



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# **Inspection Report of**

## **The International School of Choueifat- Khalifa City**

**Overall Effectiveness: Good**

**Academic Year 2017 – 2018**



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

## Contents

School Information.....	3
The Performance of the School.....	4
Evaluation of the school's overall performance .....	5
Progress made since last inspection and capacity to improve .....	6
Key areas of strength and area for improvement .....	7
Provision for Reading .....	8
Performance Standard 1: Students' Achievement.....	9
Performance Standard 2: Students' personal and social development, and their innovation skills .....	13
Performance Standard 3: Teaching and Assessment .....	15
Performance Standard 4: Curriculum .....	16
Performance Standard 5: The protection, care, guidance and support of students...	17
Performance Standard 6: Leadership and management .....	18



## School Information

General Information	Inspection date:	from	28 Shaban, 1439h	to	1 Ramadan, 1439h		
		from	14-May-18	to	17-May-18		
	School name			International School of Choueifat-Khalifa City			
	School ID			121			
	School address			Khalifa City, Abu Dhabi, UAE			
	School telephone			+971 (0)2 556 2555			
	School official email			choueifatkhalifa.pvt@adec.ac.ae			
	School website			<a href="http://isckhalifacity.sabis.net">isckhalifacity.sabis.net</a>			
	School curriculum			SABIS			
	School phases			KG to High			
	Fee range and category			Medium to high: AED 20,000– AED 35,300			
	Number of lessons observed			196			
	Number of joint lessons observed			12			
Staff Information	Total number of teachers			147			
	Turnover rate			20%			
	Number of teaching assistants			48			
	Teacher- student ratio			1:24			
Student Information	Total number of students			3539			
	% of Emirati Students			36%			
	% of Largest nationality groups			1. Egypt 18%			
				2. Jordan 9%			
				3. Pakistan 7%			
	% of SEN students			0%			
	% of students per phase			KG: 24%		Middle: 22%	
				Primary: 45%		High: 9%	
Gender			Boys and Girls				



## The Performance of the School

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



## Evaluation of the school's overall performance

---

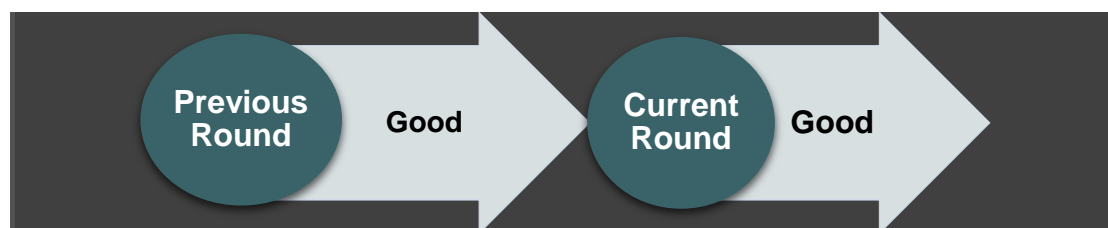
- The overall performance of the school is good. Since the last inspection, there has been a 20% turnover of teachers. Senior leadership team is stable.
- Students' achievement is good overall. Across the school, students' attainment is above curriculum expectations and their progress and learning skills are good overall in most subjects. Students' achievement in Islamic education, other subjects and their attainment in Arabic first and second language is acceptable overall. Attainment has been outstanding in international examinations for the small proportion of students in high school.
- Students' personal and social development are good. This is based on strong relationships between staff and students, positive behaviour and attitudes to learning. Students demonstrate their knowledge of the UAE culture and their understanding of the Islamic values across the curriculum. Their innovation skills in lessons are less well developed.
- The effectiveness of teaching is good overall. Teachers' subject knowledge and their planning is good. Teachers' use of questioning to deepen learning and develop students' critical thinking and innovation skills is inconsistent.

The school's internal assessment system is highly effective. The systems for benchmarking student's outcomes against the SABIS network of schools and international expectations are very well established.

- The overall quality of curriculum is good. It has a clear rationale and is well balanced and closely follows licensed and national requirements across all phases. Links with Emirati culture is good. Opportunities for more challenge to more able students and developing their innovation skills in lessons are inconsistent.
- The protection, care, guidance and support of students are good. The school child protection and safety procedures are effective. Although the promotion of healthy lifestyle is systematic, the impact on students' choice of healthy food is inconsistent. School guidance and support procedures for high school students are effective.
- The quality of leadership and management is good. Leaders are committed to SABIS philosophy as well as to UAE vision and priorities. Involvement and communication with parents are good while reporting is very good. Governors have a positive impact on the school's performance, making innovative use of technology to regularly check students' progress. The representation of all stakeholders in the governing body is underdeveloped. The day-to-day management of the school is very good.



## Progress made since last inspection and capacity to improve



- Since the last inspection, the school has continued to provide a good quality of education. The school leaders have addressed almost all the recommendations from the previous inspection.
- Students' who are gifted and talented or need extra support now have their curriculum adapted on a weekly basis due to the new Independent Learning System (ILS) and assessment tracking system. Students falling behind are provided with re-teaching and the gifted and talented (G&T) students are accelerated through on-line learning courses.
- The consistency in teaching and learning has improved, with Arabic and social studies now consistently good in all phases except middle where it is acceptable. Teaching in science is now good in all phases and very good in high phase. Islamic education remains acceptable.
- Learning skills have improved in KG and primary and are now good. The Independent Learning System (ILS) has enabled students to take more responsibility for their own learning.
- School leaders have sustained good standards despite the high turnover in teachers and ensured consistency in teaching and learning across the school and subjects. Overall, school leaders' capacity to improve the school is good.



## Key areas of strength and area for improvement

---

### Key areas of strength

- Students' attainment in high school international examinations.
- Students' attitudes to learning and behaviour which reflects their understanding of Islamic and UAE values.
- Teaching in the high school and the kindergarten.
- The impact of the SABIS internal assessment processes.
- The governors' positive influence on the school performance.

### Key areas for improvement

- Raise achievement in all subjects, especially in Islamic education, Arabic writing skills and non-core subjects, by:
  - i. ensuring long term planning for Islamic Education, art, music and physical education (PE) builds on pupils' skills from one grade to the next
  - ii. providing active and interesting activities in which students can take the lead in their learning
  - iii. teachers planning each lesson to provide challenge for the more able students
  - iv. providing more opportunities and motivation for students to write creatively.
- Improve students' learning skills in lessons by:
  - i. teachers planning times when students find things out for themselves using a range of sources
  - ii. teachers planning questions for students that require critical thinking skills during lessons
  - iii. planning times when they can all be enterprising.
- Improve teachers' questioning skills by:
  - i. providing training for all staff in understanding students' thinking skills
  - ii. teachers planning to direct questions to those students who are capable of answering the higher order questions
  - iii. teachers providing students with reflection time before they respond to questions.



## Provision for Reading

---

- The school's library is adequately resourced and well used by students. Books in both Arabic and English extend across a range of genres. Younger students are supported well by staff to choose books that are suited to their interests and abilities.
- Parents of children in the KG visit the library with them to help choose books to take home. More could be done to customise the library to encourage younger students to visit. The KG has a lending library of class reading texts. There is an e-book facility within the ILS where students can access a range of books approved by SABIS. Students enjoy books and understand what they are reading. To increase access to books, twice a year, students hold a book fair and exchange books.
- Teachers have been trained to develop reading skills. There is a focus on language development and acquisition across the school. In KG, children acquire good phonic skills and readily begin to read. There are insufficient 'big books' and small print books to meet the needs of readers of different ability.
- Students read with fluency across a range of genres. Reading is integrated well across subjects and subject specific vocabulary is developed from KG onwards.
- The librarian runs an accelerated reading programme which encourages reading for pleasure.





## 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	Good	Acceptable	Acceptable	Good
	Progress	Good	Good	Acceptable	Good
Arabic (as an Additional Language)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Good	Good	Acceptable
Social Studies	Attainment	Good	Good	Acceptable	N/A
	Progress	Good	Good	Acceptable	N/A
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Good	Acceptable	Good



### Overall achievement

- Students' overall achievement is good.
- Overall achievement in English, mathematics, science, and social studies is good. Students' attainment in Arabic as a first and second language, and their achievement in Islamic education and other subjects is acceptable. Attainment is very good in science and mathematics in the high phase.
- The school's internal assessment data shows that attainment is outstanding overall. Students' performance in all IGCSEs, A levels, SAT and APs over the last 3 years is outstanding overall. Grade 12 MoE exam results for Arabic over the last three years has been outstanding overall. These standards are not borne out in lessons observed
- Learning skills overall are good although inconsistent in middle and high phases. Most groups of students are making good progress from their starting points.

### Subjects

- Students' achievement in **Islamic education** is acceptable. Knowledge and skills of most students are in line with curriculum expectations. Students have appropriate knowledge of good manners, and recite prescribed Surah from the Holy Quran correctly.
- Overall students' achievement in **Arabic as a first language (AFL)** is good. In KG and high phase, students' achievement is good. The majority of students' show well developed reading and speaking skills above curriculum expectations. Most students in primary and middle phases demonstrate listening, reading and speaking skills in line with curriculum standards. Writing skills in general are less well developed. Overall, the majority communicate well, make links between learning and real-life experiences and as a result make good progress overall. Progress of students' in middle phase is acceptable.
- Students' attainment in **Arabic as a second language (ASL)** is acceptable in all phases. Their progress is good in primary and middle and acceptable in high.
- Overall, students' achievement in **social studies** is good. In KG and primary, majority of students attain knowledge and skills above curriculum standards and they make good progress. They make good links with their lives and UAE context. In the middle phase; students' attainment and progress are acceptable.
- Students' achievement in **English** is good. The majority of students' skills in listening, speaking reading and writing are developing above curriculum standards in all phases. In KG, students' attainment is good and they make good progress from their starting points. In primary and middle phases,



students continue to develop good speaking, reading and writing skills. By the high phase, students demonstrate good understanding and speaking skills when they express complex opinions in lessons, and their writing is well structured.

- Achievement in **mathematics** is good. The majority of students attain above curriculum standards. In KG and primary, students make good progress in acquiring number skills. In the middle and high phases, students continue to improve on their algebra and geometry skills. As a result, they obtain outstanding results in the international assessments, gaining places at universities all over the world. Attainment is very good in the high phase.
- Students' achievement in **science** is good overall. In KG, primary and middle phases, majority of students demonstrate knowledge and scientific skills above curriculum standards. In the high phase, the large majority of students develop high level scientific thinking and skills through being able to draw together their knowledge across all the sciences and mathematics.
- Students' achievement in **other subjects** is acceptable overall. Students follow a range of other subjects including French, business studies, computer, music, art and PE. Achievement is good in French across all phases. In PE, art and music, achievement is acceptable across the different phases for most students who do not develop their physical and creative skills well enough.

### Learning skills

- Learning skills are good overall. Students enjoy learning and communicate well. They work well in pairs and groups, but their collaboration skills are not always evident particularly in middle and high phases. The new Independent Learning System (ILS) promotes individual learning and thinking. Students make clear connections between subjects, and integrate UAE values in most lessons. They can undertake basic online research but critical thinking, extended research and innovation skills are less well developed, particularly in lessons.

### Areas of Relative Strength:

- Achievement over time in core subjects of Arabic, mathematics, science and English in international examinations.
- Attainment in mathematics and science in the high phase.
- Students' application of their knowledge to the world, and their making connections between areas of learning.
- Students' use of learning technologies, such as ILS.



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

### **Areas for Improvement:**

---

- Achievement in Islamic education, art, music and PE.
- Students' skills in innovation, extended research and critical thinking, particularly in middle and high phases.
- Writing skills in Arabic.



## 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	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
<ul style="list-style-type: none"><li>• The overall quality of students' personal and social development, and their social responsibility is good.</li><li>• Students' behaviour and attitudes to learning are very positive because of the respectful relationships between students and adults. Through the Student Life Organization (SLO), students contribute to enhancing the day- to-day life of the school and actively take part in sporting activities and social responsibility projects. Attendance is very good at around 96% and punctuality is good across the school. Students do not always make healthy choices in their diet.</li><li>• Students develop a good understanding of UAE heritage, culture and Islamic values. They contribute work to informative cultural displays around the school and chant the UAE national anthem enthusiastically in assemblies. Students are respectful of their own and each other's diversity and culture, and celebrate those during international open days, where traditions, famous achievements and the cuisine of different countries are introduced.</li><li>• Students in every class have prefect roles that enable them to contribute positively to the life of school. This develops students' sense of social responsibility which they are also demonstrating through environmental projects such as pollution and a single use plastic recycling project.</li><li>• Students participate in a wide range of activities and events, both at and beyond school. However, developing the learning skills that underpin innovation in lessons is inconsistent.</li></ul>				



### **Areas of Relative Strength:**

- Students' positive attitudes, good behaviour and relationships with staff.
- Students' appreciation and respect for the culture and heritage of the UAE and Islamic values.

### **Areas for Improvement:**

- Students making healthy choices with their diet.
- Further opportunities for students to become independent and innovative during lessons.



### 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

- Overall teaching and assessment are good.
- Teachers have good subject knowledge which is conveyed clearly and confidently to the students, particularly in KG and high phases. Lesson planning is good with all teachers using the school's five-part lesson structure. Teachers use questioning well to check students' knowledge acquisition but higher order questions to deepen understanding is inconsistent, particularly for higher attaining students.
- Students' individual learning needs are met through additional lessons. The most able students are stretched through independent learning activities, but not always in lessons. There are opportunities for students to undertake independent work, but problem solving, critical thinking and extended research activities are not as well developed in lessons.
- Internal assessment processes are highly effective, coherent, consistent and provide reliable measures of students' outcomes. As a result, teachers have regular feedback on their students' progress. They know their students' strengths and weaknesses well, but the impact of their planning to improve students' progress is inconsistent. Test and examination results are rigorously compared with local and international benchmarks.

#### Areas of Relative Strength:

- Teachers' subject knowledge.
- Teaching in the high phase and the KG.
- Highly effective internal assessment process.

#### Areas for Improvement:

- Consistent use of questioning in lessons to deepen understanding, particularly for higher attaining students.
- Teaching to develop students' critical thinking, problem solving and extended research skills in lessons.
- Consistent impact of assessment procedures on students' progress.



## Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none"><li>The curriculum across all phases is good. The curriculum is well balanced and closely follows licensed and national requirements across all phases. It is reviewed and developed thoroughly by both regional directors and school staff.</li><li>In the high school there is a very wide range of choices for older students. They also have the choice of either American AP exams or IGCSE. Cross-curricular links are good across all phases.</li><li>Following regular reviews of students' assessments, the curriculum is adapted to take account of students' needs. For example, a topic is re-taught in extra classes or G&amp;T students are stretched by studying different courses independently in Grades 9 to 12. However, lessons are not adapted sufficiently to challenge the more-able students.</li><li>Most students have opportunities to develop their innovation and enterprise skills through the wide range of extra-curricular activities but opportunities in everyday lessons are limited.</li><li>Students' appreciation and understanding of Emirati culture and the values of UAE society are demonstrated through well-established cross curricular links in most subjects.</li><li>Moral education is being taught effectively in discrete lessons, contributing to the good and respectful behaviour. Moral values are promoted through displays around the school.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>The review and development of the curriculum.</li><li>Wide range of extra-curricular activities.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>More consistent opportunities for students to develop their innovation and research skills in lessons, especially in the primary phase.</li><li>Adaptation of curriculum to consistently challenge more able students in lessons.</li></ul>				





## 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	Good	Good	Good	Good
<ul style="list-style-type: none"><li>Overall, the protection, care, guidance and support of students is good.</li><li>The school's child protection policy is comprehensive with roles and responsibilities clearly defined. Staff are well-trained and parents report that they feel their children are safe.</li><li>Health and Safety and maintenance procedures are very effective. The healthy lifestyles curriculum teaches healthy food choices but students do not always apply this when choosing snacks and drinks.</li><li>Systems to promote positive behaviour are effective. Attendance procedures are successful, as are systems for promoting punctuality. Supervision of students is generally effective,</li><li>The assessment system identifies individual learning needs and provides special support classes at the end of each day for those needing support. Provision for gifted and talented students stretches them through additional self-study courses or taking on the role of shadow teacher. However, lesson content is not always adapted to meet their individual needs.</li><li>Students in the high phase receive individual and group advisory sessions to guide them towards the most appropriate international exams and universities. Parents value this guidance. It has led to a successful university placement for all grade 12 students last year.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>Effective school's child protection policy and safety procedures.</li><li>The impact of attendance and punctuality systems.</li><li>The impact of the school's provision for guidance and support, especially for students in the high phase.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The impact of the students' knowledge of healthy lifestyles on their daily choices.</li><li>Adaptation of lessons to meet the individual needs of all students.</li></ul>				



## 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	Acceptable
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"><li>• The overall quality of leadership and management is good. All leaders share the SABIS vision for education clearly. Most leaders demonstrate a secure knowledge of the curriculum. Morale throughout the school is positive due to the effective professional relationships. Senior leaders are committed to the UAE vision and priorities and have introduced the innovative ILS and assessment tracker software to the school that monitors students' achievement daily.</li><li>• The school's self-evaluation is comprehensive but not fully aligned against the UAE inspection framework. The SABIS regional office uses rigorous analysis of students' progress information to constantly improve school performance and identify areas of strengths and weakness. These are linked to school development plan. However, precise development timelines and success criteria are less well developed.</li><li>• Teaching and learning are monitored through the rigorous analysis of students' progress information.</li><li>• Partnerships with parents and the community are good. Parents say their children are safe and feel well informed because of the online SABIS 'web school' which informs them of their children's progress weekly.</li><li>• The directors of SABIS determine the school's priorities, taking account of the views of staff and parents. Stakeholders are not represented at board level. The board holds senior leaders and staff accountable for students' performance with a very effective focus on assessment.</li><li>• The day-to-day management of the school is well organised and effective. Premises are conducive to effective teaching and learning. There are well equipped science labs for the high school but access to specialist science rooms is limited for primary students. Teachers benefit from personalised professional development.</li><li>• The school strongly promotes international assessment such as TIMSS and PISA. The school administers mock PISA tests and follow up rigorously on</li></ul>	



students' progress. The SABIS curriculum integrates the ADEK question-a-day initiative successfully.

### **Areas of Relative Strength:**

---

- Innovative use of technology to track students' achievement, report progress to parents, and to allow leaders and governors to systematically monitor school performance.
- Well organised and effective day-to-day management of the school.

### **Areas for Improvement:**

---

- The school development plan timelines and success criteria.
- Representation of stakeholders in the governance of the school.
- Provision of practical science resources in primary phase.