



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Palestine Private Academy

Overall Effectiveness: Weak

Academic Year 2017 – 2018

إقرأ



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School Information

General Information	Inspection date:	from	12 Muharram, 1439	to	15 Muharram, 1439
		from	02-Oct-17	to	05-Oct-17
	School name		Palestine Private Academy		
	School ID		170		
	School address		Al Muwaiji, Al Ain		
	School telephone		+ 971 (0)37678914		
	School official email		Palestine.pvt@adec.ac.ae		
	School website		---		
	School curriculum		Ministry of Education (MOE)		
	Fee range and category		AED 2,400 - AED 6,900 (very low)		
	Number of lessons observed		86		
	Number of joint lessons observed		9		
Staff Information	Total number of teachers		40		
	Turnover rate		62%		
	Number of teaching assistants		0		
	Teacher- student ratio		1:14		
Student Information	Total number of students		561		
	% of Emirati Students		0%		
	% of Largest nationality groups		1. Jordanian 31%		
			2. Syrian 25%		
			3. Palestinian 21%		
	% of SEN students		0%		
	% of students per phase		KG: ---		Middle: 45%
			Primary: 55%		High: ---
Grades/ Year groups		Grades 1 to 9			
Gender		Boys and girls			



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 Weak
Performance Standard 5 The protection, care, guidance and support of students Weak	Performance Standard 6 Leadership and management Weak

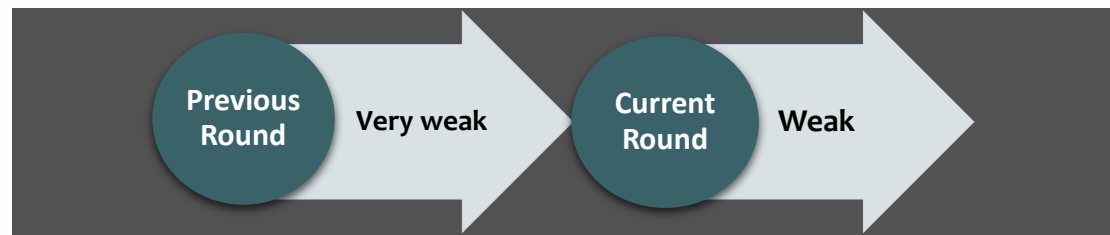


Evaluation of the school's overall performance

- The overall performance of the school is weak. The principal, with strong support from the vice principal, has begun to improve the school. However, very high staff turnover has slowed the pace of change.
- The school has raised achievement in Arabic and Islamic education but achievement in UAE social studies is weak. Achievement is also weak in aspects of English, mathematics and science and very weak in other subjects. Students' learning skills are weak.
- Students behave well and apply the values of Islam in school. Attendance is outstanding and students are punctual. As yet, they know too little about the culture and heritage of the UAE and lack skills in enterprise, creativity, innovation and environmental awareness.
- Most teachers know their subjects adequately but only a minority teach effectively. They do not use resources well to support learning and rarely use questioning effectively. They do not plan lessons well enough or assess students' progress effectively.
- The curriculum is in line with requirements and provides progressive experiences in core subjects but less so in other subjects. It does not provide sufficient opportunities for students to develop skills or make links across subjects.
- Teachers promote healthy and safe living. Procedures for child protection, risk assessment and behaviour management are weak. Students with special educational needs are not identified or supported effectively.
- The senior leadership team has made weak progress in improving the school. School leaders monitor, support and train teachers. The school's resources are weak.



Progress made since last inspection and capacity to improve



- The school has made weak progress since its last inspection. The school has made a few improvements but high staff turnover has slowed the pace of progress.
- School leaders have yet to establish clear guidelines for teachers on behaviour management. Students are not yet confident that all teachers treat them fairly.
- The minority of teachers have improved their understanding of effective teaching through attending training courses and observing one another teaching. As a result, while teaching had been improving, further improvement has been limited by teacher departures.
- Teachers do not yet assess students' progress continuously. The vice principal now analyses data on students' attainment in examinations, observes lessons and provides training.
- Most teachers want to improve the school but only a few understand their role in doing so. Overall, school leaders' capacity to improve the school remains generally weak.



Key areas of strength and areas for improvement

Key areas of strength

1. Special events and projects are engaging students effectively in science and technology.
2. Most students have very positive attitudes to learning and behave well.
3. The vice principal and his team have led improvements in teaching and learning effectively.

Key areas for improvement

1. Improve students' achievement in all subjects, particularly in English and UAE social studies, by:
 - i. increasing the range of opportunities for all students to speak in English
 - ii. using resources and technology better to support students to make links between what they are learning in UAE social studies and real life in the UAE
 - iii. providing active play for younger students, and activities in lessons for older students to apply learning and develop learning skills.
2. Improve the quality of teaching to meet the learning needs of all students by:
 - i. improving and quality assuring teachers' lesson, weekly and termly plans
 - ii. assessing all students' success in achieving lesson objectives, and using this to plan activities which provide support and challenge to students
 - iii. identifying students with special educational needs, and working with teachers and parents to plan appropriate learning support strategies.
3. Improve the curriculum and teachers' planning in physical education (PE), art and music by:
 - i. improving resources to enable teachers to plan a broader range of experiences
 - ii. establishing a content and skills framework which students will achieve in each grade so that they make progress.
4. Improve arrangements to ensure the safety and welfare of students, by:
 - i. developing behaviour management and discipline policies, giving clear guidance to staff on acceptable punishments and rewards
 - ii. improving the effectiveness of the health and safety committee and broadening it to include student and parent representatives
 - iii. training and updating all staff and students on how to implement the school's



child protection procedures immediately.

5. Improve the impact of leadership on school improvement, by:
 - i. involving relevant staff fully in self-evaluation and improvement planning
 - ii. clarifying the remits and responsibilities of all staff for school improvement and introducing effective accountability
 - iii. focusing lesson monitoring visits directly on evaluating the quality of students' learning and progress and providing effective feedback
 - iv. increasing opportunities for students to take leadership roles and consult with them more effectively.

Provision for Reading

- The majority of students show an interest in reading for pleasure. Students have attended book fairs outside the school. Most students in the primary phase attend the library regularly, choose books and read to themselves.
- Students in the middle phase benefit from a well-planned annual programme of reading activities in English. These are developing their skills of comprehension and their knowledge about how authors use language.
- The development of reading skills is not yet embedded across subjects or within lessons. The school does not yet assess sufficiently students' progress in developing reading skills.
- Classrooms do not provide suitable environments or resources for younger students to enjoy books independently.
- A large proportion of the books in the library are old and do not appeal to students' interests. Students have no access to digital media or texts such as newspapers.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is weak. Achievement as measured against authorised and licensed curriculum standards is weak in all subjects except Islamic education and Arabic where it is acceptable. The development of learning skills is weak across all grades.
- Students' results in MOE examinations are high. However, there are important gaps in students' skills and knowledge in all subjects compared to age-related and curriculum expectations
- The school has improved attainment in Islamic education and Arabic. There has been little improvement in students' achievement in other subjects.
- Across all subjects, students' achievement is slightly better in the middle phase. Across all stages girls' performance is at a higher level than boys'.

Subjects

- Students' achievement in **Islamic Education** is acceptable. Most students' attainment is in line with curriculum standards. Students are making acceptable progress in their knowledge of Hadeeth and Islamic values.
- Students' achievement in **Arabic** is acceptable. Most students' attainment is in line with curriculum standards. Students are making acceptable progress in reading and listening. They speak classical Arabic and apply grammatical rules in writing.
- Students' achievement in **UAE social studies** is weak. The school cannot provide assessment data. Only the majority of students demonstrate knowledge and understanding which is in line with curriculum expectations.
- Students' achievement in **English** is weak. Only the majority of students achieve standards in line with curriculum expectations. Students' reading, writing, talking and listening skills are weak. Students' examination grades have improved but their skills have only improved at Grade 9.
- Students' achievement in **mathematics** is weak. Only the majority of students achieve standards in line with curriculum expectations. Students make weak progress in mathematical thinking. Levels of achievement in examinations have fallen in recent years.
- Students' achievement in **science** is weak. Only the majority of students achieve age-related curriculum standards. Students lack the skills to design scientific



investigations using their knowledge. Standards have not improved in recent years.

- Students achievement in **other subjects** is very weak. It is best in information and communications technology (ICT). Students have very limited knowledge and skills in PE, music and art.

Learning skills

- The quality of learning skills is weak. Almost all students are attentive in lessons. In a few lessons in the middle phase, students apply their learning in challenging collaborative tasks. Younger students do not learn through play and discovery. Critical-thinking and problem-solving skills are underdeveloped because lessons mainly involve the teacher talking.

Areas of Relative Strength:

- The school's progress in raising achievement in Islamic education and Arabic.

Areas for Improvement:

The overall quality of students' achievement, including students':

- understanding of UAE social studies
- speaking skills in English
- skills in scientific enquiry
- skills in applying their mathematical knowledge to solve problems
- skills in other subjects particularly PE, art and music
- learning skills such as teamwork, critical thinking and leadership.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social	KG	Primary	Middle	High
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development, and their innovation skills Indicators				
Personal development		Acceptable	Acceptable	
Understanding of Islamic values and awareness of Emirati and world cultures		Acceptable	Acceptable	
Social responsibility and innovation skills		Weak	Weak	

- Students' personal and social development is acceptable overall. Their skills in innovation are weak. Most students, particularly girls in Grades 8 and 9, have responsible attitudes to learning and show respect for others.
- Most students behave well. Attendance is outstanding at 99%. Almost all students arrive on time to school.
- Special events such as health week and assemblies encourage students to eat well and exercise regularly. Students have a basic knowledge of UAE heritage and culture. Students proudly share their own cultures, folk dance and national costume.
- Students can discuss how the values of Islam shape society in the UAE. They are respectful when the Holy Qur'an is recited. They demonstrate Islamic values in their daily lives at school and celebrate Islamic events.
- Students are not developing their skills by taking responsibility in school or developing innovation skills. Special events such as food technology week and science fairs are developing students' interest in science and technology.
- Students demonstrate pride in the school environment but have very little understanding of global environmental issues.

Areas of Relative Strength:

- Students' behaviour, particularly the commitment and ambition of girls in the middle phase
- Students' appreciation of the role of Islam in their lives
- Students' attendance and timekeeping.

Areas for Improvement:

- Students' knowledge about the culture and heritage of UAE
- Students' skills in innovation.
- Students' environmental awareness.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is weak. Most teachers have secure subject knowledge but only a minority use approaches which allow students to learn effectively. Overall, teachers do not use resources effectively enough to help students understand their learning.
- Teachers' planning is not sufficiently effective because most teachers use only the textbook as a basis for planning. They do not plan activities at a range of levels to stretch the higher attaining students or to support those who are attaining at lower levels.
- Many teachers talk too much in lessons so students are passive learners and are not developing their learning skills. A few teachers, for example, in some Arabic lessons, use strategies to increase the level of pace and challenge of lessons. Generally, students in Grades 8 and 9 benefit from more challenging learning tasks.
- Teachers do not use questioning effectively to find out how well students understand their learning or to promote deeper thinking. Teachers do not continuously monitor students' progress or use assessment information sufficiently when planning lessons.
- In general, students' work is not monitored and students receive very little feedback on their strengths and what they need to do to improve. Students very rarely have opportunities to use technology in their learning and are not developing innovation skills successfully.

Areas of Relative Strength:

- Most teachers have secure subject knowledge.
- A minority of teachers provide some activities in lessons which help students to learn.
- Challenging tasks are used in some lessons at Grades 8 and 9.

Areas for Improvement:

- The overall quality of teaching and assessment, including:
 - teachers' use of resources and opportunities for students to use technology



and develop innovation skills

- the balance of teacher 'talk' and student activity in lessons, and teachers' use of effective questioning
- the quality of teachers' planning and assessment to ensure teaching meets the needs of all students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation		Weak	Weak	
Curriculum adaptation		Weak	Weak	
- The overall quality of the curriculum is weak. The curriculum delivers the content of the MoE through some progressive learning experiences over time. However, it does not promote an appropriate range of skills. - The lack of choice in learning prevents the curriculum from fully meeting students' needs. Students have very few opportunities to take leadership responsibilities. Students have a very narrow range of experiences in art, music and PE. - The curriculum provides too few opportunities for students to make links across their learning to apply their skills. Enterprise and social contribution experiences are too strongly guided by teachers only in special events. - Students are adequately prepared for the next stage in education, but poorly prepared for life beyond school. They develop a strong sense of Islamic values and a basic level of understanding of the UAE culture in interesting assemblies. - The school has not identified students who may have additional learning needs.. Consequently, the curriculum is not adapted to take account of the needs of those students who may need additional support. - The school provides moral education lessons at all stages. Implementation is at an early stage. Teachers have not yet planned progressive experiences over time.				
Areas of Relative Strength:				
- The curriculum is in line with regulations and provides progressive experiences in core subjects. - The curriculum supports the development of Islamic values effectively.				
Areas for Improvement:				
- The need to review the curriculum systematically and to ensure it remains relevant to students' changing needs, skills and interests over time. - Curriculum adaptation for students who have special educational needs.				



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- The quality of learning experiences in art, music and physical education.



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		Weak	Weak	
Care and support		Weak	Weak	
- The quality of protection, care, guidance and support for students is weak. The child protection policy has not been shared effectively with teachers and students. The school promotes healthy and safe living in assemblies and through special events such as health week. - The school building provides a safe physical environment for students overall. The school's risk-assessment procedures have not identified all risks to health and safety. - The school encourages students to behave well. However, it does not provide teachers with guidance on behaviour management and discipline. - The school has not identified students with special educational needs or those who are gifted and talented. Teachers do not know how to support students whom they believe to have special needs or who are failing to make progress. As a result, these students continue to make weak progress - The majority of students, mainly girls, would approach the social worker if they had problems. However, the school lacks a programme of personal support and academic guidance for students.				
Areas of Relative Strength:				
- The school building provides a safe physical environment for students overall. - Teachers promote healthy and safe living in assemblies and through special events. - The majority of students are confident that a teacher would help them with any problems.				
Areas for Improvement:				
- Students' and teachers' understanding and application of the child protection policy. - The effectiveness of the school's risk-assessment procedures and the health and				



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safety committee.

- The need to establish a behaviour management and discipline policy.
- The overall quality of planning and support for students with special educational needs.



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	Very Weak
Management, staffing, facilities and resources	Weak
• The overall quality of leadership and management is weak. Most teachers are unaware of the school's vision and overall educational leadership remains weak. As a result, senior and middle leaders have insufficient understanding of effective practice to support teachers. • Leaders do not use national or international assessment sufficiently to inform school improvement. They do not use their data analysis to monitor the impact on students' achievements. • The school has made weak progress in addressing the recommendations of the previous inspection report although the school improvement plan now contains measurable targets. However, staff do not have enough responsibility for delivering these targets. • The school has implemented self-evaluation procedures including monitoring of lessons and a small team of senior staff analyses data. As yet, lesson visits do not focus sufficiently on assessing students' progress. The school now recognises many of its strengths and areas for improvement but does not yet make accurate use of the SEF indicators to gauge its performance. • Parents attend special events and learn about the school's successes on social media. However, they receive too little information about their children's learning. They have little influence on the life and work of the school. The school is developing positive links with two nearby schools to help with school improvement. • The overall quality of governance is very weak. There is no board of governors. The school very recently. The new owners of the school do not yet have a view of the school's performance. • The premises and resources are inadequate for effective learning. Younger students do not have access to active learning approaches and there is no ICT in classrooms. Sports facilities are inadequate.	



Areas of Relative Strength:

- A small team of leaders analyses data closely and provides helpful feedback and training to teachers.
- Positive links with nearby schools are enhancing learning and leadership.

Areas for Improvement:

- The effectiveness of leadership of learning from the majority of middle leaders.
- The very high teacher turnover which is limiting the pace of improvement.
- Parents' involvement in supporting their children's learning.
- The quality and impact of governance.
- Upgrading the school's resources to promote effective teaching and learning.