



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

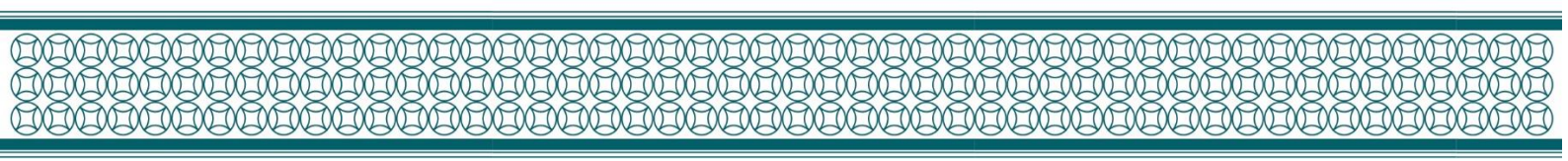
**The International School of
Choueifat-Ruwais**

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	The International School of Choueifat - Ruwais		
School ID:	9043	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	SABIS	Fee range and category*	AED21,060 to AED29,410 (Medium)
Address:	Ruwais Housing Complex- Phase 4 Al Dhafra	Email:	9043@adek.abudhabi.ae
Telephone:	02-8075000	Website:	www.ruwaisprivateschool.sabis.net

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

Staff Information			
Total number of teachers	126	Turnover rate	28%
Number of teaching assistants	37	Teacher- student ratio	1:26

Students' Information				
Total number of students	3313		Gender	Boys and girls
% of Emirati students	17 %		% of SEN students	0 %
% of largest nationality groups	India 23%, Pakistan 10%, Indonesia 9%			
% of students per phase	KG	Primary	Middle	Secondary
	24 %	45 %	21%	10 %

Inspection Details			
Inspection Hijri dates from:	21/03/1441	to	24/03/1441
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019
Number of lessons observed:	192	Number of joint lessons observed:	19



The overall performance of the school:

- The school's enrolment increased by 20% over a two-year period. It moved to a newly built campus in 2016. Staff turnover at 28% is high.
- The overall performance of the school is good and has improved since the last inspection. Students' achievement has improved in most subjects because teaching has improved across the school under effective leadership from the director and his senior staff. The self-evaluation and development planning process has improved which has had a positive impact on raising student achievement.

Key areas of strength and areas for improvements:

Key areas of strength

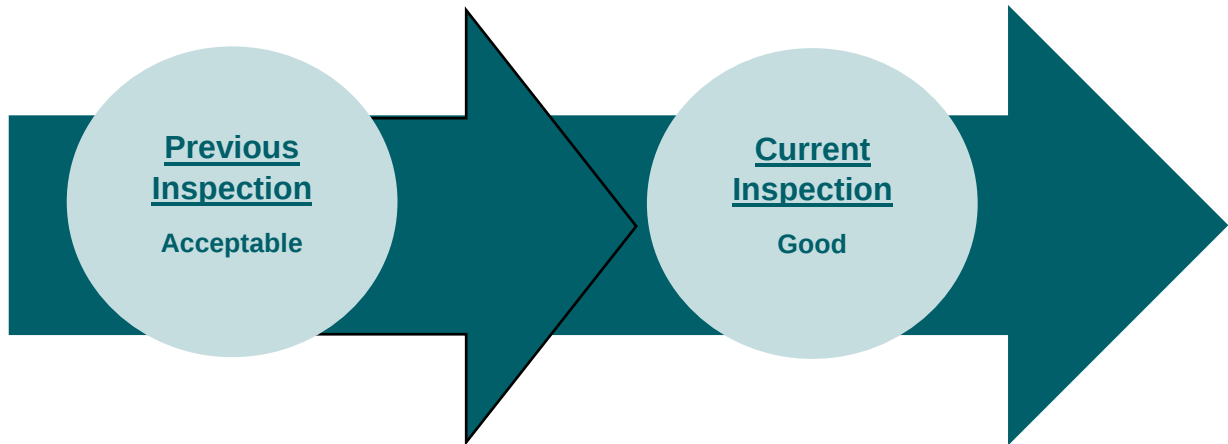
- Students' personal and academic achievement.
- Quality of teaching and assessment in all phases.
- Impact on achievement of the Student Life Organization (SLO) in extra-curricular activities.
- Strategies for guiding and supporting students.
- Impact of school leaders on overall school improvement.

Key areas for improvement

- Students' achievement across all subjects, particularly in Arabic as a second language (ASL) and UAE social studies, by:
 - improving the pace of lessons
 - providing further opportunities to practice extended reading and writing in Arabic
 - providing more challenging activities for the more-able and support for the less-able students in lessons
 - making more effective use of the teaching assistants to support KG children's learning.
- Increased opportunities for students to develop critical thinking, problem-solving, innovation and independent learning skills in lessons by:
 - improving planning to incorporate opportunities for the development of skills in lessons that are matched to students' ability
 - planning lessons that include questions for students that require critical thinking
 - providing targeted professional development for all teachers in the use of 21st century teaching strategies.
- Monitoring and evaluation of lessons with a focus on learning by:
 - revising the current observation checklist to include learning skills
 - identifying good practice and sharing this across the school
 - providing training for all leaders in evaluating learning in lessons.



Progress made since last inspection and capacity to improve



- The school has made significant progress in addressing almost all recommendations in the previous report. Overall, performance is now good.
- Effective teaching has improved students' achievement in most subjects, particularly Islamic education, Arabic as a first language (AFL) and English. Progress is less evident in ASL and UAE social studies. Students' learning skills in enterprise, entrepreneurship and enquiry are developed well in the wide range of extra-curricular activities but remain less prominent in lessons.
- Students have an improved understanding and appreciation of Islamic values and awareness of UAE heritage and culture.
- Overall, teaching and assessment are now good. Opportunities for students to engage in collaborative work and discussion in lessons are developing, particularly in High. Students who are having difficulty with their learning and the more-able are supported and challenged through the provision of additional lessons and extra-curricular activities.
- The Integrated Learning System (ILS) is used effectively in most lessons to develop independent learning skills and ensures that the curriculum meets most students' needs.
- Leadership and management are now good. Increased use is made of the UAE inspection framework to guide the school's self-evaluation process. Systems to identify students who have difficulty with aspects of their learning and the more-able are robust and based appropriately on good quality assessment evidence. Leadership demonstrates good capacity to maintain school improvement.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' achievement across the school is now good overall. Achievement in ASL and UAE social studies remain lower than in all other core subjects. - The progress of all groups of students is good in most subjects. Support and challenge to accelerate the progress of the less- and more-able students is an area for further improvement. - Students' learning skills are good overall. Students' apply their learning across subjects and make links to the real world. Their creativity and innovation skills are less well applied in lessons.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students consistently show self-discipline and commitment to their studies. Attendance is outstanding. - Students demonstrate a deep understanding and appreciation of their own and other world cultures. They have a good understanding of Islamic values and respect for the culture and heritage of UAE. - Students do not consistently show initiative or creativity during lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The quality of teaching is now good in almost all subjects and phases. Teachers have good subject knowledge and a clear understanding of how to teach the SABIS curriculum. - Teachers now rigorously analyse assessment data to provide very clear analysis of students' strengths and learning needs. - Teachers do not routinely promote collaborative learning or the sharing of ideas to solve problems.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The curriculum's rationale is understood by teachers and students. It ensures continuity and progression in subject content. - Links with UAE culture and society are strong		



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	• Opportunities for enterprise, innovation and creativity are underdeveloped in lessons.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	• Comprehensive arrangements ensure students are well cared for and supported in a safe and secure environment. • Relationships throughout the school are very strong. Systems for promoting attendance and punctuality are very effective. • More- and less-able students have very good support outside lessons, but this is less consistent in lessons.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Under the director's skilful leadership, senior leaders set a clear strategic vision and direction for the school. • Senior leaders have ensured good progress in most areas of the school's provision. • Students' progress is monitored very effectively using rigorous analyses of data, but the monitoring and evaluation of lessons does not focus sufficiently on the development of students' learning skills.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is good. In lessons and over time, the majority of students make good progress. - Attainment is good. Grade 12 MoE examination results indicate outstanding attainment for the few students who sit the examination. Internal data shows that attainment is outstanding, but this is not seen in lessons and students' work, where the majority attain above curriculum standards. - Most students make good progress. Primary students develop good understanding of Islamic concepts and teaching and link them to real-life situations. Students in Middle explain and interpret Noble Hadeeth accurately. In High, students make good progress in gaining knowledge and understanding in Islamic Faith. For example, they can discuss how and why Allah kept the Holy Quran unchanged over time. They recite prescribed verses of the Holy Quran but do not always follow the appropriate 'Tajweed' rules. - The majority of groups make good progress.	
	Relative Strengths - Students' understanding of Islamic concepts and teaching. - Students' ability to explain and interpret Noble Hadeeth.	Areas of Improvement Students' ability to recite Holy Quran applying Tajweed rules.

Arabic	- Students' achievement in Arabic (AFL) is good, and acceptable in Arabic (ASL). In lessons and over time, the majority of students make good progress in AFL. Progress is acceptable in ASL. - Attainment is good in AFL and acceptable in ASL. Attainment for a few Grade 10 students who sat IGCSE in 2019 was acceptable. MoE Grade 12 data was not made available. Internal assessment data show outstanding attainment in both subjects. In lessons and students' work, the majority of students attain above curriculum standards in AFL, and most in line with standards in ASL. - KG children make good progress in developing listening, comprehension and speaking skills. These skills accelerate as AFL students move up the school. By the end of Primary students understand and follow basic grammatical rules, read with expression, and construct sentences accurately. In High, the majority of students discuss the main themes in literary texts confidently. Most ASL students demonstrate acceptable listening and speaking skills. They comprehend most of what they read and can describe picture stories employing phrases learned in lessons. However, they have less secure reading skills. Extended writing skills are less secure for both groups, particularly for the more-able. - The majority of groups of AFL students make good progress. Most groups in ASL make acceptable progress.	
	Relative Strengths - Students' understanding, language and reading skills in Primary in AFL. - Students' reading comprehension skills in ASL.	Areas of Improvement - Students' writing skills in AFL and ASL particularly extended writing for more-able students. - ASL students' reading skills.



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Social Studies	- Students' achievement in social studies is acceptable. In lessons and over time, most students make progress in line with expectations. - Attainment is acceptable. Internal data show that attainment is outstanding, but in lessons and in students' work, most attain in line with curriculum standards. - Primary students develop adequate understanding of the UAE infrastructure and make links to real-life. They gain knowledge about UAE heritage and culture but are unable to explain their understanding by, for example, identifying some of the traditional tales and songs. In Middle, students gain acceptable understanding in geography and can, for example, identify characteristics of different economic systems, but few can extend their learning further and discuss the relations between systems and the impact globally. - All groups of students make acceptable progress.	
	Relative Strengths - Students' knowledge and understanding of the development of UAE infrastructure. - Students' knowledge in geography	Areas of Improvement - Students' ability to explain their understanding in Primary. - Identifying links in areas of learning and to the world to extend learning in geography in Middle.

English	- Students' achievement in English is good. In lessons and over time, the majority make good progress. - Attainment is good. Grade 10 IGCSE results show good attainment overall. Internal data show that attainment is outstanding across all phases which is not seen in lessons and students' work where it is good. - KG children develop phonic knowledge and comprehension skills. Handwriting is well-formed. Primary students use punctuation accurately when writing complex sentences. In Middle, students understand the use of stanzas to develop mood in poetry and justify their opinions. In High, students analyse and contrast different texts in poems and short stories. Their extended writing skills are not as well developed. - The majority of groups make good progress although more-able students' vocabulary is less well developed in High.	
	Relative Strengths - KG children's phonic knowledge and reading comprehension skills. - Students' understanding of poetry in Middle and High.	Areas of Improvement More-able students' vocabulary in High.



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Mathematics	- Students' achievement in mathematics is good. In lessons and over time, most students make good progress. - Students' attainment in mathematics is good overall. Internal assessment shows attainment is outstanding in KG, Primary and High, and very good in Middle. IGCSE assessments confirm these outcomes in High. Attainment for the few students entered for A level is weak. In lessons, the majority attain above curriculum expectations. - KG children develop good number skills, but only a minority can subtract numbers correctly. Primary students' good progress in mental arithmetic enables them to work out real-life ratio problems. In Middle, students use mental arithmetic to substitute numbers in algebra. In High, students accurately simplify problems and demonstrate confident mathematical methods for interchanging, transforming and simplifying numbers - The majority of groups of students make good progress. The most-able students' skills in applying mathematics to solving real-life problems are underdeveloped.	
	Relative Strengths - Students' mental arithmetic skills. - Middle phase students' understanding of number substitution in algebra.	Areas of Improvement - Subtraction skills in KG. - More-able students' application of learning to problem solving.

Science	- Students' achievement in science is good. In lessons and over time, the majority make good progress. - Attainment overall is good. IGCSE data show that attainment is outstanding for the large numbers of students entered but it is weak for the small numbers entered for A-level. This is not seen in lessons and student's work, where the majority attain above curriculum standards. - Students develop good knowledge of physical, life, earth and space sciences, and scientific thinking skills. They draw conclusions, apply scientific concepts to real life and communicate ideas effectively. Students in High understand and explain complex concepts such as respiration. Although students make better than expected progress, practical and laboratory skills are not as well developed. - The majority of groups of students make better than expected progress, although scientific research skills are underdeveloped.	
	Relative Strengths - Scientific knowledge of physical, life, earth and space sciences - Application of scientific knowledge to real-life contexts.	Areas of Improvement - Practical and laboratory skills. - Scientific research skills.



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Other subjects	- Students' achievement in other subjects is good overall. In lessons and over time, the majority make better than expected progress, particularly in art, music and physical education (PE). - Attainment is good in lessons and students' work. External IGCSE data for subjects varies between weak for business and very good for computer science. A very small number of students' attainment was weak in business at A' level. There is no internal data other than for French which shows attainment as outstanding, although this does not match what is seen in lessons. - In PE, students build good skills in hockey through regular practice. In art, students develop a good range of skills in different media and produce good quality 3D models. Students enjoy singing and play musical instruments skilfully. History students engage in role-play activities to explore topics such as the Russian revolution. Students in economics and business demonstrate good knowledge and understanding of the global complexities of scarcity and the need for production. Students also make good progress in French listening, reading and writing but their oral skills are less well developed. - The majority of different groups of students make good progress.	
	Relative Strengths - Students' creativity in art and skills in music. - Students' development of PE skills.	Areas of Improvement Oral language skills in French.

Learning Skills	- Learning skills are good overall. Students are well motivated and increasingly take responsibility for their own learning. Students' collaborative work in lessons is inconsistent. - Students apply their learning to their understanding of the world and establish meaningful links between subjects. - Students do basic research using technology and confidently use the ILS to work independently. - Innovation enterprise and enquiry skills are developed during the SLO after-school activities. In lessons, however, students do not use technology effectively for wider research purposes and innovation and creativity skills are generally underdeveloped.	
	Relative Strengths - Application of learning to the real world. - Students' use of technology for independent learning.	Areas of Improvement - Use of technology to extend research skills. - Innovation skills and collaborative learning within lessons.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Students' personal and social development and their innovation skills are good overall. - Students' very good behaviour contributes to a positive learning environment. Relationships are respectful and students are keen to help each other. - Students have a secure understanding of safe and healthy living. They willingly participate in the school's health and fitness programme. Attendance, at 98%, and punctuality are outstanding. - Students' understanding of Islamic values and awareness of Emirati and world cultures is good. They have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They participate in Islamic events, for example Ramadan, and celebrate the Prophet Muhammad's (PBUH) birthday. However, students' ability to put into practice what they have learnt from their awareness of Islamic culture is not as well developed. - Students demonstrate a clear understanding and appreciation of other world cultures. Students participate in International Day celebrations, where they wear their home country's traditional costumes and share traditional food, music and art. - Students display a good awareness of social responsibility through volunteering in the local community. For example, students redecorated the paediatric unit of the local hospital after school and at weekends. - Students' work ethic, innovation and enterprise skills are enhanced by their participation in the SLO, where they initiate and manage innovative projects developing their leadership skills. These 21st century skills are less well developed in lessons. Areas of Relative Strength: - Students' attendance and punctuality - Students' appreciation of their own and other world cultures. Areas for Improvement: - Students' ability to incorporate Islamic values into everyday life. - Application of innovation skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- The quality of teaching and assessment is good. - Teachers demonstrate a thorough knowledge of their subjects. They carefully adapt SABIS lesson plans so that the needs of almost all students are successfully met. However, support and challenge for the less-able and most-able is not always consistent. - Teachers ensure that time and resources are used effectively to support students' good progress in lessons. Lessons in ASL and UAE social studies are sometimes overly reliant on the text-book. Teaching assistants provide useful support for KG teachers. - Teachers use well-focused questions to promote accurate student responses. In English in High, teachers stimulate detailed evaluation and analysis of texts in discussions, so that students confidently justify their views to others. - Teachers expect students to solve problems independently. Students respond well in collaborative tasks, for example in PE and science. Teachers promote creative work in music, for example, encouraging KG children to explore rhythm with instruments and voice. Overall, opportunities for the development of students' critical thinking, problem-solving and independent learning skills are inconsistent across subjects. - Teachers use internal assessments very effectively to analyse individual achievement and set further, well-focused challenge for most. The school benchmarks students' achievement against appropriate national and international expectations. Teachers rigorously interpret data from assessments to track students' progress over time and re-visit concepts when they identify student misunderstandings.				
Areas of Relative Strength: - Teachers' subject knowledge - Systems for tracking students' achievements.				
Areas for Improvement: - Consistent teaching strategies to meet the needs of the more- and less-able students in lessons. - Development of students' critical thinking, problem-solving and independent learning skills in class.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of the curriculum is good. - The school's curriculum is designed with a clear rationale and is aligned with the national vision of the UAE. A wide range of curricular choices is provided for older students. - The curriculum is planned carefully to ensure progression and continuity in students' learning. Effective links are made between subjects so students can connect their learning with other curricular areas. While planning ensures the majority of students make good progress, the planning format restricts teachers' capacity to cater for the learning needs of more-able students. - The curriculum is regularly reviewed and developed to enhance students' academic and personal development. Older students have a good range of subject options. Modifications to meet the specific needs of different groups of students are effective through the use of extra-curricular intervention programmes. - An extensive range of extra-curricular activities provides opportunities to develop students' entrepreneurial and innovative skills. These opportunities are less well developed in lessons. - The school provides a good range of learning experiences to support students' understanding of UAE culture. Meaningful links are made with UAE society and the community through the national identity programme. - Moral Education is effectively integrated across subjects and taught as a discrete subject. Students confidently discuss topics such as tolerance, forgiveness and honesty. These concepts are reflected in students' good and respectful behaviour.				
Areas of Relative Strength: - Clear progression and continuity. - Extra-curricular opportunities.				
Areas for Improvement: - Planned opportunities to ensure more-able students' rapid progress in lessons. - Consistent opportunities for students to develop innovation and research skills in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- The overall quality of care, guidance and support for students is very good. - Staff, students and parents share and apply a secure understanding of the school's rigorous procedures and policies for keeping students safe, including child protection. The school environment is very safe, secure and hygienic, and equipment is checked regularly. The new buildings are accessible to all. - Arrangements for health and safety are well established and followed by all staff and students. Supervision is highly effective. Comprehensive records of incidents and subsequent actions are held securely. Risk assessments are carried out regularly on the specialist facilities. - Promotion of healthy and safe lifestyles are very effectively built into most aspects of school life. The nurse maintains good communication with parents and ensures meticulous record keeping. - The school's behaviour policy is very effective and staff-student relationships are very good. The school successfully promotes outstanding standards of attendance and punctuality. - School policy means that students with special educational needs are not admitted. The effective assessment system identifies students who are having difficulty within subjects as well as those who are gifted and talented. Very good provision is made for these students in after-school activities but provision in lessons for the less- and more-able students is less well developed. - Students receive comprehensive support and guidance, including careers guidance when making subject choices and applying for university. Areas of Relative Strength: - Care, welfare and safeguarding of students, and procedures for promoting attendance. - Guidance and support for all students. Areas for Improvement: - Support and challenge for the more- and less-able students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Very Good
- The overall quality of leadership and management is good. The managing organisation, SABIS, sets a strategic direction which the school director ensures is communicated effectively. Senior leaders are committed to the UAE national priorities and take responsibility for key aspects of the school's provision. - School leaders' actions have been effective in improving the school since the last inspection. They have good capacity to sustain this improvement. Good progress has been made in developing the self-evaluation process so that the school development plan identifies appropriate areas for improvement. - Senior and middle leaders regularly monitor student progress through detailed analysis of assessment data. Teaching is also monitored but is generally focused on ensuring teachers follow guidelines for the delivery of the curriculum rather than on students' learning. - Communication with parents is very effective. They receive detailed weekly updates on their child's academic and personal progress. Parents' involvement in the governance of the school is limited. The school links well with other schools in the SABIS organisation and the local community. - The SABIS regional office and the owner's representatives hold leaders to account through detailed analysis of the assessment outcomes. - The day-to-day management of the school is very efficient. The modern school buildings have extensive specialist accommodation and provide an attractive environment which is used effectively to promote students' learning. Teachers undertake training but would benefit from more specific development on promoting students' 21st century learning skills. - The school participates in a range of international assessments such as IGCSE. Results are used by subject teachers to adjust their teaching.	
Areas of Relative Strength:	
- The work of the director and other school leaders in leading school improvement. - Progress in developing self-evaluation processes.	
Areas for Improvement:	
- Consistently effective implementation of plans to improve learning skills in lessons. - Middle leaders' skills in monitoring and evaluating learning.	



Provision for Reading

Provision for Reading

- The school library provides appropriate resources for students to read for pleasure and research. There is an adequate range of fiction and non-fiction texts in English and Arabic.
- Students regularly use the library independently at break time to exchange books and read quietly. The SLO help to manage reading times and support students' reading skills.
- Students read together in English and Arabic lessons. An accelerated reading programme ensures that all students in Primary and Middle read and respond to at least one text at an appropriate level each week.
- All teachers are trained to model reading and use carefully selected books across a range of genres. Extra-curricular reading challenges more-able readers and provides support for those who need it.
- Students' reading skills are tracked in English and Arabic lessons as well as through systematic assessment.
- Reading is promoted through organised literacy events and through participation in local and national competitions.