



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

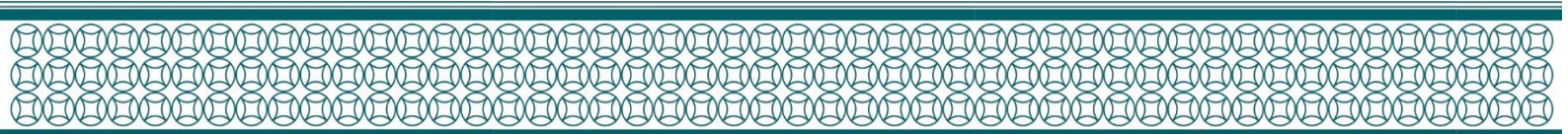
Al Adhwa' Private School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Adhwa' Private School		
School ID:	9130	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	American	Fee range and category*	AED11,820 to AED28,608 (low to medium)
Address:	35 Al Rayhani Street Al Ain	Email:	9130@adek.gov.ae
Telephone:	03-7828870	Website:	www.aladhwa-sch.net

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	69	Turnover rate	30%
Number of teaching assistants	17	Teacher- student ratio	1:11

Students' Information				
Total number of students	906		Gender	Boys and girls
% of Emirati students	31%		% of SEN students	1%
% of largest nationality groups	Jordan 14%, Syria 13%, Egypt 12%			
% of students per phase	KG	Primary	Middle	Secondary
	25%	48%	17%	10%

Inspection Details			
Inspection Hijri dates from:	18/05/1441	to	21/05/1441
Inspection Gregorian dates from:	13/01/2020	to	16/01/2020
Number of lessons observed:	100	Number of joint lessons observed:	21

The overall performance of the school:

- At the time of the inspection the school was led by an acting principal. Teacher turnover was high at around 30%. There was no music teacher.
- The overall performance of the school remains good. School leaders have maintained the quality of provision through a period of high teacher turnover. Accurate self-evaluation and professional support programmes have ensured that new teachers settle into their roles quickly. As a result, students' achievement has remained good overall. All other aspects of provision are now good. Students' personal development has improved to become very good.

Key areas of strength and areas for improvements:

Key areas of strength

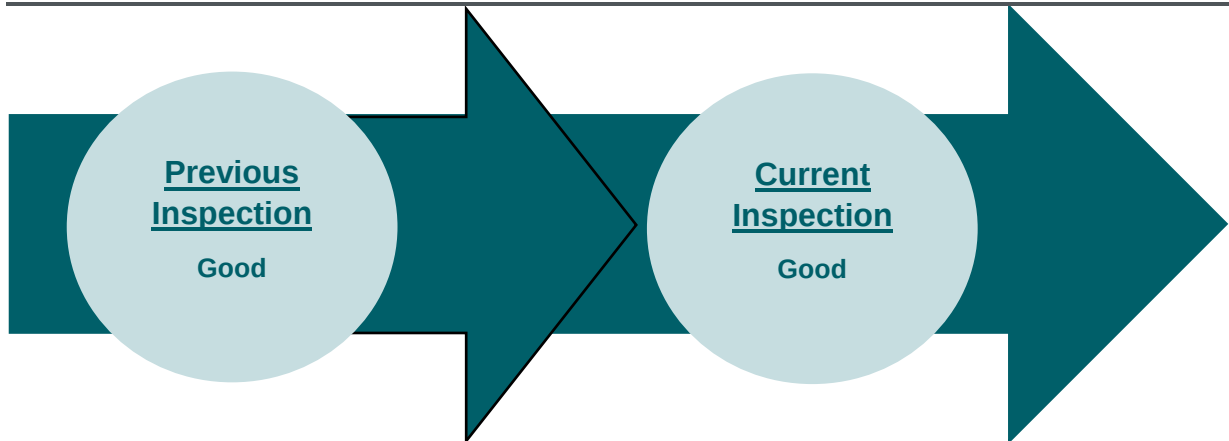
- Students' appreciation of Emirati culture and heritage and their application of Islamic values to their everyday lives.
- Relationships between all members of the school community are cordial and respectful.
- Learning environments, particularly in KG and in Primary, support the development of reading, writing and mathematical skills.
- Students' ability to work independently, particularly in KG.
- Teachers have good subject knowledge.
- The impact of middle leaders on the use of data to inform lesson planning.

Key areas for improvement

- Raise standards of achievement in Arabic first and second languages by:
 - supporting teachers in the implementation of a wider range of questioning strategies
 - focusing on improving students' skills in writing, including the use of a wider vocabulary in extended writing.
- Continue to improve overall standards by:
 - ensuring that development plans at all levels are regularly evaluated and, where necessary, amended to take account of the effectiveness of actions taken
 - ensuring that the work for lower ability students is appropriately designed to enable them to access learning
 - being more rigorous in the identification of students who are gifted and talented (G&T).
- Ensure the consistent use of assessment by:
 - monitoring that the school's marking policy is consistently applied
 - providing opportunities for students to correct their work.
- Creating more opportunities for students to take leadership roles and use their initiative by
 - promoting their leadership of social contributions
 - supporting their initiation of their own learning.



Progress made since last inspection and capacity to improve



- The school has maintained good provision since the previous inspection and made improvements in a number of areas.
- Teaching remains good overall. Teachers more regularly engage students in meaningful dialogue. Investigative and problem-solving activities are a more regular feature of lessons, particularly in KG and High.
- Assessment processes are well organised, and students receive clear guidance to improve their work, although they are not always challenged to respond and to make improvements.
- The school has introduced an innovation hour into the curriculum, and this has increased the opportunities students have to be creative and innovative.
- Students bring their own devices to school to support their research skills, particularly in High. The school has purchased handheld devices for KG, as well as new computers and e-books for the library to support independent research. Project-based learning is a strength in KG and through the STEAM initiative.
- Leaders have dealt with the high turnover of staff mostly successfully and this has maintained good provision overall. They demonstrate good capacity to secure improvements.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' achievement remains good overall. Students' achievement has improved in subjects such as art and PE. - A high turnover of teachers has contributed to a decline in students' attainment in English and students' overall achievement in Arabic language. Across the school, lower ability students generally make less progress than others. - Students' learning skills have improved to become good in all phases.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' personal development is now good overall. They enjoy coming to school and contribute positively in lessons. - Students' understanding and appreciation of UAE heritage and culture is well-developed. - Students' skills to lead social contributions and initiate their own learning are relatively less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Teachers know their subjects and the curriculum well, but they do not always teach lower ability students effectively. - Teachers nearly always use the time available in lesson well, but they do not always use questioning techniques to best effect. - The quality of teaching in Arabic language is not as high as in other subjects.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The curriculum is implemented effectively. The curriculum in the KG promotes children's independence and the STEAM initiative promotes students' transfer of knowledge between areas of learning well. - Links within the curriculum support students' knowledge and understanding of Emirati heritage and culture successfully. - The Arabic language curriculum is less well developed and modifications to the curriculum to support lower ability students are less successful overall.		



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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	• Arrangements for care, welfare and safeguarding of students, including child protection are very well organised. • The promotion of effective relationships and good behaviour is successful. • The identification and support for G&T students is relatively underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	• The school has continued to operate smoothly and successfully during a period of high teacher turnover. • Leaders at all levels, including governors, have ensured that students' achievement has remained good. However, development plans are not always systematically evaluated and amended. • Partnerships with parents are very successful.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is good overall. In lessons and over time, the majority of students make better than expected progress. School data indicates that progress is outstanding, but this was not seen in lessons during the inspection. - Attainment is good overall. MoE examinations and internal examinations indicate outstanding attainment. This is not borne out in lessons or in students' recent work, where attainment was seen to be good overall. - Students have good knowledge of the impact of Islamic values on society, for example they know the impact of following the rules of Islam on their behaviour. They can competently extract meanings from texts, for example rules that the Prophet gave for healthy living. Overall, students' accurate recitation skills are less well developed. - The majority of groups of students make better than expected progress. Lower ability students make relatively less progress than others.	
	Relative Strengths - Understanding of Islamic values and the ethics of Islam. - Understanding the Prophet's advice about keeping healthy.	Areas of Improvement Accurate recitation skills.

Arabic	- Students' achievement in Arabic as a first and second language (AFL and ASL) is acceptable overall. School data indicates that progress is good but this is not seen in lessons and in students' recent work. - Overall attainment is acceptable in both ASL and AFL. MoE examinations indicate outstanding attainment for AFL and good for ASL. Internal assessment information shows that attainment is broadly very good for both subjects, but this was not seen in the lessons observed or in students' work. - Most AFL students read fluently and can extract main and sub-ideas. They can generally comprehend appropriate literary texts. They do not demonstrate a deep understanding of figurative language and vocabulary choices are limited when speaking and writing. They can write short paragraphs observing most punctuation rules and pronouns but only a minority of students can use developed writing techniques, such as editing. ASL students can generally read year-appropriate words and sentences and can write words and short sentences. Their wider use of vocabulary when speaking and writing is limited. - All groups of students across all phases make expected progress.	
	Relative Strengths - Fluency of reading. - Comprehension of literary texts.	Areas of Improvement - The use of wider writing techniques, such as editing. - The use of a greater range of vocabulary and figurative language.



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Social Studies	- Students' achievement in social studies is good overall. School data indicates that students make very good progress. However, in lessons and in their recent work students' progress was seen to be good. - Attainment is good overall. Internal data indicates students' attainment is very good. This is not borne out in lessons or in recent work. - In both Primary and Middle, students have a good awareness of society and citizenship. For example, they can use maps to identify areas of population concentration and distribution. However, their skills to compare and contrast these are less well developed. Students' knowledge of national identity is good. For example, they know the key Islamic achievements in the sciences. However, they are less able to infer how other civilizations are influenced positively by the Islamic civilization. - The majority of groups of students make better than expected progress. Less-able students make relatively less progress overall.	
	Relative Strengths - Students' knowledge of society and citizenship. - Students' understanding of national identity.	Areas of Improvement - Students' ability to link their map knowledge with real-life situations. - Students' knowledge of how Islamic achievements influence the world.

English	- Students' achievement in English is good overall. The majority of students make good progress. School information indicates progress is good. - Attainment is acceptable but good in High phase. MAP data indicates attainment to be weak overall and IELTS data indicates attainment in High is good. School internal attainment data indicates attainment is very good, but this was not evident in lessons or students' recent work. - By the end of KG, children can recognise and speak simple phrases and write simple sentences. Students' skills of listening, speaking and reading develop well in Primary and Middle, particularly reading for comprehension. Skills to write extensively using accurate spelling and punctuation develop relatively less well. In High, students' attainment improves to become good. Students enthusiastically discuss and justify their opinions. By Grade 12, they produce high quality pieces of extended writing in a range of genres. - The majority of groups make good progress.	
	Relative Strengths - Students' reading for comprehension. - The quality of student's writing in different genres in High.	Areas of Improvement Primary and Middle students' correct spelling and grammar, and their skills to write more extensively.



Mathematics	- Students' achievement in mathematics is good overall. It is very good in High. Students make good progress overall and very good progress in High. School data broadly agrees with inspection findings. - Attainment in mathematics is good overall and very good in High. SAT external data and school internal data are broadly in line with inspection findings. - In KG, children make good progress and can discuss the properties of shapes using accurate mathematical vocabulary. In Primary and Middle students continue to make good progress in applying mathematical formulation skills and knowledge of mathematical facts to multi-step problems, however their skills to solve word problems are relatively less well developed in Middle. In High, students' progress accelerates to be very good and they can competently apply mathematical thinking and concepts such as differentiation to solve complex problems. - The majority of groups of students make good progress.	
	Relative Strengths - Students' skills in applying formulation and mathematical knowledge. - Students' mathematical thinking skills, particularly in High.	Areas of Improvement Students' skills to solve word problems in Middle.

Science	- Students' achievement in science is good overall. It is very good in KG and High. School data indicates that progress over time is good overall, and this aligns with inspection findings. - Attainment overall is good and very good in High. MAP indicates weak attainment. Internal data indicates that attainment is very good. In lessons and their recent work, attainment was seen to be good overall. - KG children make very good progress learning about the world around them and can describe the world using scientific language. Primary and Middle students can explain the different forms of matter and apply science theory accurately, for example how sound travels in different media. Primary and Middle students' skills to devise and conduct their own investigations are relatively less secure. In High, students' achievement accelerates to become very good. For example, they can use laboratory equipment, including virtual simulations well, and they can use mathematics and computations to represent physical variables and their relationships. - The majority of groups of students make good progress across all phases. Lower- ability students make relatively less progress overall.	
	Relative Strengths - Students' knowledge of science theory and facts. - KG children's use of scientific language, and High students' ability to construct their own investigations.	Areas of Improvement Primary and Middle students' skills to devise and conduct investigations.



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Other subjects	- Students' achievement in other subjects is good overall. School data indicates progress over time is broadly good and this aligns with inspection findings. - Attainment is good overall. There is no external data. School internal data indicates that attainment varies between good and outstanding. In lesson observations and their recent work, students' attainment is good overall. - Students can use computers competently to produce multimedia presentations and analyse data using spreadsheets. In French, students can conjugate verbs and understand how they change when speaking and writing. In Art, KG children experiment with different materials to create unique art projects and older students can describe and apply the techniques and styles and famous artists. Students participate enthusiastically in PE and demonstrate good sports and dance skills overall. - The majority of groups make good progress. Lower ability students' progress is less good overall because they lack skills to take responsibility for identifying and making improvements in projects.	
	Relative Strengths - Students' ICT skills to make multimedia presentations. - Students' dance skills in PE.	Areas of Improvement Students' consistently good skills to develop their own subject specific projects.
Learning Skills	- Children's learning skills in KG are a strength. They work independently without supervision. Across the school, students enjoy learning and have positive attitudes - Students in all phases work effectively in groups and share their learning clearly. Their interactions are positive and productive. - Students can make connections to the real world successfully. In KG, and through the STEAM initiative, students make strong cross-curricular links. - Students participate in the innovative activities outside usual lessons. However, their skills to be innovative and enterprising in lessons and to use their own initiative to plan and develop projects are less well developed.	
	Relative Strengths - Students' engagement and attitudes in lessons. - Students' ability to collaborate and discuss their learning.	Areas of Improvement - Skills to be innovative and enterprising in lessons. - Students' consistently good skills to initiate their own projects



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very 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 development and their respect for the heritage and culture of the UAE are very good. Their understanding of Islamic values, and social development and innovation skills are good. - Students' have positive attitudes towards learning and respond well to feedback. Their behaviour is respectful towards others and nearly all students are sensitive to the needs of others. - Students know how to lead safe and healthy lifestyles. Their attendance is very good at 97%, and they are nearly always punctual to lessons. - Students appreciate Islamic values, particularly charitable and humanitarian efforts. They make regular donations to good causes. The 'My Identity' programme supports students' knowledge of UAE heritage and culture very well. Students' wider knowledge of other world cultures and deeper understanding of Islamic values are well-developed. - Students contribute positively to the life of the school and understand their social responsibilities. They are involved in supporting the community through charitable, community and recycling projects but they do not yet regularly initiate these projects. - Students can be innovative and creative and can develop their own projects, particularly in innovation clubs. However, they are less innovative and enterprising in lessons, partly because they lack the confidence and skills to take the initiative to lead and develop their own learning. - Students have a good understanding of the importance of caring for the environment. They participate in a range of recycling and conservation activities. However, a few students are not regularly active in supporting schemes that contribute to sustainability. Areas of Relative Strength: - Respectful and friendly relationships between students and with staff. - Understanding and appreciation of UAE heritage and culture. Areas for Improvement: - Students' skills to take leadership roles to initiate their own social contributions. - Students' innovation and enterprise skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- Teaching and assessment are good. Teachers have secure subject knowledge, and most understand how students learn well. Teaching in Arabic FL and SL is relatively less successful. - Teachers use a common planning format to create engaging lessons. Learning environments and resources are effectively managed. They ensure lessons move at a brisk pace and generally make good use of time. - Questioning promotes thoughtful and reflective responses but does not always promote meaningful and deeper dialogue between students and between students and their teachers. - Teachers generally plan lessons that meet the learning needs of different groups of students and this supports students' overall good progress. However, lower ability students' needs are not always supported well. - Teachers generally develop students' abilities to reflect and think critically through well formulated tasks and high expectations. Students' innovation and enterprise skills are not always promoted successfully. - The school's internal assessment processes are coherent, consistent and linked to curriculum standards. The data provides clear measures of student's progress. The school benchmarks academic outcomes against international expectations. - Middle leaders analyse assessments thoroughly to monitor progress. Teachers are increasingly using assessment data to support lesson planning and interventions. - Teachers assess students' work regularly, but do not always require students to act on their feedback to make corrections and improve their work. Areas of Relative Strength: - Teachers' knowledge of their subjects and of the curriculum. - The use of learning environments and resources. Areas for Improvement: - The quality of teaching in Arabic FL and SL and teachers' wider range of questioning strategies. - Ensuring that lower-ability students have consistently effective support and marking policies are consistently applied.				



Performance Standard 4: 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. It is broad, balanced and age-appropriate. Skill development is a key focus. - The curriculum is planned to ensure learning builds systematically. Consequently, students are prepared for the next stage of their education. Curricular choices are mainly offered to older students to support the development of their interests. Children in the KG benefit from choices in the 'Free Zones'. - Cross-curricular links are planned meaningfully, particularly in KG and through the STEAM initiative. Students transfer their knowledge across subjects successfully, but this is less evident in Arabic language where the overall curriculum implementation is less successful. - The curriculum is reviewed annually by subject leaders and teachers. The review considers the analysis of the data, alongside the skill and objective trackers. - Modifications within the curriculum are well considered and address the needs of most students, including those with SEN, but not always the lower ability students. - The curriculum is enhanced through a range of opportunities, for example volunteering and participating in the innovation hour. Modifications to the taught curriculum to support Innovation and enterprise skills in lessons are less well-developed. - Meaningful learning experiences are incorporated to ensure that students develop a clear understanding of the heritage and culture of the UAE. Moral education is taught as an integrated subject. Students develop a set of Islamic and national values and world and global issues are discussed. The outcomes are measured through the schools monitoring of students' personal development.				
Areas of Relative Strength:				
- Enhancement of the KG curriculum and the impact of the STEAM initiative. - Links with Emirati heritage and culture.				
Areas for Improvement:				
- Modification of the curriculum to meet the needs of lower-ability students. - Implementation and enhancement of the Arabic language curriculum.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is good. - Health and safety, including arrangements for child protection and safeguarding are very good. Rigorous safeguarding procedures, including child protection, anti-bullying and cyberbullying policies, are shared with students, staff and parents. - Contracts with specialised service providers ensure very well-maintained premises and equipment that provide a safe and secure physical environment. Students are well supervised, including on school transport. - The premises provide an adequate range of facilities that support learning. However, there are no lifts and the availability of high-quality specialist resources is relatively limited. - Medical staff provide lectures on a range of topics to support students' understanding of healthy lifestyles. Children in KG are taught from an early age how to look after their health. - Relationships between staff and students are well promoted and this supports students' positive behaviour. The school's effective procedures ensure high attendance and high levels of punctuality to lessons. - The identification of students with SEN is thorough and these students are well supported. However, the identification of, and support for, G&T students is less well developed. - Students' academic and personal development is routinely monitored and shared with parents and this supports students' good personal development. Students in High receive useful guidance and advice on academic choices and careers. Areas of Relative Strength: - The promotion of relationships between students and staff. - Arrangements for care, welfare and safeguarding of students, including child protection. Areas for Improvement: - Identification and support for G&T students. - Suitability of premises and facilities for all students.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good
- Leadership and management are good. The acting principal and other leaders have ensured that the school remains committed to UAE priorities and inclusion. A high turnover of teachers has had some negative impact on attainment, but students' achievement remains good overall. - Middle leaders are mostly effective, and they understand best educational practices. Clear communication has maintained positive relationships, and the quality of teaching and students' achievement. The capacity to improve is good overall. - Self-evaluation is accurate. Assessment information and previous recommendations are used in the school development plan to set priorities for improvement. Teaching is systematically monitored, and feedback is helpful for new teachers. However, development plans, including developing the quality of teaching, are not formally evaluated. - Parents highly appreciate the comprehensive information they receive regarding their children's learning and progress, and the advice received about career choices. Parents participate in the life of the school very well and their views are regularly sought and taken account of. A range of partnerships supports student's community contributions effectively. - Governors include representatives from all stakeholders, including the owner. They meet regularly and ensure that all statutory and regulatory requirements are met. They undertake lesson observations, review the performance of the school and effectively hold leaders to account. They are not yet ensuring development planning is robustly reviewed. - The school day operates efficiently. Teachers are well-qualified, suitably deployed and benefit from regular professional development. The premises provide specialist facilities but not all are fully accessible. Improvements have been made to technology resources. - The school has reviewed how it prepares students for international examinations. Gap analysis has been undertaken and interventions introduced. International examinations are used in the self-evaluation process to benchmark students' attainment. Parents are being made aware about the importance of these examinations.	
Areas of Relative Strength:	
- The effectiveness of middle leaders. - The involvement of parents and trustees in the school.	
Areas for Improvement:	



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- Systematic evaluation and amendment of all improvement plans.



Provision for Reading

Provision for Reading

- Students benefit from access to a well-stocked library containing books written in Arabic and English.
- Students take part in weekly lessons in the library and borrow books. Children in KG have class libraries. The library provides a pleasant environment in which to read and students have access to books to read outside.
- Teachers have received training in the teaching of reading. There is a comprehensive plan in place to raise standards in reading, particularly in English.
- Students have digital reading homework, allowing teachers to monitor their progress.
- There are many opportunities for students to develop comprehension skills within lessons. Reading is encouraged across the school.
- A diagnostic test is administered at the beginning of each term. Progress against this assessment is carefully monitored.
- New resources have been purchased. Students participate in a range of competitions to raise the focus on the importance of reading.