



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

AL SADIQ ISLAMIC ENGLISH SCHOOL

UK

ACCEPTABLE

AL SADIQ ISLAMIC ENGLISH SCHOOL UK

Inspection Dates
30 - 03 November 2023

Principal
Sadia Wajid

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

2196 Students

17 Emirati Students

80 Students of Determination

117 Teachers

17 Teaching Assistants

2 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

OUTSTANDING	Quality of performance substantially exceeds the expectation of the UAE
VERY GOOD	Quality of performance exceeds the expectation of the UAE
GOOD	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
ACCEPTABLE	Quality of performance meets the minimum level of quality required in the UAE
WEAK	Quality of performance is below the expectation of the UAE
VERY WEAK	Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Partnership with parents and its effectiveness in involving them to enhance students' performance
- Students' personal growth, understanding of Islamic values and concepts, UAE history, and global cultures
- The school principal-led leadership team demonstrates strong strategic leadership, positively impacting student well-being, inclusion, and notably improving care and support for various student groups, particularly those with special needs
- Students' achievement in English, mathematics and science in secondary, which is mostly good or better

POINTS TO IMPROVE

- Improve teaching quality and consistency across all grade level by addressing the learning needs of all students at their appropriate age level, particularly in the Foundation Stage (FS) and by raising expectations for all students, with a specific focus on boys' sections
- Plan lessons by making the best use of assessment data
- Improve students' academic performance in all subjects by implementing effective reading strategies

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **GOOD**



The school's well-being team, dedicated to student welfare, has achieved positive results by following clear policies and a strong action plan. They use data systems to analyse feedback from various stakeholders and may consider adding informal methods through a data collection toolkit. Student and stakeholder input shapes well-being efforts. Parents appreciate regular communication, and new teacher orientation programs are informative. Students are confident, empathetic, and actively engage in student-led well-being teams, a notable school strength.

STUDENTS' ACHIEVEMENTS

Secondary students consistently achieve better results compared to those in the Primary and foundation stage (FS). Furthermore, both primary and secondary phase students show advanced proficiency in Islamic Education. Notably, there has been good improvement in science outcomes within the primary phase this year. Students' performance in external assessments for English, Mathematics, and Science is consistently rated as at least good across primary and secondary phases.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: ACCEPTABLE
PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE
SECONDARY: GOOD	SECONDARY: GOOD	SECONDARY: GOOD

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE
PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE	PRIMARY: GOOD
SECONDARY: ACCEPTABLE	SECONDARY: ACCEPTABLE	SECONDARY: GOOD

LEARNING SKILLS
ATTAINMENT
PROGRESS
FOUNDATION STAGE: ACCEPTABLE
PRIMARY: ACCEPTABLE
SECONDARY: GOOD

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Secondary students demonstrate high levels of personal development, especially in their self-reliance during learning and their discipline in all school activities, when compared to students in other phases. Across all phases, students have developed good behaviour and positive relationships, actively working to improve their self-awareness. This effect is most noticeable in the girls' sections. All students have good understanding for the Islamic values and Emirati culture.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: GOOD	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: GOOD
PRIMARY: GOOD	PRIMARY: GOOD	PRIMARY: GOOD
SECONDARY: VERY GOOD	SECONDARY: VERY GOOD	SECONDARY: GOOD

PROVISION FOR LEARNERS

In the secondary phase, teaching quality is significantly stronger than in other phases. Students benefit from a more supportive learning environment with teachers engaging them through targeted approaches that fosters critical thinking. High school teachers effectively utilise assessment data for lesson planning, tailoring their approach to meet individual student needs.

The curriculum strikes a balance between knowledge, skills, and understanding. Subject departments regularly review their curriculum choices for relevance and effectiveness, leading to a more tailored educational program for different student groups. This comprehensive strategy ensures students are well-equipped for future educational pursuits, both within and beyond the school.

The school provides solid health and safety measures and support for most students, including those with special educational needs. However, there's an identified need for more focused attention on the specific requirements of students in the foundation stage (FS) classes. In the primary phase, specialised staff offer personalised support to individual students. Additionally, the school has established robust systems for monitoring student well-being and ensuring child protection.

TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: GOOD
PRIMARY: ACCEPTABLE	PRIMARY: ACCEPTABLE	PRIMARY: GOOD
SECONDARY: GOOD	SECONDARY: GOOD	SECONDARY: GOOD

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: ACCEPTABLE	FOUNDATION STAGE: GOOD	FOUNDATION STAGE: GOOD
PRIMARY: ACCEPTABLE	PRIMARY: GOOD	PRIMARY: GOOD
SECONDARY: GOOD	SECONDARY: GOOD	SECONDARY: GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **GOOD**

Governors and senior leaders prioritise inclusion with a well-progressed action plan and updated regulations for students of determination. They identify special needs and gifted students effectively, aiming to improve early identification. Parents appreciate school support and communication. A flexible curriculum benefits diverse learners, including gifted students. Students of determination make above expected progress in Islamic, mathematics, science, and English. Online, appropriate external courses are also accessible.



LEADERSHIP AND MANAGEMENT

After the current principal returned to her position, the school has undergone significant positive changes in various aspects of its daily functioning. These changes involve the selection of highly skilled teachers and leaders, improved partnerships with parents and the Board of Governors, and most importantly, substantial enhancements in student assessment results, especially in external assessments. The leadership's influence is particularly evident in the secondary phase.

THE EFFECTIVENESS OF LEADERSHIP	GOOD
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	ACCEPTABLE
PARENTS AND THE COMMUNITY	VERY GOOD
GOVERNANCE	GOOD
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	ACCEPTABLE



CLICK HERE TO ACCESS THE FULL INSPECTION REPORT FOR THIS SCHOOL