



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Islamia English School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

إقرأ



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School Information

Genal Information	Inspection date:	from	12 Muharram 14 39	to	15 Muharram 14 39
		from	02-Oct-17	to	05-Oct-17
	School name		Islamia English School		
	School ID		109		
	School address		Plot No. 330-E 18/02, Haza Bin Zayed Street, Abu Dhabi, UAE		
	School telephone		+971 (0)2 6417773		
	School official email		islamiaenglish.pvt@adec.ac.ae		
	School website		www.islamia.ae		
	School curriculum		English National Curriculum		
	Fee range and category		AED 6,900 to AED 14,100 (very low to low)		
	Number of lessons observed		155		
	Number of joint lessons observed		14		
Staff Information	Total number of teachers		126		
	Turnover rate		9%		
	Number of teaching assistants		9		
	Teacher- student ratio		KG 1:14 Other Grades 1: 16		
Student Information	Total number of students		2,139		
	% of Emirati Students		0.3%		
	% of Largest nationality groups		1. Pakistani 66%		
			2. Egyptian 11%		
			3. Sudanese 10%		
	% of SEN students		0.7%		
	% of students per grade		KG: 16%	Middle: 30%	
			Primary:40%	High: 14%	
	Grades/ Year groups		KG to Grade 12		
Gender		boys and girls			



The Performance of the School

Performance Standard 1 Students' Achievement Acceptable	Performance Standard 2 Students' personal and social development, and their innovation skills Good
Performance Standard 3 Teaching and Assessment Acceptable	Performance Standard 4 Curriculum Acceptable
Performance Standard 5 The protection, care, guidance and support of students Good	Performance Standard 6 Leadership and management Acceptable



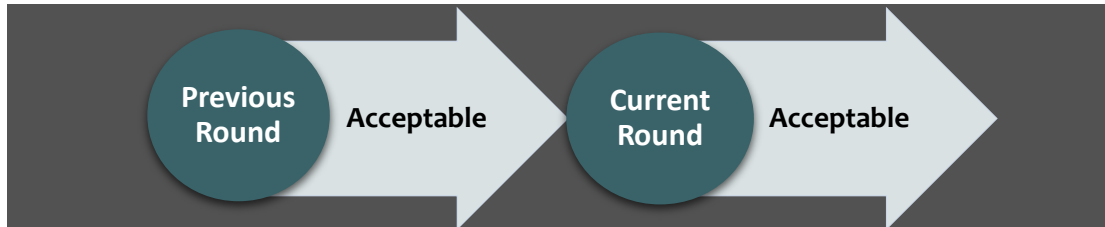
Evaluation of the school's overall performance

The overall performance of the school is acceptable. The turnover of teachers last year was 9%. Replacement teachers have been appointed for this academic year but have not yet taken up post. Temporary teachers are in their place.

- Students' achievement is acceptable. Attainment is acceptable across all core subjects. Students' progress is acceptable overall, and is good in mathematics in KG and in high phase.
- Students' personal and social development is good. Students continue to work hard in lessons and have positive relationships with teachers and peers. They understand Islamic values well and have a good knowledge of UAE culture.
- The overall quality of teaching and assessment is acceptable but assessment is weak in Islamic education and social studies. Teaching plans are appropriate but teachers do not always modify the plans to meet the needs of different groups of students. Formative assessment strategies are at the initial stages of implementation.
- The curriculum is acceptable overall. The school has implemented curriculum guidelines effectively to provide continuity in learning from grade to grade. Staff have yet to adapt the curriculum to support and challenge students of differing abilities.
- The school's adequate arrangements for safeguarding the students have been shared with staff, parents and students. The quality of care and support is acceptable. However, students with additional needs have yet to benefit from suitably targeted teaching.
- The overall quality of leadership is acceptable. Self-evaluation is a feature of the school but more robust evaluations are required for on-going improvement. Regular lesson observations by school leaders are a positive feature of practice. These would benefit from being more focused to help evaluate progress in school initiatives and profile staff development needs.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress since its last inspection. The principal and vice principal have initiated appropriate improvements. These initiatives are being implemented but are not yet fully embedded within the school.
- The school now produces more comprehensive records of progress. These are not yet being used effectively enough by teachers to meet the needs of different groups of students and raise attainment.
- The curriculum is less text book driven and students, overall, are more actively engaged in their learning. This is not consistent across all phases or all subjects. There is still scope to give students more opportunities to take responsibility for their learning.
- Record keeping has improved and teachers are now collecting and recording appropriate assessment data. However, teachers are not analysing this data in sufficient detail to meet the learning needs of individuals. While most teachers are using formative assessment strategies, they are not giving students sufficient guidance for them to know what to do to improve their learning.



Key areas of strength and area for improvement

Key areas of strength

1. The good progress of children in KG and students in the high phase in mathematics.
2. Students' secure understanding of Islamic values and UAE culture.
3. Teachers' sound subject knowledge to support students' learning.

Key areas for improvement

1. Improve assessment in all subjects by:
 - i. using assessment data to identify student learning needs
 - ii. teachers using formative assessment strategies to gauge student understanding and to adapt lessons when necessary
 - iii. sharing assessment criteria with students to enable them to know what they do well and what they need to do to improve.
2. Improve teachers planning for learning by:
 - i. taking account of assessment data to plan to meet the needs of different groups especially those with special educational needs and the more able
 - ii. reviewing plans in the light of teacher evaluations of teaching and learning, and the daily assessment of students' work
 - iii. providing more active learning opportunities to engage students in their learning.
3. Improve the quality of students' learning skills by:
 - i. providing more active learning opportunities to engage students in their learning
 - ii. sharing assessment criteria with students to ensure they know what they do well and what they need to do to improve
 - iii. improving students' skills in using modern technology to help support individual or group research.



4. Improve leadership at all levels by:

- i. developing robust self -evaluation skills in all leaders
- ii. Ensuring leaders and teachers analyse school assessment data against the ADEK attainment benchmark,
- iii. establishing systems to identify and share best practice to ensure consistent high-quality practice across the school.



Provision for Reading

- The school is making efforts to prioritise reading. Library lessons are timetabled regularly for all grades for both Arabic and English reading.
- The school promotes English and Arabic reading in a range of ways including a formal launch of the 'book week'. High priority was given to reading throughout the 'book week'.
- KG staff promote reading by reading to the children using 'big books'. This is the initial step in encouraging children to read.
- There is a large library but the book stock is old. There is evidence that books have been well used.
- Students give presentations to recommend books they have read and encourage their peers to read them.
- Students read for comprehension in Arabic and English lessons and gain more fluency as they advance through the school. Students are encouraged to read in other lessons.



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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	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Weak	N/A
	Progress	N/A	Acceptable	Weak	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Weak	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Weak	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. PIPS assessments show that KG1 children attain above age-related expectations from a low entry point and they make good progress by the end of KG2 where the majority attain above expectations.
- In the recent Grade 12 MoE examinations taken by a small cohort of students, performance was outstanding in Islamic education as has been over the last three years.
- In Arabic as a first language, students attained outstanding results in the MoE examinations.
- Attainment in English Language dipped from previous years in 2016 and is now weak. Students from Grade 3 to Grade 10 sat international benchmark tests in English, maths, science and Arabic as a first language with approximately 20% of them receiving distinctions or high distinctions.

Subjects

- The overall students' achievement in **Islamic education** is acceptable. Students in the KG phase are familiar with the short Surah of the holy Quran and are aware of the good and bad habits in Islam. They are familiar with the Islam messages. Attainment dips in middle phase but improves in high phase.
- Students' achievement in **Arabic as a first language** is in line with curriculum standards. Progress in Arabic is acceptable across all phases. Fluency in speaking, listening and reading is in line with curriculum expectations.
- Students' achievement in **Arabic as a second language** is acceptable. Students' progress is in line with expected curriculum standards. Listening and speaking skills are developing appropriately but reading and writing skills are less well developed. A majority of students would benefit from applying their Arabic language skills in real life contexts.
- The overall attainment in **social studies** is acceptable. Most students attain levels that are in line with curriculum expectations. However, student's attainment is weak in middle phase.



- Students' attainment in **English** is acceptable across the phases. Most students perform at age-related levels in speaking, listening and reading. The majority of students can produce extended pieces of writing for different purposes. A few students achieve well in English Language, particularly in the IGCSE examination.
- Students' achievement in **mathematics** is acceptable overall. It is good in KG and High phase. In KG, the majority of children achieve above curriculum standards as a result of active learning and resource-rich environments. In primary and middle phases, students' pace of progress become slower as a result of teacher-led learning. Progress accelerates again when students reach high phase as a result of more collaborative and independent learning, and opportunities for problem solving. The majority of students in high phase achieve standards above curriculum expectations.
- Students' attainment in **science** is acceptable in KG , primary and high phase with most students making age-appropriate progress. In middle phase, attainment is weak. There are limited opportunities for students to hypothesise and think independently.
- Students' achievement in **other subjects** is acceptable. Most students are developing creative skills in art, and enthusiastically participate in physical education lessons. Within design and technology, ICT and business studies students are achieving in line with curricular requirements.

Learning skills

- Students' learning skills are acceptable overall but weak in middle phase. Students have positive attitudes to learning. Critical thinking and problem-solving skills are in the early stages of development. Students can work in groups, when given the opportunity, although the quality of interaction is varied and collaboration is limited.

Areas of Relative Strength:

- Overall attainment in mathematics in both KG and high phase.
- Progress in science at high phase.

Areas for Improvement:

- Attainment in core subjects and, in particular, Islamic education, social studies



and science in middle phase.

- Students' learning skills, particularly in middle phase.
- The overall quality of students' writing in Arabic and English.



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	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

- Students' personal and social development is good. Almost all students across the school demonstrate good behaviour during the lessons and at break times. They take responsibility for their learning when they are given the opportunity.
- Most students enjoy the general learning environment of the school. Relationships are good and based on trust and respect. Attendance since the beginning of the school year has been weak.
- Students demonstrate a good understanding of, and respect for, Islamic values. They have a deep awareness of the culture, heritage and tradition of the UAE. Students have a well-developed sense of social responsibility and take part in a range of activities including voluntary work in their wider community.
- The written curriculum provides few opportunities for enterprise and innovation, teachers sometimes organise activities that enable students to be creative and innovative, although it is inconsistent. Overall, the learning skills the underpin innovation is not imbedded effectively in all aspects of the curriculum.

Areas of Relative Strength:

- Students' positive attitudes to learning.
- Students' respect for Islamic values and their appreciation of UAE culture and heritage.

Areas for Improvement:

- Enhance students' innovation skills across the school.
- Students' attendance.



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. Teachers good questioning and their promotion of meaningful discussion engages KG and high phase students in their learning.
- Across the school, teachers demonstrate secure knowledge of their subjects and plan lessons to cover the core elements of the curriculum. They promote students' collaborative skills better when they place less reliance on workbooks, particularly in science and English.
- In the best lessons, teachers challenge the most-able students and provide support for the less able. Teachers in the primary and middle phase should further develop their questioning skills to challenge students to think deeply before responding. They should also develop their students critical thinking and problem-solving skills
- Teachers mark students' work regularly checking for correct responses. However, marking lacks personalised advice about what they need to learn next.
- Teachers use resources appropriately to help students to learn. For example, in KG lessons, children use practical materials successfully to help them learn about numbers.
- Progress data is now being recorded across the school. However, teachers do not yet use international assessment or progress data consistently to improve teaching and learning standards.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Effective use of resources, particularly in KG.

Areas for Improvement:

- Assessment and its use in planning lessons to meet the needs of different groups of students.
- Students critical thinking, problem solving and learning strategies.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of the curriculum is acceptable. It is broad, balanced and age-appropriate in each phase and it is designed to teach knowledge and understanding in each subject.Continuity and progression is well planned in all phases and the coordinators provide comprehensive medium-term planning for teachers.Curriculum review, led by the subject coordinators, takes place regularly and is monitored by school leaders to ensure that the school follows National Curriculum requirements. Extra-curricular provision is varied but the number of options offered to students in Grade 9 is limited. Coordinators produce medium-term plans which cover the curriculum well. Teachers do not produce individual lesson plans. They do not always enable the most able students to develop their critical thinking skills or support the less able students effectivelyThe written curriculum provides opportunities for the development of enterprise and innovation. However, not all teachers organise activities that enable students to be creative and innovative. There are acceptable links to Emirati culture across the curriculum but there are limited cross-curricular opportunities in other subjects.The Moral Education programme is taught by carefully-chosen teachers who make the course relevant and challenging for students.				
Areas of Relative Strength:				
<ul style="list-style-type: none">A broad, balanced and age-appropriate curriculum.Medium term planning is well structured and comprehensive.				
Areas for Improvement:				
<ul style="list-style-type: none">Teachers' planning to meet the needs of all students by supporting the less able and challenging more able students to reach their potential.Widening the choices offered to students both at IGCSE and in the extra-curricular programme.				



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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of protection care, guidance and support for students is good. The school has formal procedures in place to safeguard students. All staff, students and parents who were interviewed, or expressed views through the questionnaires, reported they are aware of the procedures and are confident that any issues are dealt with quickly and efficiently. The school actively seeks the views of parents on issues such as care and support for pupils within the school. Parents report that the importance staff place on child safety is a very strong feature of the school.A safeguarding committee, which includes the school nurse and counsellor, meets regularly to discuss issues which are disseminated to appropriate staff. The policy and procedures for reporting incidents are clear. The policy is regularly updated by the committee and staff new to the school are made aware of it on their appointment.Students with special educational needs are identified and teachers are aware of their specific education plans. There is not a specific special needs department and students' learning needs are met by subject teachers. Teachers are aware of students with additional needs but do not always meet their needs sufficiently well. Effective systems facilitate communication between the school nurse and parents.The well-being and personal development of the students is a key priority for all staff and all students are well cared for. Information on students' personal development is carefully monitored by teachers, the school nurse and counsellor.Academic support and guidance is given to the senior students and the number of visits to universities and places gained by students in third level institutions is increasing.Safety checks are regularly made on all facilities, including the school transport, to ensure the health and safety of all.				



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Areas of Relative Strength:

- The promotion of healthy living in many aspects of school life.
- The personal development and well-being of students.

Areas for Improvement:

- The support for students who are gifted and talented, or who have special educational needs within the classroom.



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
<ul style="list-style-type: none">The overall quality of leadership and management is acceptable. Senior leaders and subject coordinators have a shared understanding of the school's vision. Overall, the school leaders' approaches to self-evaluation are acceptable. Staff are still developing their understanding of benchmarks and the skills that support robust self-evaluation. The school's self-evaluation is not yet based accurately on the UAE inspection standards.Partnerships with parents and the community are acceptable. School leaders survey parental opinion regularly and take their views into account. Regular reports and detailed end-of-year reports keep parents well informed of their children's academic, personal and social progress.The Board of Governors has a sound understanding of the school's performance. The Board is responsive to the needs of the school and, within a restricted budget, provides suitable resources. The Board members work closely with the school and provide support in a caring manner. However, they do not always provide sufficient challenge to help the school improve.The school is managed effectively on a day-to-day basis. While the school has sufficient well-qualified staff to meet students' needs, there is a regular turnover of staff.The school participates in international assessments. However, leaders do not ensure teachers always make sufficient use of the information provided by international benchmarks to set more ambitious targets for achievement and support the raising of attainment.	
Areas of Relative Strength:	
<ul style="list-style-type: none">Shared vision of all leaders.Distributive leadership opportunities.Reporting of student progress to parents.	



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Areas for Improvement:

- Narrowing the focus of lesson observations to key school priorities.
- Developing more rigorous skills in self-evaluation.
- The level of challenge Governors provide to school leaders to support further improvement.