

## INSPECTION REPORT

Al Eman Educational Est ( Al Eman private School )

Report published in April 2014

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Al Eman Educational Est ( Al Eman private School )

Location	Al Rashidiya
Type of school	Private
Website	Emanschooldubai@gmail.com
Telephone	04-2858589
Address	P.O. Box No 10003, Dubai, U.A.E Rashidiya, Khawaneej Road
Principal	Sanaa Abdel Badie Alsayed Saker,
Curriculum	MoE
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-14 / KG 1-Grade 9
Attendance	Good
Number of students on roll	553
Largest nationality group of Students	Emirati
Number of Emirati students	241 (43%)
Date of the inspection	3rd to 5th February

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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. There were three phases in the school: the Kindergarten was for children aged from three to five; Cycle 1 for students aged from five to 10 (Grades 1 to 5); Cycle 2 for students aged from 11 to 14. (Grades 6 to 9). Students were taught in mixed gender classes until Grade 5. From Grade 6 onwards, boys and girls were taught separately.

The school follows the UAE Ministry of Education curriculum. At the time of inspection there were 553 students on the roll. Nearly all students attending Al Eman Private School were from Arabic backgrounds. The largest nationality group (43 per cent of the total) were Emiratis. A minority had special educational needs which included mobility and learning issues. The language of instruction was Arabic.

There had been a change of Principal since the previous inspection. A former Principal and owner had returned in a temporary capacity until a new one was appointed. The school employed 38 teaching staff.

## Overall school performance 2013-2014

Acceptable

### Key strengths

- Nearly all students behaved well, mixed easily and had respectful relationships amongst themselves and with staff;
- This caring school remained a safe and healthy place for students and staff;
- Parents trusted the school.

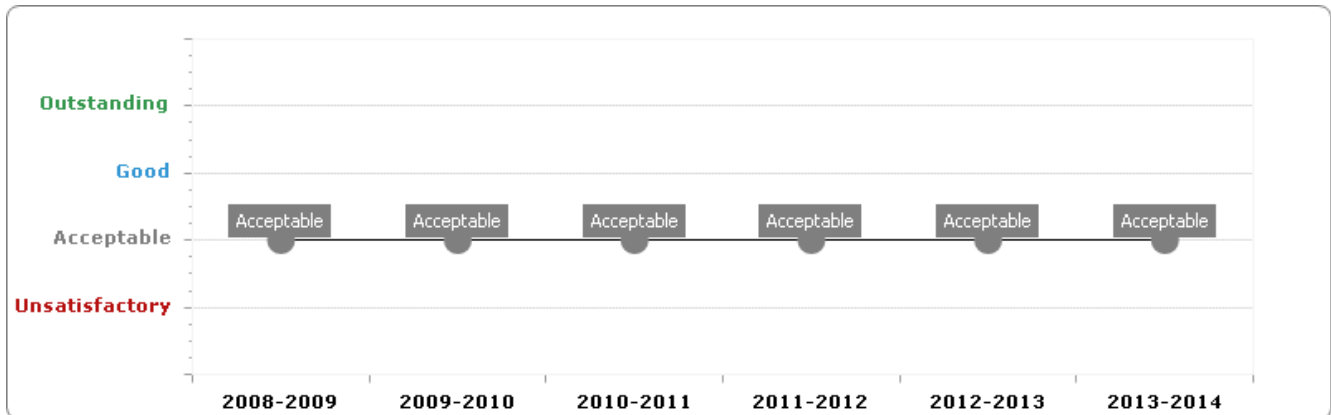
### Recommendations

- Raise students' attainment and progress by systematically improving teaching and learning through: supporting teachers' use of effective student centred teaching strategies and monitoring the impact of these actions on the quality of teaching and student progress;
- Define the needs of students with special educational needs much more closely and put in place a structure of support to meet their needs;
- Decide the school's key priorities for improvement and implement a plan that allocates responsibilities, time scales, resources and a method of evaluation.

## Progress since the last inspection

The school had made some progress on the recommendations made in the previous year's inspection report. It had improved some aspects of the curriculum, staffing, facilities and resources in the Kindergarten. The school had put in place a better system of assessing students. There had been some curriculum improvements which encouraged students to develop their investigation skills. The school had made a start on supporting students with learning difficulties and had begun to review the school's work more systematically. The leaders understood that much more needed to be done to embed these changes to have more impact on students' academic progress and attainment.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

	KG	Cycle 1	Cycle 2
<b>Islamic Education</b>			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable
<b>Arabic as a first language</b>			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable
<b>Arabic as an additional language</b>			
Attainment	Not Applicable	Not Applicable	Not Applicable
Progress	Not Applicable	Not Applicable	Not Applicable
<b>English</b>			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable
<b>Mathematics</b>			
Attainment	Unsatisfactory	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable
<b>Science</b>			
Attainment	Unsatisfactory	Acceptable	Acceptable
Progress	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)

	KG	Cycle 1	Cycle 2
Quality of students' learning skills	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good is the students' personal and social development?

	KG	Cycle 1	Cycle 2
Personal responsibility	Acceptable	Good	Good
Students' understanding of Islamic values and their local, cultural and global awareness	Acceptable	Acceptable	Acceptable
Community and environmental responsibility	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good are teaching and assessment?

	KG	Cycle 1	Cycle 2
Teaching for effective learning	Unsatisfactory	Acceptable	Acceptable
Assessment	Unsatisfactory	Acceptable	Acceptable

[Read paragraph](#)



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

	KG	Cycle 1	Cycle 2
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	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	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress?

Attainment in Islamic education, Arabic as a first language and English was acceptable across all phases. In Islamic Education, most children could recite and memorise the short Surahs of the Quran. Cycle 1 students memorised the Hadith and understood most Islamic manners. Most Cycle 2 students knew and understood basic Islamic concepts. In Arabic as a first language, most children could read and write letters and construct words. By the end of Cycle 1, most students could read long sentences but relied on colloquial language in their speech. Most Cycle 2 students' reading skills were developing but their writing skills were below expectations. In English, Kindergarten children learned to say simple words and phrases, follow instructions and the most able could ask questions of others. Cycle 1 students, could listen carefully, respond appropriately and read age appropriate texts. Cycle 2, students could comprehend more challenging texts and hold conversations on set tasks. Their writing skills were well below other aspects of English. Girls generally out-performed boys. Mathematics and science were acceptable except in Kindergarten where they were unsatisfactory. In mathematics, the attainment of most Kindergarten children was limited to a basic understanding of numbers and shape. Elsewhere, students had good knowledge, especially in relation to number work and geometry. Understanding about mathematical concepts developed slowly but steadily. Skills in mathematical investigation were limited. In science, Kindergarten children had some understanding of how to care for animals. Older students' skills in practical scientific investigations were less developed than their knowledge and understanding of scientific facts.

In Islamic Education, Kindergarten children were making acceptable progress in reciting the Quran. Most Cycle 1 students were making acceptable progress in understanding how to apply Islamic values. Cycle 2 students were making similar progress in relating their learning of Hadith to real life applications. In Arabic, most Kindergarten children made acceptable progress in decoding letters, while most Cycle 1 students made similar progress in understanding short reading texts. Most Cycle 2 students were progressing acceptably in their application of grammar. Overall progress in English was acceptable across all phases however, in Kindergarten children made good progress in listening and acceptable progress in speaking. Most made some progress in learning letter sounds. Students made the best progress in speaking and the slowest progress in writing. Cycle 1 students made good progress in responding to teachers' questions in compound sentences. Cycle 2 students used new words in their speech but only a few made enough progress to write complex sentences. In Kindergarten, children of all abilities made slow progress in all aspects of mathematics. In Cycles 1 and 2, students made acceptable progress overall, although the progress of the most and the least able students was occasionally limited. In science, Kindergarten children made slow progress in investigations. Older students' progress met curriculum expectations. Their reasoning skills had improved by the end of Cycle 2.

[View judgements](#)

## Quality of students' learning skills

Throughout the school most students had positive attitudes to learning and applied themselves well to their work, especially in science. From the youngest ages, they were confident and enthusiastic in making presentations and in discussing their work. However, they were not as good at taking responsibility for their own learning because they were not always clear about what they needed to do to improve their work. On occasion, students collaborated purposefully and shared ideas. They expressed themselves clearly and demonstrated their work in front of the class confidently. Most students made sensible connections between their work and the real world, for example young students applied their mathematics to the cost of buying items in shops. In a few science lessons, students developed skills such as prediction and observation well. However, students' skills in problem solving, initiating inquiry, leading discussions and critical thinking, were underdeveloped, leading to passive learning.

[View judgements](#)

## How good is the students' personal and social development?

Personal and social development was acceptable overall. In Cycles 1 and 2, the students demonstrated good personal responsibility. They had very positive attitudes to learning. Their behaviour was mostly good but in a few Kindergarten lessons, some children's behaviour was unsatisfactory. Students were mostly self-disciplined, considerate and showed care for each other as part of a wider school 'family'. Relationships were very good particularly between students and teachers. Students enjoyed school and were very respectful of teachers who showed considerable care for them. Students often took part in activities to promote healthy living. Attendance was good and punctuality was acceptable.

Students' understanding of cultures was acceptable. They had a good understanding of how Islamic values influenced society in Dubai and demonstrated respect through their behaviour. Across the school, students had a basic knowledge of the heritage and culture of the UAE and its influences on the life in Dubai. For instance, they could talk about different sports competitions and name significant landmarks and UAE events. Although students could speak about their own nations, they could not speak confidently about other cultures and traditions around the world.

Scouts and student council members took their responsibilities seriously and helped improve behaviour. Their actions had a positive impact on the school. However, too few students assumed such responsibility. A minority were creative and often raised awareness, for example, about the negative impact of air pollution. Students cared for their school and planted flowers to improve their environment. Older students took responsibility for younger ones. Students were aware of issues related to the environment and recycling. They promoted sustainability and conservation locally.

[View judgements](#)

## How good are teaching and assessment?

Teaching in Kindergarten was unsatisfactory because lesson planning was weak and restricted children's progress. This occasionally led to children becoming restless. However, throughout the school, there were examples of good, well planned teaching, especially in science in Cycle 2. Most teachers had good subject knowledge but awareness of how children learn was more varied. Opportunities were provided to reinforce learning through responding to questions, but there were fewer opportunities for students to ask their own questions. Although the quality of lesson planning was acceptable, this was not consistent across all phases of the school. Teachers made good use of scarce, often home-made resources well to support learning. A minority of teachers, however, remained over-dependent on the use of text books. Teachers did not consistently plan lessons that provided students with opportunities for creative, practical or imaginative activities. This restricted opportunities for research and development of critical thinking skills. While acceptable overall, in a minority of lessons, the range of teaching strategies used did not consistently address the needs of all students.

Assessment in Kindergarten was unsatisfactory because the use of assessment information to plan lessons that matched children's needs and interests was not sufficiently developed. This slowed progress. Nevertheless students' progress was systematically recorded and analysed throughout the school. Teachers were made aware of broad trends, for example the relative progress of different groups of students. However, this information was not consistently used to plan lessons. Most teachers had an accurate overview of the strengths and weaknesses of their students. They provided feedback when checking or reviewing work during lessons. In a small minority of classes, such as science or English, this was done through perceptive questioning to help students work out what they needed to do next. In others, too much explanation was given without prompting students to think for themselves. Marking was regular and usually took the form of ticks and brief comments. It was often positive in tone but did not consistently help students to improve their work.

[View judgements](#)

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

The curriculum was broad and balanced. It was supplemented by activities, such as the recitation of the Holy Q'ran, which promoted the values shared by parents. It was also improved by the introduction of educational visits, which provided students with a stimulus for learning. However, over-dependence on text books and worksheets often resulted in limited development of students' independent learning, research and critical thinking. During the annual curriculum review, the school had identified some curricular inconsistencies between year groups, especially at transition points. Closer curricular links were formed, which included some joint pieces of work between Cycles, so that students built more steadily on previous learning. The curriculum met students' needs adequately in relation to academic progress and personal development. Cross-curricular links were developing but remained fairly limited. There was an adequate range of extra-curricular activities which included scientific trips and traditional Arabic dancing.

The curriculum design met the needs of most of the students to an acceptable level. A minority of students identified as having special educational needs took part in extra classes. However beyond this, the curriculum was not sufficiently modified, or work set at different levels to meet the needs of most children with special requirements. The school provided some opportunity for students to develop their interests and they took part in extra-curricular activities within the school day.

[View judgements](#)

## How well does the school protect and support students?

Arrangements to ensure students' health and safety were good. Security arrangements were good and staff took their duty of care seriously. Transport arrangements ensured students' safe arrival and departure. School premises were clean and tidy, and equipment was well maintained. Fire drills and emergency evacuation procedures were carried out at appropriate intervals and medical staff kept full records of first aid and made regular checks. The school successfully promoted healthy living and helped students to improve their fitness. Some students attended out of school activities to improve their health and fitness. Such opportunities for girls, however, were limited. Food served in the canteen reflected the school's healthy living policy. Staff received regular training on child protection arrangements and all students were made aware of the issue. Students felt safe in school.

The quality of support was acceptable across all phases. Staff and student relationships were caring and respectful. Attendance was carefully recorded and absences followed up. The system was well established. Punctuality however was poorly managed and record keeping and the follow up was largely ineffective. A new system had been put into place to identify students with special educational needs classified

according to KHDA categories. There was no additional support or resources provided or modifications made to the curriculum. Teachers lacked the knowledge, training and skills to support students with special educational needs and they made limited progress. However, students had confidence in staff to support them if they required any assistance or guidance.

[View judgements](#)

## How good are the leadership and management of the school?

The quality of leadership was acceptable. There has recently been some stabilisation of management. Senior leaders carried out their individual responsibilities but there was some duplication of effort. Leadership of special educational needs support was unsatisfactory. Middle leaders led teacher teams, some of which were more effective than others. Communications about good practice was not widely shared. Leaders at all levels worked hard to make things better but did not always have a clear idea of the best way of doing so. Leadership had the capacity to make further improvement.

Self-evaluation and improvement planning was acceptable. The school drew on more stakeholders' views than previously in its largely accurate self-evaluation. A comprehensive improvement plan had been drawn up but actions had not been prioritised or responsibilities allocated for instance. The plan had led to the school making acceptable progress on the previous report's recommendations but this had not improved students' attainment and progress enough. Teaching quality was monitored regularly but had not led to an appreciable improvement in practice.

Links with parents and the community were good. Parents spoke highly of the school and of their satisfaction with it. They were regular visitors to celebrations, meetings and special class events. The school asked for their views via questionnaires and took these into account. They attended meetings with staff and received written reports. Parents received regular updates. The school had good links with the local community including an increased programme of local visits. These were linked to work in class such as the Kindergarten visit to the zoo.

Governance was acceptable. The Board of Governors had representation from a variety of stakeholders including a parent. Through the school and personal contacts, Governors took into account parents' views in their decisions. Largely through discussions, the Governors knew of the school's progress but did not get regular written reports. They had supported the school directly during the changes in management. Governors had a reasonable overview of the school but while they promoted its development, they did not monitor its impact on students' outcomes.

Management was acceptable. Daily school life had well established routines which were supported by some older boys. Student lateness and arrangements for temporary teacher absence sometimes had a negative impact. Staff were properly qualified but mentoring arrangements for new staff and school training did not always result in effective teaching. The size of classrooms for Kindergarten children had improved but others were too small for the number of students or for different ways of organising learning. There had been some improvement to learning resources which supported the teaching but there were shortages in science investigations equipment, digital technology for students' use and English books to encourage wider reading.

[View judgements](#)

## How well does the school provide for Emirati students?

In most lessons, Emirati students reached similar attainment and progress as other students including mathematics and science in Kindergarten where their attainment and progress was unsatisfactory. The school tracked those students and recorded their achievement in detail in each classroom for the different subjects. Emirati students had good relationships with their peers. Their attendance and punctuality was the same overall as the other students.

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

The school was in its very early stages of identifying those students with special educational needs. The leadership team and school staff were insufficiently trained but had started to identify which students needed extra support. However students' needs were not identified precisely nor support made available beyond the briefing of teaching staff. There were few resources and little effective monitoring of students' progress. Most students with special educational needs made unsatisfactory progress from their starting points. The few exceptions were in classes where teachers explained in more detail the work set for individual students or asked them a different range of questions to extend or consolidate their learning. In those cases, students made either acceptable or good progress. Parents were consulted and informed about the curriculum that the school offered and the support required by those students identified with special educational needs.



## How well does the school teach Arabic as a first language?

Across the school Arabic lessons were acceptable. In most lessons, teachers' subject knowledge was good. Lesson plans had clear objectives which were sometimes shared with students. Resources used were mainly flashcards, models, boards and textbooks in addition to activities sheets. In most lessons, teacher-student interaction were passive and questions were closed. Teachers had low expectations for what the students could achieve. Some teachers did not match work to the different levels of student ability across all cycles. However, a small minority did so particularly well. The Ministry of Education curriculum was broad and balanced overall and followed the MoE Standards. Transition arrangements between the Grades were acceptable but cross-curricular links were few. The school had developed extra handbooks to support students' handwriting skills and grammar. Some extra activities had been implemented to support students' knowledge and awareness. There was limited modification of the curriculum to meet students' different needs and to raise standards.



## 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	45	7%
	Last year	39	13%
Teachers	18		43%
Students	There are no upper secondary-aged students in the school		

\*The percentage of responses from parents is based on the number of families.

As last year, few parents responded. Those that responded were generally satisfied with the school and thought that most aspects of what it provided were good. Teachers generally agreed with this. Parents believed that school leaders listened to them and that their children made good progress in their academic and personal development. Most thought that their children had a good understanding of Islamic values. The majority believed that children were safe in school and that teaching was good. Teachers generally agreed with this but a few felt that they did not alter the curriculum to meet all students' needs. Communications with the school were felt to be useful. There were minority parental concerns about progress in mathematics, the range of subjects that the school offered and children's use of technology.

## 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](mailto:inspection@khda.gov.ae)

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