



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Awa'il Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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School Information

General Information	Inspection date:	from	26 Muharam 1439	to	29 Muharam 1439
		from	16-Oct-17	to	19-Oct-17
	School name			Al Awa'il Private School	
	School ID			136	
	School address			Falaj Hazaa, Al Ain	
	School telephone			+971 (0) 3 7806070	
	School official email			alawail.pvt@adec.ac.ae	
	School website			www.alawailprivateschool.com	
	School curriculum			Ministry of Education	
	School phases			KG - High	
	Fee range and category			AED 5,500 – AED 11,000 (very low to low)	
	Number of lessons observed			71	
	Number of joint lessons observed			14	
Staff Information	Total number of teachers			30	
	Turnover rate			12%	
	Number of teaching assistants			3	
	Teacher- student ratio			1 : 9	
Student Information	Total number of students			260	
	% of Emirati Students			4%	
	% of Largest nationality groups			1. 46% Egyptian	
				2. 18% Sudanese	
				3. 13% Syrian	
	% of SEN students			4%	
	% of students per phase			KG: N/A	Middle: 95
Primary: 72				High: 93	
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 

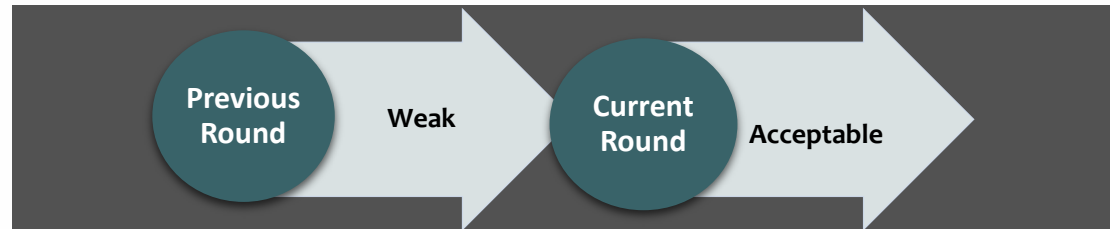


Evaluation of the school's overall performance

- The overall performance of the school is acceptable and has improved from the weak judgement of the previous inspection. Leadership, including governance, is effective at raising standards.
- Students' overall achievement has improved and is now acceptable for all subjects across all phases. Learning skills have improved and are now acceptable overall, although English writing and innovation skills are less well developed.
- Students' overall personal and social development is good. Their understanding of Islamic values remains good resulting in a positive school learning environment. Behaviour, attitudes and relationships are good and attendance is outstanding at 98%.
- Teaching and assessment overall are acceptable. Lesson plans use assessment information and include differentiated activities to meet the needs of students. Interactions with students are becoming more focused on helping students understand how to improve their work.
- Curriculum design, and its implementation and adaption are acceptable. It is now broad and balanced with extra-curricular activities providing additional choices for students.
- The overall quality of protection, care, guidance and support is good. The school has effective child protection procedures in place and very good systems to promote attendance. Students are supported effectively before transition to further education.
- Leadership and management overall is acceptable. Clear direction and vision, with determined action by senior leaders, results in school improvement. Trustees monitor progress and hold school leaders to account for school improvement. Comparison of school performance to international benchmarks is less well developed.



Progress made since last inspection and capacity to improve



- The school now implements strategic self-evaluation that informs improvement plans. Leaders have a better understanding of the school's strengths and weaknesses. Actions are monitored, reviewed and evaluated and outcomes inform subsequent plans. A cycle of school improvement has been established.
- Teaching has improved as a result of staff development and teacher commitment. Teachers have an improved understanding of elements required for successful teaching. Assessment is now used to inform lesson plans and results in better teaching matched to the needs of students, although this is not yet fully embedded or fully effective.
- The skills of middle leaders have improved and subject leaders have a better understanding of their role and responsibilities. Consistent subject leadership systems, including observations of teaching with developmental feedback, are in place. However, these are not yet fully focused on students' achievement.
- Students' achievement is improving and is now acceptable in all subjects. Students' knowledge, skills and understanding are improving and are broadly in line with curriculum expectations. Improvements in students' skills in English writing, critical thinking, problem solving and innovation are inconsistent.
- Curriculum balance and breadth have improved and students are now offered a range of extra-curricular options. Students continue to enjoy school and this is reflected in their outstanding attendance.
- Students' personal and social development, and their understanding of Islamic culture have remained school strengths and underpin their positive attitudes and behaviour.
- Overall, school leaders' capacity to improve the school is good.



Key areas of strength and area for improvement

Key areas of strength

1. Impact of strategic leadership on school improvement.
2. Students' attendance, behaviour, attitudes and relationships which contribute to a harmonious school environment that supports learning.
3. Decisive, knowledgeable and supportive governance that holds leadership to account and supports school improvement.

Key areas for improvement

- Further improve students' achievement in all subjects by:
 - i. providing more time in lessons to improve English writing skills
 - ii. in all subjects, reviewing the time spent on sharing learning intentions.
- Further improve students' skills of innovation, enterprise, enquiry, research, critical thinking and their use of technologies by:
 - i. reviewing how key problem-solving skills are included within the curriculum
 - ii. observing and sharing best practice
 - iii. using ICT in lessons where this will support effective learning.
- Further improve the degree to which teaching meets the needs of students by:
 - i. improving the use of assessment information to inform planning
 - ii. providing activities better matched to key skills being taught
 - iii. providing challenging activities for more-able students from the beginning of a task rather than after completing a simple task.
- Provide more opportunities for innovation, critical thinking and use of information technology across subjects by:
 - i. reviewing the timetable to provide opportunities for longer periods for collaborative projects and individual research and reporting.
- Improve self-evaluation processes focused on student achievement by:
 - i. embedding systematic comparison of school performance
 - ii. improving teachers' evaluation of students' achievement in lessons
 - iii. improving teachers' understanding of assessment of students' learning.



Provision for Reading

- The school library, which is used by all students, is an inviting environment that contains an adequate range of Arabic and English books. The library has an insufficient range of non-fiction books in English. Each classroom has a small class library with an adequate range of reading books. The class libraries are adequate but need a greater variety of fiction and non-fiction books.
- The school is implementing an improvement plan for reading in Arabic and English. Students frequently read for meaning in lessons and some Arabic and English lessons specifically focus on reading skills. The school tracks and assesses students' reading through reading logs and reading tests. Reading in Arabic and English are acceptable.
- Specific staff training is improving the teaching of reading. Students read a wide variety of text in most English and Arabic lessons. A weekly Arabic and English lesson is identified to focus specifically on reading skills. Grades 1,2 and 3 have one specific period per week in the school library.
- The school promotes enjoyment of reading in assemblies, through a reading club and the school participates in reading competitions, including national poetry and reading challenges.



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Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. Students' current achievement in lessons is acceptable. Baseline assessment indicates most students enter school at grade-related expectations. The school's continuous assessment data indicates outstanding achievement in all phases but this is not matched by observations of lessons during inspection.
- MoE examination data indicates all students attain above age-related expectations in all phases. In lessons and students' coursework, attainment is acceptable overall in all subjects and phases.
- EMSAT data for grade 12 students in 2017, indicates outstanding attainment in Arabic, English and biology, and very good attainment in mathematics, chemistry and physics.
- Volunteers from within grades 5 and 6 sat the PISA mock examination. The school is awaiting return of the externally evaluated data.
- IBT exams were taken in Arabic, English, mathematics and science by a small proportion of students. The small number of students in grade 5 achieved above international averages. However, all others achieved below the international averages in all four subjects.
- Grade 12 results indicate outstanding attainment in Arabic, Islamic Education, Social Studies, English, mathematics, chemistry, physics and biology.

Subjects

- The overall students' achievement in **Islamic education** is acceptable. Students show adequate understanding of the meaning and interpretation of hadith. The recitation and memorization of the short Surah and verses from the Holy Quran is acceptable. They show suitable understanding of the biography, Dawa and the syrah of the prophet and adequate understanding of the Islamic values.
- Students' achievement in **Arabic** is acceptable and attainment is good in secondary phase. Fluency in reading and listening is in line with curriculum expectations for primary and middle, and above expectation levels in secondary. Speaking and writing is adequately developing across all phases particularly in secondary. Students use standard Arabic effectively and, as a result, their skills are developing well.
- Students' achievement in **social studies** is acceptable. Most students, across all phases, attain levels that are in line with expectations. Students demonstrate good knowledge about the UAE culture, heritage and values. They respectfully repeat the national anthem in assemblies and show their



sense of belonging to the UAE.

- Students' achievement in **English** is acceptable. Most students enjoy English, listen attentively, and can speak and read appropriately for their age. Students' **English** skills are acceptable overall but writing skills are less well developed in all phases.
- Students' achievement in **mathematics** is acceptable. Most students understand mathematical concepts in line with curriculum standards, and demonstrate the ability to apply their knowledge to a range of activities. As students gain confidence, they increase their participation in class discussions and present their work to others. Higher-achieving students are not always challenged sufficiently.
- Students' achievement in **science** is acceptable. They engage enthusiastically in theory and practical tasks. The range of practical activities helps to support students' learning and understanding of science concepts. Most students develop a range of appropriate research, analysis and practical laboratory skills. However, they do not apply their ICT skills effectively to research and processing the information they use.
- Students' skills in **other subjects**; PE, art, music and computer science, are acceptable. They participate fully in these lessons and experiment with available resources effectively. They are able to make links to other subjects.

Learning skills

- Students' **learning skills** are acceptable overall. Most students can work collaboratively and share ideas confidently. Links between subjects and Emirati culture are acceptable overall.
- Students' skills in enquiry, research, critical thinking and innovation are under-developed. The use of ICT to support learning is inconsistent.

Areas of Relative Strength:

- Students' Arabic attainment in lessons in secondary phase.
- Students' knowledge and understanding of UAE culture, heritage and values.

Areas for Improvement:

- Students' achievement in all subjects.
- Students' English writing skills in all phases.
- Students' learning skills – particularly the development of enquiry, research, critical thinking, enterprise and innovation skills in all phases.



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	N/A	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	N/A	Good	Good	Good
Social responsibility and innovation skills	N/A	Acceptable	Acceptable	Acceptable

- Students' personal and social development is good. They behave responsibly and with care for one other. Bullying is rare.
- Students' understanding of healthy lifestyle choices is good. Many students chose fresh fruit and vegetables when participating in the food festival held during one break time.
- Students enjoy being at school which is reflected in their outstanding attendance. Very few students arrive after the beginning of the school day.
- Students' understanding and appreciation of Islamic culture is good. They demonstrate Islamic values through their courteous actions and relationships. Students' understanding of other cultures is less well developed.
- Students have an acceptable sense of social responsibility and make various contributions to the local community through volunteering and supporting Red Crescent. Students participate in national competitions and have designed and made robots demonstrating acceptable innovation skills.

Areas of Relative Strength:

- Students' attendance and punctuality.
- Students' behaviour and attitude towards learning where strong relationships create a harmonious learning environment.
- Students' knowledge and understanding of Islam and their participation in cultural activities, national and international events.

Areas for Improvement:

- Students' appreciation of other world cultures, traditions and values.
- Students' ability to be creative and lead innovation.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	N/A	Acceptable	Acceptable	Acceptable
Assessment	N/A	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable. Teachers demonstrate secure subject knowledge and an improving understanding of effective teaching strategies.
- Teachers' planning is acceptable and uses an agreed school template. Plans include key learning and resources. Differentiation is included but is not yet effective at meeting needs of all students consistently.
- Teaching strategies enable most students to make expected progress. Lessons are not always sufficiently challenging for more-able students who often complete simple tasks before being challenged appropriately.
- Teachers are beginning to provide students more frequent opportunity to work collaboratively. However, they are not yet fully developing students' skills for sustained independent learning.
- Teacher assessment practices in lessons are acceptable and improving. They use assessment information to inform planning to meet needs of students. The school is yet to make effective use of international benchmark comparisons to evaluate school performance.

Areas of Relative Strength:

- Teachers' knowledge of their subjects.
- Teacher-student interactions and how they talk about learning.
- The increased range of strategies used by teachers to support learning.

Areas for Improvement:

- Analysis and use of data arising from the monitoring of students' learning and skills.
- Teaching to develop critical thinking and problem-solving skills.
- Meeting the needs of higher ability students more consistently.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	N/A	Acceptable	Acceptable	Acceptable
Curriculum adaptation	N/A	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. It is broad and balanced with a range of creative, physical and practical activities. - The curriculum builds on previous learning and prepares students for transition between phases. Students are offered a degree of choice through the introduction of one timetabled period each week during which they select activities of personal interest. - Teachers plan cross-curricular links between subjects. Students are able to explore how these links relate to their own lives and UAE culture. - Teachers and senior leaders review the curriculum. Improvements since the previous inspection are still relatively recent and further review will be helpful, particularly in relation to development of innovation and collaboration skills. - Extra-curricular activities further encourage development of skills in areas of students' interests. - The school has introduced the new moral education programme. One period per week is allocated for moral education lessons.				
Areas of Relative Strength:				
- The improved breadth of the curriculum and additional extra-curricular activities. - Students' understanding of UAE culture and heritage. - Opportunities to link curriculum areas.				
Areas for Improvement:				
- Opportunities for students to develop further their innovation, enterprise, problem solving and critical thinking skills. - The range and quality of activities that link subjects with other subjects.				



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	N/A	Good	Good	Good
Care and support	N/A	Good	Good	Good

- The overall quality of care, welfare and safeguarding of students is good. The school has effective arrangements for child protection. Effective guidance keeps students safe and make healthy choices. Start and end-of day-travel arrangements are effective.
- The school site is appropriate to deliver the curriculum and alterations accommodate students with additional access needs. The addition of a prayer room and the new synthetic pitch have enhanced the premises.
- The school regularly reminds students to make healthy choices and provides opportunities to apply them.
- Attendance is monitored very effectively and absences followed up swiftly. This results in very good attendance. Student punctuality is also good.
- The school accurately identifies students with special educational needs and those with particular gifts and talents. However, effective support for less-able students is inconsistent.
- The school prepares and supports older students for transition to university with a series of visits and support in school. The school has links with a number of universities and other organizations.

Areas of Relative Strength:

- The promotion of students' welfare, healthy lifestyle and attendance, and the management of behaviour.
- The development of students' character and moral understanding results in effective relationships a school environment that supports learning.

Areas for Improvement:

- Challenge for gifted and talented students in all lessons.
- Consistency of support for students who experience learning difficulties.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership effectiveness is acceptable. Senior leaders and trustees take decisive and determined steps to improve areas of previous weakness. The school vision and direction are understood by all stakeholders. - School self-evaluation and improvement planning are now acceptable. The school has a better understanding of its strengths and weaknesses. The school SEF is not yet fully aligned with current school performance. Analysis of school performance, when compared nationally and internationally, is developing. - Partnerships with parents and the community are good. Effective communication systems ensure parents are well informed of students' progress and are able to contribute to the life of the school. - Governance of the school is good and a strength of the school. Well-informed trustees support and challenge leaders effectively and hold them to account for school improvement. - Day-to-day management systems are effective. Staff benefit from regular staff development. The school is sufficiently well resourced to deliver the curriculum.	
Areas of Relative Strength:	
- The vision, direction and determination of senior leaders and trustees. - Significant support from all stakeholders for change and improvement. - Partnership with parents	
Areas for Improvement:	
- Embed improving self-evaluation processes, including use of international benchmark information. - Improve the quality and impact of teaching further.	