can speak in short sentences or phrases in English. Their pronunciation is often unclear. The majority can blend sounds to read simple words with a common middle vowel. Most can count and recognise and order numbers up to 12. In Arabic, they choose letters accurately and match them to words. Progress is weak in both languages in the KG because resources are limited and tasks are too basic and repetitive with little progression or focus on developing children's skills. Grade 12 students attain levels in line with expectations and averages in the externally marked Ministry of Education (MoE) examinations.

Achievement in Arabic is weak; girls' attainment and progress are acceptable. The majority of girls at Grade 4 can use pronouns accurately. In Grade 10, the majority use grammar accurately when reflecting on their lives in UAE. Boys' attainment is weak and their progress is too slow. In Grade 11 very few boys can identify the main ideas of a poem and the feelings of the poet. Boys' writing skills are weak and their vocabulary is limited. Most students have difficulty in expressing themselves in standard Arabic when speaking and writing.

Students' achievement is acceptable in Islamic education. Students in Grade 6, for example, know their rights in this life and how to defend them. Grade 11 students can link what they learn to their daily life. Students' progress is too slow when the teachers' questioning is not challenging enough. Achievement in social studies is acceptable. In Grade 6 most students show that they know some of the key features of Egyptian civilisation. Most students in Grade 7 can locate the UAE and other Gulf countries on a map. At Grade 9 level, most have adequate knowledge of the geography and economic importance of the Kingdom of Saudi Arabia. By Grade 12 most are aware of the geographical features of Arabian countries.

Students' achievement in English is weak, except at the high school phase, where it is in line with the expectations of the MoE curriculum. Most students in the primary phase are able to speak only in short sentences or phrases. Their pronunciation is often unclear. Their understanding of spoken English is very limited. Reading and writing are below expectations for students learning English as an additional language (EAL). In the middle and high school phases, most students develop the ability to present their ideas appropriately in spoken English. Their reading and writing

skills are less well developed. Most students at all phases have insufficient opportunity to practise language skills in lessons, which limits their progress.

Achievement in mathematics is weak in the KG, primary and middle phases. Students have insecure number skills and limited opportunity to solve problems and relate their learning to real life situations. Students make insufficient progress in the majority of lessons because tasks are insufficiently challenging and teachers' expectations are too low. Their achievement is acceptable in the higher grades. Students in Grade 10 have acceptable knowledge of circle theorems. Girls in Grade 10 have an acceptable knowledge of mathematical vocabulary and can find interquartile ranges.

Students' achievement in science is weak in the primary and middle phases. The majority of students in Grade 3 have insecure basic knowledge of the planets. Those at Grade 7 level, have insufficient knowledge of the lunar and solar years. Science enquiry skills are weak in the primary and middle phases because students do not get sufficient opportunity for practical work. Students' attainment and progress are acceptable in the higher grades. They know how to analyse geological diagrams. The majority of boys in Grade 12 have acceptable knowledge of the factors that affect chemical reactions and endocrine glands. Grade 11 girls have acceptable knowledge of bacteria. Scientific enquiry skills are better in the higher grades, despite students having limited access to laboratories to apply their knowledge practically.

Learning skills are weak throughout the school. Girls have acceptable attitudes to learning in most lessons. They are more readily engaged than boys. In a minority of lessons boys lose concentration easily and show little initiative, especially when they have to wait for the teacher to complete lesson administration. In primary lessons, a minority of boys are disruptive. In the higher grades a minority of boys have very relaxed attitudes and do not participate fully in lessons. Most students have passive attitudes to learning and are rarely given opportunities to reflect on what they have learnt.

Teachers increasingly offer group activities. They are not effective because not all group members are involved in discussions to share their thoughts. Students get insufficient opportunity to develop their ability to work collaboratively. They are seldom able to communicate their ideas fully because the teachers' questions usually require only short, factual answers.

Students' innovation skills are not developed sufficiently. Teachers direct the learning, talk too much and suppress students' critical thinking, independence and problems solving skills in too many lessons. Students occasionally take the lead in lessons and show their ability to communicate their ideas confidently. When students make presentations in lessons, teacher direction remains dominant. Students are frequently interrupted by teachers who do not allow them to explain their ideas.

Students have very few opportunities to use technology independently of the teachers.

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	Weak	Weak	Weak	Weak

Students' personal and social development is acceptable overall. Children in the KG behave acceptably, stay on task and follow instructions. Clear routines help them to settle well. Most girls are willing learners with positive attitudes, resulting in good behaviour in lessons and around school. Relationships between students and with their teachers are respectful and courteous. The girls' section in particular is a safe and orderly learning environment. In a significant minority of lessons, boys demonstrate a limited work ethic and are compliant rather than self-disciplined. They lose concentration easily and show little initiative. In a few primary classes a minority of boys are disruptive, shouting out and wandering around the classroom. Most students understand safe and healthy lifestyles. The school provides healthy food and the nurse gives advice about healthy living. Students are mostly happy in school. Attendance has improved and is acceptable at 92%. Most students arrive punctually in the mornings. A significant minority of boys in the high school phase are reluctant to return to their classes on time at the end of break.

Most students' have an acceptable understanding of Islamic values and the impact of Islam on their lives. They have acceptable knowledge and respect for UAE heritage and culture, shown in assemblies when the National Anthem is played and when students recite the Qur'an. There are no tensions between students from different backgrounds.

There are too few opportunities for students to participate in extra-curricular activities to apply their skills. Students have few opportunities to contribute to the way the school is run and to participate in activities in the wider community. The majority of students understand the need to care for their environment and some conservation and environmental projects are in evidence, especially in the girls' section of the school.

Performance Standard 3: Teaching and Assessment

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

The quality of the teaching was deemed weak or very weak in a majority of the lessons observed and good in only a few. All of the most effective teaching was observed in Arabic and Islamic education, while the weakest teaching was mainly in English.

Most teachers demonstrate secure subject knowledge so that learning is accurate. Teachers do not always provide good language models for students. Their spoken English and use of standard Arabic are often weak. Teachers' understanding of how students learn best is weak. This is reflected in the majority of lessons in which teachers direct the learning using a step by step approach and talk too much, which suppresses students' ability to develop independent thinking skills.

Relationships are usually mutually respectful between students and teachers. Too many lessons proceed at a slow pace with teachers' expectations too low, so that students' output is minimal. Most lessons do too little to promote student collaboration and communication because there is too much focus on teaching and not enough on learning. In a minority of lessons, open-ended questions challenge students to explain their thinking in depth. Questions are not as effective when they are closed and require short factual responses. They do not challenge students sufficiently to think critically and explain their thoughts in depth. Problem-solving is not a common feature in lessons. Few lessons offer students an opportunity to apply their skills or relate them to real life situations.

The school records a considerable amount of data on students' attainment from internal assessment procedures and external tests. The leadership team does not analyse them systematically to produce a clear and accurate picture of how well

students are doing and what progress they are making. Lessons do not take into account any analysis of students' attainment and progress. They are not planned to offer suitable challenges to different groups, especially the more and less able. Lesson objectives do not always identify specific learning expectations as they are often vague learning outcomes set at the most basic level.

Performance Standard 4: Curriculum

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

The curriculum matches MoE requirements in full. Students in the girls' primary and middle grades have physical education (PE), art, information and communications technology (ICT) and music lessons in addition to the core curriculum. Boys have PE, art and ICT but not music.

The delivery and implementation of the curriculum are weak. It does not enable students to make sufficient academic progress or develop good innovation skills to prepare them adequately for the next stage of their education or for employment. The curriculum is delivered mainly by textbooks and worksheets prepared by teachers. It does not develop students' creativity or imagination. The curriculum does not systematically provide opportunities for students to reinforce and extend what they have learnt by applying it in other subjects. Curriculum planning in the boys' and girls' sections is undertaken separately.

The curriculum is reviewed only in very general terms and few amendments are made from year to year to match the needs of students. The school provides additional lessons for Grade 12 students during assembly to fill gaps in their knowledge. The curriculum is not modified to meet the different needs of learners. Those with learning difficulties are not supported enough and more-able students are not challenged enough. Teachers occasionally provide different worksheets for different groups of students. These rarely offer suitably different challenges. The school does not have a clear policy for supporting students with special educational needs (SEN) or those with gifts and talents (G&T) and no designated person to oversee provision.

Information about these groups is not shared with teachers to inform lesson planning and provide targeted support.

There are few links with the wider community and few extra-curricular activities. Students participate in local sports competitions and national events and visit Fun city. The curriculum provides an acceptable range of learning experiences to develop students' knowledge and understanding of UAE culture and heritage. It develops students' appreciation of Islamic values in their lives.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

Protection, care, guidance and support are acceptable.

The school provides a safe, hygienic and secure environment for students and staff. Child protection procedures are in place and teachers and other adults are fully trained on these procedures and apply them. Security is rigorous and the school has invested in additional security cameras. Buildings and equipment are adequately maintained and the school keeps accurate and secure records of work that has been done. The school identifies maintenance issues and deals with them effectively. Risk management procedures and reports are monitored by the administration and health and safety team. All teachers are informed of safety issues and how to be proactive in case of an emergency. Supervision of students is effective on school transport. Fire drills and evacuation procedures are carried out termly. The school's promotion of safe and healthy living is systematically built into most aspects of school life. Students get advice on safe and healthy living from the nurse.

Relationships are mutually respectful and create a positive ethos. Most students are happy in school. Attendance procedures have been effective in reducing absences and now attendance rates are acceptable. Social workers follow up unauthorised absence promptly by sending messages to parents. Students with SEN do not have individual education plans and the school does not monitor their progress sufficiently.

The school does not cater effectively for students with disabilities. There are few ramps and no lift to higher floors. Pastoral systems ensure that all students receive counselling from one of the four social workers assigned by the school. The school has reliable systems to monitor the wellbeing and personal development of all students. Students feel supported and safe in the school. Students receive adequate guidance for further education choices.

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	Weak
Governance	Weak
Management, staffing, facilities and resources	Acceptable

Leadership and management are weak. The principal plays a pivotal role in the school and has been instrumental in the limited improvements that have been made since the previous inspection. He is well respected by staff and parents. Subject leaders have clear roles and responsibilities and manage their subjects acceptably. They do not provide sufficient leadership in their areas of responsibility to develop more consistency in teaching.

The Board of Trustees are not involved in the day to day running of the school. They are highly supportive of the principal. They have an overly generous view of the school and the improvements made since the previous inspection. Self-evaluation is not sufficiently rigorous or based on monitoring information. Judgements are too generous and do not focus on the process of learning. The School Development Plan (SDP) is well organised and reflects the recommendations from the previous inspection. It identifies improvements for each performance standard with monitoring responsibilities, personnel, time scales and finances. There is little evidence that the SDP has had more than limited impact on the quality of the education offered.

Leaders at all levels are insufficiently aware of the characteristics of good teaching and learning. Monitoring of lessons focuses too much on teaching rather than its impact on students' learning. The effect of continuous professional development and



systems to develop the quality of teaching is too slow. There are signs that teachers are implementing new strategies such as group work, interactive learning, questioning and differentiation. These are inconsistently applied and at a basic level.

The school provides parents with regular information about their children's performance. The small number of parents who responded to the questionnaire were not positive about the school overall. They were happy with parental engagement and the development of their children's personal skills. They showed concerns about their children's levels of English proficiency, the range of extra-curricular activities provided, behaviour and discipline, respect between teachers and students, and provision for students with SEN.

The school is sufficiently staffed with qualified teachers to deliver the curriculum in full. Premises are adequate. The libraries have little technology for students to develop research skills and a very limited choice of reading material. Fees are low and this has an impact on teacher retention and the provision of resources.

What the school should do to improve further:

1. Raise standards in Arabic, English, mathematics and science so that most students attain levels that are at least broadly in line with national and age-appropriate standards by:
 - i. using assessment data to plan lessons that meet the needs of different groups, especially the more able students
 - ii. providing more opportunities for students to acquire and develop critical thinking, collaboration, communication, problem solving and creative skills
 - iii. asking open-ended questions that enable students to think independently and answer in depth
 - iv. providing tasks that engage all students, especially boys.
2. Improve the curriculum by:
 - i. making better provision for students with SEN and those who are gifted and talented
 - ii. providing additional opportunities for students to apply their skills in extracurricular activities
 - iii. enabling students to be more involved with the wider community
3. Improve leadership at all levels by:
 - i. monitoring teaching systematically, focusing on its impact on students' learning, setting teachers targets and holding them to account
 - ii. developing the skills of subject leaders to improve the quality of teaching more effectively and accurately
 - iii. analysing assessment data more systematically to track students' progress, identify any gaps in learning and provide interventions to help them reach their potential.