



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Shohub Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	30 Rajab, 1439h	to	3 Shaban, 1439h	
		from	16-Apr-18	to	19-Apr-18	
	School name			Al Shohub Private School		
	School ID			292		
	School address			PO Box 31515 Khalifa City, Abu Dhabi		
	School telephone			+971(0)2 555 9995		
	School official email			Alshohub.pvt@adec.ac.ae		
	School website			www.alshohub.org		
	School curriculum			British		
	School phases			KG to high		
	Fee range and category			AED 22,500 to 44,800 (medium to high)		
	Number of lessons observed			83		
	Number of joint lessons observed			10		
Staff Information	Total number of teachers			52		
	Turnover rate			42%		
	Number of teaching assistants			22		
	Teacher- student ratio			1:11		
Student Information	Total number of students			562		
	% of Emirati Students			93%		
	% of Largest nationality groups			1. Oman 1%		
				2. Bahrain 1%		
	% of SEN students			10%		
	% of students per phase			KG: 34%		Middle: 16%
				Primary: 38%		High: 12%
Gender			KG and Primary: Boys and Girls Middle and High: Girls			



The Performance of the School

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

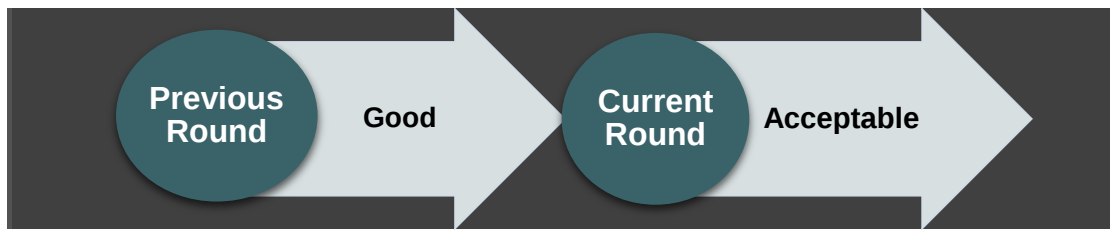


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The number of students on roll fell from 912 at the last inspection to 562 now. Teacher turnover has been high, and the principal and senior team are new in post from the current academic year.
- Students' achievement is acceptable overall. It is good in Kindergarten (KG). It is also good in English, science and Islamic education in the primary phase. Student's achievement is weak overall and in international examinations in high school.
- Students' personal and social development and their innovation skills are good overall. They have a very well-developed respect for the heritage and culture of the UAE and strong appreciation of Islamic values. Students do not consistently demonstrate enough independence in lessons.
- The quality of teaching and assessment is acceptable overall and good in KG/FS1. Teachers' subject knowledge is generally good. However, too often, especially in middle and high school, teachers' expectations are too low. There is a lack of challenge, especially for higher achievers and those who are gifted and talented (G&T). Assessment systems are not yet used well enough to account for and support students' progress.
- The quality of the curriculum is acceptable. Leaders have taken determined action to address previous shortcomings in age-appropriate provision.
- The protection, care, guidance and support for students is good overall. The school makes very good provision for the health, safety and well-being of its students. Care and support are good but the promotion of better attendance and punctuality has not been effective enough.
- The quality of leadership and management is acceptable. The principal has a clear vision for improvement and has engaged well with stakeholders to address the school's main priorities. Systems for measuring, monitoring and improving performance of students and staff are, however, underdeveloped.



Progress made since last inspection and capacity to improve



- Since the last inspection, the school's overall effectiveness has declined. This reflects the difficulties the school has faced with a large turnover of staff and leaders.
- The new senior leadership team has pinpointed the school's key weaknesses and taken well-considered action to address these.
- A number of the main areas for improvement identified at the last inspection still remain priorities for improvement in this report. There remains the need to raise students' achievement in the high school by raising expectations and increasing the level of challenge for them in lessons. Achievement data still needs to be used better to monitor and support students' progress.
- Punctuality of students in the morning remains weak, as does their attendance.
- Middle leadership in the school remains undeveloped, so that there is not enough monitoring and development of teaching within subjects and phases.
- Provision for the health, safety and protection of students has improved and is very good. Students feel safe in a caring and mutually supportive environment.
- The school has continued to improve its strong ethos, which is centred on students' appreciation of UAE heritage and culture, and their understanding of Islamic values.
- New senior leaders have made a determined start in improving the school. Leadership capacity to improve the school further is acceptable.



Key areas of strength and areas for improvement

Key areas of strength

- The quality of teaching, learning and resources in the KG/FS1.
- Students' achievement in the KG/FS1, in English, science and Islamic education in the primary phase, and in art across the school.
- Students' behaviour, conduct, understanding of UAE culture, and their positive Islamic values.
- The high standard of care for the welfare and safeguarding of students within an attractive environment.
- The effective management of the day to day life of the school.

Key areas for improvement

- Improve students' attainment, especially in the middle and high phases by:
 - i. ensuring students are placed on programmes of study that are appropriate to their age, and that they can complete full A-level programmes in high school
 - ii. improving the quality of teaching, particularly in setting sufficiently high expectations for all students
 - iii. improving the use of assessment information by teachers and school leaders to monitor and improve students' attainment and progress
 - iv. ensuring sufficient challenge in lessons for more-able students and those who are G&T
 - v. further developing innovation in the classroom and the promotion of students' skills for independent learning.
- Improve students' weak attendance and punctuality by:
 - i. further raising the profile of good attendance and punctuality among students through the systems of rewards and sanctions
 - ii. communicating more effectively with parents to stress the importance of good attendance and punctuality.
- Strengthen the accountability for subject performance and students' achievement across the school by:
 - i. ensuring that new assessment systems are implemented with consistent effect across all phases of the school
 - ii. ensuring that teachers and leaders all understand how to interpret assessment information and can benchmark the school's performance against international standards
 - iii. developing middle leadership in the school with responsibilities for improving achievement and teaching in year groups and subjects
 - iv. strengthening the monitoring of teaching and learning so that the work of teachers is observed frequently and they are given clear feedback related to the learning and progress of their students.



Provision for Reading

- The school has two large libraries with a good stock of English and Arabic books. Each English and Arabic class visits the library every week and students are encouraged to borrow books and take them home.
- Literacy development in English and Arabic are important goals for the school. There are posters to encourage reading and students can choose from graded readers in both English and Arabic. There is currently an 'extreme reading' initiative to encourage reading.
- The English and Arabic departments set base line reading tests in September and have tested students again in Term 2. Support is given in primary, by a Literacy Coordinator, for students who have below age-related reading skills. Levelled reading books in both English and Arabic have been provided for a library in each class.
- The KG has developed its own phonics development system and has provided workshops for parents so that they can understand how they can support their children's early reading development at home.
- Training has been provided in KG and primary to ensure that all teachers have good skills to teach reading development.



Performance Standard 1: Students' Achievement

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



Overall achievement

- Students' achievement is acceptable overall. Internal assessments indicate weak attainment in phases other than KG where it is good. This does not fully correspond with evidence from lessons and books which shows achievement is acceptable overall in primary and middle, though good in primary Islamic education, English and Science. Achievement is weak in high, where students are currently generally making acceptable progress in lessons but have not attained the results they should in international examinations.
- IGCSE results have varied widely between subjects and over time. In 2017, English as a second language results were outstanding and mathematics results good. Art results are very good. Science results have been weak over time, and weak results were recorded in some other subjects. Most students have been taking these examinations a year later than they should. Attainment in AS examinations taken in Year 12 has been weak, and students have not taken A-levels by the time they leave school.
- Students with special educational needs are well supported to make progress in line with their peers. Those who are more able, however, are not sufficiently challenged to make the progress they should. Standardised tests show gaps between girls' and boys' attainment in primary are generally small.

Subjects

- Students' achievement in **Islamic education** is good overall, but acceptable in middle and high. The children in KG memorize different short "Suras of Qur'an", and they can repeat them with confidence. The students in all phases develop their understanding of how to reflect Islamic values on their behavior. Students in middle and high do not sufficiently develop their discussion skills, and reading the Qur'an with recitation is not well developed.
- Students' achievement in **Arabic** is acceptable, and good in KG. The children in KG make good progress in developing their skills in listening, understanding the spoken language and speaking. For students in primary, middle and high phases extended reading and writing skills, and speaking skills using Standard Arabic, are not well developed.
- Students' achievement in **social studies** is acceptable overall, and good in KG. Students are strongly aware of the heritage, traditions and the culture of UAE and the diversity of UAE society. Their technical and research skills, for example in reading geographical maps, are not well developed.
- Students' achievement in **English** is acceptable overall. It is good in KG



and primary, and acceptable in middle. Achievement is weak in high, where a minority of students lack the skills to tackle work independently. In KG, children develop good phonic skills that support their reading and early writing. In primary, students demonstrate a good understanding of grammar taught in lessons and develop effective comprehension skills. Application and development of these skills is not always so strong in middle.

- Students' achievement in **mathematics** is acceptable overall. It is good in KG, acceptable in primary and middle, and weak in high. From low starting points on entry, the large majority of children in KG acquire good skills and confidence in applying number skills in a range of contexts. In primary, middle and high phases, critical thinking, mathematical reasoning and problem solving are insufficiently developed.
- Students' achievement in **science** is acceptable overall, it is good in KG and primary, acceptable in middle, and weak in high. Across all phases, most students' knowledge and understanding of scientific concepts and their investigative skills are sound; they can handle equipment safely and collaborate to develop ideas. Use of scientific terms and report writing are insufficiently developed. Higher achievers are insufficiently challenged.
- Students' achievement in **other subjects** is good in KG, primary and middle. It is weak in high because of weaknesses in examination results, including in business studies, travel and tourism, and French. Food and nutrition results are however very good and students are very confident in practical work. Art is a strength of the school; students have developed confidence in expressing themselves creatively in art, both in specialist lessons and drawing skills across all subjects. Music has been introduced successfully to the primary school where students make good progress in choral singing and keeping a rhythm. Students make acceptable progress in physical education where they learn about the importance of exercise in a healthy lifestyle.

Learning skills

- Learning skills are good in the KG and acceptable in other phases. Students' engagement in learning is generally good but too many rely on their peers or their teachers to direct their learning. Students generally collaborate and communicate well with each other and with the teacher. Innovation skills are however too often lacking in lessons and students are not always sufficiently challenged to think critically for themselves. They make some application of learning to the world, but need some direction to do this.



Areas of Relative Strength:

- Students' achievement in the KG/FS1
- Students' achievement in English, science and Islamic education in the primary phase
- Students' achievement in art across the school.

Areas for Improvement:

- Students' achievement in all subjects specially in the middle phase and in the high phase, particularly in international examinations
- The progress of more able students and those who are G&T
- Students' learning skills in the middle and high phase, especially skills of independent learning and critical thinking.

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	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Acceptable	Acceptable

- Students' personal and social development is good. The development of their innovation skills is acceptable.
- Students mostly display very positive attitudes in school. Relationships between students and with teachers are warm, respectful and mutually supportive. Students behave very well in class and around the school.
- Students have a good understanding of how to live healthily. They make sensible food choices, and participate keenly in physical activities.
- Attendance is weak at 88%, and too many students are late to start school in the morning.



- Students have a very strong respect for the heritage and culture of the UAE, and a well-developed understanding of other cultures. They have a strong sense of morality, which is grounded firmly in their appreciation of Islamic values.
- Students take their social responsibilities very seriously. They volunteer to take on a wide range of leadership roles in support of other students and activities in the school and wider community. Students participate well in environmental projects.
- Student's innovation skills are not sufficiently well developed. A large minority of students in middle and high phases are too reliant on others or on their teachers to guide their learning.

Areas of Relative Strength:

- Students' very good behaviour and conduct.
- Students' understanding of UAE and other cultures.
- Students' strong sense of morality rooted in Islamic values.
- Students' sense of social responsibility.

Areas for Improvement:

- Students' attendance and punctuality.
- Students' innovation skills and independence in learning.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable, and good in KG. Teachers' knowledge of their subjects is good, but their understanding of how students learn is not as strong in the middle and high phases.
- Teachers plan lessons that allow for differentiation, but implementation is inconsistent. The needs of SEN are well-met, but higher achievers are not always sufficiently challenged.
- Teachers' interactions and vibrant well-resourced facilities create a positive learning environment. Questioning assesses understanding but does not consistently promote higher order thinking skills.
- The school has introduced assessment and monitoring systems to benchmark attainment and progress against recognised standards, but these have yet to impact on achievement. Implementation has been weak in middle and high, and as a consequence teachers' expectations of students are too often too low.
- Internal assessment processes are continuous and consistent in KG and primary, enabling teachers to plan to meet student's learning needs. In the best lessons, teachers adapt teaching strategies to meet the emerging needs of students as the lesson progresses.
- Teachers mark the work of students, and most provide specific feedback so that students understand precisely how to improve their work. Use of self and peer evaluation to promote students taking greater responsibility for their own learning are inconsistently applied.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Support for students with SEN.
- Teachers' management of their classes and the learning environment.

Areas for Improvement:

- The use of assessment to monitor and improve students' performance, especially in the middle and high phases.
- Teachers' expectations for students' achievement, and their use of questioning for higher-order skills.
- Challenge for the more-able and G&T.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Good	Acceptable	Acceptable
- The school's curriculum is acceptable. It is now aligned to the English National Curriculum of 2014 and meets the needs of most students. The school has taken well-considered actions through a transition plan to address weaknesses in the age-related standards of the school's curriculum. - The curriculum progression and continuity are acceptable. The curriculum is periodically reviewed to ensure continuity and relevance. Some cross-curricular links integrate the development of skills across subjects to better assist students in their transfer of learning. - The modification of the curriculum to meet the needs of most students is acceptable. It is not always sufficiently adapted to meet the needs of the higher achievers. - A variety of extracurricular activities allow students to develop their talents, interests and creativity. However, opportunities for innovation and enterprise are not yet provided consistently within lessons. - Moral education is taught weekly as a stand-alone lesson for years 1 to 11. Students actively engage in group discussions to raise awareness of moral values. The majority can apply their learning to real life above age-expectations. Areas of Relative Strength: - A rich extra-curricular programme. - An effective programme of moral education. Areas for Improvement: - Ensuring students work at age-related standards. - Modification to meet the needs of more-able and G&T 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	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

- The overall quality of care, guidance and support for students is good. The school makes very good provision for the health, safety and well-being of its students. Staff, students and parents share a secure understanding of the school's rigorous procedures for keeping students' safe, including child protection. The school environment is very safe, secure and hygienic.
- Supervision of students is highly effective because everyone understands their roles. The premises and learning environment meets everyone's needs. There are very effective strategies in place for promoting healthy lifestyles.
- Highly effective procedures for promoting positive behaviour have proved successful because they are understood by almost all students. Systems to promote better attendance and punctuality, however, have not been effective enough.
- The school effectively identifies students who have SEN or are G&T. However, the G&T students are not always challenged enough in class.
- Efficient systems for monitoring students' well-being lead to very effective pastoral care and personal support. Academic guidance has not been so strong, and students have not always been well advised on future course options in middle and high school, particularly for AS level.

Areas of Relative Strength:

- The very good procedures for keeping students safe.
- Very effective pastoral care to ensure students' well-being.
- Effective promotion of good behaviour.

Areas for Improvement:

- Procedures to improve students' attendance and punctuality.
- Academic guidance in middle and high phases.
- Support and challenge in class for G&T students.



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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good

- The effectiveness of leadership is acceptable. The principal has built the confidence of stakeholders and set the school on a clear course for improvement. The school's ethos and values have been strengthened. Actions have been successful in some areas but not had time to embed in all. The school lacks middle leadership capacity to monitor and improve teaching in subjects.
- Self-evaluation by senior leaders is mostly realistic but hampered by a lack of reliable and comprehensive assessment information on students' performance and a limited amount of observation evidence from classrooms. Key improvement priorities are identified accurately in the school development plan, but leaders recognise the need for more sharply focus actions and success criteria.
- Engagement with parents has strengthened. Parents appreciate the range of opportunities for contact with teachers, but are not clear about the progress their children are or should be making in all subjects. Parents have not yet been involved in shaping the school's priorities. The school engages well with a variety of community, national and international organisations, including those promoting women's aspirations.
- The governing board has restructured and now has a good understanding of the educational priorities for the school to hold leaders to account. Governance does not include representatives of parents.
- The school is managed efficiently on a day-to-day basis. It is well-resourced and adequately staffed. The premises and learning environment are maintained to very high standards.
- The school engages in international testing programmes. Students recently involved in mock PISA tests performed above Abu Dhabi averages overall. Students now complete the question-a-day exercise



from TIMSS in school following low participation rates in completing at home.

Areas of Relative Strength:

- The clear vision for improvement set by the principal.
- The management of the high-quality premises and learning environment.
- Links with the local, national and international communities.

Areas for Improvement:

- Development of middle leadership capacity across the school.
- The use of assessment information to benchmark performance in all areas and improve accountability for students' achievement.
- Monitoring and improvement of teaching.