



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



Private School Inspection Report

Al Tharawat National Private School

Academic Year 2016 – 2017

lqraa

Al Tharawat National Private School

Inspection Date	February 20, 2017	to	February 23, 2017
Date of previous inspection	April 20, 2015	to	April 23, 2015

General Information	
School ID	254
Opening year of school	2014
Principal	The school did not have a principal at the time of the inspection.
School telephone	+971 (0)2 582 2533
School Address	Baniyas East 9, Abu Dhabi
Official email (ADEC)	altharawat.pvt@adec.ac.ae
School website	www.altharawatschooluae.com
Fee ranges (per annum)	Low (AED14,100 to AED16,000)
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	MoE exams
Accreditation	----

Students		
Total number of students	1088	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	----
Number of students in other phases	KG	119
	Primary:	525
	Middle:	325
	High:	119
Age range	4 to 18	
Grades or Year Groups	KG to Grade 11	
Gender	Boys and girls	
% of Emirati Students	4%	
Largest nationality groups (%)	1. Syrian: 29%	
	2. Yemeni: 28%	
	3. Sudanese: 4%	
Staff		
Number of teachers	67	
Number of teaching assistants (TAs)	5	
Teacher-student ratio	KG/ FS	1:17
	Other phases	1:28
Teacher turnover	37%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	111
Number of joint lesson observations	6
Number of parents' questionnaires	51; return rate: 6%
Details of other inspection activities	Inspectors held discussions with the vice principal, senior leaders, the owner, subject coordinators and other members of staff. The inspectors spoke to students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, lessons, arrivals, departures and breaks.

School	
School Aims	There are no published aims for the school.
School vision and mission	'Today's students are tomorrow's fortune.'
Admission Policy	The school's admission policy is inclusive, following ADEC guidelines. There are no tests for admission.
Leadership structure (ownership, governance and management)	The leadership team comprises the vice principal, another vice principal for student support services and academic supervisor. There are coordinators for each subject. The governing body is led by the owner, supported by his daughter. There is a teacher on the governing body.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	0	2
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	0	5
Physical and health related disabilities	2	0
Visually impaired	0	0
Hearing impaired	0	2
Multiple disabilities	0	2

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	3
Subject-specific aptitude (e.g. in science, mathematics, languages)	2
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	2
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	2

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band C	Very Weak
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is very weak. The quality of provision is best in the kindergarten (KG) where children receive an acceptable education. Throughout the primary to high phases, arrangements to protect and safeguard students are very weak. The school does not provide a safe, secure and hygienic environment. There are serious concerns for the care and welfare of students, including the use of corporal punishment and verbal abuse. The school has doubled in size since the previous inspection. There is a trend of unstable leadership and the school currently has no principal and no clear educational direction. Frequent changes of teachers, many of whom are yet to be approved, contribute to low morale and lack of academic progress. The vice principal (VP) has little authority to bring about change. Key priorities from the previous report have not yet been addressed. The board of trustees does not hold the school to account for students' safety, care or achievement. Parents complain that communication is weak and that they are not welcome in school.

Progress made since last inspection and capacity to improve

The school has made weak progress in meeting the recommendations from the previous inspection and from the more recent monitoring visit. The provision in kindergarten (KG) has improved and is now broadly acceptable. A few safety issues have been addressed. Leadership and management remain very weak. The school has almost doubled in size with no clear strategic plan in place to cater for the increase. Very weak progress has been made in improving facilities and resources. Continued weak teaching in phases other than KG, and very weak protection, care, guidance and support, have contributed to declining behaviour, poor attitudes to learning, weak achievement for all groups of students, and incidences of physical and verbal abuse and bullying. The curriculum remains weak. The parent council no longer exists and there is no forum for student voice. Overall, school leaders have insufficient capacity to improve the school without significant additional support.

Development and promotion of innovation skills

The school does not promote innovation effectively enough. Most lessons do not give students opportunities to think critically or solve problems. Most teachers lack the skills to provide high-order questioning and dialogue to develop these essential skills. Students do not have sufficient opportunity to undertake practical work or use technology. In KG, teachers have begun to provide more play opportunities. There are a few opportunities for students to assume leadership,

for example by leading assemblies. Overall, across the curriculum, the school has yet to develop or teach effectively the skills that underpin innovation.

The inspection identified the following as key areas of strength:

- the better quality of provision and outcomes for children in the KG
- the promotion of UAE heritage.

The inspection identified the following as key areas for improvement:

- the health, safety and welfare of students in all phases
- attainment and progress of students in all core subjects in each phase
- the quality of teaching and assessment in all phases and subjects
- development of the curriculum to meet the needs of all students
- all aspects of leadership and management.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Weak	Weak	Weak	Acceptable
	Progress	Acceptable	Weak	Weak	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable	Weak	Acceptable	Acceptable
English	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Mathematics	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Science	Attainment	Weak	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Weak	Weak
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Weak	Acceptable	Weak
	Progress	Acceptable	Weak	Weak	Weak
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Weak	Weak	Weak



The overall quality of students' achievement is weak except for KG where it is acceptable. End of term MoE assessments show attainment is variable across phases and classes. Girls achieve more highly than boys in both external exams and internal assessments. Continuous assessment also shows a very variable picture. It suggests achievement is much better than students' current coursework and the work that they were doing in lessons.

Students' attainment in Islamic education is weak overall and acceptable in high phase. Progress of most students is acceptable in KG and high phase, and weak in primary and middle phases. The large majority of KG children can name the 5 pillars of Islam but cannot recite short Surah properly. By Grade 5, a large majority of students lose interest in learning because teaching is too directed. By the time they reach Grade 9, a large majority of students cannot explain the importance of Al Hadeeth and Al Sunnah, or recite the verses in line with curriculum standards. Progress accelerates as students reach Grades 10 and 11. Most can explain Islamic rules appropriate to their age level and make links to their lives. Their recitation of Holy Qur'an is acceptable.

Students' achievement in Arabic is weak overall, except in KG where it is acceptable. In KG2 most children recognise the date and day of the week and can match some words to their beginning sounds in line with age-related expectations. In primary phase, students' progress declines and their reading, writing and speaking skills are below age-related expectations. As they enter the middle school, significant differences in attainment develop between boys and girls. A majority of girls in Grades 8 and 9 develop acceptable skills in speaking, although their grammar is weak. Boys struggle to form correct sentences or speak in formal Arabic. This difference in rates of progress continues into Grades 10 and 11, where most boys have underdeveloped skills in reading and writing which are below age-related expectations, whereas most girls have an acceptable grasp of these skills.

Students' achievement in social studies is acceptable at KG, middle and high phases, but weak in primary phase where most students work below age-related expectations and have weak learning skills. Most KG children make acceptable progress and by the end of KG show attainment in line with age-related expectations, for example in recognising and talking accurately about the different colours of UAE flag. A large majority of students in Grade 5 attain below age-related expectations, for example, they find it difficult to describe life in the UAE in the past. Progress improves through middle phase. By Grade 11 in the high phase, most students attain in line with age-related expectations, for example they can give clear and accurate information about some public figures and their contribution to the

UAE society..

Students' achievement in English is weak overall, but acceptable in KG. By the end of KG2 a majority of children can recognise initial sounds and match simple words to pictures in line with age-related expectations. Progress declines in primary phase. By the time they reach Grade 3, most students struggle to read simple sentences. As they enter middle phase, boys and girls struggle to read fluently. They write grammatically incorrect sentences. As students enter Grade 9, their reading skills remain weak and below age-related expectations. Only a minority of students can write a paragraph in English. Students in Grades 10 and 11 improve in confidence and a few girls read more fluently. Boys often struggle to decode sentences from their text books without help. For most students, attainment remains below age-related expectations.

Students' achievement in mathematics is weak overall, but acceptable in KG.. Most students make weak progress from Grades 1 to 5. In Grade 5, for example, a large majority make errors in simple calculations. By Grade 9, a large minority of boys' skills are well below age-related expectations. Students in Grades 10 and 11 try hard to complete work appropriate for their age, but encounter so many gaps in their understanding that only the minority succeed in working at age-related expectations.

Students' achievement in science is weak overall. Attainment is below age-related expectations for most students. Most children in KG make acceptable progress and can, for example, recognise different animals and explain some of their features. This acceptable progress continues and, by the time they reach Grade 3, students can recognise different textures using their sense of touch. However, attainment remains below age-expectations, and this continues as students move through middle and high phases. For example, poorly developed investigation skills mean most students in Grade 7 do not know how to make hypotheses or test their conclusions. Older students in Grades 10 and 11 have little practical experience. Weak prior knowledge does not give them the foundation they need to succeed, and attainment remains below age-related expectations.

Students' achievement in other subjects is weak overall, and acceptable in KG. Younger children enjoy outdoor physical education (PE) sessions, and make acceptable progress in developing skills in a variety of exercises. In the older grades students make weak progress overall, developing very few skills beyond their natural talent in sports such as football or basketball. Achievement in art and music is weak across classes. Lack of resources, poor teaching and frequent absence of staff mean students in all grades attain below age-related expectations.



Learning skills are weak. A large majority of students, both boys and girls, are easily distracted from their work. They find it difficult to communicate their learning. Their collaboration skills are stronger in high phase. Most find it difficult to make links between subjects or with their daily lives, or to carry independent research or use learning technologies because resources are inadequate. Their skills of problem-solving and thinking critically are weak because opportunities to develop these are limited.

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
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Personal development	Acceptable	Weak	Very Weak	Very Weak
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Weak	Weak	Weak
Social responsibility and innovation skills	Weak	Very Weak	Very Weak	Very Weak

Students' personal and social development is generally weak overall, and the development of their innovation skills is very weak. In KG, most children respond positively to staff. Their behaviour contributes to a safe and happy environment. In other phases, a majority of students, both boys and girls, are disrespectful towards each other and staff during intervals and lessons. Students say bullying is frequent. Poor behaviour disrupts lessons. Students demonstrate a poor understanding of the need for healthy and safe lifestyles. Attendance figures produced by the school indicate attendance is good at 94%. Significantly lower levels were observed during the inspection.

Students have a basic understanding of the role and values of UAE society, but their behaviour and attitudes do not reflect an adequate appreciation of the role of Islam in their daily lives. Late students run into assembly or along corridors during the national anthem, showing a lack of respect. Students have a basic knowledge of Emirati life and culture. They celebrate National Day and Flag Day and can recognise important buildings in Abu Dhabi. Their understanding and appreciation of cultures other than their own is limited.

Students have little involvement with their community or in volunteering, beyond collecting for charity. A large majority have a poor work ethic and their creativity and initiative are limited. They do not engage in decisions affecting the school due in part to the lack of a student council. Most students show little concern for their surroundings. Furniture is covered with graffiti, and after breakfast the restaurant and playground are littered. Students demonstrate little awareness of wider environmental issues.

Performance Standard 3: Teaching and Assessment

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

The overall quality of teaching and assessment is weak. During the inspection, while the quality of teaching was at least acceptable in almost all lessons in the KG, it was no better than weak in most lessons at the primary phase and in the majority of lessons at the middle phase, and similarly weak in around half of the lessons at the high phase. Overall, this amounts to an unsatisfactory experience for students for most of their school day. Only the minority of teachers demonstrate suitable subject knowledge. Almost all have a limited understanding of how students learn. Planning is infrequent, haphazard and does not lead to continuity or progression in learning. Most lessons rely heavily on reading from the text book, with little opportunity for high-level or creative thinking. Most teachers ask questions which do not challenge students to think or engage in discussion. They readily accept the first spontaneous answer from a student, thereby limiting the expectations on other students to think for themselves before work moves on. Practical activities are rare, and the one science laboratory is underused. Teachers provide very limited opportunities for students to develop skills of independent learning, innovation and critical-thinking.

The overall quality of the school's approaches to assessment is weak. Analysis of internal and external assessments is limited. The VP has an accurate understanding of the data and the school benchmarks academic outcomes against external expectations, but this information is not yet used effectively to improve achievement. Assessment judgements made from continuous assessment information are inflated. Teachers do not use assessment information to plan lessons or adapt curriculum content to meet the needs of all students, especially those with special educational needs (SEN). Overall, students are given insufficient support, challenge and feedback.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Acceptable	Weak	Weak	Weak
Curriculum adaptation	Weak	Weak	Weak	Weak

The overall quality of the curriculum is weak. It generally fulfils licensing requirements but neglects the development of learning skills. Opportunities for art, music and technology are limited. Curriculum planning does not take account of the need for progression and so does not build well on students' previous achievements. Students are ill-prepared for the next stage in their education or for work. The school only offers the advanced strand of the MoE curriculum in Grades 10 and 11. Links between subjects are not made explicit, even when they are referenced in the text book, so students rarely make these connections in their learning. There is no systematic review or modification of the curriculum.

The curriculum is not modified adequately to meet the needs of most students, especially those who have special educational needs (SEN) or who may be gifted and talented (G&T). The school has not yet worked out how to embed innovation and other important skills development into subjects through effective planning, or through a whole school approach. As a result, students have little opportunity to develop their innovative or creative skills. In KG, boys are becoming more engaged in learning because there are more specific play activities. In other phases, students disengage from learning because they are not motivated by the quality of teaching or the content of the lessons. There are no regular after-school activities, and opportunities to participate in recitation or sports competitions are limited. The school is seeking to promote UAE heritage more effectively and some progress has been made.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Weak	Very Weak	Very Weak	Very Weak
Care and support	Weak	Very Weak	Very Weak	Very Weak

The overall quality of protection, care, guidance and support is very weak. Policies to ensure students' safety are not implemented thoroughly. A large majority of teachers and students are unsure about child protection procedures. Parents report these policies have not been shared with them. Most students have a limited understanding of internet safety. Students feel that frequent bullying often goes unreported.

General maintenance is very weak. Although safety checks are undertaken, these are inadequate. The playground area is unsafe. The soft play tiles are worn away, presenting trip hazards. There are missing or broken handrails on the stairs. Open fire doors are often unguarded allowing students to leave the premises unseen. Classrooms are dirty and uncared for. The school does not provide a safe, hygienic, or secure environment for learning.

The promotion of healthy lifestyles is very weak. Clinic facilities are inadequate for the number of students. The school gives very little attention to the promotion of safe and healthy living. When it does, staff can provide mixed messages, for example, in KG, children were given sweets and cakes while watching a puppet show about dental hygiene.

The care and support of students does little to establish boundaries of acceptable behaviour. There is no consistent approach to behaviour management. Students, especially boys, complain of rough behaviour from peers and staff. There are several recorded incidents this year of verbal abuse from teachers to students and of physical chastisement. Students feel they are not listened to and that complaints are not investigated thoroughly. This view is echoed by parents. SEN and G&T students are not adequately identified or supported. They make weak progress overall. Students' wellbeing is not regularly monitored. Academic guidance and careers guidance for older students is inconsistent.

Performance Standard 6: Leadership and management

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

The overall quality of leadership is very weak. There is continued instability in the senior leadership team. A candidate principal in post since November 2016 left the school the week before the inspection. The VP has no clear authority from the chair of the board of trustees, who is also the owner, to lead the school effectively. Monitoring of teaching is infrequent and has little impact on students' academic and personal development. There is a widespread lack of understanding of the nature of high-quality teaching. Leaders do not ensure that the school is compliant with statutory and regulatory requirements.

The self-evaluation form (SEF) is not based accurately on SEF indicators and standards and many of the priorities in the school development plan (SDP) remain from the previous inspection. There has been little progress towards them and the plan has not been monitored or reviewed. Other aspects of quality assurance, such as monitoring the quality of learning and teaching, remain underdeveloped.

Parental involvement in the school is very weak. Parents have little confidence in the school and do not feel their views are considered or that they are welcome. There is no parents' committee and no parent representative on the board of trustees. Communication is very weak. Reports are irregular and parents say they are not always made available to all parents.

Governance is very weak. The chair and board of trustees do not hold the school sufficiently to account for its performance. They do not ensure sufficient resources or high-quality staff are in place to address weaknesses. A significant number of statutory requirements to ensure the safety and security of students are not met.

The day-to-day management of the school is very weak and puts students' health and safety at risk. Lack of continuity in senior leadership means concerns are not identified or rectified swiftly. A large minority of teachers have not yet been confirmed as suitably qualified or experienced. Resources are inadequate to support



teaching and learning.

What the school should do to improve further:

1. Immediately address serious health, safety and welfare requirements by:
 - i. preventing all incidences of physical and verbal abuse in line with
 - ii. immediately putting in place robust methods for vetting all staff
 - iii. sharing the child protection policy effectively with everyone
 - iv. undertaking an immediate audit of the building to identify and rectify areas requiring repair
 - v. ensuring no classes exceed the regulatory limit on numbers of students.
2. Raise achievement in all subjects and phases by:
 - i. ensuring all students are provided with the text books they need for each subject
 - ii. ensuring teachers use the full range of assessments to identify underachievement and target support
 - iii. providing increased opportunities for students to develop effective learning skills
 - iv. providing good academic support for students with SEN and those who are more able.
3. Improve students' personal development by:
 - i. improving teachers' skills in behaviour management and developing a consistent approach across the school
 - ii. increasing the staff in the clinic to provide adequate health care for both boys and girls
 - iii. providing better health education to improve students' understanding and adoption of healthy lifestyles
 - iv. accurately identifying students with SEN and providing adequate support for their personal development
 - v. increasing opportunities for all students but especially for boys, to develop leadership skills and become self-motivated learners.
4. Improve the quality of teaching to raise attainment by:
 - i. improving teachers' and leaders' skills in making accurate assessment judgements and using these to plan students' learning
 - ii. ensuring all teachers are suitably qualified and approved
 - iii. providing effective, regular professional development closely linked to school priorities

- iv. developing teachers' planning to provide stimulating lessons that engage all students
 - v. increasing teachers' ability to engage in meaningful dialogue and ask effective questions.
5. Improve the quality of the curriculum by:
- i. ensuring it is broad and balanced and provides a range of activities that will interest, motivate and excite all students
 - ii. undertaking regular reviews
 - iii. providing better facilities for students to participate in sports that respect the cultural and moral views of students and their parents
 - iv. provide increased creative, and technological opportunities.
6. Improve leadership and management by:
- i. immediately addressing all the breaches of regulations
 - ii. ensuring the board of trustees independently carries out its statutory duty to monitor performance and hold the school accountable
 - iii. rapidly appointing a suitably qualified principal with the authority to lead the school effectively
 - iv. improving the SEF so that self-evaluation is based accurately on SEF indicators and aligning the SDP to address the key priorities
 - v. addressing all the recommendations from the previous report
 - vi. developing robust systems for monitoring teacher performance and providing effective training and support
 - vii. improving relationships, communication and reporting to parents, so they understand how their children are progressing and feel their involvement is welcomed
 - viii. improving the quality and quantity of resources to enable effective learning to take place.