



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



Summary Inspection Report

Tawaam Model Private School

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Tawaam Model Private School

Inspection Date	12 th – 15 th February 2012
School ID#	172
Type of School	Private
Curriculum	Ministry of Education
Number of Students	710
Age Range	KG – Grade 12
Gender	Mixed
Principal	Mohammed Hussein Abdullah
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Introduction

The school was inspected by a team of four inspectors, who observed 47 lessons. They considered the school ethos and the quality of students' learning experiences, personal development and progress, and the teaching they receive.

Description of the School

The school opened in 2002 in the Falj Hazza area of Al Ain. It aims to provide 'high quality teaching to motivate students to learn and achieve'. All of the students are Muslim and of Arab heritage. The main nationalities represented are Jordanian (23%), Syrian (20%), Palestinian (17%), Emirati (16%) and Egyptian (8%). There are small proportions from Sudan, Iraq, Yemen and Morocco. Approximately 57% of the students are boys. Only one student is identified as having special educational needs, related to speech impairment. The school teaches the MoE curriculum in all grades, with the introduction of English from the beginning of the kindergarten. There are no entry tests; students are admitted following interviews with parents. The fees, which have not been increased for three years, range from AED 5,577 in KG to AED 15,180 in Grade 12. The school offers substantial discounts on the fees to families in less fortunate circumstances. This is done on a case-by-case basis. Teachers' monthly salaries range from AED 2,500–3,200. The principal joined the school after the last inspection and has been in post for approximately 18 months.

The Effectiveness of the School

Band C

Grade 7

Inspectors judged the Tawaam Model Private School to be in Band C; that is a school in need of significant improvement.

The school has taken some positive steps in response to the recommendations from the last report, but they have yet to make a real difference to learning and achievement. Subject leaders, or co-ordinators, are now in place for each of the core subjects of Arabic, Islamic studies, English, mathematics, science and social studies. They hold weekly meetings with their subject teachers to share practice and ideas. The meetings are still at an early stage of development. Subject co-ordinators also observe lessons and take part in paired teaching to support their colleagues. They do not formally evaluate teaching. The evaluations by the senior staff are not focused enough on students' progress, limiting their effect. A school improvement plan is in place and co-ordinators have developed a plan for their subjects. A whole-school focus on improving writing is reflected in these subject plans. The school improvement plan is not clear enough about actions to

achieve targets, or how they will be monitored and evaluated. It has yet to be fully costed.

The principal has taken action to improve the monitoring and evaluation of teaching and learning, develop the role of subject leaders and provide a strategic plan to steer developments. There are some signs of improvement but there is much more to do to ensure that students receive a high quality education. There is a serious deficiency in the funding available to the school. This is partly due to the charitable action of the owner, who gives substantial discounts to a large proportion of families. The fees are in line with schools of this type but the discounts significantly reduce the income. This affects both learning resources and teachers' salaries, which in turn results in high staff turnover. The low salaries are not enough to live on but teachers feel their contracts are reasonably fair in the circumstances (they receive medical insurance and holiday pay) and honoured. The school has no formal system for dealing with parental concerns or complaints.

Given the extent of the required improvements, the school provides unsatisfactory value for money. The principal has clear drive to improve the school. He has made a start by setting structures in place and has managed to take teachers with him so far, despite their low pay. Without improved resources, particularly learning resources, and leadership training for middle and senior leaders, the school does not have adequate capacity for sustained improvement.

Standards and progress are very low in Islamic studies, Arabic, English, science and social studies, as well as art and physical education. Progress in mathematics is satisfactory. In Arabic, reading skills are weak and students are not confident in speaking classical Arabic. In Islamic studies, students lack basic knowledge and understanding. In English, students are acquiring knowledge of grammar but their progress in speaking and writing is very limited; in reading it is slightly better. Some older girls are developing confidence and fluency. The introduction of a new language programme in the younger grades is improving learning. In mathematics, students develop adequate arithmetical skills in basic operation, fractions and decimals, but their skills in algebra, plane and space geometry, and trigonometry are less secure. In the kindergarten (KG) the children learn to make letters and numbers in Arabic and English, to count and sing nursery rhymes and to develop fine motor skills. Their wider learning provides few opportunities to develop skills through play, make choices, or work independently and socially in groups.

The school provided MoE test and examination data for the last two years. In 2011/2012, the grade 12 end-of-semester examination results were a considerable

improvement on those of the previous year. This was mainly due to an increase in girls' scores. The improvement is partly due to extra classes being provided for weaker students near the examination time, as well as teaching closely to the exam requirements. The improvement in results is not reflected in improved learning in lessons because students do not demonstrate wider understanding or skills of application. Weaker results in mathematics and science, and by boys overall, place the school slightly below others following the same curriculum. Compared to international standards, the students' attainment is well below average. They do not show the wider understanding and ability to apply knowledge to new situations. Nor do they have the critical thinking, analysis and problem-solving skills that characterise international expectations. Standardised international examinations are not taken.

Many students like the school and are loyal to it. A primary age boy who was helping to clear up the playground said, 'The school is our second home.' Students show respect for other cultures and the values of the UAE. They engaged enthusiastically in the celebrations for the country's 40th anniversary on National Day. However, there are too many instances of rough play with students, most often boys, pushing and shoving each other. In lessons, boys are often less engaged and interested in learning. In some lower secondary grades, they misbehave. The students are not developing all the skills needed to prepare them well for their future lives. Some of the older girls are confident, assertive and a credit to the school. For most students though, literacy, numeracy, technological and social skills are not strong enough.

The quality of teaching does not ensure that students make the progress they are capable of. Teachers put too much emphasis on the knowledge aspects of the MoE curriculum in most subjects. This limits the development of students' wider skills and understanding. Teaching in KG develops basic number and language skills. The broad range of learning experiences young children need is missing, restricting their development. In grades 1 to 3, more lively teaching and a willingness to extend beyond the textbook enable most students to make adequate progress. When some boys lose interest, teachers do not always have adequate strategies to deal with the ensuing misbehaviour. There are few opportunities for students to engage in exploration and discussion. Lessons rarely extend thinking, speaking or collaborative skills. In grades 4 to 9, progress is limited because students are not enabled to find answers for themselves. Group tasks are rare. Overuse of worksheets limits extended writing and causes students, particularly boys, to lose interest. In Grades 10 to 12, students have more opportunities for discussion and collaborative working but their critical thinking and analysis skills remain underdeveloped.

The curriculum meets MoE requirements in Arabic, English, mathematics, Islamic studies, social studies and science, but no music is offered and art is unavailable after grade 9. There is no physical education for grade 12; instead, extra time is given to support physics and geology. There is no specific provision for gifted and talented students or for those with special educational needs. Lessons in social studies provide students with information about family, community and cultural values in the UAE, but students lack opportunities to express these values practically through creative work or charitable projects outside school. The school celebrated National Day enthusiastically with traditional dress, songs, dancing and food. Students also enjoy recreating the experience of Al Haj. Display around the building is limited, but there are photographs, cards and posters concerning Emirati culture, Abu Dhabi, National Day and Ramadan. The school provides literary and science streams in grade 11. The literary stream is not extended into Grade 12, so students have to transfer to other schools if they wish to continue their programme of study. The curriculum does not provide the broader skills and experiences to prepare students for their working lives. Some older students have opportunities to take part in competitions and projects to extend their learning. The curriculum is a partial implementation of the MoE curriculum and falls well short of the best international standards.

The protection, care, guidance and support for students are a cause of concern. The school has no child protection policy. Teachers are not fully aware of what to look for, or the procedures to follow, in a case of suspected neglect or abuse. MoE authorization and moral checks are in place for all staff. Students' attendance has improved as a result of improved follow-up of absences. The behaviour policy is not sufficiently effective. Two student counsellors help students discuss differences, but not enough action is taken when boys push, and occasionally hit, each other. Corporal punishment is banned but a few teachers sometimes hit students with a ruler. The school clinic provides well for students' health and medical needs. The school prayer room is only available to girls. There is limited guidance for students regarding career and university choices. The school does not gather data on students' destinations.

The buildings and premises do not provide a high quality environment for effective learning, and in some regards are a cause of serious concern. Most classrooms are of appropriate size for the number of students. Fire drill and evacuation procedures are in place. However, the school is not kept sufficiently safe. Some electrical cupboards and the doors leading to the roof are left unlocked. Cleaning tools and detergents are not stored safely. During the inspection, a hazardous mound of rubble and water was left in a corridor as a toilet block was being retiled. The security guard on the school gate does not

routinely check visitor IDs. Some parents had free access to the school without questioning or registration. Toilets, including those in kindergarten, are not adequate in size or the number to cater for the number of students. Several parts of the accommodation are too small. The classrooms for kindergarten are inadequate to allow the play-based learning young children need. The science laboratory is small and inadequate, and hazardous substances are not locked away. Both the library and the computer room are too small for the size of the school, and the computer room gets particularly crowded.

The school's resources are too poor to support its aims. There are enough qualified teachers, but there is no librarian and there are no science or computer lab technicians. This results in poor preparation for lessons and inadequate maintenance of equipment. There are no support staff, and this particularly affects teaching in the early years. Technological equipment has been increased since the last inspection but is still inadequate. The computer lab has 10 new computers and several others that need repair. Two new 'datashow' rooms, a mobile projector and good software have been provided. Classrooms are poorly equipped with resources; there are no books and few other materials. The library also has too few books. During the inspection, some students did not have their own textbooks and were left doing nothing in class. Science resources are very limited. The school grounds are big enough for team games, but they are not properly marked out and a large area that is used regularly is made of concrete. School transport is not safe enough. Buses are overcrowded and lack supervisors, and safety belts are not worn. The storage and consumption of food are healthy and hygienic.

What the school should do to improve further:

- 1 Raise achievement by:
 - i. focusing on a broader range of learning skills to engage students, particularly boys, fully in lessons;
 - ii. increasing learning resources in classrooms, particularly books, audio and visual resources, and play equipment in kindergarten;
 - iii. improving assessment, ensuring students' work is marked regularly and they receive feedback on how to improve; and
 - iv. using high quality internationally standardised tests to track progress.
- 2 Improve the leadership and management by:
 - i. ensuring that senior leaders undertake more rigorous evaluation of teaching by focusing on the extent of students' learning and progress in lessons;

- ii. providing leadership training for subject co-ordinators and enabling them to be more accountable for improving teaching and progress; and
 - iii. providing more precise information on actions in the school improvement plan, showing how they will be funded and how the impact will be monitored and evaluated.
3. Improve the care and protection of students by:
 - i. writing a child protection policy and providing full training for staff in its implications;
 - ii. ensuring that no teacher hits a student under any circumstances; and
 - iii. eradicating the rough play, pushing and shoving behaviour at break times
 - iv. ensuring no child is left without access to a textbook in class.
4. Attend to the health and safety concerns and breaches of regulations communicated to the school as a matter of urgency.