

INSPECTION REPORT

Al Sadiq Islamic English School

Report published in April 2013

GENERAL INFORMATION ABOUT Al Sadiq Islamic English School

Location	Al Qusais
Type of school	Private
Website	www.alsadiqschool.com
Telephone	04-2634083
Address	PO Box 16196, Al Qusais 2, Dubai
Principal	Tajammul A. M.
Curriculum	UK
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-17 / Foundation Stage to Grade 11
Attendance	Good
Number of students on roll	1,911
Largest nationality group of Students	Pakistani
Number of Emirati students	56 (3%)
Date of the inspection	19th to 22nd November 2012

Contents

The context of the school.....	3
Overall school performance 2012-2013	4
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development?	7
How good are the teaching, learning and assessment?	7
How well does the curriculum meet the educational needs of students?	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school?	8
How good are the students' attainment and progress in key subjects?.....	9
How well does the school provide for Emirati students?.....	10
How good is the students' personal and social development?	10
How good are the teaching, learning and assessment?	11
How well does the curriculum meet the educational needs of students?	12
How well does the school protect and support students?.....	12
How well does the school provide for students with special educational needs?.....	13
How good are the leadership and management of the school?	13
What are the views of parents, teachers and students?.....	15
What happens next?	16
How to contact us	16

The context of the school

Located in Al Qusais, Al Sadiq Islamic English School serves a mixed population of students, about half of whom are Pakistanis. Other Arabic expatriate students attend, as do about 60 Emiratis, or three per cent. The roll stood at 1,911 with students representing 68 nationalities at the time of inspection. Three hundred and eighty eight students were in their first year at the school.

The school offered a UK curriculum with modifications to extend the learning of The Holy Qur'an. Senior students completed the Cambridge International General Certificate of Secondary Education (IGCSE) examinations in English as an additional language, mathematics, business studies and the three sciences. Primary students took external assessments of a general nature that helped teachers assess their progress.

The school employed about 112 teachers, the majority of whom were certified. There were 17 teaching assistants at the time of the inspection. Thirty teachers had joined the school since the school year began.

Overall school performance 2012-2013

Acceptable

Key strengths

- The high levels of students' attainment in English as an additional language and science in the secondary phase;
- The positive behaviour of students and their good relationships with all staff members;
- The engaged learners who were keen to be fully involved in the life of the school;
- The excellent caring ethos of the school.

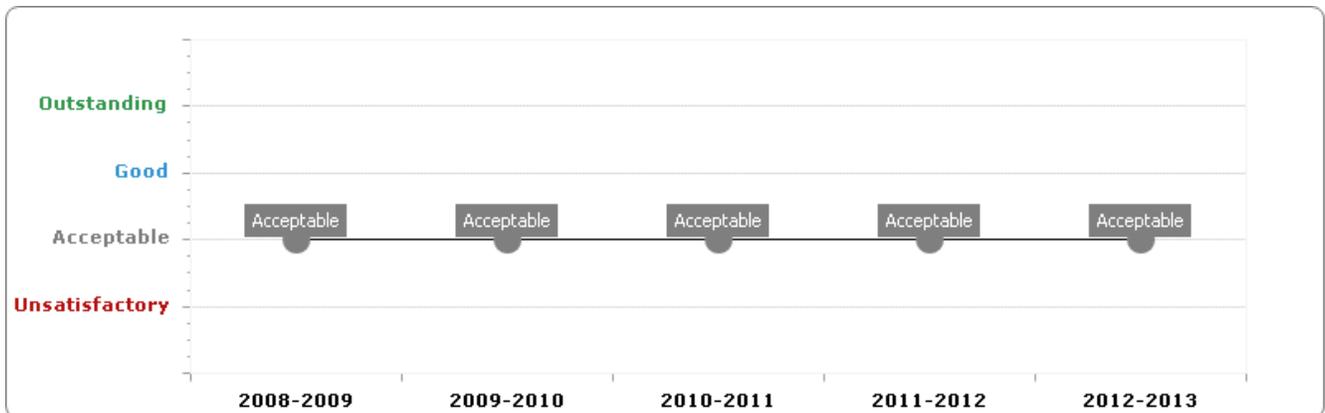
Recommendations

- Make better use of attainment data to help improve students' progress and attainment;
- Develop a clear, shared understanding of effective teaching and learning and ensure its delivery in the Foundation Stage (FS) and primary phases;
- Provide all teachers with professional development to help identify students with special educational needs (SEN);
- Provide a modified programme which meets the needs of the students with special educational needs;
- Improve self-evaluation by rigorous evidence gathering which can be measured against DSIB criteria.

Progress since the last inspection

- Teachers were starting to use assessment information to inform their teaching;
- The school was compliant with the Ministry of Education requirements regarding the provision of Arabic;
- The school had begun to identify, manage and support students with special educational needs;
- Middle managers had been given sufficient time to meet regularly to discuss attainment, teaching and learning;
- Some progress was made towards establishing a governing body that was inclusive of different stakeholders.

Trend of overall performance



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

	Foundation Stage	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	Acceptable	Acceptable
Science			
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary
Attitudes and behaviour	Good	Good	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good
Community and environmental responsibility	Good	Good	Good

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Quality of students' learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

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

	Foundation Stage	Primary	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

How well does the school protect and support students?

	Foundation Stage	Primary	Secondary
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
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

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

Attainment in the key subjects was mostly acceptable, and in English it was good in two phases of the school. In Islamic Education students knew and understood Islamic concepts and principles. When appropriate, they provided examples from the prescribed Qur'anic chapters of the differences between the Prophet and the Messengers. They could apply Islamic concepts and principles to real life situations. They needed more opportunities to deduce and infer rulings and guidelines from the texts. In Arabic as a first language, most students performed better in listening and speaking than in reading and writing. Students taking Arabic as an additional language were acquiring an appropriate range of vocabulary. In English as an additional language, attainment was acceptable in the primary and good in the other phases. The majority of students spoke the language confidently and read with accuracy. The trend in the IGCSE examination results for English as an additional language was positive. Elements of the writing process and associated student activities were underdeveloped across all year groups. In mathematics, students were secure in the basic skills. However, they were less confident in handling more complex problems independently, especially in the early years of the primary phase. Children in the Foundation Stage were confident in using mathematical terms such as 'plus' and 'equal'. Students who selected to follow the science options in the secondary school exceeded international averages in their examination results.

Progress in the key subjects was acceptable across all phases but good in the Foundation Stage and secondary English. In Islamic Education, most students made expected progress in their understanding of Islamic concepts and principles in relation to their starting points. A few students made links to prior knowledge, but a significant minority lacked confidence in applying their skills in unfamiliar contexts. In Arabic as a first language, most students made acceptable progress in decoding Arabic scripts and they were making acceptable progress in learning new vocabulary. In Arabic as an additional language, most students made acceptable progress in listening and speaking. In secondary English, almost all students could converse and debate with confident oral skills. The structure, conventions and quality of writing was not consistent and required more development. Progress in mathematics was acceptable in all phases. Students engaged in the learning process well, but work was not sufficiently challenging to enable them to make good progress. Progress in science was acceptable across the school. Students taking science options in Years 9 and 10 made accelerated progress when being prepared for examinations. Students with special educational needs made acceptable progress.

[View judgements](#)

How well does the school provide for Emirati students?

Emirati students' attainment and progress were similar to those of other students. These were good in Islamic Education and Arabic. In English, attainment and progress were acceptable in the Foundation Stage and primary phases and good in the secondary phase. In mathematics and science attainment and progress were acceptable in both aspects across all phases. Emirati students had good relationships with their peers, who were from diverse backgrounds. They applied themselves to their work and were keen to do well. Emirati students attended school regularly and were punctual, with no notable difference between them and other students. There were no Emirati students in Grades 9 and 10 during the inspection. The partnership with Emirati parents was well established, with a parent council including representatives from the Emirati community.

How good is the students' personal and social development?

Student's attitudes and behaviour were good in Foundation Stage and primary. In secondary, students demonstrated outstanding attitudes and behaviour. Foundation Stage children had sensible attitudes and were generally self-reliant. Children were considerate and demonstrated kindness and friendship towards their classmates. Relationships with other students and teachers were respectful and cordial. They demonstrated positive attitudes and took part in activities which promoted healthy living. Attendance over the last full term was good. Almost all students arrived punctually to the school and to lessons. Students showed good understanding of Islamic values. They appreciated the relevance and impact of these values on everyday life in Dubai and reflected upon key messages in relation to their own lives. They demonstrated this during the morning assemblies, Islamic celebrations and in different subjects. All students appreciated the heritage and culture of the UAE that underpinned and influenced contemporary life in Dubai. Students appreciated the variety of other cultures both within and without the school community and around the world. Students were responsible and participated actively in projects and activities. They were engaged in environmental activities and projects both in and outside the school. Students of all stages demonstrated a good work ethic. In the secondary phase, students were aware of the work required to achieve their academic and career goals. Students showed good understanding of environmental sustainability.

[View judgements](#)

How good are the teaching, learning and assessment?

The quality of teaching was acceptable in all phases. A few skilled teachers had secure subject knowledge and demonstrated good questioning skills. The level of challenge and the overall pace of lessons was better in the secondary phase of the school. Teachers regularly set homework in line with the published timetable. In the better lessons there was some evidence of different worksheets for students at different levels, but this was not a consistent practice. Most teachers had lesson plans and showed good time management, but the resources available were sometimes limited. Teachers had good rapport with students and many demonstrated good enthusiasm for their subjects. There was very limited use of information technology to enhance learning. In the lower primary years some teachers showed unsatisfactory behaviour management. A minority of lessons were delivered in a didactic style of teaching. There was evidence that teachers encouraged some critical thinking skills in the senior years.

The quality of learning was acceptable in all phases. There was evidence of effective collaboration in group work, which enhanced students' learning. In the majority of lessons students displayed very good levels of behaviour, respect for teachers and for each other. In the lower primary years, however, there was evidence of occasional poor self-discipline and restlessness. Clear learning objectives helped the majority of students know what they were going to be doing during a lesson. In the better lessons, learning was related to real-life situations. Students were encouraged on some occasions to undertake independent research during homework. There were missed opportunities for higher order and critical thinking in a significant minority of lessons. Learners were sometimes hampered by activities which lacked challenge.

The quality of assessment was acceptable in all phases. The school had improved its approach to assessment since the last inspection. The new assessment model in the Foundation Stage was based on learning expectations which were slightly too low. In the best example of assessment practice, students were asked to evaluate their own progress against a rubric. They were also given advice on the next steps they should take. However, this was not evident across the school and the marking of students' work was of inconsistent quality. In subjects where assessment was least effective there was an over reliance on summative tests. Limited constructive feedback was provided to students. The school had used international benchmarking to assess students' performance on the IGCSE examinations. It had also collated the results of current students over the last three years. However, this information had not been used to set any formal learning targets for them.

[View judgements](#)

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

The curriculum was acceptable across all phases of the school, but there remained too much of a focus on the use of textbooks and worksheets. There were instances in mathematics where practical work was prepared to illustrate concepts, but this approach was not used consistently across all year groups. The provision time for Arabic had been improved and was compliant with the Ministry of Education requirements. There was a need to integrate aspects of Islamic study and the teaching of The Holy Qur'an. In other subjects there was a degree of continuity and progression, but this was inconsistent. There was a lack of independent learning and investigation to extend students' thinking, open new lines of enquiry or challenge their ideas. Overall, the curriculum had a reasonable degree of breadth and balance, although the time allocated to subjects varied because of the way the timetable was organised. In the Foundation Stage the provision was acceptable but it was sometimes too directed by adults with not enough opportunities for children to choose activities for themselves. Whilst the curriculum was broad and balanced across the primary phase, it was too narrow in terms of literature, poetry and creative work in secondary English. Practical work in science was too limited until Grade 10, when it improved. The curriculum was reviewed yearly, but did not have enough emphasis on different kinds of work to meet the needs of all learners. There was a limited range of extra-curricular activities and too few links with the local community.

[View judgements](#)

How well does the school protect and support students?

Health and safety arrangements were good overall. The school had a caring ethos; the welfare of students was given high priority and parents were confident that their children were well looked after and safe at school. The good clinic facilities and the committed medical staff offered high levels of health care. Buildings and equipment were hygienic and in a good state of repair. Students were well supervised throughout the day in lessons, when moving around the school and when travelling on school transport. The prefects made a very positive contribution to supervision. Healthy living was promoted through the curriculum, which included personal hygiene and guidance about healthy eating. Regular training of all teachers and students had raised awareness of child protection. The quality of support for students was acceptable. There were positive relationships between teachers and students and behaviour was well managed. The school had established systems that promoted good attendance and punctuality.

Teachers knew their students well and provided support for their well-being and personal development. There was insufficient advice and guidance for students in relation to their subject choices and future careers.

[View judgements](#)

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

The school had recently developed a draft policy for special educational needs and individual education planning had commenced. However, the school lacked the expertise to identify such needs and support was based on teachers' observations and opinions.

Gifted and talented students had not been identified. An acceptable level of progress was noted amongst students across the key subjects. Modified teaching and learning strategies required greater breadth and a more consistent student-centered approach.

How good are the leadership and management of the school?

The overall leadership of the school was of acceptable quality. The Principal inspired teachers and students and played a pivotal role in fostering ambitious school improvement. Senior staff members shared a determination to ensure the best possible outcomes for students' academic achievement and personal development. However, some leaders were not fully effective despite support from the senior leaders. This slowed the improvement of students' attainment and progress. Overall, the school demonstrated the capacity to continue to improve.

Self-evaluation and improvement planning were acceptable. The senior management team's new self-evaluation processes were beginning to affect the daily life of the school. Teachers' classroom practices were regularly evaluated and they received good feedback and support from senior managers. However, despite their best efforts, the high turnover of teaching staff meant that not all teachers understood what constituted good teaching and learning. Improvement plans were positive and appropriate. The school had made acceptable progress in tackling most of the recommendations from the last inspection report.

Partnerships with parents and the wider community were acceptable. Most parents were supportive of the school. Regular reports on students' learning provided parents with clear information about the progress of their children. Parents said that the school dealt with concerns and complaints promptly. The 'open door'

policy adopted by the Principal ensured that parents felt welcome in the school. They were assured of a quick response to any pastoral or academic matters. There was still insufficient involvement of the school with the wider community.

The quality of governance was acceptable. The school's partnership with the owners and the parents' body was a supportive one. The owner was committed to providing good quality education. The owner and the recently formed parents' body contributed positively to the development of the school. They were beginning to hold the school's leaders accountable for educational outcomes and ensure that the school addressed the recommendations of the previous inspection report.

Staffing, facilities and resources were acceptable. Most teachers were sufficiently qualified, but had an inadequate programme of professional development to enhance their teaching skills. The school's leaders had begun to analyse the records of their observations of teachers to identify and share best practices. Training events were often limited to information about the requirements of examination boards. Improvements to the facilities in the school included the provision of a grassed area for sport. The number of library books had increased, but remained below the required amount to support independent reading programmes or research. New computers had been purchased for the two computer laboratories but there were still too few to meet the learning needs of students. The size of some classrooms restricted learning.

[View judgements](#)

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	741	61%
	Last year	549	59%
Teachers	102		90%
Students	90		83%

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

A majority of parents responded to the survey, a slightly higher proportion than at the last inspection. Almost all teachers and senior students responded to their surveys. Those who responded had concerns about the quality of teaching their children received in Arabic, as both a first and second language. A significant number reported that their children did not have sufficient access to computers to support and extend their learning. Almost all parents were very pleased with the quality and frequency of school reports and knew how their children were progressing at school. Most parents believed that the school was well led and almost all said that their child enjoyed school. Almost all students and teachers who responded to their surveys held positive views about the full range of school provision.

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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