



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



Inspection Report

Tawaam Model Private School

Academic Year 2013 – 14

Iqraa

Tawaam Model Private School

Inspection Date	17 – 20 February 2014
School ID#	172
Licensed Curriculum	Ministry of Education (MoE)
Number of Students	785
Age Range	3 to 19 years
Gender	Mixed
Principal	Mohammed Hussein Abdullah
School Address	Falaj Hazza, Al Ain
Telephone Number	+971 (0)3 781 0912
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Official Email (ADEC)	Tawaammodel.pvt@adec.ac.ae
School Website	-----
Date of last inspection	12 – 15 February, 2012

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

The School was judged to be:	Band C;	Grade: 7
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The main strengths of the school are:

- the principal has the confidence and support of parents
- students show understanding and respect for UAE culture, values and traditions
- students take pride in singing the national anthem and reciting verses from the Holy Qur'an in assemblies.

The main areas for improvement are to:

- ensure all students are appropriately cared for and supported, especially girls and special needs students
 - ensure adequate computer and e-safety
 - improve provision, resources and teaching in kindergarten (KG)
 - provide ongoing professional development and increased resources for teachers so that they can improve their practice
 - ensure lesson observations evaluate progress in learning for students of all abilities
 - draw on external expertise to support the leadership in improving the school
 - provide leadership training to develop high quality teaching, monitoring, evaluation and improvement planning.
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Introduction

The school was inspected by 4 inspectors. They observed 74 lessons, conducted several meetings with senior staff, coordinators, teachers, bus supervisors, students and parents. They analysed test and assessment results, scrutinised students' work across the school. They evaluated the 57 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal was involved throughout the inspection process.

Description of the School

The school opened in 2002 in the Falaj Hazza area of Al Ain. It aims to provide 'high quality teaching to motivate students to learn and achieve'. All but one of the 785 students are Muslim and of Arab heritage. Of the students 13% are Emiratis, 24% are Jordanian, 22% Syrian, 16% Palestinian and 9% Egyptian. There are further small proportions from other countries including Iraq, Yemen and Sudan. The school has 350 girls and 435 boys. There are 122 children in kindergarten (KG), 287 in cycle 1 (grades 1 – 5), 184 in cycle 2 (grades 6 – 9) and 192 students in cycle 3 (grades 10 – 12). The school teaches the Ministry of Education (MoE) curriculum in all grades, with the introduction of English from the beginning of KG. New students are admitted using entry tests and interviews with parents. . The school has identified 3 students with special educational needs (SEN) all who have visual impairment.

The fees range approximately from AED 6,000 in KG to AED 16,000 in grade 12. The principal has been in post for 4 years. The wider leadership team consists of a vice-principal, subject coordinators and an activity coordinator. The school has a parent teacher council.

The Effectiveness of the School

Students' attainment & progress

Grade 12 results in Ministry of Education (MoE) examinations have improved in a number of subjects in the last 3 years, though students' attainment in all subjects remains below international standards. This is particularly the case for girls in the science stream. There are considerable fluctuations in performance. The school does not analyse its examination results sufficiently. It is unclear on the reasons for fluctuations in performance, or for differences in results between subjects, the two streams, boys and girls or other groups. No comparative data is used.

Students' basic skills in literacy are not well developed. Progress is better in the lower grades in Arabic, English and social studies where there is some variation in teaching strategies. In Arabic, KG children can name some letters and read short and long vowels. They can identify the first letter of a word. Grade 5 students can read simple sentences. In English, KG children can recognize and form letters. They cannot combine letter sounds to read words as their phonic skills are weak. Standards in reading, speaking and writing for both English and Arabic in later primary and secondary grades are low. Few students express themselves clearly and accurately when speaking and writing. As a result, progress students make in English and Arabic remains very unsatisfactory. Students' knowledge of UAE culture and heritage is adequate, for example, Grade 5 students can name the rulers of the UAE and some important personalities from Gulf countries. In Islamic education attainment and progress is very unsatisfactory as few students recognise how their religious beliefs should impact on their daily lives. It is better in the lower grades where for example, KG children can recite 'surahs' from the Holy Qur'an and the names of the prophet Mohammed and Grade 5 students can read and memorize long 'surahs'.

In mathematics, primary students have an understanding of basic number facts. KG1 children can count to 10 in Arabic. They make unsatisfactory progress beyond 10 in KG2. Grade 1 students understand the concept of tens and units. In grade 5, students can translate multiples of 5 and 10 into simple fractions. Grade 10 girls make appropriate progress in solving quadratic equations. Students across the grades have few opportunities to apply mathematics skills in wider contexts or to undertake investigations and attainment and progress remain unsatisfactory. In science, lack of experimental work in laboratories leads to very unsatisfactory standards. Grade 2 students learn about the clothes needed for hot and cold weather. This is KG level work. Older students acquire scientific knowledge in aspects of inorganic chemistry and physics. They have limited opportunities to apply this knowledge. Lessons do not always enable students to develop their

understanding sufficiently. In grade 12, for example, a short film on the use of mobile phones led to some appropriate discussion with only a few students invited to take part. In grades 11 and 12, students learn in one of two streams. The scientific stream makes better progress than the literary stream. Students make very unsatisfactory gains in developing adequate information and communication technology (ICT) skills across the range of subjects. In art and boys' physical education (PE) progress is satisfactory.

Students' skills to respond to open-ended questioning and the ability to relate mathematics to real-life situations are under-developed. Critical thinking, research and problem-solving are weak throughout the grades because lessons do not focus on these skills in a systematic way.

Students' personal development

Most students interact well and are respectful of each other's views. Relationships are positive in most classrooms and around the school. Instances of unacceptable behaviour occur in a few lessons where the teaching fails to engage students in learning. Most girls, and boys in primary grades, enjoy school and engage readily in lessons. Punctuality to school has improved and students' attendance is above average at 92.7%. Assemblies provide opportunities for students to demonstrate their understanding of UAE heritage and culture. Students stand respectfully and sing the National Anthem with enthusiasm. Students engage in competitions and some other extra-curricular activities. Extra-curricular opportunities are limited for girls. There is no school council for girls and they have too few opportunities to assume responsibility and gain independence. Girls in secondary grades do not receive sufficient support when they have problems or are troubled. They do not feel their views are heard or taken into account sufficiently by school leaders. Older girls were spoken to in an inappropriate way by some staff for sharing their concerns with inspectors.

Students have limited understanding of how to live safe and healthy lives. The school holds awareness weeks to promote healthy lifestyles. Students do not apply their learning from these weeks to their everyday lives and frequently eat crisps and unhealthy food. The wider personal qualities and skills students need for the next stage of their education are underdeveloped.

The quality of teaching and learning

Teaching and learning are very unsatisfactory. Professional development for teachers is limited. Teaching rarely caters for the range of needs and abilities in each class. Teachers rely on textbooks in most lessons and are unable to make effective use of other available resources. They lack the understanding and skills to extend their teaching strategies. Teachers are beginning to make use of new

data projectors in lessons to engage students. Some teachers have limited training and experience of this equipment, so do not use the ‘data-show’ to best effect. For example, some teachers use it to project the textbook pages for the lesson. As students already have a copy, this adds little to the teaching and learning. Teachers identify learning objectives for lessons. These are often not detailed or matched to the differing students’ abilities. For example, one grade 12 English lesson objective was ‘to learn about the Pyramids’. It was unclear how this objective would develop students’ language skills. Marking of students’ work is mostly by ticks with teachers’ initials. Students do not get effective feedback on how well they have achieved and what they need to do next to improve their work. Expectations in many lessons are too low.

Older students are effective at helping others who are less secure. Students in many classes are also confident to demonstrate their method of working using the whiteboard to share with the rest of the class. Older boys in the literary stream are frequently uninspired by tasks. The small science laboratory means students get inadequate access to experimental science. A few teachers use appropriate, targeted questioning to develop students’ interest and understanding in lessons. In grade 11 for example, skilful questioning enabled boys to discuss the advantages and disadvantages of technology. Most lessons provide insufficient opportunities to develop students’ independent and critical thinking skills. The use of ICT is not an integral part of learning.

More able students have insufficient challenge. Occasionally, teachers provide differentiated worksheets which enable higher attainers to tackle more challenging problems, for example in grade 12 mathematics. In most cases higher attainers complete work quickly and then wait for others to finish. Students are unable to continue through the textbook independently. SEN students do not get the support they need. Those with visual impairment are provided with large print text for tests. These accommodations are not provided in lessons.

Meeting students’ needs through the curriculum

Students have an understanding of UAE traditions and values and show respect for other cultures. Some extra-curricular activities, such as Arabic reading and recitation of the holy Qur’an, field trips and inter-school competitions in football, augment the formal curriculum. New English text and practice books are provided in grades 1 to 6. The standard of these text books is satisfactory. They engage students’ interest and provide some useful guidelines for teachers. The curriculum is narrow with no provision for performing arts. Provision of physical education (PE) for girls is limited mainly to basketball. Art is not offered after grade 8. There is little to extend and challenge SEN and gifted and talented students. The

progression of basic skills, to improve learning within and across subjects, is not identified. There are no cross-curricular themes or activities to motivate and interest the students. Little has been done to embed ICT in learning across subjects. The curriculum does not provide adequate preparation for students moving to the next stage of their education as critical thinking, speaking and problem-solving skills are limited. The curriculum offered in KG is supplemented with very limited indoor and outdoor equipment. As a result, the impact of the curriculum in meeting students' needs is very unsatisfactory.

The protection, care, guidance and support of students

The protection, care, guidance and support of students are very unsatisfactory. The school does not have an effective pastoral system to guide and support students. Attendance has increased from 88% to 92.7% since the last inspection. Some career guidance is provided for students. It is mostly limited to exchange visits with prospective universities. The school is beginning to keep a record of the destinations of grade 12 leavers. Rewards and sanctions are appropriately applied. There are no first aid boxes around the building. The clinic is suitably equipped. It has one male nurse. The lack of a female nurse means that the needs of the girls are not always promptly met. Girls do not have adequate support when they have concerns. Current staff allocated to support girls lack experience and skills in counselling. The play area provided for girls is very restricted and lacks adequate shading. The school is not sufficiently vigilant in safeguarding students from inappropriate internet sites. For example, boys downloaded and played war games in class, despite being forbidden to do so. There are no systems for tracking students' progress and setting individual targets. Test results are provided to parents, with little further information about their children's progress. There is no prayer room for students. The needs of SEN students are not adequately identified or met. The school does not place enough emphasis on developing students healthy eating and lifestyle habits.

The quality of the school's buildings and premises

Some improvements have been made since last inspection. The buildings are clean and well maintained. There are no obvious hazards that compromise students' health and safety. There is appropriate security at the school entrance. The stairway to the roof is locked. Despite these improvements, the quality of buildings and premises remain unsatisfactory. The classrooms are spacious and adequate for class sizes, except in KG. The KG building is small and space is very constricted. Children sit for long periods as there is insufficient space for play-based or active learning. This severely limits their developmental needs. There are too few toilets for the number of children, for example only 3 for all KG children.

The provision for science and ICT is inadequate as the school has only one laboratory for each. The science laboratory is too small for most classes. There are two large playgrounds used by boys for football and basketball. Girls play basketball in one small PE room. There is no disabled access. The owner has an ADEC approved plan for building science and ICT laboratories and a multi-purpose hall.

The school's resources to support its aims

The school's resources are very unsatisfactory. Since the last inspection the school has invested in more data projectors and computers in all classes. These are not yet improving learning outcomes. Fire evacuation procedures are in place and regularly carried out. Almost all students have textbooks. This is an improvement since the last inspection. The range, quality and use of other material resources in classrooms are inadequate. There is only one computer lab with 28 computers. Science resources are very limited, with one laboratory for all three sciences. There is no science laboratory technician or librarian. The library is used as a classroom. Children in KG are inadequately supported by teaching assistants. The resource room is used as a classroom and for storage of students' work. The school grounds are sufficient in size for students to play. They are not well marked or shaded. PE resources for boys are better than for girls. There are limited resources to support non-core activities. The school provides transport for students at a substantial discount. Boys and girls travel together with parental approval. There are no maintenance records for the buses.

The effectiveness of leadership and management

The leadership and management of the school are very unsatisfactory. The school has introduced some improvements since the last inspection. These are having insufficient impact on the quality of teaching and students' outcomes. The school does not take standardized tests. Leaders have very limited understanding of what international standards are and the levels to expect of students at different stages of their education. The school has an appropriate leadership structure, with a vice principal and subject coordinators. The owner is generally supportive of the school. He is investing considerable sums in new buildings and has funded the new 'data show' resources. He lacks a clear understanding of what is needed to improve the school's educational outcomes, and the associated resource implications.

The monitoring of teaching is ineffective. Self-evaluation is a relatively new process for the school. Teacher committees completed the self-evaluation form (SEF). The SEF grades for several standards are over optimistic and the supporting evidence for the judgements made is limited. Lesson observations are carried out

by senior leaders and coordinators. The observations do not evaluate the impact of the teaching on students' learning and are not driving improvement. The school development plan (SDP) focuses on the Inspection standards but priorities are not clearly derived from evaluation findings. Success criteria are too general and costings do not adequately reflect the real deficiencies in material resources throughout the school. The school has an approved fee structure. Around 25 students are given fee exemptions. Teacher turnover is quite high. The school lacks an adequate planned programme of professional development.

The leadership have provided a number of ways for parents to be involved with the school. The parent teacher council has parents as trustees and there are 5 parent committees. The principal recognises the need to improve and extend teaching approaches. There is limited understanding of the best way to achieve this. The school does not have the capacity to make further improvements without appropriate, high quality support.

Progress since the last inspection

The school has made some improvements since the last inspection. The extent of improvement is unsatisfactory as the actions have had little impact on teaching, learning or progress. A child protection policy has been introduced and corporal punishment has been eliminated. Figures for attendance show improvement. All students now have textbooks and data projectors/computers are available in classrooms. A parents' complaint box has been provided. In addition, some safety issues have been addressed. The roof can no longer be accessed by students and hazardous materials are locked away. Other safety and well-being issues remain. The playgrounds are insufficiently shaded, the KG has insufficient numbers of toilets, SEN students are inadequately supported and there is no female nurse or counsellor for girls. There are very few Incidences of misbehaviour during break times and any that occur are minor. Learning resources in classrooms, particularly in KG, remain very scarce. The lack of resources still severely affects the quality of teaching and learning. There has been insufficient professional development to enable teachers to learn, or practise, the strategies required to accelerate student learning and progress. Lesson observations and other monitoring and evaluation have little real impact. Standardised testing is not in place. The school administered External Measurement of Student Achievement (EMSA) tests in grades 3 – 5. They did not have these tests externally marked because of the costs involved. Little use has been made of the information gleaned from these tests. Both middle and senior leaders lack a clear understanding of how to lead improvement.

What the school should do to improve further:

1. Address issues related to students' protection, care, guidance and safety without delay by:
 - i. providing a female nurse and counsellor for girls and ensuring girls' concerns are heard and acted on
 - ii. providing adequate support for SEN students
 - iii. ensuring adequate controls and supervision of students' internet access
 - iv. providing clearly labelled first aid kits in every section of the school
 - v. increasing playground shading
 - vi. regularly checking the maintenance records of hired buses.
2. Improve the provision in KG by:
 - i. increasing the resources for play-based learning and gross motor skill development
 - ii. training teachers in using a wider range of strategies for teaching young children
 - iii. increasing the number of toilets
 - iv. providing a longer term plan for the overhaul of the building.
3. Improve teaching and learning by:
 - i. developing teachers' skills in providing *challenge* for higher attainers in lessons, and support for slower learners and SEN students
 - ii. significantly increasing material resources in classrooms, including reading books, manipulative resources for mathematics and practical resources for science
 - iii. making lesson objectives more specific about the skills and understanding to be developed, sharing these objectives with students and using them to check the learning in lessons.
4. Improve the quality of leadership and management by:
 - i. drawing on external expertise to provide a high quality programme of professional development for teachers and enabling them to share experience as they develop their practice
 - ii. providing leadership training for senior and middle leaders in monitoring, evaluation and strategic planning
 - iii. ensuring lessons are evaluated on the extent of the learning for students of different abilities.

5. Raise attainment by using the results of high quality standardised tests to assess students' skills, to track their progress in learning over time and to inform lesson planning to meet the needs of children who have different attainment levels.

Inspection Grades

	Band A High performing			Band B Satisfactory		Band C In need of significant improvement		
Performance Standard	Outstanding	Very Good	Good	Satisfactory & Improving	Satisfactory	Unsatisfactory	Very unsatisfactory	Poor
	1	2	3	4	5	6	7	8
Standard 1: Students' attainment and progress								
Standard 2: Students' personal development								
Standard 3: The quality of teaching and learning								
Standard 4: The meeting of students' needs through the curriculum								
Standard 5: The protection, care, guidance and support of students								
Standard 6: The quality of the school's buildings and premises								
Standard 7: The school's resources to support its aims								
Standard 8: The effectiveness of leadership and management								
Summary Evaluation: The school's overall effectiveness								