



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



Inspection Report

Shaikh Khalifa Bin Zayed Bangladeshi
Islamia Private School

Academic Year 2013 – 14

Iqraa

Shaikh Khalifa Bin Zayed Bangladeshi Islamia Private School

Inspection Date	23 – 26 February 2014
School ID#	116
Licensed Curriculum	Bangladesh National Dhaka Board
Number of Students	667
Age Range	3 to 18 years (KG1 to Grade 12)
Gender	Mixed
Principal	Mir Anisul Hasan
School Address	PO Box 8174, Street Number 31, Abu Dhabi
Telephone Number	+971 (0) 2 444 6904
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Official Email (ADEC)	shkbzbangladesh.pvt@adec.ac.ae
School Website	http://www.bdschooluae.com
Date of last inspection	04 – 07 March 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 7
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The main strengths of the school are:

- students are usually well-behaved, courteous and their attitudes tend to be positive
- students gradually develop sufficient proficiency in English to access the curriculum
- the school's premises and buildings are well maintained.

The main areas for improvement are:

- the support for senior leaders by a tier of middle managers
- the accuracy of the self-evaluation to identify where the school needs to improve
- rigorous school development planning to set realistic priorities
- teachers' knowledge of how well students are progressing, or what they are capable of achieving
- the curriculum implementation to adequately match the needs and interests of students, particularly in KG
- student attendance levels
- the development and implementation of a formal pastoral care system.

Introduction

The school was inspected by 4 inspectors. They observed 68 lessons and other activities, reviewed students' written work and studied school documents. They talked with the principal, parents, other members of staff and students, and considered the 31 responses to the parents' questionnaire.

Description of the School

The school opened in August 1980 with the aims of 'imparting quality education to Bangladeshi community children' with a view to fusing 'Bangladeshi as well as UAE values with modern progressive education'. It aspires to be 'extremely modern in its outlook and providing the most up-to-date facilities, seeking to prepare its students to be global citizens, who yet have their feet grounded in the local community'. The school is committed to caring for the environment. In particular, it is very proud of being awarded the Zayed Future Energy prize in 2013. This is based on winning a competition for funding to have solar panels fitted. These now produce a considerable amount of the school's own energy needs.

The school offers a curriculum set within the parameters of the Bangladeshi National Dhaka Board. There are 103 children in the Kindergarten (KG), 290 in Grades 1-5, 184 in Grades 6-9, and 90 in Grades 10-12. There is an almost equal ratio of boys to girls. Boys are taught separately from girls from Grade 4. With the exception of 1 student from Afghanistan and 2 Russian students, all are Bangladeshi and speak Bengali as their first language. The school takes non-Bangladeshi students up to Grade 4. Almost all students are Muslim. The school has assessed 2 students as having special educational needs (SEN), none are assessed as having gifts and talents and 25 students are assessed as having difficulty with the English language.

Annual fees range from AED 3,465 in KG to G9, to AED 4,725 in G10 to G12, which are in the very affordable range. There is no admissions test.

The school is owned by its main investor and administered by a managing committee. The vice-Principal has been in post for 11 years before he was appointed acting Principal in October 2012. The ambassador of Bangladesh is the main patron of the school.

The Effectiveness of the School

Students' attainment & progress

The standards reached by students in almost all subjects, including Arabic and Islamic education, are well below both schools following the same curriculum and best international standards. Standards are a little higher in English and exceptionally low in information and communications technology (ICT). This is mainly because teachers' expectations for students' academic potential are too low and consequently they do not provide sufficient challenge in lessons.

The school does not have a mechanism for assessing children's basic skills on entry to KG1. Inspection evidence suggests they are below international expectations for their age. They make poor progress through the KG, and so start in Grade 1 at a disadvantage. They continue to make slow progress in the lower grades in all subjects.

In Arabic, speaking, listening, reading and writing skills are all weak. Students' knowledge of correct grammar in Arabic is very unsatisfactory. In Islamic education, most students are aware of the basic concepts of Islam but very few are able to read accurately from the Holy Qu'ran. As students become more familiar with the English language, their confidence increases and they make better progress. It is still very unsatisfactory in all subjects, except for English where it remains unsatisfactory. Standards in English are better because it is the language of instruction. Students engage in speaking and listening in English during lessons. There is a strong focus on developing good written grammar, and they are taught to write legibly and to read reasonably well.

The school's assessment of progress year-by-year is based on tests carried out in the school and on final tests set at the end of each year group, up to Year 12. The tests do not provide an appropriate level of challenge and therefore do not establish whether students are reaching the standards of which they are capable. The school does not compile assessment data that helps to chart progress against any form of targeting, either individualised, or by group.

Students' personal development

Students' personal development is unsatisfactory. Behaviour is satisfactory overall, and improves as students' progress through the school. Younger students often take longer to settle into their lessons and frequently find it hard to concentrate. This slows down their learning. Older students expect high standards of behaviour of themselves and their peers. They say there is little or no

bullying. Throughout the school, students are friendly and courteous, welcome visitors, and are invariably polite.

Students do not have many opportunities to learn through investigative and practical work, and are not encouraged to use their own initiative. As a result, they do not develop the necessary confidence to engage fully in the modern world. The development of the skills and personal attributes they will need for the world of work or further education is very unsatisfactory. The emphasis on obedience leads to compliance, rather than helping them to develop confidence and independence. There is a system of prefects, and the school has a head girl and a head boy. There is no effective channel for students' to voice their ideas or concerns.

The school does not keep a central coordinated register of attendance. Evidence from inspection strongly suggests that attendance is below 90% and is therefore unsatisfactory. The school fulfils its obligations by raising both the UAE flag and the Bangladesh flag at assembly every morning, and students sing the national anthems of both countries.

The quality of teaching and learning

The quality of teaching is very unsatisfactory. Teachers usually have adequate subject knowledge. There are positive, mutually respectful relationships in the classrooms. Teachers have very limited opportunities for professional development that would help them better understand how students learn most effectively or learn about developments in good teaching practice. The teaching of Arabic is very unsatisfactory. The majority of lessons are not conducted by Arabic specialists, and tasks set for students are often too simple. The use of resources to motivate and capture students' interests is poor.

Lesson planning is weak and most teachers do not set objectives that go beyond the acquisition of basic knowledge. Learning objectives are not well framed or shared with students. This means that the purpose of the lesson is unclear to students and by the end they have little idea of what they have learnt. The school's strict adherence to keeping to prepared texts leaves little room for initiative. There is little by way of discussion, digression, learning from each other's experiences, or developing students' interests through the wider media.

Assessment processes do not inform teachers accurately of how well students are making progress. Teachers use a standard format for planning their lessons, but the detail lacks substance. As a result, all students tend to be taught the same content at the same time regardless of what they already know. There is no provision for accelerating the progress of gifted and talented students, or for

supporting students who find learning more difficult. Students do not have suitable targets for improving their learning. Marking does not help students to know what they need to do to improve.

Teachers' expectations for their students are not always matched to the range of students' abilities. Consequently, lessons do not provide appropriate challenge. For example, in one ICT lesson, ten-year-old students were shown pictures of computer equipment, and were then taken to the ICT suite to look at the computers before being returned to the classroom without having even turned on a computer. They gained no additional knowledge from this experience. In a KG mathematics lesson, children were doing the most basic addition, adding 1 or 2 to a small number, and then repeating the exercise on paper. Teaching of the sciences is rarely based on practical learning. None of the 3 science laboratories was seen being used during the inspection.

Meeting students' needs through the curriculum

The implementation of the curriculum is very unsatisfactory. In the previous inspection report the school was asked to broaden the curriculum. This has not been addressed and the curriculum remains very narrow. It is still based on prepared texts and worksheets, and is tightly prescribed. Because teaching does not deviate from texts, students gain no excitement from learning, often lose concentration, and constant repetition serves only to bore some students.

The sciences tend to be taught in the classroom with uninspiring and poor quality workbooks. Students have too few opportunities to engage in sport. There is little physical activity, and students say they only have a sports day once every two years. There are too few extra-curricular activities, and few clubs. There is little provision for music and drama, and the quality of provision for art is uninspiring. Students do not have sufficient access to ICT, or to practical and experimental activities in the science laboratories.

The KG curriculum, in particular, is not appropriate for children of this age-group and is poor. It focuses on teaching rudimentary literacy and numeracy skills, but at the expense of developing creativity and independence. The children do not develop the desire to learn for its own sake through play and fun activities.

The protection, care, guidance and support of students

Protection, care, guidance and support are very unsatisfactory. In particular, the school does not carry out adequate checks on staff to ensure their suitability and it does not keep an adequate check on student absence. As a result, it does not readily know which students are present and which have left the premises. This is

a matter of serious concern. Staff are committed to their students and have a considerate attitude towards them. Students say they feel safe, that security is good, and that there is no bullying or corporal punishment.

The school has a child protection policy; staff are not trained in its implementation, although they do know how to deal with any issues that may arise. There is no formal pastoral care system. The school appointed a counsellor and a social worker last year; they are both teachers in the school, and the roles are in name only. As a result, students receive little careers guidance or counselling.

The quality of the school's buildings and premises

The school is well maintained, hygiene is well managed, toilets are kept clean and they are sufficient in number. The buildings are basically fit for purpose and classrooms are of adequate size. They are poorly decorated, and have little to brighten them up by way of attractive displays and colour. The supply of fresh air is not effective throughout the school; in many of the classrooms neither the air conditioning nor ceiling fans were switched on.

A main concern in the previous inspection was that of health and safety. The subsequent monitoring visit report found that the school had made considerable progress in putting this right. There had been delays fitting a suitable foam floor in the KG area; this has now been resolved.

The school has introduced two garden areas for growing plants and vegetables. It also has the use of a large hall that is mainly used for formal functions, such as the taking of tests and assemblies. The outside area is pleasant and grassed, though it is not used to its full advantage. The inspection found no obvious hazards. Chemicals and noxious substances for science are kept safe in a purpose-built storage room.

The school's resources to support its aims

The school's resources for all of the subjects are poor. Teachers have very little additional support across the school and are no additional support staff in the KG. The laboratories are poorly equipped, and little scientific work appeared to be carried out in them. The two ICT suites have old computers, are not sufficient for a class at a time, and provide no smart-board or data projection. The boy's ICT suite, in particular, has only eleven computers, some of which are old, and none of which were seen being used during the inspection. Classrooms are sparse. There are few displays, and no ICT. The furniture is old and frequently dilapidated.

Students use workbooks of a poor printed quality such that overprinting from adjoining pages is often too evident.

The library is very inadequate, having no reading matter other than a few hundred text books, some encyclopaedias, and a selection of dilapidated books piled up on the floor. There is an expectation that the library will soon move to a larger room on the next floor; there are no plans for stocking it.

The effectiveness of leadership and management

The school's school leadership is weak and disorganised. In the absence of a substantive Principal for over a year, the school does not have the leadership resilience to address the many areas where improvement is still needed. The school does not have an effective middle management structure, and there are no clear roles and responsibilities to improve teaching and learning.

The school does not know its own strengths and weaknesses. The self-evaluation form (SEF) judges the school to be broadly satisfactory; this is highly inaccurate. The school development plan (SDP) does not set appropriate priorities as it is not founded in accurate self-evaluation. Senior leaders do observe lessons. This is ineffective for two reasons: teachers are not provided with constructive feedback on how to improve and senior leaders do not have an accurate view of the quality of teaching across the school.

Lack of resources is still a major factor in preventing the school moving forward. Teachers are severely hampered by poor learning materials and a restricted curriculum. They have neither the techniques nor the confidence to adapt what is taught and to empower students to learn outside of a system of narrow and strictly focused subject materials.

The previous inspection report asked the school to remodel the leadership structure and include the Board in focusing on the learning and welfare of students. There has been no real progress in remodelling the leadership structure; there is no clear organization structure, and the Board plays no part in the learning and welfare of students.

Progress since the last inspection

The current acting Principal has been in post since before last year's monitoring visit. Of the four recommendations made during that visit, only the compliance issues have been resolved: the school now satisfies the basic curriculum requirements for Arabic, and at assemblies the flag is hoisted while students sing the national anthem, both of the UAE and of Bangladesh. The significant issues hindering the improvement of the school remain.

The previous full inspection in 2012 found that 'the qualified teachers are in desperate need of monitoring and training', and the 'shortage of teaching assistants and support staff further undermines the quality of teaching'. This is still the case. The driving force in facilitating learning is the relationship between staff and students rather than teaching quality. Teaching is still based on the traditional teacher-based approach, assessment does not help students with the next steps in their learning, learning resources in the classroom remain poor, and there is no well-focused organisational structure for the school.

The school has not demonstrated that it has any capacity to raise academic standards by improving the quality of teaching and learning without significant external support.

What the school should do to improve further:

1. As a matter of urgency ensure that all staff have been subjected to appropriate checks to ascertain their suitability to work with children.
2. As a matter of urgency improve the quality of leadership and management by:
 - i. appointing a suitably qualified substantive Principal with high expectations of student achievement
 - ii. develop an effective middle management structure with clear roles and responsibilities to impact on improving teaching and learning
 - iii. introducing rigorous self-evaluation that realistically identifies strengths and weaknesses
 - iv. developing a plan for improvement based on accurate self-evaluation that has at its centre raising academic standards
 - v. introducing a rigorous system for monitoring lessons that provides teachers with feedback focused on improving students' academic progress.

3. Raise academic standards by:
 - i. providing effective professional development that will help teachers to understand how students learn best
 - ii. introducing a system of assessment that informs teachers accurately of how students are progressing, and of how much they are capable of achieving
 - iii. using the analysis of assessment information to raise teachers expectations of what students can achieve and to plan lessons accordingly
 - iv. accelerating the progress of gifted and talented students, and provide tailored support for students who find learning more difficult.
4. Improve the implementation of the curriculum, particularly in KG, by:
 - i. broadening it so that lessons move away from prepared texts
 - ii. providing extra-curricular activities, and opportunities for students to engage in sport, for example
 - iii. overhauling the KG curriculum and ensure that it helps children to develop the age-appropriate personal, cognitive and social skills
 - iv. improving resources, especially in ICT and science, to enable students to learn through carrying out practical and experimental activities.
5. Improve attendance to at least 90% by July 2014 by:
 - i. introducing a formal system to check student attendance daily, and to rigorously follow-up all absences
 - ii. employing strategies to work collaboratively with parents to improve the attendance of persistent absentees.
6. Improve the pastoral care system by providing a counsellor and social worker with protected time to carry out their duties.

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								