

Inspection Report



Al Sadiq Islamic English School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.Alsadiqschool.com
Telephone	04-2634083
Address	Al Qusais #2 Next to the MOE P.O. BOX 16196
Principal	Tajammul A. M.
Language of instruction	English
Inspection dates	27 th – 30 th October 2014



Students

Gender of students	Boys and Girls
Age range	4 - 17
Grades or year groups	KG1 - Grade11
Number of students on roll	1892
Number of children in Pre-K	0
Number of Emirati students	44
Number of students with SEN	45
Largest nationality group of students	Pakistani



Teachers / Support staff

Number of teachers	131
Largest nationality group of teachers	Indian
Number of teacher assistants	3
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	28%



Curriculum

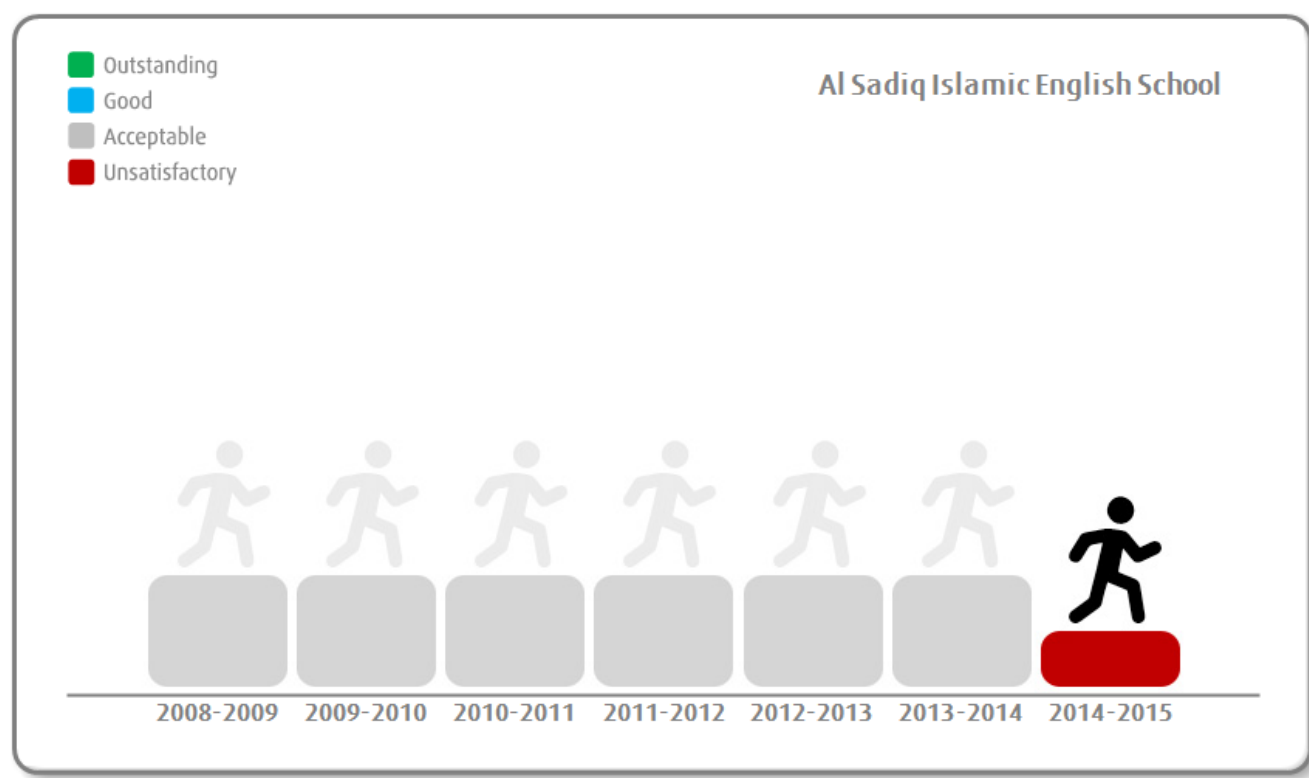
Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IBT/ACER
Accreditation	Cambridge International Examinations



Dear Parents,

Al Sadiq Islamic English School was inspected by DSIB from 27th to 30th October 2014, and the overall quality of education provided by the school was found to be **Unsatisfactory**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students in Year 11 had good English language skills.
- Islamic values had a highly positive impact on students' personal and social skills.
- The new curriculum in the Foundation Stage improved children's learning experiences.

Areas for improvement

- Improve teaching and assessment to raise student attainment and progress, especially in the primary phase.
- Provide effective training for teachers, leading to improved learning and progress for all students.
- Improve the identification of students with special educational needs in order to improve their learning and progress so they achieve as well as their peers.
- Improve the capacity of leaders throughout the school to bring about the necessary improvements, and ensure the Board of Governors monitors their impact in relation to students' outcomes.
- Ensure accurate self-evaluation and improvement planning throughout the school.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Sadiq Islamic English School



How well does the school perform overall?

Al Sadiq Islamic English School provided an '**Unsatisfactory**' quality of education for its students.

- Attainment and progress in English were good in the Foundation Stage and in the secondary phase. In other key subjects and in most phases, attainment and progress were acceptable. Students' learning skills were acceptable throughout the school.
- Student behaviour and their attitude to work were good. Students showed a good understanding of Islamic values and the impact of these on life in Dubai.
- Teaching and assessment were acceptable in the Foundation Stage and in the secondary phase. They were unsatisfactory in the primary phase.
- The curriculum was acceptable throughout the school, but it was not well designed to meet the needs of all students in the primary and secondary phases.
- Students were safe in school. However, school leaders needed to better promote internet safety and healthy living in the primary and secondary phases. Relationships between staff and students were positive. Students did not receive sufficient advice regarding future career choices.
- Leaders were not quick to improve the school. They did not demonstrate an understanding of how to improve the school. Teacher training had not resulted in improvements in students' learning and progress. Parents were pleased with most aspects of the school, especially the regular reports they received and the meetings held with teachers on their children's progress. The Governing Body had not held leaders and managers accountable for the school performance.





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

- School leaders had failed to deliver quality provision to meet the needs of all students with special educational needs. Students made acceptable progress in their academic learning and development. They made good progress in their personal and social development.
- Systems to identify the precise needs of students with special educational needs were weak and did not always include specialist professional assessment. Curriculum modifications and support for students with special educational needs did not always meet each student's individual needs.
- Parents of students with special educational needs appreciated the guidance and support given to their children by the special educational needs' team.

1. How good are the students' attainment, progress and learning skills?

		Foundation	Primary	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable
 English	Attainment	Good 	Acceptable	Good
	Progress	Good	Acceptable	Good
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Unsatisfactory 	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Unsatisfactory 	Acceptable
		Foundation	Primary	Secondary
Learning skills		Acceptable	Acceptable	Acceptable

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

	Foundation	Primary	Secondary
Personal responsibility	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Community and environmental responsibility	Good	Good	Good

3. How good are teaching and assessment?

	Foundation	Primary	Secondary
Teaching for effective learning	Acceptable	Unsatisfactory ↓	Acceptable
Assessment	Acceptable ↑	Unsatisfactory ↓	Acceptable

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

	Foundation	Primary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable ↑	Unsatisfactory	Unsatisfactory

5. How well does the school protect and support students?

	Foundation	Primary	Secondary
Health and safety	Good	Acceptable ↓	Acceptable ↓
Quality of support	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Unsatisfactory ↓
Self-evaluation and improvement planning	Unsatisfactory
Parents and the community	Acceptable
Governance	Unsatisfactory
Management, staffing, facilities and resources	Acceptable

[illegible]

Overall school judgement

Unsatisfactory ↓

Key strengths

- Students' attainment and progress in English were good in the Foundation Stage and in the secondary phase of the school.
- There was a strong Islamic ethos supporting students' personal and social development.
- The improved curriculum gave children improved learning experiences in the Foundation Stage.

Changes since the last inspection

- Students' attainment had improved in English in the Foundation Stage to acceptable.
- There were improvements made in the assessment of children's progress and in the design and delivery of the curriculum in the Foundation Stage.
- There was a decline in the quality of teaching, assessment and progress in mathematics and science in the primary phase.
- There was a decline in the quality of health and safety in the primary and secondary phases.
- The quality of school leadership had declined to unsatisfactory.


Recommendations

- Improve the quality of teaching and make better use of assessment, especially in the primary phase, in order to improve students' attainment and progress in all key subjects.
- Provide effective training for teachers, including using external providers, leading to improved learning outcomes for all students.
- Ensure the needs of students with special educational needs are accurately identified, and the quality of support provided to meet their academic and personal development needs is improved.
- Improve the capacity of leaders and the accuracy of their judgements about the quality of teaching so they can precisely identify the necessary improvements in teaching and learning.
- Ensure accurate self-evaluation and improvement plans which are designed to deliver a positive impact on students' learning experiences and outcomes.
- Ensure the Board of Governors rigorously holds leaders and managers to account for the performance and outcomes achieved, and closely monitors the impact of leaders in securing rapid improvements.



↑ Improved from last inspection

↓ Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Foundation Stage		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good 	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, most children were confident speakers who were able to read simple words and sentences. The majority of children were able to write their name.
- In mathematics, the majority of younger children could count up to 20 and recognise the numbers from 1 to 10. Almost all older children had made acceptable progress in counting up to 20. A few children could sequence numbers up to 25.
- In science, children were developing their scientific observation skills. They could describe similarities and differences between objects, such as shapes and markings of different animals on a farm. They made acceptable progress in relation to the standards expected for their age.

Primary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable	Unsatisfactory 
Science	Acceptable	Unsatisfactory 

- Most students in the primary phase knew the Prophet's (PBUH) life story and could apply the Islamic principles they knew.
- Most students had acceptable listening skills in Arabic as a first language. However, their writing was limited to copying exercises.
- In Arabic as an additional language, most students could code and decode words at expected levels. Their comprehension skills were not sufficiently developed.
- In English, the majority of students could speak confidently. They understood the meaning of prepositions and how to use them in sentences. Writing skills were less developed.
- In mathematics, students' knowledge of number was in line with age-appropriate expectations. Progress in problem solving was weaker.
- Students demonstrated an acceptable knowledge of science topics but most could not apply it well in unfamiliar situations. They were confident in their observations but had made less progress in planning scientific tests.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- Most students knew and understand the importance of Tawheed. They demonstrated an acceptable understanding of Islamic concepts and the use of the recitation rules
- Most students' use of grammar in Arabic as a first language was acceptable. Their discussions and independent writing skills were less developed than other language skills.
- In Arabic as an additional language, most students' attainment in the four language skills was satisfactory. Students could engage in short conversations and decode writing of short familiar sentences. Listening and reading were the least developed skills.
- In English, the majority of students were able to form opinions and present both sides of an argument. There were limited opportunities to develop the skills of extended and creative writing.
- In mathematics, students could recall knowledge but were not skilled in problem-solving. A few could apply their skills to real life problems. Most students' results in international benchmark tests showed standards achieved were well below expectations.
- Lower secondary students had weak scientific knowledge. In the upper secondary phase, students made better progress and achieved good or better results in the IGCSE examinations.

	Foundation Stage	Primary	Secondary
Learning skills	Acceptable	Acceptable	Acceptable

- Most students displayed positive attitudes to learning and when given the opportunity, could articulate their thoughts, opinions and ideas well.
- Most students could work productively in groups, but many students, especially in the primary phase, tended to be passive participants in learning. Students had few opportunities to initiate and take responsibility for their own learning.
- Students in the upper secondary phase were aware of their progress. However, most were unclear about the steps they needed to take to improve their work.
- Students had few opportunities to problem solve and engage in critical thinking except in the upper secondary lessons. In all phases, the use of learning technologies was limited.


2. How good is the students' personal and social development?



	Foundation Stage	Primary	Secondary
Personal responsibility	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrated good attitudes to their learning. Older students were developing self-reliance and personal responsibility for their learning and success. Students were positive, courteous, self-disciplined and well-behaved. However, in some classes, particularly in the lower primary phase, a few boys did not manage their own behaviour well. Students related well to each other and to their teachers, showing sensitivity, respect and tolerance of each other's needs. They were ready to help each other learn. Most students generally followed the school's advice on keeping fit and healthy. Attendance was good. Almost all students arrived in time for lessons and at the start of the day. 			

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
<ul style="list-style-type: none"> Students in the middle and upper phases demonstrated a good understanding of Islamic values. They could talk about tolerance, dispute management and respecting others. They had developed a good understanding of the relevance and impact of these values on their lives. Students understood well the heritage and cultural aspects of the United Arab Emirates. They understood aspects of Emirati traditions and heritage such as food, clothing and architecture. Students were very aware of the common elements between cultures and the diversity in the school community, worldwide cultures and globalisation. 			

	Foundation Stage	Primary	Secondary
Community and environmental responsibility	Good	Good	Good
<ul style="list-style-type: none"> Across the school, students understood their responsibilities as members of a school community. They initiated and participated in a range of different activities to benefit the school. Most students' work ethic was positive and they were able to take the initiative and make decisions for themselves. They undertook responsibilities willingly and responded to opportunities such as initiating a book lending system to encourage students' reading habits. Students cared for the school and were happy to take part in activities that would help to improve the environment. Children in the Foundation Stage helped to keep their classrooms and the surrounding areas tidy and older students took part in re-cycling initiatives. 			


3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Unsatisfactory 	Acceptable
<ul style="list-style-type: none"> Most teachers demonstrated acceptable subject knowledge. However, in the primary phase, the majority of teachers did not have a secure understanding of their subjects and did not use appropriate strategies to teach effectively. In the Foundation Stage and the upper secondary phase, most lessons were well planned with a range of activities and resources to ensure effective learning. In a minority of lessons, particularly in the primary phase, teachers were over-reliant on using generic lesson plans which did not take account of individual students' starting points. Their time management was weak and they did not plan for students to work in groups. Consequently, students were held back in their learning. In the Foundation Stage and in the secondary phase, students made acceptable progress in lessons. In a minority of lessons, mainly in primary, students were not engaged actively in their learning and their progress was subsequently unsatisfactory. A majority of teachers in the primary and secondary phases did not employ strategies which supported the least able students or challenged and extended the most able students. Critical thinking was not promoted by teachers in lessons with the exception of a few teachers. In the upper school, teachers used probing questions throughout their lessons to challenge students to think deeply about their work. 			



	Foundation Stage	Primary	Secondary
Assessment	Acceptable 	Unsatisfactory 	Acceptable
<ul style="list-style-type: none"> Teachers in the Foundation Stage linked assessment to curriculum standards. In other phases teachers used internal assessments without making valid links to curriculum expectations and standards. Consequently, teachers were not secure in their knowledge of how well their students were progressing in their subjects. The school only used external benchmarking for IGCSE grades in Year 11. They could not accurately compare the performance of individual or groups of students in other year groups against international expectations. School leaders did not effectively analyse student assessment data to track and set targets for improving the rate of student progress. Formative and diagnostic tests were used to determine students' attainment and to provide learning support. Foundation Stage teachers were beginning to use assessment information in their planning to meet the learning needs of children. However, the majority of teachers, particularly in the primary phase, did not routinely use assessment data to plan lessons to meet the learning needs of all groups of students. Most teachers had some understanding of students' skills and abilities but the amount and quality of feedback given to students was inconsistent. Few teachers provided informative comments in students' books. A minority of workbooks had examples of students' use of self-assessment strategies to improve their own learning, but these were not used consistently to help students make more rapid gains in their learning. 			

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The Foundation Stage curriculum was broad, balanced and appropriately focused on the holistic development of young children. The curriculum in the lower primary and secondary phases was mainly knowledge-based and did not provide sufficient opportunities for students to develop independent learning, higher order critical thinking or problem solving skills. The quality of planning across the phases of schooling, within the school and at the point when students transfer to the next school, was acceptable. The curriculum in the Foundation Stage explored topics and issues from a range of perspectives. It was less enterprising in the other phases. Cross-curricular links were planned but not always delivered in lessons. Senior leaders reviewed the curriculum. However, recommended modifications were not implemented by leaders or teachers in order to improve students' learning experiences. In Arabic as a first language, the school followed the Ministry of Education curriculum. Transition stages between the different grades were adequate. Cross-curricular links were developing. 			

	Foundation Stage	Primary	Secondary
Curriculum design to meet the individual needs of students	Acceptable 	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> The Foundation Stage curriculum provided a range of opportunities that reflected children's needs in language development and their understanding of the world they live in. In the primary and secondary phases, worksheets and activities were not adapted to meet the varying needs of all students. Students were often given the same worksheets and tasks to complete regardless of their varied abilities. There were limited opportunities for older students to pursue their interests and aspirations. Throughout the school the curriculum provided few opportunities for independent learning through investigation and problem-solving. The school provided three, 120-minute lessons weekly for Arab, and non-Arab children in the Foundation Stage. 			

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
Health and safety	Good	Acceptable 	Acceptable 
<ul style="list-style-type: none"> Not all staff had been fully-trained in child protection procedures. The school did not have a cyber-safety policy. The school had effective procedures in place to ensure students were kept safe. School buses were safe and the entry and exit of students to and from the school were supervised well. Medical staff kept records up-to-date and included all daily incidents. Staff stored medicines securely. Students commented they enjoyed attending the school and felt safe. 			


- Teachers promoted healthy eating in lessons. However, healthy life-styles were not promoted well throughout the school. There was a limited range of healthy food choices available in the school canteen.

	Foundation Stage	Primary	Secondary
Quality of support	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Relationships between staff and students were positive. Student behaviour was acceptable and girls were particularly well behaved. There were effective systems in place to record attendance and punctuality. The strong work ethic and school ethos, promoted good attendance and punctuality. The start to the school day had been restructured in response to parents' requests to support punctuality of students. The systems developed to identify students with special needs were not sufficient. There was too little use of specialist assessments from external professionals to guide evaluations of students with special educational needs. Students did not always receive the personalised support they required to make good progress. The personal support given by staff in each phase was acceptable with better practice observed in the Foundation Stage. The career advice and guidance offered to older students to make appropriate career choices, was limited. 			

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> Leaders displayed limited capacity to develop appropriate arrangements for students with special needs. The social worker showed a positive commitment to improving the quality of provision. Arrangements to identify students did not provide an accurate assessment of students' learning needs. Consequently, the support provided had a limited effect on student progress. Modifications of the curriculum did not match students' learning needs. Teacher planning was generic with insufficient focus on the specific learning needs of each student. Progress indicators were not developed from robust data and not sufficiently secure or rigorous to accurately inform students' learning plans and track their progress. For many students, progress was either unsatisfactory or very slow due to lack of appropriate intervention and support. Most parents were satisfied with the level of support provided by the school and appreciated the range of guidance given to support their children's learning at home. 	

6. How good are the leadership and management of the school?




	Overall
The effectiveness of leadership	Unsatisfactory 
<ul style="list-style-type: none"> The Principal and other senior managers worked diligently but had not been able to bring about the necessary changes to improve the school. Most of the heads of departments in core subjects had limited success in improving the work of their departments and the performance of students. The coordinators in the Foundation Stage had introduced a new curriculum and new approaches to learning. There were weaknesses in the management and leadership of provision for students with special education needs. Recently-appointed subject leaders had not had an impact on areas of their work 	
	Overall
Self-evaluation and improvement planning	Unsatisfactory
<ul style="list-style-type: none"> Senior managers and heads of department observed lessons regularly to identify strengths and weaknesses but had not been able to bring about sufficient improvements. Their judgements on the quality of the school's work were often too generous and inaccurate. The school's use of its own staff for training had not been effective in raising standards in the quality of teaching, nor in improving students' learning outcomes. The school's improvement plan did not have clear targets. Departmental action plans used data inconsistently and inaccurate judgements were made on each department's progress. Overall, the school had not made sufficient progress in implementing the recommendations of the last inspection report. 	
	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> A few parents were involved with the charitable work of the school. The number of parents attending the Parent Council meetings had increased. The school used a wide range of methods to communicate with parents. The school provided regular reports to parents on their children's progress. Parents reported that their meetings with teachers were helpful in reviewing progress. School reports for Years 1- 11 contained marks and grades but did not say what the next learning steps should be. The Foundation Stage reports contained detailed profiles of children and their development. The school had limited links with the wider community. 	

	Overall
Governance	Unsatisfactory
<ul style="list-style-type: none"> The representation of stakeholders on the Advisory Council had improved. The governing body had not held school leadership to account for the performance of the school. They had not monitored improvement activities closely and had not supported the school sufficiently to improve. Sufficient funds had not been provided to support the necessary school improvements. The Board of Governors had not ensured that the school complied with the Ministry of Education regulation on the amount of time for teaching Arabic and the approval of Arabic and Islamic Education teachers. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> Leadership capacity had increased with subject coordinators appointed in each key subject and in the Foundation Stage. Only 60% of teachers had a recognised teaching qualification. The turnover of staff was high in the primary and lower in the secondary phases. The day to day management of the school was acceptable. The premises were safe, secure and hygienic. However, the outdoor areas lacked covered seating and play areas, particularly in the boys' playground. The learning in a few classrooms was impeded by noisy air conditioning units. The library was inadequate in size, was unattractive and had one computer for students to use. There was a limited supply of books on Arabic and Islamic education. There were insufficient numbers of computers for student use in classrooms. The school did not have sufficient Learning Technologies to help students to learn more effectively. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection 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	575	50%
	Last year	717	67%
 Teachers	134		98%
 Students	236		96%

- Almost all parents and staff, and most students, who responded to the surveys, were satisfied with the quality of education. They commented the school was safe and students enjoyed coming to school.
- Almost all parents noted their children made good progress in Islamic Education, English and science. Most thought that their children made good progress in Arabic and mathematics.
- Almost all parents and teachers thought that students developed a good range of learning skills.
- Almost all teachers and most students considered that student behaviour was good.
- Almost all parents and most students felt that learning was good as a result of the good quality teaching and the way teachers marked students work.
- Most parents and students thought that the school provided a good range of subjects and activities.
- Most parents and the majority of students thought that the school listened to their views and acted upon them.
- Almost all Muslim parents thought that their children had gained an understanding of Islam.
- Almost all parents felt that academic reports and parents’ meetings with teachers kept them informed about their children’s progress.
- Most parents thought that the school provided an appropriate range of resources, including technology, to support learning.
- Almost all parents and teachers and most students felt that the school was well led

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes 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