



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: The International School of Choueifat

Overall Effectiveness: Acceptable

Iqraa

Academic Year 2017 – 2018



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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			International School of Choueifat	
	School ID			1978	
	School address			Mohammad Bin Khalifa Street, Abu Dhabi City	
	School telephone			+971 (2) 4461444	
	School official email			choueifatad.pvt@adec.ac.ae	
	School website			www.iscad-sabis.ae	
	School curriculum			SABIS International	
	Fee range and category			AED 19,600 - AED 34,600 (Medium to High)	
	Number of lessons observed			193	
	Number of joint lessons observed			8	
	Staff Information	Total number of teachers			148
Turnover rate			27%		
Number of teaching assistants			31		
Teacher- student ratio			KG: 1:13 Other phases: 1:24		
Student Information	Total number of students			3,525	
	% of Emirati Students			11%	
	% of Largest nationality groups			1. Jordanian 14%	
				2. Lebanese 13%	
				3. Egyptian 10%	
	% of SEN students			0%	
	% of students per phase			KG: 18%	Middle: 25%
				Primary: 43%	High: 14%
	Grades/ Year groups			KG to Grade 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 

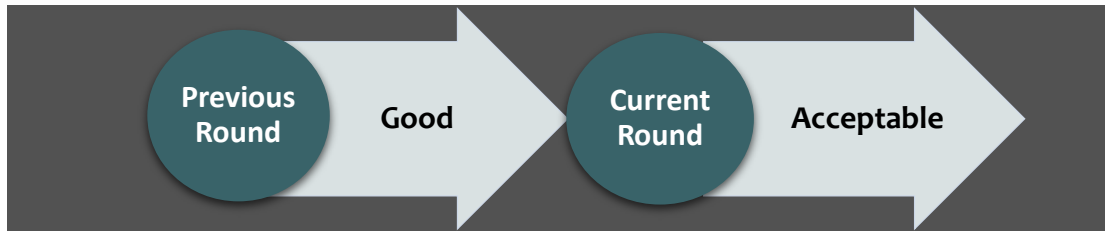


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. The school is managed by the SABIS group who provide curriculum and assessment resources and strong direction to the school. Whilst this is supportive, it is limiting the school's capacity for internal innovation to meet the needs of the students.
- Students' achievement is acceptable overall, and very good in Arabic as a first language in the kindergarten (KG). Students' strong work ethic and resilience contribute to their success. The student life organisation (SLO) effectively enriches students' learning skills.
- Students' personal and social development is good. Students attend well and support one another with their learning. However, they have limited opportunities to follow their own interests and use the learning skills that underpin innovation in lessons.
- The overall quality of teaching and assessment is acceptable. Teachers have good subject knowledge and present lessons at a brisk pace. However, their understanding of how to deliver effective lessons is inconsistent. The school's rigorous approaches to assessment promote students' achievement of curriculum outcomes. However, these are not supported by effective use of assessment to adapt lessons to meet students' needs.
- The overall quality of curriculum is acceptable. The SABIS curriculum offers a broad range of subject choices, enriched by extra-curricular activities. However, the time devoted to examinations reduces teaching time in a minority of subjects. Curriculum adaptation to meet the individual needs of students in lessons is underdeveloped
- The school provides a good standard of protection, care, guidance and support to students. Rigorously applied policies and procedures ensure students' health and safety. Older students benefit from effective academic guidance which helps them to secure positive post-school destinations. The overall quality of leadership and management is acceptable. Teachers and academic quality controllers (AQC's) provide a high standard of pastoral care and academic support. However, governors and senior leaders have been inconsistent in addressing recommendations in the previous report.



Progress made since last inspection and capacity to improve



- The school has made inconsistent progress in addressing the recommendations of the previous inspection report. Assessment data is used to provide repeat teaching and peer support, but is not yet used to support learning in all classrooms.
- At high phase, lesson tasks and activities now require students to think independently and develop their learning skills, however this is not implemented at other phases.
- Teachers use questions to check students' understanding. The majority ask students to explain their ideas in depth. This occurs mainly in high phase. In other phases, teachers usually do not use questioning to full effect to make judgements in the course of teaching about which students need support or challenge.
- The school has developed a number of external links, for example with charities and other schools in the SABIS group. These support students' learning and the development of the curriculum.
- The teaching time for Arabic as second language, as per the curriculum requirement, has not been addressed. Overall, the school made improvement to some aspects in line with previous recommendations. As a result, the school leaders' capacity to improve the school further is acceptable.



Key areas of strength and areas for improvement

Key areas of strength

1. The quality of students' attainment in international examinations
2. The range of curriculum choices and effective guidance which supports students to access higher education around the world
3. The quality of pastoral care and academic support provided by AQC and support staff
4. The impact of the Student Life Organisation (SLO) in developing a broad range of students' skills

Key areas for improvement

1. Increase levels of support and challenge in lessons so all children make the progress they are capable of by:
 - I. improving teachers' skills and techniques for gauging students' understanding during the course of lessons
 - II. using resources to support students who are struggling in lessons
 - III. developing more challenging tasks for students who are competent at the level of the lesson
 - IV. developing the use of technologies for independent learning.
2. Broaden the range of teaching strategies to support younger children with their learning including:
 - I. providing facilities for learning by discovery and enquiry during play
 - II. introducing collaborative and practical activities in lessons to help students to develop their conceptual understanding and apply their learning.



Provision for Reading

- The school's library is extensive, well resourced and used well by students. Books in both Arabic and English extend across a range of genres. Younger students are supported effectively by staff to choose books that are suited to their interests and abilities.
- Students enjoy books and understand what they are reading. Staff track and assess students' reading progress through weekly and monthly exams.
- The school has introduced extended reading in both Arabic and English in all lessons. Teachers in all subjects have been trained in this integrated approach to developing reading skills. A few students are supported effectively by accelerated reading programmes individually and in small groups.
- The school runs regular activities to promote students' enjoyment of reading. For example authors of children's books visit the school to read and discuss their work with students.
- The school performs well in local Arabic reading competitions. Termly and annual rewards for reading are encouraging students to read for pleasure as well as for information. As a result, students are developing good skills in critical reading which they can apply in lessons.



Performance Standard 1: Students' Achievement

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



Overall achievement

- The overall quality of students' achievement is acceptable. The school consistently ranks highly in PISA and TIMSS examinations. Across subjects, most students reach and a large majority exceed curriculum standards in both MOE and SABIS examinations.
- Those students who sit international examinations including IGCSE, A-level, SATS and AP qualifications consistently perform above curriculum standards. All students passed the TOEFL exam enabling 98% to access university courses. These standards are not borne out in most lessons, particularly in primary phase.
- Students' achievement at high phase is generally better than at other phases in the school. There is no significant difference between the achievement of boys and girls.

Subjects

- Students' achievements in **Islamic Education** is good at all phases. The majority of students achieve levels that are above curriculum expectations. Recitation skills and Tajweed particularly in the upper grades are clear and articulate.

Students' achievement in **Arabic as a first language** is very good in KG and good at other phases. The majority of students are achieving above age-related expectations. Students' reading of sounds and blends is accurate, they speak and write in formal Arabic and demonstrate good understanding of oral communications and written text. Students' achievement in **Arabic as a second language** is weak overall but acceptable by high phase. Minority of students only can read and repeat vocabulary and sentences in class in line with expectations. However, they cannot understand or write the language in their daily lives.

- Students' achievement in **social studies** is acceptable overall. Most students have knowledge and understanding in line with curriculum standards. They show respect for UAE pioneer leaders such as Sheikh Zayed.
- Students' achievement in **English** is acceptable overall and strongest in the KG and at high phase. Most of the students attain standards in line with curriculum expectations. Students read with fluency, their writing is well



structured and older students express complex opinions in lessons demonstrating good speaking and understanding skills.

- Students' achievement in **mathematics** is good overall. The majority of students achieve levels that are above curriculum standards. Students carry out mental calculations quickly and confidently. Older students are skilled at solving mathematical problems.
- Students' achievement in **science** is good overall and very good at middle and high phases. Students in the high phase perform very well in external examinations in biology, chemistry and physics. Their achievement is stronger because they develop scientific skills through investigation and analysis.
- Students' achievement in other subjects is acceptable overall. It is acceptable in **art, music, and French**. Students' achievement is good overall in high phase in optional subjects.,,

Learning skills

- Students' learning skills are acceptable overall. Although students do not integrate their learning skills consistently within lessons, these are enhanced by the student life organisation (SLO). The SLO enables students to develop and apply skills in real-life tasks. In lessons although students are mostly passive, frequent testing ensures that they focus and take responsibility for learning. Students in high phase use technology more frequently, collaborate and think more critically together, making stronger progress in learning.

Areas of Relative Strength:

- Very good achievement in Arabic as a first language in KG
- Attainment of students in high phase in external examinations in all subjects
- The contribution of activities in the SLO to students' learning skills.

Areas for Improvement:

- Students' achievement in Arabic as a second language.
- Students' achievement in English especially in the primary phase.
- Students' skills in critical thinking and innovation from KG to middle phase.
- Students' use of technology in their learning.



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

- Students' personal and social development and their innovation skills are good overall. Students are self-disciplined, well-mannered and respectful. They support one another with learning and work very hard to improve their grades.
- Students know how to keep themselves safe around the school and online. Most choose healthy lunch options. A range of sports clubs helps them to keep fit. Overall, however few students choose active play or sports outside lessons.
- Attendance is outstanding. Students arrive on time for school and move promptly between lessons.
- Students demonstrate a deep understanding of the UAE culture and heritage. Islamic values, such as tolerance and respect permeate the school.
- Students are proud of the range of cultures within the school and celebrate diversity through a very popular annual folk dance event. Students are being prepared to be global citizens. Many confidently travel abroad for a term, and apply to international universities.
- Most students take a leading role in the life of the school through the SLO. Most show positive attitudes to the school environment. Most students play some part in the school's charitable activities, learning about the needs of others.
- Students develop their innovation skills In a range of, extra- curricular activities and special events. Students are eager to showcase their inventions and talents. Older students have sufficient opportunities to develop their innovation and enterprise skills. Overall, innovation skills are not embedded



consistently in all lessons.

Areas of Relative Strength:

- Students' attendance
- Students' work ethic
- Supportive relationships between students
- The contribution students make to the life of the school and wider community through the SLO.

Areas for Improvement:

- The range of experiences which develop students' innovation and creativity in lessons.



Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Almost all teachers have good subject knowledge, but understanding of how children develop and learn is less well developed. By the upper secondary phase teachers' approaches involve students in active thinking and are more effective.
- Teachers follow closely material provided to support the SABIS curriculum. This gives students the knowledge they need to pass the examinations. Only the minority of teachers enhance explanations to broaden students' learning beyond the curriculum.
- Teachers use questions to check students' understanding. Teachers at middle and high phase ask more challenging questions and encourage students to think deeply.
- Teachers at high phase develop students' broader skills more successfully than at other phases. Students' hard work and learning out of the classroom supports their good achievement where teaching is less effective.
- Every element of every course is assessed on a regular basis. Students re-learn elements they fail and re-sit these until successful. However, in a few subjects, the time spent on assessment restricts the time available for teaching.
- Examination results are analysed closely to identify students' weaknesses and track their progress. This analysis is used to support students to improve. Teachers provide helpful feedback to students on some pieces of work.

Areas of Relative Strength:

- Teachers' subject knowledge
- In the best lessons, teachers' use of questioning and discussion to help build students' understanding.
- The rigor of the school's approaches to assessment.



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Areas for Improvement:

- The quality of teachers' questioning to develop critical thinking and problem-solving skills in the lower phases.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Good
• The overall quality of the curriculum is acceptable overall. The SABIS curriculum has a clear rationale aimed at high academic achievement focused around English, mathematics and science and technology. It successfully achieves its aims as all students in Grade 12 secure university places. • Progressive experiences across the phases are enriched by extra-curricular activities. However, the curriculum does not fulfil the requirements of the MoE in UAE social studies or Arabic as a second language. The curriculum in art, music and French is not broad enough. • The curriculum is enriched in high phase by a broad range of options including supported self-study units. It is adapted to support less able students with the inclusion of support classes. This is less evident in lessons. More able students have a range of curriculum choices including self-study courses. • The delivery of the curriculum does not nurture students' individual talents sufficiently. • SABIS reviews and updates the curriculum regularly to ensure it meets its aims. For example, touch typing has recently been introduced in both Arabic and English in KG. • Opportunities for enterprise, innovation, creativity and social contribution are provided as part of the extra-curricular provision. • Literacy and numeracy skills are developed across a range of subjects. • Across all subjects, at most phases, students' knowledge is stronger than their skills. Students' learning skills are mainly developed in activities out with the classroom. • Moral education is integrated across the curriculum and delivered as themes in English lessons and social studies.				



Areas of Relative Strength:

- The range of course choices within the high phase curriculum
- Enrichment through extra-curricular activities and courses outside lessons

Areas for Improvement:

- Continue to develop Independent learning (ILS) in lessons so students can progress at their own speed.



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	Good
Care and support	Very Good	Very Good	Good	Good

- The overall quality of protection, care, guidance and support for students is good. Procedures for child protection are well understood by students, parents and staff. Students are taught how to stay safe outside school and online.
- The health and safety of students is taken seriously and students are supervised during breaks. KG2 is located on an upper floor. Staff minimise risk by helping students up and down stairs.
- Regular checks assure the safety of the premises. Recorded incidents are followed up and any issues rectified promptly. Medical staff carry out routine health checks and maintain detailed records. Staff, including those in the canteen, encourage healthy eating.
- Academic Quality Controllers (AQC's) provide effective pastoral care and academic support to students. Staff have high expectations of students' behaviour and attendance. The school does not enrol students with special educational needs (SEN). Low attaining students are not always identified and supported effectively in lessons.
- Students' personal development is promoted effectively overall, mainly in opportunities for personal growth outside lessons. Staff provide academic guidance which supports students to achieve good standards and make successful applications to universities.

Areas of Relative Strength:

- The quality of pastoral care for younger students
- The quality of academic guidance for older students
- Child protection procedures.

Areas for Improvement:

- Support provided for low attaining students



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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good
• The overall quality of leadership and management is acceptable. The Director, senior leaders and staff follow closely the SABIS vision for education. Senior leaders support the UAE vision for Education. • Students are coached for Trends in International Mathematics and Science Study (TIMSS) examinations. The school provides equal opportunities for all students, but does not enrol students with identified special educational needs. • Leaders at all levels understand the philosophies underpinning the SABIS curriculum and work together to realise this vision. Relationships and communication are very effective in ensuring the smooth running of the school. • Leaders at all levels implement the strategic requirements of SABIS and have maintained good standards overall. They conduct self- evaluation against SABIS expectations. They do not use the standard of UAE inspection framework to evaluate the school performance. The school development plan contains some important and innovative changes such as introducing independent learning (ILS). • Approaches to evaluating students' achievement in international examinations and teachers' compliance with expectations are systematic and rigorous. • The school gives parents regular information about their children's achievement. High-quality newsletters produced by students showcase their achievements. The school liaises with other SABIS group schools to compare data. Extensive links with universities across the world support students' career progression. • The governors determine the school's priorities taking account of the views	



of staff and parents. Stakeholders are not represented at board level. The board holds the school accountable for clearly articulated expectations.

- SABIS have introduced technologies to extend students' choice. However, they have not ensured that the school meets all statutory requirements. The school is adequately staffed and resourced to fulfil the SABIS vision and deliver good quality education.

Areas of Relative Strength:

- Efficient management and effective communication which ensures all staff know what is expected of them
- Arrangements for parents to track their children's progress and access AQC's where they have concerns
- Mechanisms for holding the staff accountable for the standards students achieve in examinations.

Areas for Improvement:

- Governors and senior leaders ensure the school improves overtime in line with the requirements of the UAE School Inspection Framework.
- Governors and senior leaders ensure the school meets the recruitment of the MOE curriculum