



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



Private School Inspection Report

International School of Choueifat

Khalifa A

Academic Year 2015– 2016

lqraa

International School of Chouefat- Khalifa A

Inspection Date		May 1, 2016		to		May 4, 2016	
Date of previous inspection		June 1, 2014		to		June 4, 2014	
General Information				Students			
School ID		121		Total number of students		3,335	
Opening year of school		2006		Number of children in KG		737	
Principal		Kenneth Riggs		Number of students in other phases		Primary: 1,869	
		Middle: 478					
		High: 251					
School telephone		+971 (0)2 556 2555		Age range		3 year 8 months to 18 years	
School Address		Khalifa City A		Grades or Year Groups		KG to Grade 12	
Official email (ADEC)		chouefatkhalifa.pvt@adec.ac.ae		Gender		Mixed	
School website		-----		% of Emirati Students		38%	
Fee ranges (per annum)		Low to high: AED 19,635– AED 33,105		Largest nationality groups (%)		1. Egyptian: 16%	
						2. Pakistani: 10%	
						3. Jordanian: 8%	
Licensed Curriculum				Staff			
Main Curriculum		SABIS		Number of teachers		142	
Other Curriculum		-----		Number of teaching assistants (TAs)		48	
External Exams/ Standardised tests		International General Certificate of Secondary Education (IGCSE) Advanced placement (AP)		Teacher-student ratio		KG/ FS 1:28	
						Other phases 1:30	
Accreditation		-----		Teacher turnover		12%	

Introduction

Inspection activities	
Number of inspectors deployed	8
Number of inspection days	4
Number of lessons observed	206 It was not possible to observe lessons in Grades 11 and 12 as students were on exam leave.
Number of joint lesson observations	12
Number of parents' questionnaires	563; (response rate: 16.5%)
Details of other inspection activities	The inspection team held meetings with the senior management team, heads of departments, other teachers and representatives from the SABIS organisation. They analysed school documents, performance data, records and students' work. Inspectors attended 'home-room' assemblies. They spoke to parents, students, and children in the KG.

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.'



Admission Policy	There is no formal selection process.
Leadership structure (ownership, governance and management)	The leadership structure comprises the principal, the regional director, seven academic quality controllers, two supervisors and eight leads of departments.

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	46
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	3	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	8
Subject-specific aptitude (e.g. in science, mathematics, languages)	370
Social maturity and leadership	10
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

The school provides a good standard of education. Children enter Kindergarten (KG) with academic, personal and social skills that are low for their age. They then achieve well as a result of stimulating teaching and learning. In the other phases of the school, students' attainment is above curriculum expectations and their progress is good overall by the time they leave the school. Students' personal development is good across the phases. The quality of teaching, assessment and the curriculum has improved. Support for the small number of students with special educational needs (SEN) and for those who are gifted and talented (G&T) is acceptable. School leaders and staff have worked together effectively to bring about rapid improvements in the school's practice. Management of the day-to-day running of the school is very effective and efficient.

Progress made since last inspection and capacity to improve

The school has improved by meeting almost all of the recommendations in the previous inspection report. It has developed a better understanding of its own strengths and areas for development and now understands how to bring about improvement. The KG has continued to improve. Children's communication, language and literacy skills are now good. Most of the teachers have benefited from well-targeted professional development and mentoring. They have increased expectations of what students can achieve, resulting in better attainment and progress for most students. Students' personal and social development, their care, guidance and support and leadership and management have also improved. School leaders now demonstrate the capacity to improve the school even further.

Development and promotion of innovation skills

A few teachers provide experiences for students to demonstrate innovation, but this is not yet consistent. In the best lessons, students have a strong work ethic and develop good leadership and independent learning skills. In a Grade 10 history project, for example, students learned about UAE in the past and present and conducted a lot of research on the current environment for trade and commerce. They went on to suggest imaginative ways to recycle water and waste to promote sustainability. More such opportunities across subjects would help students to develop stronger innovation and critical-thinking skills than is presently the case. Most students have personal computers and access to technology each day. Children in KG learn to type as part of a strategy to support their 21st century skills.

The inspection identified the following as key areas of strength:

- the impact of school leaders on improving standards
- continuous improvement to the education that children receive in the school's Kindergarten
- students' achievement overall
- the strong relationships within the school as shown in students' good behaviour and positive attitudes to learning
- students' appreciation of the heritage, culture and future vision of the UAE and their understanding of Islamic values
- robust assessment procedures throughout the school.

The inspection identified the following as key areas for improvement:

- inconsistency in the quality of teaching and learning
- curriculum adaptation to meet the needs of all groups of students, including those who are gifted and talented and those who require additional support
- insufficient opportunities to develop innovation and creativity.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Social Studies	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very 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)		Acceptable	Acceptable	Acceptable	Acceptable



Students' attainment and progress are good overall. Most children enter the school with knowledge and skills that are below age-appropriate expectations. By the end of KG2, the majority of children attain levels that are above the curriculum standards. Children make good progress in all aspects of their development because the curriculum and the teaching promote high standards. Children become increasingly competent in recognising the sounds that letters make and can read and write words in both Arabic and English.

In all other phases, students attain above expected curriculum levels in English, mathematics and science. The majority of students attain levels that are above curriculum standards when measured against other schools delivering SABIS curriculum. Students' performance in MoE tests at the end of Grade 12 for the last two years indicates that most students attain levels that are above national standards. Students are attaining above the expected levels in English and sciences and well above in mathematics at IGCSE level A* to C. Students' A and AS levels over the last three years were above the expected levels. Students choosing the APs (Advanced Placement) are also above expectations in English, mathematics and sciences.

Students with SEN make acceptable progress. Some of the G&T students make good progress, but it is not consistent throughout the school. There is no significant difference in achievement between boys and girls in school.

Attainment in Islamic education is in line with curriculum standards and age-related expectations. Progress over time is acceptable. In KG it is good. For example, children develop good knowledge of the life of the prophet Mohammad (PBUH) and make good sense of Islamic history. In a Grade 9 lesson, students are able to read some verses from the Holy Qur'an and relate them to some of the real-life situations.

Attainment in Arabic is broadly in line with the expectations of students following the MOE curriculum. Most students' attainment and progress are acceptable except for those from KG 1 to Grade 3, whose attainment and progress are good overall. For example, in a Grade 3 lesson, most students could read fluently and with expression. They could differentiate between 'Al-Shamsiya (solar) and Al-Qamariya (moon)' letters. By Grade 10, the majority of students have gained acceptable skills in reading and writing and they can, for example, identify types of similes and metaphors in their work.

Students' achievement in social studies is acceptable overall. It is good in KG and up to Grade 2. Students gain a good understanding of the UAE culture, heritage and values and they develop a secure understanding of history and geography. For example, in Grade 2, students can identify the number of continents and oceans on a

map and use geographical terms correctly.

Attainment and progress in English are above age-related levels. Students develop good literacy skills. For example, Grade 8 students have gained the skills to take an active part in debates and they show a good command of the English language when challenging each other in a mature and constructive way.

In mathematics, students' attainment and progress are very good by the end of Grade 12. Staff provide valued learning experiences to help students apply and develop their mathematical skills and innovative approaches to solve problems. For example, in a Grade 4 mathematics lesson, students have good knowledge of how to tackle fractions, using mathematical language such as 'numerator' and 'denominator' to describe their own findings.

Students attain and progress well in science. They learn new scientific terms and develop good knowledge and skills. For example, in Grade 10, students used formulae confidently to work out radioactive decay reactions. Students take a very active part in research and make very good links with the real world and other areas of learning. Students work collaboratively as a team and lead on scientific experiments and investigations including, for example, those related to diseases such as diabetes and the impact on health.

Students' attainment and progress in physical education (PE) are good. Regular planned physical activities, including swimming and ballet for the young ones, support the development of physical skills and promote health. Art and music add enjoyment to students' learning. Students achieve well in French. They show consideration and support for one another, developing the skills to be confident, responsible and mature learners.

Overall, students are not presently developing sufficient depth in the range of higher-order thinking and learning skills, including innovation and creativity, they will need in their futures. The majority of students are developing acceptable learning skills overall, particularly in their language communication skills, collaboration in their work and their good knowledge of using technologies.

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

Students' personal and social development are good and their innovation skills mostly acceptable. Students show genuine warmth for each other and relationships are respectful. The atmosphere around the school reflects the good standards of behaviour and attitudes to learning in both lessons and break times. In KG, children listen attentively to instructions, share resources fairly and take turns. Most students have a strong work ethic and learning flows without interruption. Attendance has improved significantly and is now good at 95%. Students arrive at school and to lessons on time. In the KG, children learn to wash their hands before and after meals to reduce the risks of unnecessary infections.

Students demonstrate good understanding of Islamic values and appreciate the UAE culture and heritage. They take part in several events such as UAE National, Flag and Martyr Days and make regular visits to the local heritage centre to deepen their knowledge of the Emirati identity. Through subjects such as history, geography, art and celebrations of different festivals, students learn about different people, their cultures and communities. This aspect of learning has improved significantly since the last inspection. Students have the capacity to be innovative but the school does not presently promote the skills associated with innovation in a systematic or robust way.

Students contribute well to the life of the school and the wider community. For example, the student life organisation (SLO) takes its responsibilities seriously. Members coach other students to develop their leadership skills, provide booster lessons to their peers, and help others become socially responsible. Students manage projects, including recycling of materials and raising awareness of water

shortage to promote sustainability. Students raise funds for charities such as Red Crescent to help disadvantaged families in the Arab Emirates and beyond.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching and assessment are good overall and have improved significantly since the previous inspection. It was not possible to observe lessons in Grades 11 and 12 as students were on exam leave. Most teachers have good subject knowledge. In the KG, staff know how children learn and develop and use this expertise to good effect. Most teachers throughout the school provide interesting learning experiences that take into account students' prior attainment and progress. In the best lessons, teachers share the learning objectives with students so that they are clear about what is to be achieved. They ask questions to gauge students' understanding and to reshape requests to enhance their learning. This provides good opportunities for students to apply and develop their knowledge and skills.

Teachers know students very well and help them engage fully in learning. They use time and resources effectively and manage behaviour for learning well. This helps students work at a brisk pace and achieve well. In the large majority of lessons, teachers provide appropriate challenge and support for high achieving students. Lower-attaining students and those who require help receive extra adult support to help them to make at least acceptable progress. In the less effective lessons, the small minority of teachers do not always use the information they have on students to provide interesting learning experiences that fully support and extend their learning, including those who have special needs or who are gifted and talented. Teachers throughout the school do not provide sufficient scope for students to develop their creativity and innovation skills in lessons. Continuous assessment procedures are robust and are linked to the curriculum levels alongside national and international standards. Leaders and staff regularly meet and analyse assessment data for individuals and groups of students to identify those who are

falling behind and to help them catch up. Teachers appreciate the regular professional development opportunities and the dialogue they have with the school leaders. These have a positive impact on the effectiveness of teaching and learning and use of assessment, including their peer observational skills.

Performance Standard 4: Curriculum

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

The implementation and delivery of the curriculum are good. The curriculum is broad and balanced. It is based on the SABIS principles and fully adheres to MoE curricular guidelines for the Arabic subjects. Since the previous inspection, leaders and staff have reviewed the content of the curriculum to promote continuity and progression. Most mathematics and science lessons help students to develop enquiry and problem-solving skills. The new accelerated reading programme is proving to be successful. Strong cross-curricular links enable students to transfer learning between different subjects. Older students have access to a range of curricular options to follow their interests. For example, some students study history at home and receive advice and testing from school. The curriculum is less well adjusted to meet fully the needs of SEN students and to challenge those who are gifted and talented.

The curriculum provides good learning experiences for students to gain a respect for, and understanding of, the values and heritage of the UAE and the influence of Islam. Opportunities for social contributions are real strengths in the school. Students have a wide range of responsibilities to support one another and the wider community. Enterprise events enable students to conduct research on how to purchase certain items at a reasonable price and save money to invest in other projects. The curriculum is very well enriched by extracurricular activities, including trips and clubs for art, music, reading, mathematics, swimming and other sports.

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	Good	Good	Good
Care and support	Good	Good	Good	Good

The protection, care, guidance and support for students are good. The school has effective procedures for protecting and safeguarding its students. Detailed child protection procedures, linked with training, help staff to be vigilant in their care for all students. Such procedures are also shared with parents and students. Parents say that staff keep their children safe and secure. Students feel safe and are confident to approach staff for help when needed. E-safety procedures are thorough and the risks of misuse are shared with parents and students to ensure they are clear about the school's expectations. Risk assessments of the premises and resources are regular and thorough. Levels of student supervision, including on school transport and at the school gates, are very effective.

The premises, facilities and resources are well maintained and suited to the needs of students. Staff apply behaviour management policies and procedures to ensure consistency of approach. Leaders record and monitor incidents to identify any potential trends or patterns and take swift actions to remedy any weaknesses. The school actively promotes healthy lifestyles. Through well-planned healthy eating projects, the school promotes a good understanding of the importance of healthy living, including the impact of obesity on health and wellbeing. For instance, young children learn a lot about dental health and hygiene, sun protection and the importance of sleep and rest to help their bodies grow. The school's systems to promote good attendance and punctuality are very successful. The leadership team has acceptable systems to identify students who have special educational needs or those who are gifted and talented. Through regular assessment, staff provide broadly acceptable support for those who require more help, but this is not yet consistent across all classes. Currently, students receive good support for their personal development. This boosts their confidence and self-esteem. Older students receive a wealth of information and support on careers' guidance to fully prepare them well for their future education.

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	Good
Governance	Good
Management, staffing, facilities and resources	Good

Leadership and management are good overall. The principal and the director from the SABIS Board are strongly supported by other senior leaders and all members of the school community. They all provide strong and effective leadership. School leaders share a common vision and strategic direction to raise standards and to secure rapid improvement. This demonstrates the school's commitment to inclusion as stated in its mission 'No child is left behind'. Relationships and communications between staff are professional and effective and morale is positive. Leaders have worked relentlessly to address almost all of the recommendations in the last inspection report, resulting in significant improvements in all standards. The capacity for further improvement is very strong.

Leaders have high expectations of what students can achieve. Senior leaders, heads of departments and members of the SABIS Board evaluate the quality of teaching and learning regularly and offer specific feedback to staff on how they can improve their practice. Leaders encourage observations within the school and beyond and provide continuous professional training to help staff learn new knowledge and skills. They set challenging targets for staff, holding them very accountable for students' achievement. Leaders have recognised that more work needs to be done to further raise the quality of teaching and learning in some of the lessons to that of the best.

The school has reviewed its self-evaluation arrangements to include an appropriate focus on improving standards in school. Leaders, including members of the Governing Board, are visible in school. They know the school's strengths well and what needs to be improved. The school involves its community in self-evaluation approaches and records the outcomes in its accurate self-evaluation form. The school's development plan is sharply focused on the school's priorities, including a timescale for monitoring and evaluation. It has brought about rapid improvements

in the work of the school. Partnerships between parents and school are very strong. Parents contribute well to the life of the school such as arranging for cultural events. Parents are fully informed about their children's learning through the online 'web school'. The latest parents' survey and discussions with several parents and students during the inspection show that parents are pleased with the school. The school contributes well to the life of the community, for example, students take part in competitions such as public speaking, reading, mathematics, science and sports. It has maintained a productive relationship with a University in the UK to help graduates in the school achieve qualified teacher status.

The day-to-day management of the school's procedures and routines are efficient. The school is appropriately staffed with suitably qualified teachers who benefit from regular professional development. Premises and resources are of a good quality and conducive to learning. They fully support the effective delivery of the curriculum. Leaders ensure that the school is compliant with statutory and regulatory requirements.

What the school should do to improve further:

1. Further improve the quality of teaching and learning by:
 - i. consistently using assessment information with rigour to match tasks to all abilities, including for SEN and the G&T students
 - ii. providing more effective and regular learning experiences to help students develop innovation and creativity through their work
 - iii. adapting the curriculum to further support and challenge students' learning.
2. Improve the quality of the curriculum further by:
 - i. providing opportunities for students to engage more in collaborative tasks and discussions with their peers
 - ii. adapting the curriculum further to better meet the different needs of all groups of students, including those who are gifted and talented and those who require additional support
 - iii. reviewing the scope within the curriculum for promoting higher-order thinking skills and learning skills and taking steps to remedy any shortfalls.