



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Tawaam Model School

Overall evaluation: Acceptable

Academic Year 2017 – 2018

Iqraa



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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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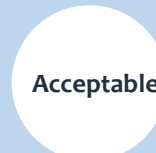


School Information

General Information	Inspection date:	from	19-Muharram-1439	to	22-Muharram-1439
		from	09-Oct-17	to	12-Oct-17
	School name		Tawaam Model School		
	School ID		172		
	School address		Falaj Hazza, Al Ain		
	School telephone		+971 (0)3 781 0912		
	School official email		Tawaammodel.pvt@adec.ac.ae		
	School website		www.Tawaammodel.com		
	School curriculum		Ministry of Education (MoE)		
	Fee range and category		AED6,000 to AED14,200 (Very low to low)		
	Number of lessons observed		90		
	Number of joint lessons observed		3		
Staff Information	Total number of teachers		47		
	Turnover rate		1%		
	Number of teaching assistants		0		
	Teacher- student ratio		1:15		
Student Information	Total number of students		715		
	% of Emirati Students		7%		
	% of Largest nationality groups		1. Syrian 26%		
			2. Jordanian 22%		
			3. Palestinian 15%		
	% of SEN students		1%		
	% of students per phase		KG: ---		Middle: 35%
			Primary: 45%		High: 21%
Grades/ Year groups		Grades 1 to 12			
Gender		Boys and girls			



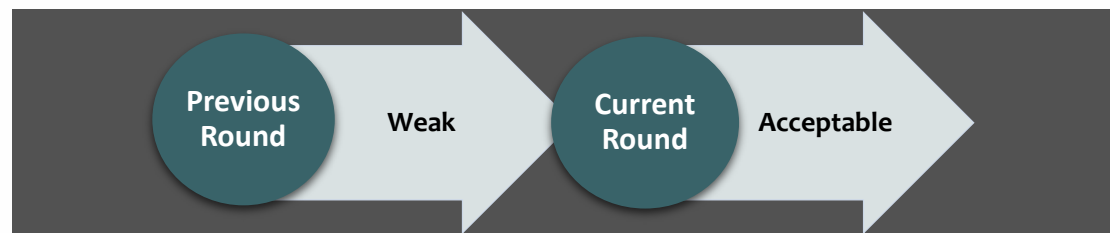
The Performance of the School

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

Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school is not presently in a position to enrol children into the kindergarten. The school has made considerable improvements since the last inspection due to effective professional development for staff.
- Students' overall achievement is acceptable. At all grades, most students achieve in line with grade-related curriculum expectations in almost all subjects. Students' reading, listening and speaking skills are better than their writing skills in Arabic and English. Learning skills are acceptable overall.
- Students' personal and social development is generally good but their innovation skills are underdeveloped. Most students behave well and have positive attitudes. Relationships between students and staff are friendly and respectful and students feel safe, valued and supported. Most students have a good understanding of Islamic values and UAE culture and heritage.
- The overall quality of teaching and assessment is acceptable. Broadly effective teaching enables students to make acceptable progress but teachers' questioning is not at a level that helps develop students thinking sufficiently. Assessment is improving but assessment data are not used effectively enough to inform teaching to meet the learning needs of all.
- The overall quality of the curriculum is acceptable. It is appropriately broad and balanced but provides insufficient opportunities for enterprise and innovation. The moral education programme is taught effectively.
- The school's arrangements for protection, care, guidance and support are acceptable. The school keeps students safe, promotes healthy life styles and very good attendance. Support for students who have special education needs (SEN) is weak in class. The school buildings and outside areas are clean and well maintained.
- The overall quality of leadership and management is acceptable. Self-evaluation is not yet sufficiently rigorous and international data are not used to benchmark attainment and expectations. Distributed leadership is improving the school's capacity to further enhance its performance.

Progress made since last inspection and capacity to improve



- Teaching has improved because teachers now provide opportunities for more active learning across the school. However, students of different abilities still lack sufficient support or challenge to enable them to make good progress. Teachers' assessment has improved but is not yet used effectively to plan activities for different ability groups of students.
- The school has made progress in developing students' learning skills. However, there is limited scope for students to work independently in primary and middle phases because teachers continue to over-dominate lessons.
- Educational leadership has improved since the last inspection. through a process of distributed leadership. This now involves subject co-ordinators taking responsibility for learning and attainment. As yet, self-evaluation still does not take account of international data in order to raise attainment and expectations.
- Overall, as a result of the above improvements, school leaders have shown that they now have an acceptable capacity to improve the school further.



Key areas of strength and area for improvement

Key areas of strength

1. Students' positive behaviour and attitudes to learning.
2. The quality of teachers' ongoing professional development which extends their range of teaching skills to raise standards.
3. Leaders' commitment to continuously improve the school's performance.

Key areas for improvement

1. 1. Improve student achievement by:
 - i. ensuring all teachers review their students' performance outcomes against curriculum standards and use this information to raise their expectations of what the students' can achieve
 - ii. analysing internal and external assessments data to identify areas of weakness in teaching and learning
 - iii. ensuring teachers modify their planning to rectify areas of weakness in students' learning
 - iv. providing targeted professional development to teacher and monitor impact on students' learning.
2. Improve teaching and assessment by:
 - i. ensuring that teachers have a clear understanding of the range of abilities in their classes and plan suitable activities to meet their learning needs
 - ii. evaluating, sharing and promoting teaching skills that challenge more-able students and provide effective support for students who need greater support
 - iii. moderate the progress of different ability groups through class visits by middle managers
 - iv. develop teachers' questioning skills so that students are required to think more for themselves
 - v. reduce the reliance on teacher-led approaches to provide sufficient scope for students to learn independently and collaboratively.
3. Improve the curriculum and support for students by:
 - i. involving parents and the community in the life of the school
 - ii. improving the range of planned experience for developing students' enterprise and innovation skills, and their international awareness



- iii. adapting the curriculum so that tasks and activities are broadened to meet the full range of student needs in every lesson.
4. Improve the impact of leadership on students' achievement by:
- i. focusing all school leaders' lesson visits on identifying and addressing strengths and weaknesses in teaching and students' achievement
 - ii. ensuring assessment information is used effectively to plan lessons
 - iii. addressing weaknesses in the quality of support for students with special educational needs.

Provision for Reading

- The school has an appropriate annual plan to encourage reading in both English and Arabic. Subject coordinators lead its implementation effectively.
- Students use the main library, and an additional club room, for reading and research. These include an appropriate provision of books in Arabic. Books in English are not included to the same extent to enable students to broaden their choice of reading material.
- Separate reading classes in Arabic and English are timetabled for Grades 1 to 3 to support the development of students' reading and comprehension skills. Reading is further encouraged by the, 'Drop everything and read' (DEAR) project.
- Teachers receive selected pedagogical advice from appropriate websites that provide guidance on how to teach reading.
- All students are encouraged to read in English and Arabic and to write reviews. Reading is part of the school's continuous assessment process but student's progress is not well tracked.
- The school provides some extracurricular activities that encourage reading such as, visits to book exhibitions. Reading books are sent home during the long holidays to promote reading and to encourage parental involvement in their child's learning.



Performance Standard 1: Students' Achievement

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



- The overall quality of students' achievement is acceptable across the school. EMSA data indicate that most students are attaining above age-related levels in Arabic reading but writing is less well developed. The data indicate that the large majority are attaining appropriate curriculum standards in English, and that writing is slightly below reading. They also indicate that the large majority of students are attaining above curriculum standards in mathematics and science.
- Grade 12 MoE exam results indicate that student attainment in Islamic education and Arabic are outstanding. In the high phase Arabic shows a slight increase over three years and English has increased considerably. Mathematics and science results have dipped in high phase over three years.
- The Programme for International Student Assessment (PISA) 2015 indicated that the school was achieving below Abu Dhabi's overall average score for English reading, mathematics and science.

Subjects

- Students' achievement in **Islamic education** is acceptable. Most students' achievement is broadly in line with grade-expected curriculum standards. Students have an appropriate understanding and recite suitable passages from the Holy Qur'an although, at times, recitation rules are not applied consistently.
- Students' achievement in **Arabic as a first language** is acceptable. Most students' reading, listening and speaking skills are broadly in line with curriculum expectations but their writing skills are not as consistently strong. Most students can read with reasonable fluency and explain what they have been reading clearly.
- Students' achievement in **social studies** is acceptable overall, with strengths in the high phase where achievement is good. Students' are gaining an age-appropriate knowledge and understanding of important aspects of the development and life of the UAE, and they link this to their own lives and experiences.
- Students' achievement in **English** is acceptable. Most students achieve broadly in line with grade-related curriculum expectations in listening, speaking and reading, but skills in writing are less secure and generally weak. Students in the high phase speak with confidence.



- Students' achievement in **mathematics** is acceptable. Students demonstrate acceptable knowledge and understanding in line with grade-related curriculum expectations, but do not yet apply their mathematical skills using critical-thinking and problem-solving sufficiently.
- Students' achievement in **science** is broadly acceptable. At all phases, most students' awareness of important scientific concepts is broadly in line with grade-related curriculum expectations. As yet, students' practical science skills are not as secure, and their investigative and research skills are underdeveloped.
- Students' achievement in **other subjects** is broadly acceptable, but with weaknesses in skills in a number of lessons, particularly in art. Progress in computer science and physical education (PE) is broadly in line with age-appropriate curriculum expectations.

Learning skills

- The overall quality of students' learning skills is broadly acceptable, with particular strengths in the high phase. Most students' communication and collaboration skills are constructive and developing well in a few lessons. However, overall teachers' dominance of lessons does not enable all students to develop the full range of skills that support their future learning.
- Students' innovation and enterprise skills are generally weak. The large minority of students can enquire and research for knowledge. Students in the high phase think critically in a few classes. Students skills in using information communications technology (ICT) to develop research and investigative skills are limited.

Areas of Relative Strength:

- Students' critical thinking and research skills in English classes at the high phase.
- Senior students' skills in discussing their learning and their interactions and collaboration skills.

Areas for Improvement:

- Raise achievement in all subjects.
- Students' use of investigative, research, critical thinking and problem-solving skills, particularly the application of these in real-life situations.



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		Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures		Good	Good	Good
Social responsibility and innovation skills		Acceptable	Acceptable	Acceptable

- Students' personal and social development is generally good. Students behave responsibly when in class and around the school. Their relationships with each other and with their teachers are good.
- Students like coming to school and this is reflected in their very good attendance and punctuality. Students report there is no bullying in school because of their friendly relationships with each other. They are developing a generally good understanding of healthy living.
- Most students have a generally good understanding of Islamic values and UAE culture and heritage, often gained from the wider life of the school. They have a less informed appreciation of other world cultures.
- Students take care of their school environment and keep their classrooms and activity areas clean. Their skills in social responsibility develop to an acceptable level through engagement in a few activities in the local community.
- Students' innovation skills and their willingness to take initiative are generally weak overall, largely because teaching methods do not provide consistent opportunities for enquiry and the use of technologies to support independent learning.

Areas of Relative Strength:

- Students behave well, enjoy good relationships, have positive attitudes towards their learning, and their attendance is very good.



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Areas for Improvement:

- Students' skills in innovation, enterprise and willingness to initiate.
- Students' awareness of world cultures.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable. Most teachers use questions effectively to engage students and to check their understanding of the subject. Questioning to promote deeper thinking is less well-developed. Teaching which promotes discussion is effective in English, particularly at the high phase.
- Most teachers demonstrate secure subject knowledge. They manage time and resources effectively to create positive learning environments. They occasionally apply real-life examples to enrich students' learning but do not extend this sufficiently to support innovation.
- Teacher interaction with students is positive. However, most teachers are not providing sufficient challenge for more-able students or meeting the needs of the lower attaining or of those who require special support. Teachers build on students' positive attitudes but do not routinely help them to develop problem-solving and critical-thinking skills.
- Assessment is improving, including teachers' marking of students' coursework. Assessment data is analysed but the findings are not used effectively enough to inform teaching or to meet the learning needs of all. The emerging practice of students assessing their own work is helping students to take more responsibility for their own learning. Teachers are not making sufficient use of data from national and international assessments to raise attainment and expectation.

Areas of Relative Strength:

- The quality of teaching in the high phase, notably in English.

Areas for Improvement:

- The overall quality of teaching, including questioning, with a focus on developing students' critical-thinking, problem-solving skills and their ability to use their



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initiative to support their learning.

- Teachers' use of assessment data in lesson planning to meet the needs of all students and raise attainment.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. it is appropriately broad and balanced and promotes students' knowledge and understanding generally well. The way it is implemented has yet to promote students' learning skills sufficiently.
- Teachers' planning generally provides continuity and progression to allow students to build on prior learning. It does not challenge the more-able students or provide sufficient support for those who need special help with their learning.
- Students in the high phase are able select subject options from general or advanced classes. Extra-curricular clubs provide further choices for students to follow their interests.
- Staff review the curriculum regularly, led by subject coordinators and senior leaders. The curriculum meets the academic and personal needs of most students.
- However, opportunities for enterprise are limited because not all teachers organise activities that enable students to be creative and innovative.
- Many positive links to UAE culture and Islamic values are made in lessons and assemblies.
- The moral education programme in Grades 1-9 is relevant, interesting and promotes the values of respect, tolerance, inclusivity and community.

Areas of Relative Strength:

- The curriculum enables students to develop a good understanding of UAE culture and promotes Islamic values well.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all groups of students.
- Scope for students to develop creativity, innovation and the wider range of learning skills.



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		Good	Good	Good
Care and support		Acceptable	Acceptable	Acceptable

- The overall quality of health and safety, including arrangements for safeguarding, and care are good. The quality of support for students is broadly acceptable. Staff, students and parents are aware of the school's child protection measures and feel the school is safe.
- The school has appropriate arrangements for promoting high levels of attendance and punctuality. The school nurse promotes students' awareness of healthy living. This is enhanced in a number of lessons, in the cafeteria and on displays.
- The clean, tidy building and surrounding areas are clean and well-maintained. Checks on equipment are regular and recorded appropriately to contribute to a safe environment.
- Provision for students registered as having special educational needs is generally weak. These students have individualised educational programmes (IEPs) plans but the plans are not used effectively to provide effective support in lessons. This is because teachers do not provide tasks and activities to meet the full range of learning needs in their classes.
- More-able students and those who are gifted and talented do not, as yet, benefit from carefully planned or challenging learning experiences.
- Staff provide students with helpful information and guidance about their potential career choices and future opportunities for further education.

Areas of Relative Strength:

- Effective procedures for attendance and punctuality, promoting safeguarding, and for healthy living.

Areas for Improvement:

- The implementation of plans and arrangements to meet the needs of every student, including those who have special educational needs, and those who are

more-able, gifted and talented and require additional challenge.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The principal and staff have improved the school since the last inspection. All share a well-defined strategic vision linked to national priorities. Educational leadership is being promoted effectively through lesson evaluations and, increasingly, sharing of good practice. - Generally, the school's methods of self-evaluation are acceptable. Staff working parties now contribute to the school's self-evaluation form (SEF) and the school development plan (SDP), which have had an impact on the school's recent improvement. The school's self-evaluation of its overall performance is not aligned sufficiently to national SEF indicators. - Partnerships with parents and the community are acceptable. School leaders canvass parental opinion regularly and incorporate their views in planning. Daily curriculum information to parents and monthly reports ensure parents are aware of their children's progress, but more could be done to involve them in the life of the school. - Governance is acceptable. The governing body is supportive and holds the principal accountable for the running of the school. It provides operational support and has responded positively to help address inspection requirements. - The daily running of the school is efficient and purposeful. The school has sufficient well-qualified staff and staff have benefited from effective professional development. The school is appropriately resourced with a range of suitable facilities. - The school does not yet promote or make sufficiently effective use of national or international assessment data.	



Areas of Relative Strength:

- The school's approach to distributed leadership which focuses on student achievement.

Areas for Improvement:

- The use of national and international data to inform planning and raise expectations.
- Parents' involvement in students' learning and the life of the school.
- Aligning the SEF with the indicators in the inspection framework.