



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



Private School Inspection Report

International School of Choueifat, Abu Dhabi

Academic Year 2015 – 2016

Iqraa

International School of Choueifat, Abu Dhabi

Inspection Date	February 8, 2016	to	February 11, 2016
Date of previous inspection	May 12, 2014	to	May 22, 2014

General Information	
School ID	59
Opening year of school	1978
Principal	Malak Khaled Malek
School telephone	+971 (0) 2 446 1444
School Address	Moh’d Bin Khalifa St. Al Mushrif, Abu Dhabi
Official email (ADEC)	choueifatad.pvt@adec.ac.ae
School website	www.iscad-sabis.net
Fee ranges (per annum)	Low to High: AED 19,600 – AED 35,800
Licensed Curriculum	
Main Curriculum	SABIS International
Other Curriculum	-----
External Exams/ Standardised tests	GCSE, IGCSE, A’levels, AP, SAT, TOEFL
Accreditation	-----

Students		
Total number of students	3608	
Number of children in KG	560	
Number of students in other phases	Primary:	1857
	Middle:	705
	High:	486
Age range	4 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Mixed	
% of Emirati Students	13%	
Largest nationality groups (%)	1. Lebanon 15%	
	2. Eygpt 14%	
	3. Jordan 13%	
Staff		
Number of teachers	151	
Number of teaching assistants (TAs)	38	
Teacher-student ratio	KG/ FS	1:25
	Other phases	1:33
Teacher turnover	27%	

Introduction

Inspection activities	
Number of inspectors deployed	8
Number of inspection days	4
Number of lessons observed	174
Number of joint lesson observations	2
Number of parents' questionnaires	691; (return rate: 19%)
Details of other inspection activities	Lesson observations, meetings, work scrutiny, review of documents, learning walks and observations of students' arrival departure times and during break times.

School	
School Aims	To 'qualify every student for entrance to university, provide a well-rounded education based on mastery of English and mathematics, enable acquisition of a second language, train students for logical reasoning and critical thinking, prepare students for sustained intellectual effort, and generate excitement for life-long learning.'
School vision and mission	To prepare students to: 'uphold high standards of ethical, moral and civic conduct; make informed decisions on social issues; defend convictions and reverse negative peer pressure; participate in extra-curricular activities, school management and community work; foster tolerance, cooperation and teamwork; and understand people of the world through appreciation of differences and similarities'.



Admission Policy	The school is non – selective. Students take diagnostic tests in English and mathematics
Leadership structure (ownership, governance and management)	The senior leadership team (SLT) includes the Director, one deputy directors and seven Academic Quality Controllers (ACQS).

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A)	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
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						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

International school of Choueifat Abu Dhabi provides a good quality of education. Attainment levels are good and students make good progress in the subjects taught in English. Academic achievement is not as strong in the subjects taught in Arabic. Children make good progress in KG. Teachers have secure command of their subjects and enable students to acquire good knowledge. Throughout the school students display very good attitudes to learning, behave very well and show maturity beyond their age. Teachers and students are mutually respectful.

The student life organisation (SLO) and the associated wide range of extracurricular activities enable students to acquire the skills they need for their future. The school's very positive ethos puts students' welfare, care and safety at its heart. Management is extremely systematic and ensures the school runs very smoothly. The school is part of the SABIS schools network. All schools in the network follow a corporate framework set by SABIS and follow a common curriculum.

Progress made since last inspection and capacity to improve

The school has improved in almost all performance standards since the previous inspection. Leaders, including the SABIS directors, demonstrate good capacity for sustained improvement. The school has successfully addressed most of the areas for improvement identified by the previous inspection report; KG2 classrooms remain on the first floor, though.

There has been significant investment in information and communications technology (ICT) resources. Most classrooms have SMART televisions or interactive white boards and students in many classes use tablets for their interactive learning support (ILS) activities. Security has been improved and now includes many extra CCTV cameras to extend coverage. The buildings have been painted, hedging has improved privacy and all bathrooms have been updated. All staff are approved by ADEC but not all have teaching qualifications. Fifteen additional staff now have first aid qualifications.

The SLO enables students to gain high level innovation skills and contribute significantly to the school community. The school continues to provide professional development, especially for staff new to the SABIS network, so they are all fully trained to deliver the SABIS points system in classrooms. The opportunities for students to lead learning in lessons through the shadow teacher system have been extended. This helps students to gain confidence, display their deep understanding and work with their peers in a mutually respectful way.

Development and promotion of innovation skills

Students acquire good innovation skills. They have very good communication skills, especially in English particularly considering that almost all students learn English as an additional language (EAL). They have a very strong work ethic and almost all are fully engaged in their lessons. The increased use of tablets means that students develop good skills in using modern technology.

The SLO is a leadership programme that empowers students to play an active role in their learning. The SLO is completely run by the students and they initiate, lead and run a wide range of activities to promote academic and personal growth. They acquire critical thinking and problem solving skills in different situations. Through the various activities students become role models for their peers. These include older students providing training for younger shadow teachers; older students providing social support for younger students who, for example, may have bullying issues; and by running extra-curricular sports such as cricket, football, swimming and basketball.

The successful integration of technology in the classrooms through the use of tablets and the On-Demand Tutorial Project develops students' ICT and independent learning skills. These projects enable students to create videos of themselves explaining concepts and publish them online after approval from any of their peers. The media department run by senior SLO students is responsible for compiling the termly magazine about school life and the year book. They design, write the content and publish the magazine and year book.

The Anti-Cheating Committee is made up of a group of SLO students and their identity is kept confidential to raise awareness of the harm of cheating. They are responsible for monitoring students who cheat and report them. The shadow teacher programme enables students in every class to take on the role of the teacher to explain a concept and take responsibility for their peers' learning. The SABIS Star is a programme run by students in which workshops are arranged for students in Arabic poetry, photography, debates and the arts.

The inspection identified the following as key areas of strength:

- standards of knowledge are above curriculum and international expectations, especially in English, mathematics and science
- the strong impact of the SLO on students' personal skills
- teachers' secure subject knowledge and very robust systems to track students' progress
- the very positive ethos ensures that students are well cared for, safe and healthy
- very rigorous management systems so that the school runs smoothly and SABIS hold the school to account very robustly.

The inspection identified the following as key areas for improvement:

- involvement of students in the wider community
- use of assessment data to plan lessons that meet the needs of all groups in lessons, especially the more able and less able students
- consistent development of students' higher order thinking and collaboration skills
- teaching time for Arabic as second language, as per MoE curriculum requirement.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Good
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	Good

Most children enter KG 1 speaking very little English. They make rapid progress in developing spoken language and word recognition skills. Most speak in sentences, recognise letters and associate them with their corresponding sounds. In KG 1, children count backwards and forwards from 1 to 50, recognise numbers and use basic place value accurately. In science, children develop some exploratory skills which helps them to understand as well as gain knowledge of scientific concepts. Most children in KG2 know Allah is the Creator and Mohammed (PBUH) is his Prophet.

Attainment and progress in primary and high school phase grades are good overall. In almost all subjects in almost all grades students test results are above SABIS expectations and averages. In primary, students' knowledge is good in English, mathematics, science and non- core subjects. It is acceptable across all phases in Arabic taught as first language, Arabic taught as second language, Islamic education and social studies. In high school phase it is good in English, mathematics, science and non – core subjects. High school phase students make good progress in English, mathematics, science, non – core subjects and Arabic.

Attainment in external examinations are above average in IGCSE, 'A' level, and Advanced Placement (AP) Level compared to age related international expectations. Students usually take the examinations a year early. In IGCSE students' results are well above international averages, with almost 50% of students gaining A* or A grades and 50% of students gaining A*-B in 'A' level examinations. Results in AP tests are above worldwide averages. Attainment in subjects taught in Arabic is acceptable.

In English, most students in primary grades have good speaking, listening, writing and reading skills, with a secure understanding of language. They understand questions and can respond in depth using age appropriate vocabulary. Students are confident to write stories independently from Grade 1. They read accurately and have good comprehension skills. In high school grades, almost all students are confident speakers, using a wide vocabulary and writing in a range of genres. They produce essays on a variety of topics linked to real life situations and write formal letters and applications to universities.

In mathematics, primary students multiply mentally without making mistakes. They solve complex problems independently and have sufficient mathematical understanding to break them down into smaller, more manageable tasks. Most Grade 7 students solve equations with one variable and the large majority can solve multiple variables. Grade 8 students are able to apply formulae to calculate the distance between two points and identify the greatest common monomial factor. Grade 9 students investigate the properties of similar triangles and almost all understand congruence. Most Grade 10 students are able to understand and solve the inverse of quadratic functions. Grade 11 students know and apply the properties of logarithms



and most can apply the change formula. Grade 12 students evaluate integrals using integration by parts.

In science, progress is good overall but in the primary phase it is acceptable. Most students acquire knowledge of scientific concepts but do not develop sufficient understanding to apply these concepts to solve real life problems. In Grade 2, they deduce the different ways of object movement by observing a practical class demonstration and tabulating the results in a simple pictogram. The majority of Grade 4 students can define current, static electricity, conductors and insulators and give examples of each. The majority of Grade 6 students know the properties of sound waves. In high school grades most students have a good understanding of scientific concepts and principles. For example, in Grade 12 most students show real understanding of concepts like Newton's second law and solve problems about a simple pendulum with small oscillation. In Grade 11 the large majority have good understanding of molecular forces and chemical bonding and they were able to explain their answers confidently.

In Arabic, students enter school with limited reading and writing skills. By Grade 4 the majority read sentences accurately and understand the meaning. Writing skills are less well developed. In Grade 5 a majority find difficulties in constructing meaningful sentences to express their own ideas in simple standard Arabic. In the middle and higher grades students make good progress and most writing is accurate. For example, the large majority of students in Grade 8 identify the main grammatical rules and use them in sentences. Reading skills are acceptable. In high school phase, the majority of the students do not use standard Arabic consistently because their vocabulary range is limited.

Second language Arabic speakers can read with reasonable accuracy, pronunciation and understanding. Students' reading and listening skills are acceptable and they make expected progress because participation in speaking and listening activities is encouraged and checks are made on their understanding.

In Islamic education, progress is acceptable because students acquire knowledge but do not develop sufficient understanding of concepts. In some lessons the application of their knowledge to real life is not well developed. Most Grade 4 students know the situation of Muslims at the beginning of Islam that led to their immigration of the Prophet and his companions to Ethiopia. Most students can accurately recite verses from the Holy Qur'an. Majority of the high school phase students understand the meaning of destiny and 'Tayamom'. In social studies, most students have a good knowledge and understanding of the culture, history and heritage of the UAE. Students have limited knowledge of the Gulf region and basic knowledge of the caliphate period.

Students make good progress in developing learning skills. Almost all students are willing learners, fully engaged in lessons and can work independently when required. The majority of lessons do not consistently provide opportunities for them to use their skills, especially when they are directed by teachers. The use of students as ‘shadow teachers’ in lessons allows them to build confidence and take responsibility. For example, in a Grade 9 English lesson a student outlined and elaborated on the learning points, asked pertinent questions, and expanded and challenged her peers’ responses very successfully whilst keeping a brisk pace. Students are very capable of communicating their ideas in depth. They have good skills in critical thinking, research, innovation and problem solving. They use technology very confidently. Collaborative tasks in lessons are seldom offered. Grade 12 students collaborated very well when preparing for a chemistry assessment; they support each other with explanations and research using computers and i-pads. Leadership skills are well developed, especially in the SLO.

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	Good	Good	Good	Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
Students’ personal and social development is very good. Children in KG are well behaved and polite; they listen and follow teachers’ instructions. Clear daily routines help them to settle well. Students of all ages have a very positive attitude towards their learning resulting in very good behaviour in lessons and around school. Most students demonstrate a high level of maturity and are self-disciplined and confident. They are willing learners and most have a good work ethic. Relationships with their peers are friendly and they have a strong rapport with teachers based on mutual respect. Students feel that the school keeps them safe. They appreciate the ways that				

the school values and supports them. They are happy and enjoy school as reflected in their punctuality and very good attendance of 96%.

Most students are committed to leading safe and healthy life styles and making healthy eating choices. The SLO runs anti-smoking and anti-drugs campaigns to raise students' awareness of the importance of making healthy choices. In KG and primary grades, students have a health chart to reward them if they eat healthy food.

Most student have a good appreciation of Islamic values and the impact of Islam on their lives. They have good knowledge and understanding of UAE culture and heritage. They celebrate the UAE national events and participate in a range of cultural activities. High numbers of students participate in a wide range of extra-curricular activities to develop and apply their skills. They have good awareness of environmental issues and participate in projects such as recycling and anti-litter campaigns. Students have fewer opportunities to make a contribution to the wider community. They effectively acquire the skills to be innovative, especially through the SLO and self-study opportunities. Their learning skills are not always well-developed in lessons as too many lessons are overly directed by teachers.

Performance Standard 3: Teaching and Assessment

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

Teaching is good. The quality of lessons ranged from very good to a few that were deemed weak. The majority of lessons were judged to be good and a few were very good. Most teachers demonstrate good subject knowledge ensuring that learning is accurate. Their understanding of how students learn best in lessons is variable. This manifests itself in the infrequent use of collaborative and communication skills in lessons. Lessons are not always focused on student collaboration and dialogue.

The high quality of teacher-student interaction is a positive feature in good lessons. Teachers direct the learning and share exactly what has to be accomplished. Most teachers ask questions to establish what students know. In the most effective lessons, teachers' questioning challenges students' critical thinking skills. Open-ended questions do not consistently evaluate students' understanding or enable



them to communicate their ideas in depth. Questions are less effective when they are closed and answers are short and factual. Problem solving is a feature of learning in effective mathematics and science lessons. In these lessons, teachers maintain the pace of learning by setting time challenges. Teachers ensure that most students are fully engaged.

Most teachers engage students using an instructional approach with tasks reliant on text books. In interactive learning support (ILS) lessons students work independently on tablets with access to the class intranet. Teachers share the SABIS points system objectives in all lessons using a 'one fit for all approach'. This means that differentiation of learning is often compromised as lessons set the minimum expectation for all students. Lessons are prepared centrally by SABIS and focus very clearly on gaining knowledge. Teachers often recap prior learning to develop continuity. The school provides special lessons for students to support those who have identified gaps in their knowledge. More able students accept the challenge to act as learning mentors to enhance and reinforce the knowledge of less able students.

Students' have good innovation skills. This is evident when students take self – study courses and plan presentations in library sessions. There is insufficient opportunity for students to enhance these skills in a large minority of lessons. The increased use of technology by teachers and students also supports independent thinking and engages students.

The school has very robust internal assessment processes. Students sit systematic weekly and periodic assessments. The results are analysed and sent to SABIS by all schools in the network. Analysis of the assessment data to monitor individual progress is very good. Each student receives a print out of every assessment to identify all questions that were answered incorrectly. Students are supported and retested until they succeed. The school analyses results for each teacher and uses the data to support those who have low scoring groups. Teachers' give insufficient feedback to students about how to improve their work.

Performance Standard 4: Curriculum

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

The curriculum design and implementation is good. It is broad and balanced and effective in enhancing students' knowledge in lessons and their personal skills. It develops students' good innovation skills through the wide variety of activities. The curriculum is planned centrally by SABIS so that it builds on students' knowledge progressively in lessons. The SLO student body is very effective in providing students with responsibility and leadership opportunities. This ensures that students progressively acquire the skills necessary to prepare them for the next stages of their life. It is effectively supported by the SLO coordinator and the University Counsellors.

The school provides most students with a wide range of different subject choices to develop their interests and meet their aspirations. Art and music are available only for students up to Grade 7. The school also encourages students to follow their aspirations by supporting them through self-study to prepare for a wide range of examination options. For example, a Grade 7 student was supported by the school with learning material to sit for the Psychology exam and through self-study achieved a very high grade.

The school conducts curriculum reviews according to the results of the assessment data analysis received from SABIS. It receives feedback from the SLO to evaluate the personal development goals set for its students. The school management uses the analyses to provide annual feedback to the SABIS regional office and evaluate and modify the curriculum as necessary. For example, the school has used the analysis to improve the SLO so it reaches into every classroom across the phases of the school. It has also developed the integration of ICT through the use of tablets.

A wide variety of extra-curricular activities is offered to students of all grades and includes sports, health, environmental awareness, and outreach activities within the school community. These activities are mostly initiated and run by the SLO. Some cross-curricular links exist such as between English, science, and social studies and between Arabic and social studies. These are not planned systematically and are too infrequent. They do not fully facilitate the transfer of learning between subjects. For example, students check their peers' spellings in science but do not use mathematics

at an appropriate level when tabulating data in science. The school links with other Choueifat schools in the region for competitions. The curriculum does not sufficiently promote links with the wider community to promote and develop students' personal 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
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Health and safety, including arrangements for child protection/safeguarding	Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

Protection, care, guidance and support are good overall. The school has a very positive ethos with students' health, safety, welfare and care at its heart. It helps students to become self-disciplined, confident and happy in school. Pastoral and academic support procedures are good. If students have any concerns, the school provides good support and guidance. Academic quality controllers monitor students' academic development very rigorously to identify and provide support for any gaps in learning. Attendance procedures are very good. Absence is recorded during the first period of each day and parents are contacted promptly.

The school ensures that students are kept safe. Security is rigorous. There is no access to the school at any time without strict permission. There are very few incidents of bullying as the school effectively protects students from abuse. Child protection procedures are meticulous and all teachers and adults are fully trained and apply procedures consistently. A nurse is always present at sporting fixtures to ensure that any minor accident or injury sustained by the students is dealt with promptly. All supervisors and helpers are trained in first aid. Maintenance staff carry out regular and rigorous checks to ensure that the school is safe and healthy. The school places great emphasis on students living a healthy lifestyle. The canteen provides healthy food that is cooked onsite and students are encouraged and expected to have nutritious lunchboxes.

The school does not identify students with special educational needs (SENs) neither does it admit any with a medically diagnosed need. It provides extra support to students who are identified as low achievers in tests. Students who are identified as high achievers assist less able students in lessons and act as shadow teachers. Students receive good careers' and further education guidance. The SLO points system effectively promotes and rewards students' personal development.

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	Acceptable
Governance	Good
Management, staffing, facilities and resources	Good

Leadership and management are good. The school has a very clear vision to ensure that students are kept safe and healthy, prepared for University and develop strong personal values. The SABIS Board play a highly significant role in the leadership and management of the school. They are very supportive and aware of every aspect of the school. They hold the school to account very robustly, especially for students' outcomes in internal and external tests and examinations. The school provides professional training at the start of the academic year and monitors teachers rigorously. It is especially thorough in inducting teachers new to the school and the SABIS system. Teachers' performance is very closely scrutinised in lessons as well as against outcomes in all tests for their groups.

Priorities and procedures are set annually by SABIS centrally and school leaders review progress against them constantly. The principal sets clear targets before the start of each term specific to the needs of the school. School leaders have clear roles and responsibilities to ensure these are completed successfully. Management systems in all areas are very secure and the school runs very smoothly on a day-to-day basis.

Self-evaluation is comprehensive, thorough and evaluative, though the judgements are overly generous. It is heavily based on data analysis of student outcomes and

monitoring records. It does not focus on provision or the process of learning. Systems to track student achievement in internal tests and SLO points are extremely thorough. Communication with parents about students' academic and personal progress is regular. The SABIS system does not involve parents in decision making. Parents and students can access information about the school and their child's performance from the 'Web school'. The minority of parents who responded to the questionnaire are generally positive about their child's achievement in the subjects taught in English and health and safety aspects. Parents respect the cohesion within the school community. They are less happy with the provision for SEN, promotion of the Emirati culture, communication and parental involvement. In general, the parents who responded to the survey express lower levels of overall satisfaction with the school than parents at similar schools.

What the school should do to improve further:

1. Develop the quality of teaching and learning, particularly in the subjects taught in Arabic and primary science, by:
 - i. using assessment data to plan lessons that offer suitable challenges to all groups of students, especially for more able and less able students
 - ii. providing more challenge to all students through probing questioning to enable students to explain their ideas in depth
 - iii. planning more interactive tasks in lessons to use and develop students' independence, critical thinking, collaboration, research and communication skills.
2. Provide more opportunities for students to develop links with the wider community.
3. Ensure teaching time for Arabic for second language speakers meets the requirements set by the MoE curriculum.