

INSPECTION REPORT

Al Eman Private School

Report published in April 2013

GENERAL INFORMATION ABOUT Al Eman Private School

Location	Al Rashidiya
Type of school	Private
Website	NA
Telephone	04-2858589
Address	PO. Box No 10003, Dubai
Principal	Mr Hamdi Gibriel
Curriculum	MOE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-14 / Kindergarten to Grade 9
Attendance	Good
Number of students on roll	528
Largest nationality group of Students	Emirati
Number of Emirati students	256 (49%)
Date of the inspection	12th November to 14th November 2012

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The context of the school

Al Eman Private School is located in Rashidiya. It is a private school providing education for boys and girls aged three to 14 years, from Kindergarten to Grade 9.

The school follows the UAE Ministry of Education curriculum. At the time of inspection there were 528 students on the roll, including 256 students, 48 per cent of the total and the largest nationality group, who were Emiratis. Most students were of Arab background, and the roll included only a few students who were non-Arab nationals.

The new principal, who had only been in post for a few months, led a staff of 36 full-time teachers and four administrative members of staff. Most of the teaching staff in the school had appropriate teaching qualifications.

Overall school performance 2012-2013

Acceptable

Key strengths

- Improvements in the progress made by students in Islamic Education at Cycle 1, and in the attainment of students of Arabic as an additional language in Cycles 1 and 2;
- The responsible behaviour and positive attitudes towards learning and to others shown by students in Cycles 1 and 2;
- The successful efforts of staff to promote healthy lifestyles and which helped ensure that students at all stages were safe;
- The positive partnership and communication with parents.

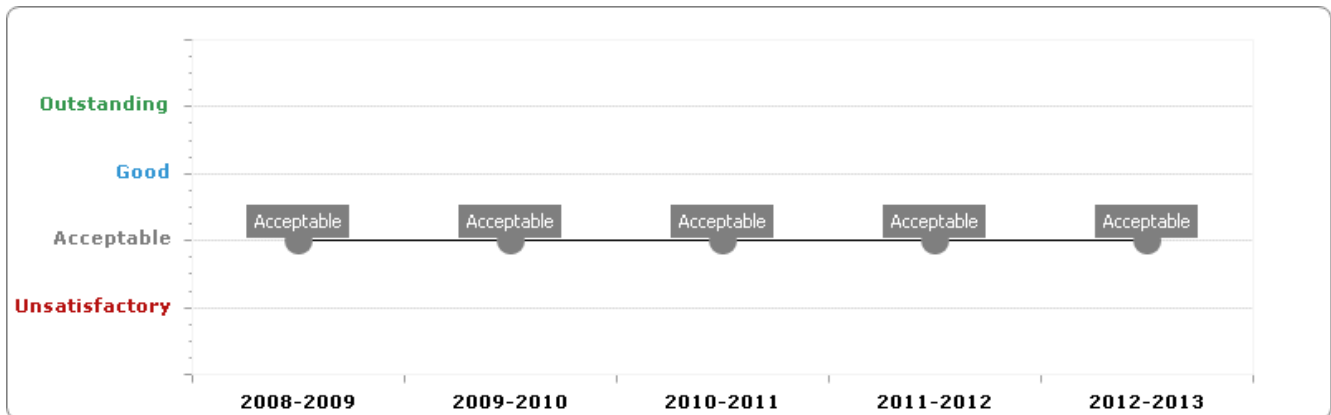
Recommendations

- Review the curriculum and the quality of teaching in Kindergarten to ensure that children become more independent in their learning, make better progress in gaining understanding in key subjects, and acquire a broader range of skills;
- Improve the quality of assessment at all stages so that teachers can select a range of tasks better suited to the needs of different groups of students and can give individual students better advice about what they need to do to improve their work;
- Improve the curriculum and the quality of students' learning by ensuring that there are regular, well-planned opportunities for students to investigate issues and acquire skills in critical thinking;
- Identify the learning difficulties and talents of students with special educational needs more systematically, so that the school can provide individualised programmes for those students and improve procedures to meet their needs fully;
- Gather a wider range of data and evidence about the quality of the school's work, analyse it more systematically, and involve all staff in implementing the necessary changes to their practice to improve students' progress and attainment.

Progress since the last inspection

- The teaching and the curriculum in Kindergarten had not been improved significantly to help children gain independence, develop key skills or learn to find things out for themselves, and, as a result, children's attainment and progress had not increased at that stage;
- Teachers had made some progress in improving the quality of teaching and learning at certain stages through the use of a wider range of teaching approaches, but much remained to be done;
- Little progress had been made in providing well-planned opportunities for students to acquire skills and be challenged more in their learning;
- For most of the time since the last inspection, actions to improve the school had not been successfully focused on improving students' attainment and progress, but there were signs of recent improvement under the leadership of the recently appointed principal.

Trend of overall performance



How good are the students' attainment and progress in key subjects?

	KG	Cycle 1	Cycle 2
Islamic Education			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Good	Acceptable
Arabic as a first language			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable
Arabic as an additional language			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Good	Good
English			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable
Mathematics			
Attainment	Unsatisfactory	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable
Science			
Attainment	Unsatisfactory	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	KG	Cycle 1	Cycle 2
Attitudes and behaviour	Acceptable	Good	Good
Understanding of Islamic values and local, cultural and global awareness	Acceptable	Acceptable	Acceptable
Community and environmental responsibility	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the teaching, learning and assessment?

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable
Quality of students' learning	Unsatisfactory	Acceptable	Acceptable
Assessment	Unsatisfactory	Acceptable	Acceptable

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How well does the curriculum meet the educational needs of students?

	KG	Cycle 1	Cycle 2
Curriculum quality	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

	KG	Cycle 1	Cycle 2
Health and Safety	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory
Partnerships with parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

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How good are the students' attainment and progress in key subjects?

Attainment was acceptable at all stages in all subjects, except for Kindergarten mathematics and science, where it was unsatisfactory, and for a few students at Cycles 1 and 2 in Arabic as an additional language, where it was outstanding. Most students attained appropriate levels in their Islamic knowledge, for example in key Islamic concepts such as Allah the creator and prophecy. In Arabic as a first language, listening skills were better developed than speaking and reading, while writing was the least developed aspect. In Arabic as an additional language, most students exceeded expectations in all four major language skills. In English, students were competent in listening and reading. Their speaking and writing skills were less confident because of limited capacity in expressive language, particularly in Kindergarten. Kindergarten children had basic mathematical knowledge. By the later grades, students had good knowledge of solving equations. Students could use scientific language to explain their ideas, particularly at the later stages. For example, by the end of Cycle 2, they could explain the biological effects of chemicals.

Progress was acceptable at all stages, except for a few students in Arabic as an additional language, and Islamic Education at cycle 1, where it was good, and Kindergarten, where it was unsatisfactory in English, mathematics and science. Most students in cycle 1 made good progress in Qur'an recitation. In Arabic as a first language, progress in writing was slowed because students' opportunities to write extended, creative pieces were limited. In English, students had plentiful opportunities to develop listening skills, but fewer opportunities to learn from texts or dialogue to make progress in writing and speaking. Progress in Kindergarten was unsatisfactory because children did not learn sounds, letters and basic conversation enough from their teachers. Few children at that stage developed understanding of numbers securely enough, and their application of mathematics and science skills was poorly developed because of a lack of independent learning at that stage. These aspects were better in the other cycles.

[View judgments](#)

How well does the school provide for Emirati students?

The progress and attainment of Emirati students were in line with the progress and attainment of other students in the key subjects across the cycles. The positive factors in curriculum, teaching and learning, and the negative factors in those aspects, which hampered progress and attainment, affected Emirati students to the same extent as they did other students.

How good is the students' personal and social development?

Students were respectful towards each other and adults. In Cycles 1 and 2, students demonstrated good learning behaviour and took responsibility whenever they had the opportunity. They exhibited positive attitudes even when lessons were not fully engaging or sufficiently challenging, which was too often. The lack of involvement for the youngest children in meaningful learning experiences often led to inattentive behaviour in lessons. At break times, students ate healthy food. Attendance had been outstanding during the previous term, whereas it was good during the inspection period. Students demonstrated acceptable levels of understanding of Islamic values. They understood the relevance and impact of these values on everyday life in Dubai, but needed support to apply key messages to their own lives. The local cultural heritage was understood by the students, but understanding of wider cultures was less well developed. Students across the school carried out some social responsibilities. Most students felt confident in sharing their ideas, and the students' council voice was starting to be influential. Senior students understood the importance of protecting the local and global environment. They took care of their school environment when they had the opportunities. A few took part in schemes to support conservation.

[View judgments](#)

How good are the teaching, learning and assessment?

Teaching was acceptable in Cycles 1 and 2, but unsatisfactory in Kindergarten. Lessons were well structured and included specific learning objectives so that students clearly understood what was required of them. Teachers' positive, encouraging rapport with students meant that most were attentive and eager to learn. Teachers provided too few opportunities for students to gain independence in learning and develop enquiry and thinking skills. Teachers made too little use of assessment data to ensure that work was suitably challenging for all students, including those who were higher achieving. Teachers were too dominant in lessons and over-reliant on textbooks, although they were getting better at making links to real-life contexts. Teaching was more effective in Arabic, especially in Cycle 2, because teachers had strong subject knowledge, set higher expectations of students and engaged them all proactively in lessons. Teaching was unsatisfactory in Kindergarten because teachers did not understand how young children learn best. They controlled lessons too much at that stage, with the result that children could not learn through exploration and discovery. There was some good teaching in physical education and in the use of computers.

Learning was acceptable in Cycles 1 and 2, but unsatisfactory in Kindergarten. Students were interested in learning and sustained concentration even when lessons were neither relevant nor inspiring. They enjoyed working in groups and exchanging ideas but did not have enough opportunities to learn in these ways. They were not used to taking responsibility for their own learning and relied on teachers too much.

Students linked their learning to real life reasonably well, notably in Islamic Education, but did not do so regularly. Their learning did not involve enough critical thinking, problem solving or enquiry, especially in the Kindergarten.

Assessment was unsatisfactory in Kindergarten and acceptable elsewhere. The school had developed some basic systems to track students' attainment and progress. The main approach was based on tests of students' knowledge. Approaches to identifying the next steps for individual students in acquiring understanding were limited. Apart from the National Assessment, students' achievement was not benchmarked against any recognised external or international standard. The school did not keep good records of children's progress and attainment in Kindergarten. Most teachers had a broad knowledge of their students' strengths and weaknesses in the key aspects of various subjects. Little written feedback was provided on students' work and marking did not inform students on how to improve. Staff did not use assessment data to plan activities for different groups of students, or to adapt the curriculum or their teaching.

[View judgments](#)

How well does the curriculum meet the educational needs of students?

The curriculum was unsatisfactory in Kindergarten and acceptable in Cycles 1 and 2. The rationale was mostly clear with sufficient breadth and balance. The key subjects were complemented by programmes in physical education, art and the use of computers. Activities at each stage were related to those at previous stages to provide some continuity and progression in students' learning. The Kindergarten curriculum did not provide sufficient opportunities for children to develop understanding at their own rate through first-hand experiences. As a result, children did not progress appropriately in key subjects. The curriculum in Grades 1 to 9 promoted the continuity and progression from the ministry syllabus, but it continued to be overly dominated by use of textbooks and worksheets. Consequently, while students gained knowledge, they did not regularly effectively acquire skills or understanding, and higher achieving students were not enabled to progress rapidly. The range of after-school clubs and activities was limited. The new principal had started a review of the curriculum.

[View judgments](#)

How well does the school protect and support students?

Provision for promoting and ensuring the health and safety of pupils was good. Through key policies and procedures, and the development of a harmonious community, the school helped students feel safe in school. Maintenance and repair of the site, and safety checks such as fire drills, were carried out regularly. Transport arrangements supported the safe arrival and departure of students, although safe crossing of the road by parents and students was not effectively monitored by staff at times. Students moved safely around the school, and accidents were rare. Medicines and student health records were managed effectively, in partnership with parents. Teaching of health-related issues such as adopting an active life style and eating for good long-term health was integrated into the curriculum. Most students had developed a sense of responsibility for their own health and well-being. The school increasingly supported students in making healthy food choices. Milk and fruit were provided in Kindergarten. Child protection arrangements were appropriate, and all staff had received training.

The quality of support for students was acceptable. Positive relationships between staff and students helped promote a caring and inclusive ethos. Attendance was managed well, and the school was working to improve punctuality. Students of different ages and backgrounds all learned and played well together. As students grew older they were increasingly able to manage their own behaviour. Students received a range of advice and support to help their personal and social development.

[View judgments](#)

How well does the school provide for students with special educational needs?

The identification of students' special educational needs was not carried out systematically. As a result, teachers did not prepare individualised programmes to help students overcome barriers to their learning. Some assistance was provided for students who were making slow progress in some subjects, for example through extra lessons in writing, outside school hours. Those who were gifted or talented did not have opportunities to develop their potential fully.

How good are the leadership and management of the school?

The quality of leadership was acceptable. Progress since the last inspection had been limited, but the new principal had made a promising start in his short time in post. He had involved staff in school improvement activities and had a clear vision for making the school better. Subject leaders had managed to bring about some improvement in the previous year, for example in aspects of Islamic Education, Arabic, and in mathematics and science at the Cycle 2 stage. Relationships among staff were positive. The new principal was aware that improvements were needed. The school's leadership capacity for improvement across all leaders was low.

The quality of self-evaluation and improvement planning was unsatisfactory. There were some signs of recent improvement. The evaluation of teaching did not extend to all teachers. Analysis of attainment data was negligible. A survey of parent and staff views had been undertaken in the previous year. Surveys of student views were not carried out regularly. Plans for professional development had been very limited, but some training was now being provided through an external consultancy body. Progress in addressing the recommendations of the previous report had been limited.

Links with parents and the community were good. There was a parent representative on the governing body, and the chairman planned to increase the number of parent governors. Parents were broadly happy with communication from the school, including reports and meetings to discuss their child's progress. The online information about their child's weekly curriculum and progress was appreciated. Links between the school and the local community included some local businesses, and Dubai bodies including DEWA and RTA.

Governance was acceptable. The governing body included representatives from the parent body, local businesses and the owners. The partnership between the school, through the new principal, and the governors was developing well. The governors were increasingly holding the school to account, though they did not yet receive written reports about progress and improvements. There had been a survey of staff and parent views, and another was planned for the end of session.

Management of the school was acceptable. The day-to-day life of the school was managed well. School life proceeded smoothly overall. Most staff members were suitably qualified, and they were deployed appropriately. The premises were of adequate quality. Specialist facilities were somewhat restricted. The entrance posed potential hazards in the busy morning and after school period. Some rooms were cramped. Information and communications technology was not always used effectively. Learning resources were sufficient to support acceptable levels of learning, consisting mainly of textbooks and worksheets.

[View judgments](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	34	11%
	Last year	35	9%
Teachers	17		41%
Students	There were no senior students in the school		

*The percentage of responses from parents is based on the number of families. There were no students of senior school age.

As was the case in the previous inspection, only a few parents responded to the survey. Almost all who responded felt that their children were well looked after and safe in the school. Views about their children's enjoyment of school and progress in key subjects were largely positive. Most were pleased with the quality of teaching and learning. A majority were positive about the behaviour of students, the curriculum, and teacher feedback to students to help them improve their work. Almost half of the teachers responded to the survey, a significant increase on the previous year's response rate. Teachers were positive in their opinions of the school.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:
inspection@khda.gov.ae

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