



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Adhwa Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	12 February 2018	to	15 February 2018
		from	26 Jumada Al-Awwal, 1439h	to	29 Jumada Al-Awwal 1439h
	School name			Al Adhwa private school	
	School ID			9130	
	School address			Falaj Haza, PO Box 64997	
	School telephone			+971 (0) 5 067 39092	
	School official email			Aladhwa.pvt@adec.ac.ae	
	School website			www.aladhwa-sch-net	
	School curriculum			American	
	School phases			Kindergarten - High	
	Fee range and category			AED7,200 – 26,708 Very low – medium	
	Number of lessons observed			107	
	Number of joint lessons observed			11	
Staff Information	Total number of teachers			69	
	Turnover rate			20%	
	Number of teaching assistants			17	
	Teacher- student ratio			1 : 13	
Student Information	Total number of students			909	
	% of Emirati Students			28 %	
	% of Largest nationality groups			1. Jordan 15%	
				2. Syria 14%	
				3. Egypt 12%	
	% of SEN students			10%	
	% of students per phase			KG: 27%	Middle: 16%
				Primary: 48%	High: 9%
Gender			Boys and girls		



The Performance of the School

Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 

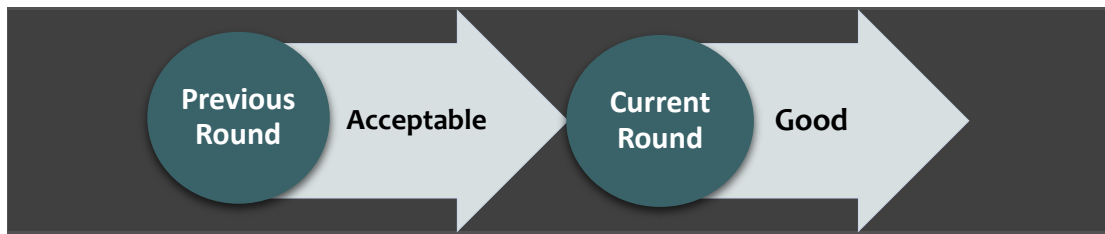


Evaluation of the school's overall performance

- The overall performance of the school is good. The school benefits from stable leadership. Several teachers left the school recently due to changes in qualification requirements.
- Achievement is good in all subjects across the school. In science it is very good in the middle phase and in both mathematics and science in the high phase. Students' learning skills are good overall.
- Students' personal development is good. Their understanding of UAE culture and Islamic values contributes to their positive attitudes and respectful relationships. Levels of attendance are very good.
- Teaching and assessment are good overall. Teachers plan lessons to meet the needs of most students. High attaining students are not always effectively challenged.
- The curriculum is good overall. It is appropriately planned and reviewed. It is adapted well to meet the needs of student who have special educational needs (SEN). Consequently, students are appropriately prepared for the next stage of their education.
- The overall quality of protection, care, guidance and support is good. Provision to ensure the health, safety and protection of students is effective. Student's behaviour is managed well. Procedures for promoting attendance and punctuality are highly successful.
- Leadership and management are good. Leaders set a clear vision and direction which is shared by the school community. Self-evaluation and improvement planning are good. Leaders are increasingly focused upon the analysis of data to pinpoint areas of improvement. Trustees hold the school's leaders to account effectively.



Progress made since last inspection and capacity to improve



- The school has made good progress since its last inspection. Trustees now have a more strategic approach and hold leaders to account effectively.
- The school's leaders have focused on improving the quality of teaching and the development of learning skills to ensure students engage in activities which are well matched to their abilities.
- Children in Kindergarten (KG) benefit from a good balance of well-structured child-initiated and teacher-led activities, to support their independent learning.
- Students work is marked but constructive feedback to help students understand how to improve is not yet consistent across the school.
- Regular lesson observations from school leaders, provide teachers with clear feedback and appropriate targets for improvement.
- Most lessons provide a practical and creative approach to help students learn independently.
- There are inconsistent opportunities in lessons for students to use technology to develop their research, problem solving or investigative skills.
- There are effective systems in place to manage student behavior.
- Overall, school leaders' capacity to improve the school is good.



Key areas of strength and areas for improvement

Key areas of strength

- Improving picture of achievement in all core subjects across the school, especially in mathematics and science in the high phase.
- Improvements in the quality of teaching through effective professional development.
- Students behave well and have positive relationships.
- A safe and healthy environment and effective care and guidance, helps students feel safe and secure.
- The positive impact of the re-organisation of KG on children's ability to learn independently and to take responsibility for their learning.
- High attendance levels of students.
- Links with Emirati culture, understanding and the implementation of Islamic values.

Key areas for improvement

1. Further improve the quality of teaching across the school by:
 - i. providing greater challenge for the most able using open ended questions and the development of critical thinking skills
 - ii. providing more opportunities across all grades and subjects for students to be involved in investigative and problem-solving activities.
2. Make better, and more systematic use, of assessment in lessons by:
 - i. providing more detailed written advice, appropriate to the age of the students, to help students know how to improve their work
 - ii. using formative assessment techniques within lessons to more effectively meet the needs of all learners.
3. Provide additional opportunities for curriculum enhancement within lessons for students to further develop their skills of enterprise and innovation by:
 - i. providing greater opportunities for students to use their initiative in leading their learning
 - ii. extending project-based learning to other areas of the curriculum and the use of technology to support research skills.



Provision for Reading

- The library is effectively used to promote reading. All classes have regular visits and records of activities are kept and monitored. The library provides a good selection of books, including fiction and non-fiction, as well as study aids such as dictionaries, in English and Arabic. The librarian organises events to promote reading, some involving parents, and monitors students' borrowing of books.
- Teachers successfully develop students' reading comprehension skills in both English and Arabic. They provide students with suitable resources.
- The school is implementing effectively its plan to encourage reading. A particular feature is the introduction of daily guided reading sessions in the primary phase.
- Staff have benefited from appropriate training in teaching reading and show a good knowledge and understanding of suitable methods.
- Reading is well integrated into the teaching of different subjects, throughout the school. a range of themed events, some of which involve
- The school organises parents, to promote students' interest in reading, for pleasure and information. Corridors and common areas provide a wealth of information in the form of displays.
- Teachers provide a range of stimulating reading materials in their classrooms, such as displays featuring key terms and concepts.
- The school has put in place effective systems for assessing students' attainment and monitoring their progress in reading.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as additional Language)	Attainment	N/A	N/A	Good	Good
	Progress	N/A	N/A	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Science	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Good	Good	Good

Overall achievement

- Overall achievement is good across all phases and in all core subjects.
In the middle and high phases, science is very good. Maths is very good in the high phase.
- Results of internal assessments and external examinations show that students' achievement overall was good, although in mathematics it was



acceptable when compared with international standards. The overall outcomes are substantiated by observations in lessons.

- Overall progress in lessons is good. Students with special educational needs make progress in line with others. The more able students do not always achieve as well as they could.

Subjects

- Students' achievement in **Islamic education** is good. Younger students are aware of social ethics and can recite short verses of Holy Quran clearly. Older students can recite verses of different lengths from the Holy Quran. They recognise the importance of social service in Islam.
- Students' achievement in **social studies** is good. The majority of students are achieving above age-appropriate curriculum expectations. Older students have a clear understanding of population growth and its implications. Their innovative skills are more well-developed in the higher grades.
- Students' achievement in **Arabic** is good. The majority of students are achieving above age-appropriate curriculum expectations. For example, in KG almost all children recognise vowels and consonants and create simple words. Students in the middle phase can write meaningful sentences with a variation of vocabulary. They can read relatively long sentences. Students of grade 12 can analyse poetry and prose and elaborate on meanings.
- Students' achievement in **Arabic** as a second language is good overall. The majority of students' literacy skills are above curriculum expectations. They can read and understand themes and extract main vocabulary words from given texts. In grade 11, almost all students recognise types of pronouns and use them in short sentences.
- Students' achievement in **English** is good. The majority are achieving above age-related curriculum expectations. Students develop good communication skills, including in listening, speaking, reading and writing. Teachers do not consistently provide students with sufficient opportunities to learn by using computer-based technology.
- Student's achievement in **mathematics** is good overall and very good in the high phase. The majority of students attain standards above expectations. Students demonstrate good understanding of the four rules of number. They can recognise and describe 2D and 3D shapes and identify their properties.
- Students' progress in **science** is good overall and very good in the middle and high phases. Students work and observations of lessons, demonstrate that the large majority of students are working above curriculum expectations.



Students can use simple tools such as thermometers to accurately measure temperature. Older students can explain the transfer of energy, formulate and test their own hypotheses. Younger students lack consistent opportunities to develop enquiry or investigative skills.

- Students' progress in **other subjects** is acceptable overall, and good in KG. It is good in **computer science**. Older students can describe the functions of sophisticated monitoring systems. In **physical education** students learn agility and ball control skills and learn to apply these in team games. However, too much learning time is lost because routines are not always established and understood. The pace of learning in **French** is slow. In **art**, children in KG have a wide variety of art mediums to choose from, but older students have less choice. In **music**, children use homemade instruments to create loud and soft sounds.

Learning skills

- Learning skills overall are good. Students have positive attitudes to learning. They confidently collaborate and communicate well with each other. The weekly innovation hour ensures that students have more opportunities to engage in innovative projects. The opportunities available for students to engage in problem-solving or investigative activities within lessons, are less frequent.

Areas of Relative Strength:

- The positive attitudes towards learning.
- Achievement in mathematics in the middle phase and in science in the middle and high phases.

Areas for Improvement:

- Opportunities to develop problem solving and investigative skills.
- Greater choice of art materials to choose from in the primary phase.
- Improve achievement in Arabic as a second language



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Students' personal and social development and their innovation skills are good. Students have positive attitudes to learning and are self-reliant. They respond well to critical feedback, where this is provided. - Behaviour across the school is good. Students are friendly and polite. There are cordial relationships across the whole school. - Students demonstrate good understanding of healthy lifestyles. They understand that eating healthily and having regular exercise are beneficial. Students make sensible choices about the food they buy at break times. - At 97%, attendance levels are very good. Students are punctual to school and to lessons. - Students have a good understanding of Islamic values and UAE heritage and culture. They have a basic understanding of other world cultures. - Students have good opportunities to assume leadership roles within the school. The school council planned and delivered the opening ceremony for National Sports day. They contribute to the local community and make donations to support refugees. - Students benefit from regular sessions to develop innovation skills but have too few opportunities to apply these skills in all lessons.				
Areas of Relative Strength:				
- Positive relationships between students and staff. - The courteous and sensible behaviour of students. - Very good attendance.				
Areas for Improvement:				
- Students' understanding of world cultures. - Application of innovation and problem-solving skills in lessons.				



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

- The overall quality of teaching and assessment is good.
- Teachers' subject knowledge is secure. They include a variety of well-sequenced activities in lessons, effectively utilising resources.
- Teachers usually ensure that lessons proceed at a sufficiently challenging pace and that classrooms support learning.
- Teachers usually, but not always consistently, make use of a range of questioning techniques to extend students' learning.
- Teachers establish good relations with students and have high expectations of what they can achieve. They enable students to make appropriate links with other subjects and the culture of the UAE.
- Teachers generally provide good support for individual and groups of students, including those with SEN and those who require additional help.
- Teachers do not consistently give students, especially the most able, sufficient opportunities to engage in problem solving or investigative work.
- Teachers use benchmarking and assessment information to identify areas of development and use the information effectively to help close gaps in learning.
- Teachers mark students' work at regular intervals and provide helpful oral comments. They do not always give students detailed formative feedback to enable them to know precisely how to improve their work.

Areas of Relative Strength:

- Teachers' planning of well-organised lessons which include tasks that are well adapted to the needs of individuals and groups who need additional help.
- Use of assessment and benchmarking to identify strengths and areas for improvement.

Areas for Improvement:

- The use of ongoing assessment during lessons and age appropriate feedback to help students identify next steps in learning.
- The consistency of provision of opportunities to develop problem solving or



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investigative skills.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of the curriculum is good. The school follows the Common Core Curriculum Standards aligned with the State of California and the United Arab Emirates Ministry of Education Curriculum. Curriculum continuity and progression are secured by clear analysis of data provided through both internal and external assessments. - Curriculum enhancement opportunities for students are adequate but an expansion of the successful project-based learning would further encourage student interests and skill development. - There are multiple linkages between and among disciplines. The school conducts regular informal and formal curriculum reviews to ensure the needs of the students are continually met. - The curriculum is modified effectively to meet the needs of students with SEN. However, the needs of the most able are not consistently met. Some enterprise and innovation is encouraged in most curriculum areas. However, students do not have enough opportunities to lead their own learning and develop research skills through the use of technology. - The school is very successful in supporting Emirati culture and the UAE society through its curriculum. - Moral Education is delivered as a separate subject. Reinforcement of moral education values is evident during subject lessons, through assemblies and the participation of students in charity activities. An aspect of moral education, such as tolerance, is highlighted each week. Students sensibly discuss topics and understand the need for tolerance of different views and beliefs. Areas of Relative Strength: - Regular curriculum reviews help to ensure smooth progression in subjects. - Linkages between the Emirati culture, the UAE society and the curriculum. Areas for Improvement: - Extending project-based learning more widely and the use of technology to support research skills. - Providing greater opportunities for students to use their initiative in leading their learning. - Modifying the curriculum to meet the needs of the most able students.				



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
• The protection, care, guidance and support of students is good. Safeguarding and child protection policies and procedures, including those designed to combat bullying and misuse of the internet, are implemented rigorously. Staff, students and parents are aware of and support these procedures. Students feel safe in school and know how to report any concerns they may have. • School leaders ensure that the school provides a secure, safe and hygienic environment for students and staff. Frequent and rigorous safety checks take place and are appropriately recorded. • Students benefit from accommodation which meets their learning and recreational needs, though there is no lift access to first floor facilities for disabled students. The quality of maintenance and record-keeping is good. • The school successfully promotes healthy lifestyles. It takes effective measures to ensure that students' medical needs are met. • Relationships between staff and students are strong. The school's systems for promoting good behaviour are effective. • School leaders have developed successful measures to encourage high levels of attendance and punctuality. • The school identifies students with special educational needs and provides effective support for them. It also accurately identifies those students who have particular gifts and talents. Leaders have not yet ensured that teachers consistently plan suitable activities for these students. • Staff monitor students' personal development and well-being on a regular basis. Older students benefit from suitable advice about the next stage of their education and future careers.				
Areas of Relative Strength:				
• Relationships between staff and students and the management of students' behaviour. • The school's systems for encouraging high attendance, as well as punctuality.				



Areas for Improvement:

- Further improvement of the facilities to support those with physical disabilities.
- Provision for more able students in lessons.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

- Leadership and management of the school is good. A clear direction has been set for the school by the leadership team, which incorporates a commitment to inclusion and the setting of high standards.
- Middle leaders analyse data well and regularly check the quality of teaching within their phase. However, provision for the most able is not always effective. Staff benefit from good quality professional development. Morale is high.
- The quality of self-evaluation and improvement planning is good. All members of the school community have input into self-evaluation and the setting of priorities for school improvement.
- Partnerships with parents are good. Parents are involved in the life of the school and appreciate the frequent opportunities to discuss their child's learning. Parents of students with special educational needs say they have good support. Students are involved in community projects such as collecting litter from the stadium. They make donations to Red Crescent to support refugees. International links are less well developed.
- Governance is good. The board of trustees includes representatives from parents, staff and the community. The board have an improved strategic overview of the school through their scrutiny of data and classroom visits which help to keep them informed about the quality of teaching.
- The day to day management of the school is good. Staff are appropriately qualified for the roles they perform.
- Students benefit from specialist facilities such as science laboratories, a well-



stocked library and computer suites. The resources provided generally support good teaching and learning but resources for the teaching of art, especially in the primary phase, are more limited.

- The school is preparing students for assessment in the Trends in International Mathematics and Science Study (TIMSS) this year. The ‘question-a-day’ approach helps to underpin the strong progress students make in mathematics and science.

Areas of Relative Strength:

- The partnership with parents.
- The effective professional development provided for teachers.

Areas for Improvement:

- Improved resources for the teaching of art.
- Ensure the consistent implementation of policies such as for marking and feedback.