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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Ibn Khaldoun Islamic Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

إقرأ



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School Information

General Information	Inspection date:	from	19 Muharram 1439	to	22 Muharram 1439
		From	09-Oct-17	to	12-Oct-17
	School name	Ibn Khaldoun Islamic Private School			
	School ID	350			
	School address	Al Yaher area, Al Ain			
	School telephone	+971 (0)3 781 5614			
	School official email	Ibnkhaldoun.pvt@adec.ac.ae			
	School website	NA			
	School curriculum	Ministry of Education (MoE)			
	Fee range and category	AED 3200 - 9400 AED (Very low)			
	Number of lessons observed	135			
	Number of joint lessons observed	13			
	Staff Information	Total number of teachers	70		
Turnover rate		5%			
Number of teaching assistants		5			
Teacher- student ratio		1:15			
Student Information	Total number of students	1,053			
	% of Emirati Students	16%			
	% of Largest nationality groups	1. Yemeni: 19%			
		2. Syrian: 16%			
		3. Palestinian: 15%			
	% of SEN students	10%			
	% of students per phase	KG: 13%	Middle: 23%		
		Primary1: 39%	High: 24%		
	Grades/ Year groups	KG – G12			
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 

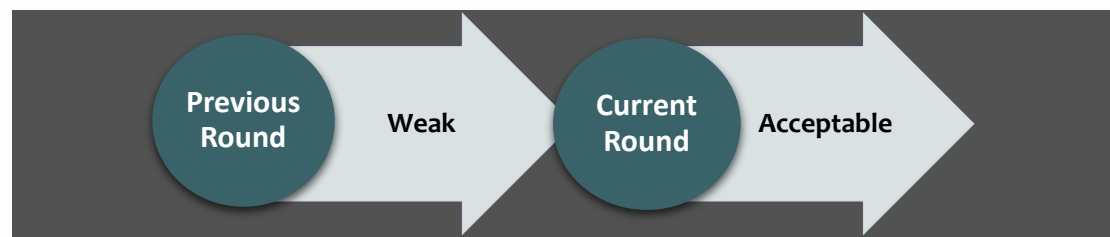


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the last inspection, the school has undergone significant change. This includes the appointments of a new principal and other school leaders, new teachers, and re-organisation of classes locations to meet the needs of students.
- Students' achievement is acceptable overall. In mathematics, students' achievement remains weak. Students take responsibility for their own learning by finding out more for themselves in most lessons.
- Students' personal and social development is acceptable. They are positive in lessons and behave well around the school, but do not have consistent opportunities to develop skills that support innovation and independent learning. Students' understanding and appreciation of Islam influence on UAE society is generally secure but they do not have an equivalent understanding of other world cultures. Attendance is good but punctuality is variable.
- Teaching and assessment is acceptable overall. Teaching is most effective in the high phase and least effective in primary. Teachers have secure subject knowledge and use adequate strategies to promote students' learning in most lessons. However, they don't use assessment data sufficiently to inform planning, particularly to provide sufficient challenge for the more able students to extend their learning.
- The quality of curriculum is acceptable. It provides sufficient opportunities for students to use what they have learned in one subject to improve in others and to make links to real life situations and UAE context.
- The protection, care, guidance and support of students is acceptable. Effective systems are in place to maintain a safe and secure environment. The school has adequate systems for identifying and supporting students who have special educational needs (SEN).
- School leadership and management are acceptable. The school is led competently by the new leadership team and the principal sets a clear vision. Their quality assurance arrangements for monitoring the quality of teaching and learning are adequate.



Progress made since last inspection and capacity to improve



- The quality of students' achievement is now acceptable. Most students are now working in line with curriculum standards in Arabic, English, maths and science.
- Students' behavior has improved and this has positive impact on their attitudes towards learning. Their relationships and support for each other is adequate.
- The quality of teaching and assessment is now acceptable. Teachers are now using adequate strategies to meet the needs of SEN students. Strategies to provide challenge for the gifted and talented (G&T) and high ability students are less well developed.
- School leaders' passion to raise standards through training and improved teaching is beginning to have a positive impact on teachers' practice, but it remains inconsistent. Parents views are now considered and influence school planning.
- The board of governors ensures that school leaders are accountable and monitor their performance regularly. Overall, the progress made since the previous inspection indicates that school leaders' capacity to further improve the school is now acceptable.



Key areas of strength and area for improvement

Key areas of strength

1. Students' positive attitudes to learning in class and their behaviour around the school.
2. Improvements in student behaviour since the last inspection.
3. Incorporation of UAE values in a wide-ranging aspects of school life.

Key areas for improvement

1. Improve student achievement and learning skills in all subjects by:
 - i. planning lessons carefully to include challenge and critical thinking to meet the needs of all groups of students
 - ii. creating further opportunities for students to develop innovation skills and independent learning
 - iii. enabling students to reflect on and review their learning
 - iv. extending opportunities for students to learn about their local community through visits and exploration.
2. Use assessment data to inform teaching, and plan more effective learning strategies for both individual learners and identified groups by:
 - i. assessing students' attainment and progress rigorously and using the results to match teaching to students' needs
 - ii. implementing consistent approaches to marking and assessment in all subjects
 - iii. ensuring that teachers address the individual needs of all students in every lesson
 - iv. ensuring that teachers require students to use a variety of learning skills in every lesson
 - v. ensuring that students have good opportunities to find things out for themselves through research, problem solving and enquiry in all subjects.
3. Develop middle leaders' skills to monitor and evaluate teaching and learning by:
 - i. providing targeted training to enhance leadership skills
 - ii. reviewing the timetable to enable curriculum leaders to perform their role effectively
 - iii. creating an action plan to systematically monitor faculty teachers planning and performance



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- iv. sharing good practice, providing regular opportunities for effective teachers to share successful strategies with colleagues.



Provision for Reading

- The school has recently improved the way it promotes reading through the extended use of the library and a 'Reading Club'. The English Department raises awareness of the importance of reading and how reading for pleasure can assist in personal growth and development across the school.
 - The school provides weekly library lessons for reading in Arabic and English for younger and older students, and students are encouraged to visit at other times to choose books for recreational reading. The provision of new technologies in the library and in classes to promote reading, is limited.
 - Professional Development has been provided to teachers on modern techniques for teaching reading and some teachers have benefitted from attending conferences on reading to network with others and share ideas
 - An English Language club has been set up in three dedicated rooms, one in the boys' section and one for girls and a further room in KG. Teachers regularly encourage students to read in different subjects and keep records of their readings. In KG, an effective system to track progress is in place but this is not replicated for others so effectively.
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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Weak	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	NA	N/A
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Weak	Weak
	Progress	Acceptable	Acceptable	Weak	Weak
Mathematics	Attainment	Acceptable	Weak	Weak	Acceptable
	Progress	Acceptable	Weak	Weak	Acceptable
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		Acceptable	Acceptable	Acceptable	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. Achievement as measured against authorised and licensed curriculum standards is acceptable in all subjects. The school's internal assessments in 2017 indicate that students' attainment is at least acceptable in all subjects and all phases.
- 2016/17 term 3 MoE central exams indicate that students' attainment is at least acceptable in all subjects in all phases.
- 2016/17 Grade 12 MoE term 3 exams results of the advance track indicate that students' attainment is outstanding in English and biology, very good in Arabic and maths, good in chemistry and weak in physics. In the general track, the results indicate acceptable attainment in Arabic and science and weak in English and maths.
- Overall, boys and girls, and students from different national backgrounds make similar rates of progress.

Subjects

- Students' achievement in **Islamic Education** is acceptable overall. Although students' achievement drops in the middle phase due to inconsistent teaching, students continue to make acceptable progress in high phase. In lessons, the knowledge, understanding and skills of most students are in line with the curriculum expectations. Students recite verses accurately and gain an understanding about the importance of Islamic values as they progress through the school.
- Students' achievement in **Arabic as a first language** is acceptable overall. Students' achievement slows in primary, but students continue to make acceptable progress in middle and high phases. In lessons, most students' reading, writing, listening, speaking and understanding skills are in line with curriculum expectations.
- Students' achievement in **social studies** is acceptable across the school. In lessons, most of the students make the expected progress. They link their learning to real life. and show understanding of how to apply their learning in their daily life.
- In **English**, students' achievement is acceptable overall. In KG and primary, most attain at levels in line with curriculum expectations in reading, writing, speaking and listening. In middle and high phases, the majority of students only work in line with curriculum standards and make the expected progress. Although girls develop their



reading skills at a faster pace in the middle and high phases.

- Students' achievement in **mathematics** is weak overall. In KG, most attain at levels in line with curriculum standards in lessons, their achievement slows in the primary and middle phases where the standards of the majority only are in line with curriculum standards and make the expected progress. The pace of students' progress accelerates as they reach high phase and where most make acceptable achievement.
- Students' achievement in **science** is weak overall. Although achievements in KG, middle and high phase are acceptable, their achievement in primary where a significant number of students enrolled is weak. In lessons, most students in KG, middle and high phases attain in line with curriculum standards and make the expected progress. In primary, the majority of students only are working in line with expectations and make acceptable progress. In high phase students respond well to more challenging tasks in lessons using established scientific skills to apply to their learning.
- Students' overall achievement in **other subjects**, is acceptable across the school. Achievement of students in music and computer lessons is good; it is acceptable in art, design technology and physical education.

Learning skills

- Students' learning skills are acceptable across the school. Students show positive attitude towards their lessons. They communicate well and take responsibility within their groups. A large minority of the students show confidence when they present their work in front of their classmates. However, students' critical thinking, innovation and independent learning skills during lessons are less developed.

Areas of Relative Strength:

- The achievement of KG children in all subjects.
- Some aspect of students' learning skills, such as peer support and positive attitude to learning.

Areas for Improvement:

- Students' achievement in mathematics, particularly in primary and middle phases.
- Students achievement in Islamic Education and English in middle phase and achievement in English for students in the higher phase.
- Opportunities for critical thinking to enrich and deepen students' knowledge,



understanding and skills.

- Students' achievements in science particularly in 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	Good	Acceptable	Acceptable	Good
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 and their innovation skills are acceptable overall. Their attitude towards learning is good. Students behave well and are friendly and respectful to each other, to staff and visitors. The students demonstrate awareness of healthy living and life style.
- Attendance is acceptable, but a minority of students arrive late for morning assembly.
- Students demonstrate a generally sound understanding of Emirati culture and this is promoted by a number of displays around the school. School values are influenced by Islamic values. Students demonstrate basic understanding of other world cultures.
- Students have a clear understanding of the importance of community involvement. Many students from the middle and high phases are involved in local charities and, on occasion, plan local events.
- Links with other schools are used effectively to support teacher training and successful student events where they join in Innovation, Science and Health activities.
- Students' investigation, enquiry, critical thinking, use of technology and independent learning skills that underpin innovation are not well-developed in most of the lessons. They have better opportunities to develop their innovation skills when they attend extra-curricular activities such as; science, health and environmental clubs and innovation week. Overall, across the curriculum, the school has yet to develop or teach the skills that underpin innovation sufficiently.



Areas of Relative Strength:

- Students' behaviour, attitudes and relationships in lessons and around the school.
- Students' positive approach to healthy living and enterprise.

Areas for Improvement:

- Students' attendance and punctual arrival for the start of the school day.
- Students' learning skills that underpin Innovation.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Across the curriculum, most teachers have secure subject knowledge and are eager to share this with students. However, this is not matched by the same level of understanding of how students learn best, particularly those with special educational needs and higher attaining students.
- Teachers' interactions and relationships with students are positive. Most teachers use questioning, dialogue and collaboration to engage students in class discussions. However, this is underdeveloped, particularly in mathematics and primary science to promote students' critical thinking skills.
- In KG, most teachers plan a range of activities to engage and stimulate children. English is taught by a specialist teacher who communicates in English, in class and in informal conversation.
- Teachers are creating positive learning environments but do not consistently use resources to full effect to support learning. On occasion, teachers encourage students to apply real-life examples to help them make connections in their learning.
- Assessment to inform learning is acceptable and improving. However, there is still variability in the quality of teachers' marking to help students know what they need to learn next.
- Assessment data is analysed. However, the findings are not used effectively enough to inform teaching to ensure it meets the learning needs of all groups of students, including those with special educational needs.



Areas of Relative Strength:

- Most teachers demonstrate secure subject knowledge.
- Teachers are developing an understanding of different learning strategies and questioning skills.

Areas for Improvement:

- The quality of planning to inform teaching, particularly to meet the needs of high attaining students or those with special educational needs.
- The use of resources to support or enhance learning in classrooms and in the laboratories.
- The quality of teaching math and science
- The quality and use of assessment to give students feedback on how to improve and to track their progress.



Performance Standard 4: Curriculum

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

- Implementation of the curriculum is acceptable. However, overall there are gaps in its delivery which prevent smooth progression between phases.
- Planning makes provision for creative, physical and technological experiences to develop and broaden students' knowledge and skills. It also provides opportunities for students to develop an understanding of the UAE's culture and society across most curriculum areas.
- Reviews of the curriculum to meet the academic and personal development needs of students are not yet systematic.
- Cross-curricular links provide students with opportunities to practise skills and apply knowledge gained in a subject to other areas.
- Moral education has been introduced successfully. Students engage well with the new learning activities which are supported in daily assemblies.

Areas of Relative Strength:

- Cross-curricular links provide students with opportunities to practise skills and apply knowledge gained in a subject to other areas.
- Students' understanding of UAE culture and society is developed in Social Studies, Islamic Studies and Arabic, supported by whole-school engagement in daily assemblies, national day events and the culture centre.

Areas for Improvement:

- Systematic implementation of the curriculum to ensure appropriate provision in all and progression.
- Differentiation of the curriculum to enhance the learning of all groups of students.



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 care, guidance and support for students is acceptable. Staff, students and parents demonstrate secure awareness of policies and procedures for keeping students safe, including child protection. - Students are well supervised at all times, buildings and equipment are well-maintained but the school arrangements for safety and health checks are not robust enough, and do not keep systematic records. Although the school keeps record of students' attendance and absence their procedures to promote attendance and punctuality is insufficient. - The school is Inclusive and admits students who have special educational needs (SEN) and identify the gifted and talented (G&T). SEN students are well integrated into the school environment and the school made effective arrangement to support those who have mobility or sensory difficulties. However, academic support for SEN students and challenge for G&T are inconsistent in lessons. - The school ensures that students' well-being and personal development are regularly monitored. Sufficient information is provided for students and parents about future options, including opportunities for employment, training and further education.				
Areas of Relative Strength:				
- School arrangements to accommodate the students with mobility and sensory difficulties. - Arrangements for ensuring students' well-being and personal development.				



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Areas for Improvement:

- Robust health and safety checks, and systematic record keeping.
- Consistent academic support for SEN students and challenge for G&T in lessons.



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. School leaders set a clear vision and ethos that is shared by all. Morale has remained positive as leaders steer the school through many important changes while maintaining an inclusive learning culture. - Leaders are developing their understanding of best practice in teaching and learning. Curriculum leaders' skills are not sufficiently developed to monitor and evaluate teaching and learning effectively. - The use of data to analyse students' performance lacks rigour. - The school is beginning to consider how they can improve students' performance in international assessments. - Leaders have a generally realistic view of the school's strengths and weaknesses but their self-evaluation does not yet provide an entirely accurate picture of the current overall quality of teaching. - School leaders have developed links with local schools and with parents. Parents views are considered. They welcome reports about children's progress and future school improvements. - The board of governors holds senior leaders to account for the quality of performance. They prioritise resources to address weaknesses so 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. Areas of Relative Strength: - Recently appointed school leaders have delivered training and implemented a range of teaching strategies to raise achievement. - School leaders set a clear vision and ethos that is shared by all.	



Areas for Improvement:

- Strengthen curriculum leaders' capacity to take responsibility within their departments, including peer evaluation.
- The quality of SEF to provide more accurate picture of the quality of teaching and learning.
- The range of resources available for effective teaching and learning.
- Including all teachers in evaluating and improving the school.