



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Al Rawafed Private School

Overall Effectiveness: Good

Academic Year 2017 – 2018



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School Information

General Information	Inspection date:	from	19 Jumada Al-Awwal, 1439	to	22 Jumada Al-Awwal, 1439
		from	05-Feb-18	to	08-Feb-18
	School name			Rawafed Private School	
	School ID			229	
	School address			20th Street, Khalifa City, Abu Dhabi	
	School telephone			+971 (0) 2 666 2663	
	School official email			rawafed.pvt@adec.ac.ae	
	School website			www.rawafedschool.com	
	School curriculum			American	
	School phases			KG to High	
	Fee range and category			Low to High: AED 18,000 – AED 41,800	
	Number of lessons observed			123	
	Number of joint lessons observed			15	
Staff Information	Total number of teachers			126	
	Turnover rate			11%	
	Number of teaching assistants			13	
	Teacher- student ratio			KG 1:18 Other phases 1:15	
Student Information	Total number of students			1,816	
	% of Emirati Students			54 %	
	% of Largest nationality groups			1. Jordan :15 %	
				2. Egypt : 8 %	
				3. Palestine: 6%	
	% of SEN students			2%	
	% of students per phase			KG: 16%	Middle: 27%
				Primary: 38%	High: 19%
Gender			Boys and girls		



The Performance of the School

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

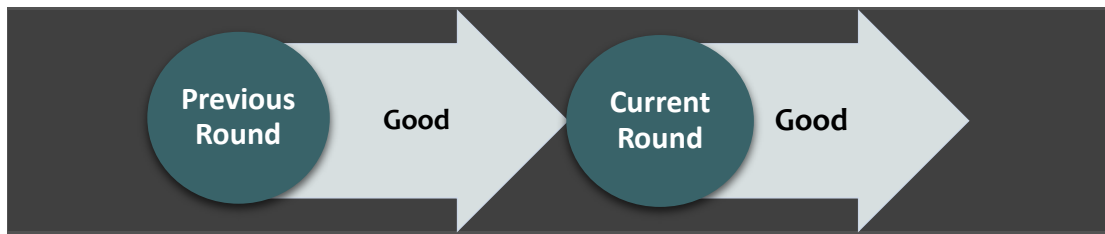


Evaluation of the school's overall performance

- The overall performance of the school is good.
- Students' achievement is good overall. Children enter Kindergarten (KG) with knowledge and skills that are low for their age. They achieve very well in relation to their starting points. Across all other phases, students' attainment, progress and learning skills are good overall. Achievement is acceptable in Islamic education in primary, middle and high phases, and Arabic as a first language in middle and high phases.
- Students' personal development is very good. Students behave very well and have very positive attitudes to learning. Their relationships with each other and with teachers are very respectful. They develop a very good understanding of UAE culture and heritage and Islamic values.
- Teaching and assessment are good overall. Teachers deliver purposeful lessons which interest students. Internal assessment processes are mostly effective. Teachers do not use assessment information to consistently provide activities which fully meet the needs of all students, especially the more able and those who are gifted and talented (G&T).
- The curriculum is good and supports effective continuity and progression in student's learning. Occasionally, it is not adapted well enough to provide sufficiently high levels of challenge for more-able and G&T students.
- Protection, care, guidance and support are now very good for all students, including those who have special educational needs (SEN). Promotion of safe and healthy lifestyles is very effective.
- Leadership is good. The day-to-day management of the school is effective. Partnerships with the parents and the community are very strong. School leaders and staff have worked together well to bring about improvements in the school's performance since the previous inspection.



Progress made since last inspection and capacity to improve



- The school continues to provide a good quality of education.
- Students' achievement in Arabic as a first language has improved from good to very good in the primary phase and remains good overall. Achievement is now good in social studies and Arabic as a second language. It is very good in KG and in English in all phases. In Islamic education, achievement in high phase has improved from weak to acceptable. The achievement of senior boys has improved in Islamic education and Arabic as a second language.
- The quality of teaching and assessment, and the curriculum have remained good overall. Effective training has strengthened teachers' skills. Very strong cross-curricular links now enable students to transfer learning successfully between subjects. The school now provides good opportunities, particularly in Grades 6 to 12, for students to develop their technology, independent learning, research and high order thinking skills.
- Students' personal and social development is now very good. Students' punctuality is much improved due to successful actions by leadership. The provision for the care, guidance and support is now very good.
- School leaders have raised their expectations. They closely monitor the school's work and rigorously follow up areas for improvement, although the role of middle leaders is less well developed in this respect. They have sustained good performance and improved key aspects of the school. Overall, school leaders' capacity to improve the school is good.



Key areas of strength and area for improvement

Key areas of strength

1. The impact of school leaders in improving students' achievement in English and social studies.
2. Students' very good behaviour, strong relationships and positive attitudes to learning.
3. Students' understanding and appreciation of UAE culture and heritage, and Islamic values.
4. Very good attention to students' welfare, health and safety.
5. Very strong partnerships with parents and the community.
6. Management of the school on a day-to-day basis.

Key areas for improvement

1. Raise achievement in Islamic education in primary and secondary, and in Arabic as a first language in middle and high phases by ensuring that teachers consistently:
 - i. provide students with further opportunities to improve their recitation skills and use of grammar and creativity in their writing
 - ii. set students challenging targets and offer them well-targeted support
 - iii. provide levels of challenge which extend all students' learning.
2. Improve teaching so that it is of a consistently high standard by ensuring all teachers:
 - i. use assessment information more effectively to plan students' next steps in learning and deliver tasks and activities which are well matched to the needs of all groups, particularly those who are G&T and the more able
- i. provide high-quality marking and feedback to help students further improve the quality of their work.
3. Further develop middle leaders by ensuring they:
 - i. adapt the curriculum effectively in their areas to provide sufficient challenge and support for all students, particularly those who are G&T and the more able
 - ii. provide additional opportunities for younger students to develop their skills of innovation and social contribution
 - iii. receive high quality professional development, and additional opportunities to contribute to monitoring teaching quality to further equip them in this role
 - iv. enable teachers in their areas to further share and experience classroom best practice.



Provision for Reading

- The school provides a good range of opportunities for students to read for information and pleasure. In KG, children enjoy stories, develop their early reading skills very well and look forward to story time in the school's library. Older students explore a range of books for research.
- The library is well stocked with books and accessible for all students. Students enjoy reading books in Arabic and English. Special reading sessions in the library help students develop their love for reading. They are keen to read widely due to opportunities to choose favourite books from the library and to use computers to access reading materials.
- Teachers encourage students to read in all subjects and help them develop their comprehension skills. Parents contribute well to the 'Read' project in school to raise the profile of reading in both Arabic and English.
- The school's annual action plan prioritises the importance of reading. Teachers assess and monitor the quality of reading regularly.
- Teachers have attended effective training to develop their understanding of the teaching of reading. This has been particularly successful in KG.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is good. It is very good in KG.
- Internal assessments and inspection observations of students' work in lessons indicate that the majority of students attain above the curriculum levels across the school.
- Test of English as a Foreign Language (TOEFL) results for the last two academic years show that most students attaining in line with international standards in English. Recent Scholastic Aptitude Test (SAT) results indicate that attainment is above international expectations in mathematics. Measures of Academic Progress (MAP) tests for 2016-2017 indicate that students attain above international standards for mathematics and in line for science. In the Programme for International Student Assessment (PISA), students' attainment is above international standards in mathematics and slightly below in science.
- In the recent MOE examinations, students' performance was outstanding in Islamic education and Arabic. This was not borne out by learning seen during the inspection.
- Students make good progress overall in lessons and over time. SEN and G&T students make progress similar to that of their peers from their starting points, as do boys and girls.

Subjects

- Students' achievement in **Islamic education** is acceptable overall. It is good in KG. Most students are achieving in line with age-appropriate curriculum expectations. They develop acceptable recitation skills and basic understanding of Islamic concepts and etiquettes. Their skills in applying 'Tajweed' and reciting expressively are less well developed.
- Students' achievement in **Arabic** as a first language is good overall. It is very good in primary where students' fluency in language skills is well above curriculum expectations. In the middle and high phases, students' writing skills and use of correct grammar are less well developed. Students' achievement in Arabic as a second language is good. Their language skills are above curriculum levels. Students communicate their ideas well in speaking and writing.
- Students' achievement in **social studies** is good overall. It is very good in KG, where children, for example, develop very good knowledge of the different



Emirates and the work Sheikh Zayed such as building of schools and hospitals. Students make good progress in developing their understanding of UAE history and geography across other phases.

- Students' achievement in **English** is very good. KG children develop very good early literacy skills. Across phases, students perform well above curriculum standards in speaking, listening, reading and writing.
- Students' achievement in **mathematics** is good overall. It is very good in KG, where children make very good progress in developing early mathematical skills. In other phases the majority of students attain above curriculum levels. They make good progress in developing mental mathematics, critical thinking and problem-solving skills. Older students perform well in external examinations.
- Students' achievement in **science** is good overall. It is very good in KG, where children are very knowledgeable of the life cycle of living things such as caterpillars and confidently explain their findings. In other phases the majority of students attain above curriculum standards. They develop good research, experimental, and investigative skills.
- Students' achievement in **other subjects** is good overall. It is very good in KG, where children enjoy art and collage activities and respond very well to music and nursery rhymes. In other phases students make good progress in developing technological skills in computer science, creative skills in art, and physical skills in physical education (PE).

Learning skills

- Students' learning skills are good overall. Students enjoy learning and work productively on their own and in groups without requiring much guidance from teachers. They understand the connections between subjects, apply their learning very well to the world, and use learning technologies effectively to support learning. Students are innovative and develop good independent learning and problem-solving skills overall.



Areas of Relative Strength:

- Students' performance in SAT examinations in mathematics.
- Students' improved achievement in English and social studies.
- Students' learning skills.

Areas for Improvement:

- Achievement in Islamic education in primary and secondary, and Arabic as a first language in middle and high phases.



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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very 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	Very Good	Very Good

- Students' personal and social development and innovation skills are very good. Students behave very well and display very positive attitudes to learning. Relationships between staff and students are very respectful. Students know well how to keep themselves safe and healthy, and participate enthusiastically in a range of sports and competitions. Students' attendance, at 96%, and their punctuality, are very good.
- Students show very good appreciation of Islamic values which positively impacts their spiritual and moral development. They demonstrate very good knowledge and appreciation of UAE culture and heritage. Students acquire a deep knowledge of the cultural diversity around them.
- Older students develop very good social responsibility and leadership skills in a range of contexts, including presenting their learning in class, and supporting others. They take initiative in volunteering to raise funds for the Red Crescent. Social responsibility and innovation skills are not as strong in the lower grades.
- The school council seeks the views of peers in improving the school environment. Students demonstrate a very good understanding of how to promote sustainability, for example by recycling paper and water and helping to clean the beach. Older students take an active part in environmental debates.

Areas of Relative Strength:

- Very good behaviour, relationships and attitudes to learning.
- Students' understanding of the UAE culture, heritage and Islamic values.

Areas for Improvement:

- Younger students' skills of social contribution and innovation.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is good. It is very good in KG. Most teachers use their good subject knowledge and planning to create a welcoming learning environment and to motivate students to learn.
- Most teachers use questioning well to check students' understanding, to encourage dialogue and enquiry, and to further challenge students' thinking. They provide activities which effectively meet the needs of different students, and systematic opportunities for them to develop their investigation, problem-solving and critical thinking skills. This is not consistently the case in some Arabic-medium subjects where students do not always receive sufficient challenge.
- Assessment processes are closely linked to curriculum levels. The school benchmarks student outcomes accurately against national and international standards. Assessment information is used well to track the progress of groups and individuals.
- Teachers do not always use assessment information well enough to match tasks and next steps in learning to the abilities of all students, especially those who are more able. They generally mark students' work, but do not always indicate clearly how to improve.

Areas of Relative Strength:

- Teachers' good subject knowledge and effective questioning to gauge understanding.
- Benchmarking students' achievement to track students' progress effectively.

Areas for Improvement:

- Consistent use of assessment data to plan next steps in learning and match tasks and questioning to challenge all students, especially the more able.
- Consistently high-quality marking and feedback.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Good	Good	Good
Curriculum adaptation	Very Good	Good	Good	Good

- The overall quality of the curriculum is good. It is very good in KG due to provision of very effective opportunities for children to develop their knowledge and skills across areas of learning. The school implements the American Iowa curriculum with breadth and balance. It provides for good continuity and progression in students' learning.
- Older students have a range of curricular choices to develop their aspirations and interests. Very good opportunities are provided for students to transfer learning between subjects. School leaders consistently monitor, evaluate and develop the curriculum to ensure good provision.
- Curriculum adaptation is good overall. Teachers generally plan well to meet the needs of almost all groups of students. Not all staff adapt the curriculum consistently to provide effective challenge for the more able.
- The curriculum provides good quality extra-curricular activities including art, cooking and sports. Students enjoy many opportunities to develop their critical-thinking, problem-solving and research skills. Opportunities for innovation and social contribution are less developed in the lower grades. Links to UAE culture and society are well embedded across the curriculum.
- Experienced staff teach moral education effectively in English and Arabic lessons, and student learning is reinforced through strong cross-curricular links. This results in students making good progress in understanding the importance of moral values in society.

Areas of Relative Strength:

- Connections between subjects that help students develop their understanding and skills.
- Students' understanding of moral values.

Areas for Improvement:

- Consistent opportunities to challenge all students, particularly the more-able.
- Further opportunities for younger students to develop their skills of innovation and social contribution.



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	Very Good	Very Good	Very Good	Very Good
• The overall quality of protection, care, guidance and support is very good. School leaders implement rigorous safeguarding policies and procedures, including the child protection policy, which are well known by staff, parents and students and which effectively protect students from potential abuse. • Health and safety checks are regular and thorough, accurate records are kept. Supervision of students, including on transport, is robust. The premises and facilities are safe, well-maintained, hygienic and secure, and accessible to all. • Promotion of healthy and safe living is very effective. Staff and the school's nurses contribute very well to students' health, care, and safety education, for example in highlighting the importance of healthy living to combat obesity and heart disease. • Staff successfully promote purposeful relationships with students. Systems to promote high standards of behaviour, attendance and punctuality are very effective. • Guidance and support for students is very good overall. Clear procedures identify SEN and G&T students. Teachers provide students with SEN with good support. They do not always challenge G&T students sufficiently.				
Areas of Relative Strength:				
• Provision for students' health, welfare and safety. • Successful procedures that improve attendance and punctuality.				
Areas for Improvement:				
• Rigorous identification, challenge and support for G&T students.				



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good
• The overall quality of leadership and management is good. The principal, well supported by senior leaders and staff, provides strong and effective leadership. School leaders share a commitment to UAE priorities and high standards. They have been successful in improving key aspects of the school, including achievement, particularly in English and social studies. • Good self-evaluation and improvement planning involves a range of stakeholders and accurate data analysis. This leads to an effective self-evaluation form (SEF) and school development plan (SDP). Senior leaders observe teachers regularly and give feedback for improvement, but inconsistencies remain in teaching quality. Middle leaders contribute to monitoring teaching quality, but are not yet fully developed in this role. • Partnerships are very good. Parents contribute strongly to the life of the school, including participating in cultural events and reading. Parents are fully informed about their child's progress. The school contributes very well to the wider community, for example by working with health professionals, local schools and international institutions. • Governance is good. Governors systematically monitor the school's actions, hold leaders accountable for school performance and exert a very positive influence on school direction. • The school is well managed on a day-to-day basis, and appropriately staffed with suitably qualified and trained teachers. Premises and resources are of good quality and fully deployed to support the effective delivery of the curriculum. • The school is taking effective steps to promote international assessment through appointing a coordinator and developing an action plan to monitor students' progress in preparing for the Trends in International Mathematics and Science Study (TIMSS).	



Areas of Relative Strength:

- Improved achievement in English and social studies.
- Partnerships with parents and the community.
- Day-to-day management of the school.

Areas for Improvement:

- Securing consistency in teaching quality.
- Development of middle leaders' role in monitoring teaching quality.