



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Inspection Report

Al Rabeeh School

Academic Year 2013 – 14

Iqraa

Al Rabeeh School

Inspection Date	9 – 12 February
School ID#	36
Licensed Curriculum	English National Curriculum (ENC)
Number of Students	772
Age Range	3 to 11 years
Gender	Mixed
Principal	Caz Jude
School Address	Street 21/23, Muroor, Abu Dhabi
Telephone Number	+971 (0)2 448 2856
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Official Email (ADEC)	alrabeeh.pvt@adec.ac.ae
School Website	www.alrabeehschool.ae
Date of last inspection	22 – 25 April 2012

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	BAND B;	GRADE 5
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The main strengths of the school are:

- the positive attitudes of students who are happy and enthusiastic
- parent and student support for a strong school community
- the wide range of extra-curricular activities
- students' passion for reading in English.

The main areas for improvement are to:

- develop the quality of teaching, learning and assessment
 - support more effective implementation of the curriculum, especially in Foundation Stage (FS)
 - review entry and exit procedures for students and improve security particularly at the beginning and end of the school day
 - develop rigorous monitoring systems that include assessment and tracking of student academic progress and personal development, and the effectiveness of teaching and learning
 - increase the use of resources by teachers and students, particularly information and communication technology (ICT)
 - increase teachers' understanding of how young children learn best.
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Introduction

The school was inspected by a team of 4 inspectors who observed 85 lessons as well as assemblies, break periods, and students' arrival and departure. They met with school leaders, teachers, students and parents. Inspectors scrutinised students' work, and analysed performance data and documents provided by the school. In addition, responses from 124 parents to a questionnaire about the school were analysed.

Description of the School

Al Rabeeh School opened as a villa school in 1981 and moved to the Muroor area in 2002. The school aims to provide a broad-based curriculum that encourages the development of confident and independent learners. It also expects to foster pride in the children for their religious and cultural heritage.

There are 772 students on roll, 364 girls and 408 boys. There are 119 children in KG and 653 in Grades 1 to 6. Almost all students are Muslim and 85% are Emirati. The remaining students are Egyptian, Jordanian, Syrian and British in proportions ranging from 4% to less than 1% and a very small number are from other nationalities. Very few students are identified with special educational needs (SEN) and English language learning difficulties.

The school follows the English National Curriculum (ENC). It follows the Ministry of Education (MoE) curriculum for Arabic, Islamic education and UAE social studies. The school is governed by a board of directors representing the management company of the Royal Group. The Principal is in her first year and the leadership team includes a vice principal and 9 grade leaders. There are 60 full-time teaching staff, 19 teaching support staff and 11 administrative staff. Staff turnover was 30% in the previous school year.

School fees range from AED 23,050 in Kindergarten (KG) to AED 28,450 in Grade 6. This places the school in the high category.

The Effectiveness of the School

Students' attainment & progress

Levels of attainment and progress in most subjects are in line with other schools following a similar curriculum and with international standards. In Arabic standards are lower. In Arabic, students' listening skills are well developed; their reading and writing skills are below age-related ADEC expectations. In Islamic education, students are able to share their understanding of the Holy Qur'an and most of them demonstrate satisfactory recitation skills. English reading and writing skills are well-developed. Standards in reading are high for additional language learners. Many older students demonstrate a passion for reading and they are encouraged to write frequently. Students' speaking skills are more variable. In mathematics and science, students demonstrate a high level of knowledge. Their knowledge application, problem solving and investigational skills are less well-developed because of an over-emphasis on completion of workbooks.

Students acquire satisfactory information communication technology skills (ICT) skills. Their critical thinking skills lack sufficient development to allow confident use in all subjects. Most students are not sufficiently challenged, particularly the more able who make only satisfactory progress in many lessons due to low expectations and the absence of appropriately challenging activities. The school does not use standardized tests to monitor and track the progress of students. Individual attainment targets linked to ENC and MOE standards have been introduced; understanding of ENC levels and how to use the information to monitor and evaluate progress is inconsistent and not used effectively by all teachers.

Students' personal development

Attendance is good at 93%. Most students are happy and enjoy school. They talk enthusiastically about their teachers and say that they feel safe and secure. Students show a high level of respect for each other and other cultures and willingly share with others. Student council members develop leadership skills and are confident that the school leadership listens to them and values their views. Most students are well behaved, especially the girls, and there are few incidents of bullying; older boys' behaviour is not always positive. Students express pride in being part of an Emirati school community and demonstrate well-developed cultural understanding. They sing the national anthem with vigour and respect the UAE flag. They have a good understanding of values and how to keep fit and healthy. For example, during sports day, students compete with fairness, determination and encouragement, and they enjoy their physical education (PE)

lessons. Most students take part in a wide range of extra-curricular activities ranging from fashion design to cooking and are appropriately developing personal qualities such as curiosity and persistence.

The quality of teaching and learning

Teaching and learning is satisfactory but inconsistent. This is demonstrated by the wide range in lesson quality observed by inspectors, from good to very unsatisfactory. Most teachers have appropriate subject knowledge and maintain good relationships with students. Teachers manage behaviour well and there is mutual respect and trust.

In the most effective lessons, particularly in English, good pace leads to accelerated progress. Teachers usually share learning objectives so that students know the expectations for their learning. The least effective lessons are frequently teacher dominated with low expectations and limited challenge, especially for more able students. This results in less progress and weaker development of independent and collaborative learning skills.

Few opportunities are given for children in the Foundation Stage (FS) to develop independence, make choices and engage in experiential learning. Baseline assessment and the use of observations have not been used effectively to monitor children's progress and provide activities to meet their learning levels. Classroom assistants are often passive and are not well directed by teachers to support practical learning.

Assessment for learning in the older grades is not used consistently by teachers to ensure that students' prior knowledge, understanding and skills are used to inform planning and provide activities which meet and challenge the different learning needs of all students. Teachers are not secure in the use of predicted targets to forecast end-of-year attainment levels. Only students in the most effective lessons, particularly those in higher grades in English, are aware of their individual targets. Questioning strategies are used inconsistently and are often limited to questions requiring simple factual responses that do little to extend thinking and challenge students to reflect and justify. Teachers' use of resources, and particularly interactive whiteboards (IWB), is variable. Resources available are often not used effectively to increase motivation and understanding. For example, students do not have enough opportunities to learn through investigation in science and problem solving in mathematics and teachers rely too much on text book delivery.

Meeting students' needs through the curriculum

Overall, the implementation of the curriculum is satisfactory and improving. The school offers a broad and balanced curriculum and provides appropriately for subjects taught in Arabic, PE, art, ICT and humanities. For all subjects taught in English, curriculum implementation provides good opportunities to extend writing and promote reading skills. The curriculum promotes a good understanding of the UAE community values and the culture of the UAE. A wide range of extra-curricular activities, including sports and creative arts, enrich students' learning. A number of important issues in curriculum provision need to be improved further. Curriculum delivery is still too dependent in some areas on workbooks and a focus on knowledge acquisition rather than understanding. This limits opportunities to develop 21st Century skills such as high order thinking and the use of ICT in all subjects. Curriculum delivery does not adequately address the needs of all students, particularly the gifted and talented and less able. Additionally planning and delivery in the KG does not sufficiently address children's personal, social and academic needs.

The protection, care, guidance and support of students

The school is a caring community with a positive ethos towards supporting students. It provides a safe and healthy environment. Daily maintenance checks are undertaken and a central register is maintained. The pastoral system provides satisfactory support for students' academic progress and personal development. Individual behavioural concerns are logged. There is no central system to track behaviour issues across grades or to monitor students' academic progress yet. All teachers understand the child protection policy and procedures to follow if there is any suspicion of abuse. There is an admissions register and lateness is closely monitored. Procedures to follow up absences lack consistency. Corporal punishment is strictly forbidden. There is an effective rewards and sanctions policy and awards are made to students during assembly and lessons. The high quality medical care for students is administered by a well-trained medical staff. The school has 2 prayer rooms which are well used. School transport arrangements are safe and appropriate. A SEN coordinator has been appointed to focus on identification and support for students with SEN.

The quality of the school's buildings and premises

The school is well-maintained with high standards of hygiene and cleanliness. There are regular and efficient electrical maintenance checks. The school has sufficient specialist facilities and the artificially-grassed area is well used for community events such as assemblies and sports day. The students in FS do not have appropriate access to outdoor learning areas. There are security systems,

such as a surveillance room to provide monitoring of close circuit cameras and oversight of security in buildings and outside areas, and visitors are required to sign in. Entry and departure security procedures at the beginning and end of the school day do not sufficiently ensure the site is not vulnerable to access by strangers.

The school's resources to support its aims

There is a sufficient number of teachers who are suitably qualified. The school has a wide range of good quality resources such as IWBs, science and PE equipment. Many teachers do not use these effectively to support learning, for example to develop communication, investigational and problem solving skills. There is a good stock of fiction and non-fiction reading books in the library which encourages students' passion for reading. The 2 ICT suites are well-resourced and used appropriately for specialist lessons. Access to ICT resources for all other subjects is more limited in comparison. School buses are regularly serviced and maintained in a safe condition. Fire drills are held regularly and ensure speedy evacuation of buildings. The school does not provide catering services for students. Resources to support students with SEN are appropriate.

The effectiveness of leadership and management

The new Principal has clearly identified the school's key strengths and priorities for improvement. She has a clear vision for the future and is effectively supported by the Vice-Principal. The school self-evaluation process is improving and has greater emphasis on making more accurate judgments. The self-evaluation form (SEF), completed before the Principal's arrival, is overly positive in many aspects and is incomplete in some standards. The analysis of student performance is not well developed and is not used sufficiently to inform priorities for improvement. The recently developed school development plan has all expected elements and identifies appropriate priorities for improvement. For example, these target the introduction of external testing, developing effective teaching and improving provision for SEN students.

Professional development has targeted teaching effectiveness in Islamic education and Arabic language. There has not been sufficient time to monitor the impact of these professional development opportunities yet. Monitoring of teaching, learning and assessment lacks rigour and does not result in sufficient evaluative feedback to further improve teaching and learning. The Board of Directors provides informative and regular advice and support to the Principal. Parents provide strong support and there is a very positive community presence. Parents are positive about the school and most believe that they are listened to by the leadership and their concerns are appropriately handled. There is no parent

group to represent their views or give input into decision-making. Parents are appropriately informed about their children's progress.

Progress since the last inspection

The school was last inspected in April 2012 and has made some progress on many of the inspection recommendations. There is now a prayer room for students to use. Professional development has targeted a more collaborative approach to learning in Islamic education, Arabic and social studies. Greater attention is being given to developing students' writing skills across the curriculum. Target setting has just been introduced. Standardised tests have not yet been introduced but are planned for this school year. Greater opportunities for practical and investigative science have not been addressed. Given the current drive and clear vision, the SLT and school demonstrate satisfactory capacity to improve.

What the school should do to improve further:

1. Review entry and exit security procedures at the beginning and end of the day to ensure the site is not vulnerable to access by strangers.
2. Raise student attainment in Arabic so that it is at best international standards.
3. Improve teaching and learning by ensuring that:
 - i. FS teachers understand how young children learn best
 - ii. teachers understand ENC attainment levels and use these to monitor and evaluate progress and to plan lessons that meet the learning needs of all students, and ensure they understand their targets for improvement
 - iii. teachers consistently use a range of questioning strategies including probing questions that promote critical thinking skills
 - iv. teachers plan learning activities that allow students to work independently and collaboratively
 - v. appropriate support is provided in lessons for students who find learning difficult, and more able students are challenged to extend their learning.
4. Ensure the availability and effective use of resources by:
 - i. developing the efficient use of available resources to adequately support the curriculum, particularly in FS
 - ii. increasing students' use of ICT in all subjects

- iii. increasing the use of science and mathematics resources to promote the development of practical and investigative skills and understanding.
5. Improve curriculum planning in order to:
- i. provide appropriate opportunities for children in FS to develop independence, make choices and engage in experiential learning
 - ii. integrate the development of 21st Century skills in every subject.
6. Strengthen the quality of professional leadership and management through more rigorous use of:
- i. evaluation of students' personal development and academic progress to set priorities for improvement planning
 - ii. rigorous lesson observations to set improvement targets for teachers and monitor and support progress towards them.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								