



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Al Rabeeh School

Academic Year 2015 – 2016

Iqraa



Al Rabeeh School

Inspection Date	19 – 22 October, 2015
Lead Inspector	Chris Taylor
Date of previous inspection	9 – 12 February, 2014

General Information	
School ID	36
Opening year of school	2002
Principal	Alison Lamb
Proprietor	The Royal Group, Abu Dhabi
Chair of Governors	Saleh Bin Nusra
School telephone	+971 (0)2 448 2856
Fax	02 448 2854
School Address	21 st Street, Muroor Road, Abu Dhabi
Official email (ADEC)	alrabeeh.pvt@adec.ac.ae
School Website	www.alrabeeh.sch.ae

Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum	
Language of instruction	English
External Exams/ Standardised tests	NFER Baseline, MALT (Maths), NGRT (Reading), Phonics
Accreditation	None

Students	
Total number of students	820
Number of children in KG	233
Number of students in other phases	Primary 587
Age range	3 to 11 years
Grades or Year Groups	KG1 – Year 6
Gender	Mixed
Percentage of Emirati Students	78%
Largest nationality groups (%)	1. Egyptian 5% 2. Jordanian 5% 3. British 2%
Number of students with SEN	45
Number of students with G&T	10

Staff	
Senior leadership team	1. Principal (1) 2. Vice principals (2) 3. Asst Vice Principal (1)
Number of teachers	66 (including SLT)
Number of TAs	32
Teacher-student ratio	1:24 KG/ FS 1:20 Other phases
Teacher turnover	25%

Fee ranges	(High category) AED 25,400 – AED 31,300
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Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	66
Number of joint lesson observations	7
Number of parents' questionnaires	153 (response rate: 18.8%)
Details of other inspection activities	Meetings with staff with specific responsibilities, Board members, parents, students and teachers; scrutiny of student's written work in key subjects; review of school's policies, planning and other documents.

School	
School Aims	To become an elite British Curriculum School for local families, which incorporates the core values of Islam in a 21 st Century learning environment.
School vision and mission	Vision: We aspire to be a global community of thinkers, creators, innovators and leaders who have a positive impact on the world of tomorrow. Mission: Achieving the vision – to inspire our students to thrive as global citizens within a happy and positive learning environment.
Admission Policy	Open admission.
Leadership structure (ownership, governance and management)	Board of five directors appointed by the owning company. Senior Leadership Team (SLT) comprises principal, two vice principals and an assistant vice principal.



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

SEN Category	Number of students identified	Details
Intellectual disability	0	
Specific Learning Disability	7	KG: 3; Primary: 4
Emotional and Behaviour Disorders (ED/ BD)	5	KG: 4; Primary: 1
Autism Spectrum Disorder (ASD)	5	KG: 3; Primary: 2
Speech and Language Disorders	19	KG: 4; Primary: 15
Physical and health related disabilities	7	KG: 3; Primary: 4
Visually impaired	1	Hermansky Pudlak Syndrome (albinism)
Hearing impaired	1	Cochlear implants
Multiple disabilities	0	

G&T Category	Number of students identified	Details
Intellectual ability	2	All round ability; quick learners; high achieving
Subject-specific aptitude (e.g. in science, mathematics, languages)	7	5 language 2 mathematics
Social maturity and leadership	1	Good public speaker
Mechanical/ technical/ technological ingenuity		
Visual and performing arts (e.g. art, theatre, recitation)		
Psychomotor ability (e.g. dance or sport)		



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	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standards						
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

Al Rabeeh School provides good quality of education. The recently appointed principal and senior leadership team (SLT) have rapidly improved the quality of the teaching, assessment practice, the curriculum, performance management and school organisation. This is the result of a determined focus on improvement, informed by highly effective processes for self-evaluation. These changes are still being embedded.

At both phases, KG and primary, attainment levels are broadly in line with the age-related expectations of the English National Curriculum (ENC) and the Ministry of Education (MOE) standards for Arabic, Islamic education and social studies. Children make good progress in all subjects in the KG. In the primary school, they make good progress in English, mathematics and science. This is due to good teaching in the large majority of lessons.

Students behave very well. They treat adults and one another with respect. They, in turn, are valued as individuals and looked after very well. An understanding and appreciation of Islamic values, the heritage and traditions of the UAE and its place in the modern world in particular, are strongly developed through work in several subjects.

Progress made since last inspection and capacity to improve

All the areas for improvement identified by the last inspection have been addressed successfully. The school site is now kept fully secure at all times; it denies access to strangers. Attainment in Arabic is now in line with expected curriculum standards. The teaching, curriculum and resources in the KG have been improved substantially and this provision is now of good quality. Effective processes have been introduced to regularly assess students' attainment, track their academic progress and monitor their personal development. Much of the teaching is now more varied and engaging. It concentrates on the development of understanding and skills as well as building knowledge. Lessons in mathematics and science include practical investigations. There is now good provision to support the progress of students with special educational needs (SEN) and an effective start has been made with identifying and responding to the needs of children with particular talents.

The SLT regularly monitor and evaluate teaching quality through lesson observation followed by developmental feedback and target-setting. Their in-depth knowledge of the school's performance and the recent track record of improvement indicate good capacity to move the school to the next level.



Development and promotion of innovation skills

Teachers consider how to incorporate strategies for promoting a culture of innovation, in which students take the initiative, think critically, solve problems and work independently, in schemes of work in all subjects. This is having an impact in some classrooms, where students are beginning to develop reflection, communication and questioning skills. Their ability to undertake enquiries, research and solve problems independently of teachers remains relatively under-developed. Students have few practical opportunities to exercise imagination, show inventiveness and be enterprising in lessons and at other times. KG children are given too few opportunities for enquiry-based learning in the outdoor classroom.

The principal and SLT demonstrate good capacity for innovation in their successful introduction of key changes to the culture of the school over the last year. These include the creation of middle leadership teams via internal promotion based on merit and extensive external recruitment. There is a strong emphasis on the development of innovative practice among middle leaders, teachers and teaching assistants.

The inspection identified the following as key areas of strength:

the quality of the teaching in the large majority of lessons, which promotes sustained progress among students at all levels of attainment through careful planning, for differentiated learning, clear learning objectives and skilful use of resources

- the well-developed rapport between teachers and students, which underpins the prevailing atmosphere of mutual respect, in which students of all ages behave with a strong sense of personal responsibility and self-discipline
- the successful development of students' knowledge, understanding and appreciation of the heritage of the UAE, its traditions and Islamic values and its significance in the modern world
- highly effective processes for self-evaluation, which provide senior leaders with in-depth knowledge of strengths and weaknesses in the school's performance
- the success of the SLT in effecting rapid development in key aspects of teaching in all subjects, assessment, curriculum and school management; and its evident capacity to implement further improvements.



The inspection identified the following as key areas for improvement:

- the under-development of students' skills in undertaking enquiries, research and problem-solving independently of teachers; and the relative lack of opportunities for them to show initiative, be enterprising and take the lead
- the need to develop stronger partnerships with parents to improve the attendance rate and involve them further in providing practical support to raise attainment
- the absence of governance arrangements that represent the views and interests of parents and hold the school's professional leadership systematically to account for its performance.



Performance Standard 1: Students' Achievement

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



Attainment and progress in Arabic are good in the KG and acceptable in the primary school. These levels represent a significant improvement since the previous inspection, when they were judged unsatisfactory. The majority of children in the KG attain levels above the MOE curriculum standards in speaking, reading and writing. Most develop knowledge of the alphabet and have sufficient vocabulary to use words correctly in short sentences. Most primary school students attain levels in line with expectations. They understand and respond to instructions, read text with some fluency and express themselves accurately in speech. Most make acceptable progress in reading with expression, applying grammar rules and appreciating figurative language. They make slower progress in writing.

The majority of KG children make good progress and attain levels above curriculum standards in Islamic education. They know about the pillars of Islam and apply their belief in prayer. Examination results show that most primary school students attain levels in line with national standards. Older students develop knowledge and understanding of Islamic laws and ethics, and the ability to apply them, at an acceptable rate. Attainment and progress are acceptable in social studies. Progress is limited when the objectives of lessons are not made clear and learning is restricted to the study of textbook information.

Attainment in English throughout the school is acceptable. Progress is good. Almost all students learn English as an additional language. Baseline testing indicates that the majority of KG 2 children attain speaking, listening, reading and writing skills that are close to Early Years Foundation Stage (EYFS) expectations. The results of standardised tests indicate that, in the primary school, attainment in reading is broadly in line with curriculum expectations. Writing is weaker and is below those expectations.

The large majority of students at both phases, including those with SEN, make good progress in English lessons. Language acquisition is an integral part of the activity-based approach in the KG. Levels of attainment are improving as a result. In the primary school, work in pairs and small groups helps to improve speaking and listening skills. A large majority make good progress using the focused phonics programme in Grades 1 and 2. There are limited opportunities to write at length and in different genres.

Attainment in mathematics is acceptable at both phases. Progress is good. In the KG the majority of children attain EYFS expectations. KG 1 children are able to count, recognize and match objects to numbers to 5 and a few more able children to 10. The large majority make good progress, developing confidence in saying and recognizing numbers from 1 to 20. By KG 2 they are able to identify 2-D mathematical shapes and a few know sphere, cuboid and cylinder. The results of standardised



tests indicate that the majority of students in Year 6 attain curriculum expectations. They are able to calculate the area of irregular shapes and design different shapes with a constant perimeter of 20 cm. Older students' problem solving skills are under-developed. The large majority of older students at all levels of attainment make good progress in mathematics lessons. Year 6 students make good progress when carrying out investigations, such as how to calculate the areas of building plans. Progress is slower in lessons when the higher attaining students in particular have too few opportunities to solve problems independently of the teacher.

Attainment in science is in line with curriculum expectations at both phases. The majority of students make good progress in science lessons. KG children understand the life cycle of a butterfly and can talk about and illustrate the different stages. They know about the conditions necessary for plants to grow. Progress is limited in a minority of lessons in the KG when children largely follow teachers' directions rather than investigate for themselves. Older primary school students understand the concept of fair testing. They need help to conduct their own fair tests. They can describe how living things can be classified into broad groups such as herbivores or carnivores and understand how living things adapt to change. Older students make slower progress in the minority of lessons when they have too few opportunities to plan their own investigations, solve problems, hypothesise and reach conclusions.

Child-centred teaching in the KG helps children to make good progress in the development of their learning skills. The KG is well-organised so that the children frequently make choices about the equipment they will use. They are capable of working productively on their own and they use play resources sensibly. They learn to be resourceful and start to find things out for themselves.

Students at the primary phase make acceptable progress in developing learning skills. They develop some skills well. Almost all students are actively involved in lessons. They care about their work and try to improve it when they are asked to reflect on its quality. They cooperate readily in pairs and small groups and frequently produce good work. They are capable of using technology and working productively on their own. Progress in this aspect of learning is restricted when teachers allow them too little opportunity to work independently. Consequently students' research skills are less well developed and they need high levels of support to conduct their own enquiries and apply what they know to solve problems



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

Students of all ages display good attitudes to learning. They are willing participants in lessons and often enthusiastic about the work. Behaviour is very good throughout the school in lessons and at break times. Almost all students are self-disciplined and behave sensibly. Consequently, relationships among students are amiable and they frequently help one another unprompted in lessons and around the school. Staff at all levels have built a particularly strong rapport with students. Students are very well aware of the benefits of adopting a healthy lifestyle. They take part in school activities to promote healthy living and they contribute enthusiastically in physical education lessons. Students are punctual to school and to lessons. Average attendance over the past year is 91%. A large number of absences occur immediately before and after scheduled holiday periods.

Students have a good understanding of Islamic values and the impact of Islam on their lives. They develop very good understanding and appreciation of the heritage and traditions of the UAE and of the country’s current significance in the modern world. Students are interested in learning about other cultures as well as their own. This is evident in lessons and in the friendships enjoyed between Emirati students and those of other nationalities.

Students contribute well to the school community through the elected school council and the activities of class prefects and monitors. Grade 6 students undertake voluntary community activities and charity work. Students have a strong work ethic and enjoy taking part in activities. They seldom show initiative or take the lead, relying on teachers and other adults to supply direction.



Performance Standard 3: Teaching and Assessment

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

The quality of the teaching was deemed good or very good in more than 60% of lessons and weak in very few. Teachers in the KG understand the needs of young children and how they learn best. Classroom space is well planned for learning. Equipment and resources are easily accessible to young children.

All teachers possess secure knowledge of the subjects they teach and apply it consistently. Lesson planning follows a standard pattern of good quality, which ensures a consistent approach. Most teachers use time and resources well. Classroom routines are well established and help to sustain a brisk pace in the majority of lessons. Teaching assistants are generally deployed well. Their time is not used to the fullest extent in some lessons, especially at the start. The school as a whole provides a stimulating environment for learning, which motivates students to work hard. Teachers' questions engage the interest of most students. Questioning does not always probe understanding sufficiently or require students to think critically.

Teachers employ a good variety of strategies to achieve the objectives of lessons. Some of these are imaginative. Pair and group work are routine features and students respond well. Differentiated tasks, which match the needs of most groups of students, including those with SEN, feature in the large majority of lessons. In a minority of lessons, particularly in Arabic, Islamic education and social studies, all are given the same tasks, which limits the progress of students at all levels of attainment.

Teachers pay attention to promoting critical thinking, problem-solving and independent learning. These skills are insufficiently developed. There is too much unnecessary direction in a minority of lessons and too little independent use of resources by students. This inhibits the completion of challenging tasks and consequently weakens the development of critical thinking and problem-solving.

The assessment of students' attainment and academic progress is good. The school employs a set of standardized tests in English and mathematics, which provide a comprehensive range of performance data. The tests are applied regularly to enable the detailed tracking of students' progress in key aspects of learning. These tests



are referenced to the external benchmarks provided by the EYFS learning outcomes and the English National Curriculum (ENC). The school has developed a sophisticated model for the continuous monitoring of skills, based on the ENC programmes of study in all subjects. The progress of all students in Arabic is monitored through repeated diagnostic testing and internal examinations.

The SLT use assessment data very effectively to identify strengths and weaknesses in the teaching and other aspects of provision, which contribute to plans for improvement. Middle leaders and their teams at grade level are becoming adept in their analysis of assessment data. They are beginning to use it to influence their curriculum planning and selection of teaching strategies.

Assessment information enables teachers to develop good knowledge of individual students. This is supplemented by detailed information about students with SEN, supplied by specialist teachers. In the KG the use of micro-teaching in small groups, using EYFS learning outcomes, provides high quality assessment opportunities that build teachers' understanding of individual strengths and weaknesses. Assessment information does not always translate into effective assessment for learning in lessons.

Performance Standard 4: Curriculum

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

The curriculum has a clear rationale, based on the EYFS learning outcomes, the ENC programmes of study and MOE standards. Sufficient time is allocated for all key subjects and the national requirements for Arabic, Islamic education and social studies are met in full. These curricula meet the needs of the students.

Curriculum planning is based on coverage of the knowledge, understanding and key skills to be developed through the EYFS, the ENC programmes of study and the MOE curriculum. This approach ensures continuity and progression in all subjects.

The school offers an appropriate degree of choice for students in a primary school context. Children in the KG choose activities and select equipment to work on. There is a good range of extra-curricular activities from which to choose.



A sequence of topics covers work in science and the ENC foundation subjects. Science is taught separately when required. The selection of topics follows a clear rationale, linked to a series of themes. Topics are planned to reinforce learning in different subjects and to enable the transfer of skills. For example, students learn about spreadsheets in ICT using data gathered from an investigation in mathematics. Theme days and weeks at intervals through the year offer consolidation of cross-curricular work.

The curriculum is reviewed regularly. The SLT oversee this process, which is conducted by phase and grade teams. Review is detailed and thorough. As a result, schemes of work are regularly refreshed to maintain their relevance to the needs and interests of the students.

The curriculum is adapted well to meet the needs of all groups of students. Students with little or no English are well supported in the KG by Arabic and SEN specialists working together. Spelling, punctuation and grammar sessions boost early language proficiency in Grades 1 and 2. The teaching is beginning to benefit from the early identification of students with SEN and the subsequent support programmes.

The school offers a good range of extra-curricular activities. The participation rate of students is high. Relatively few opportunities allow students to take the initiative and to lead. There are a few links developing with the community through volunteering and charity work. These are aspects of the school's work that should be extended and developed more systematically.

A strong Emirati dimension permeates the curriculum. Work to develop cultural understanding is planned in all subjects. It results in very good appreciation of UAE tradition and culture. Resources are selected with cultural sensitivity and new staff from overseas receive careful orientation. The curriculum has benefitted from teachers' recent attendance at "MY Identity" workshop training organised by ADEC.



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	Very good	Very good		
Care and support	Good	Good		

Policy and procedures for protecting and safeguarding students are rigorous and comprehensive. Staff and students are aware of them. The strongly caring ethos values all students as individuals; it ensures that they are effectively supervised and well looked after at all times. Arrangements to ensure health, safety and security are very good. Routine electrical tests and evacuation drills are undertaken and bus procedures are thorough.

The building is well maintained. Staff and students care for it well. The premises and facilities are safe and secure. The school keeps comprehensive and secure records of all incidents relating to the health and well-being of students.

Safe and healthy lifestyles are promoted very well. Their importance is regularly reinforced in science and physical education lessons. Clear information about healthy foods is provided to parents.

Very good relationships prevail throughout. Behaviour management in lessons and around the school is highly effective. The school makes strenuous efforts to improve attendance during those periods when it has traditionally been low. This has had only limited impact on the overall rate of attendance.

The school operates a thorough and effective process for identifying students with SEN and those with gifts and talents. Specialist teachers interview all students when they join the school. They are assessed using standardized tests in reading, spelling and mathematics.

Intervention to support individuals is arranged in consultation with class teachers. Provision for SEN consists of in-class support by specialist teachers and teaching assistants and withdrawal for intensive work twice a week. Each student on the SEN register has an individual education plan, devised and monitored with the participation of parents. These plans are of good quality. They indicate how the curriculum is adapted to meet individual needs through the modification of lesson objectives. The SEN team includes a teacher of Arabic, who provides good support



for language development. Students with SEN make consistent progress. Students with gifts and talents meet specialist teachers every two weeks to review their progress. Their class teachers receive suggestions for adapting the content of lessons to meet their interests. This provision is soundly based and is at an early stage of development.

The personal development and well-being of all students are monitored carefully by class teachers and phase leaders. Reports to parents provide extensive commentary.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Very good
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good

The principal articulates a convincing vision for the future and a reasonable level of ambition for students. The SLT share a resolute focus on improvement. They are a united, professional group, providing decisive direction and support for the staff, based on their thorough knowledge and experience of curriculum development and modern pedagogy. Educational leadership at middle levels has been established only recently. The SLT provide effective coaching for phase and grade leaders. Middle leaders share the determination to raise expectations for the attainment of all students.

Relationships and communication are very good. All senior leaders are highly visible around the school. They enjoy the respect of the staff and morale is very high. Teachers and support staff are committed to doing the best they can for all the students.

The SLT's strong capacity for innovation is demonstrated by several key changes successfully introduced over the last year. These include processes and procedures to ensure the safety and care of students; the creation of middle leadership teams via internal promotion based on merit and external recruitment; the introduction of



comprehensive assessment arrangements at both phases; and significant improvements to teaching, learning and curriculum in the KG. A strong emphasis has been established on the accountability of teachers for student performance and well-being.

Self-evaluation and improvement planning are very good. The school's self-evaluation form (SEF) has been completed honestly and accurately. Members of the SLT undertake a comprehensive schedule of lesson observation, feedback and target-setting. Their written commentary is evaluative and focuses on the impact of teaching on student progress. The accuracy of their judgements was confirmed in joint observations with inspectors. Grade and phase leaders conduct frequent scrutiny of students' written work. Moderation of standards is routine at grade level.

Assessment data are now used systematically to identify strengths and weaknesses in student performance and to prompt development in the curriculum and teaching. The high quality of self-evaluation enables the SLT to identify key priorities for improvement. All the recommendations from the previous inspection have been implemented and improvement has been rapid over the last year.

The involvement of parents in their children's learning is at an acceptable level and is growing. The SLT organize a series of meetings for parents to explain to them aspects of the school's work. A supportive core group has been identified as advocates of the school among the wider parent body. Communication with parents is good. An electronic communicator app is used to send information about curriculum, homework and school events, which is highly regarded by parents. The Office Manager, who is well established in the local community, provides a further useful and effective channel of communication with parents. A questionnaire has been launched recently to canvass parents' views and their levels of satisfaction with the school.

Reports of good quality are sent to parents three times a year and followed by consultation meetings. They provide detailed information about academic progress and personal development in straightforward language. There are relatively few productive partnerships with other organisations in the local, national or international contexts.

Governance arrangements are acceptable. The Board of Directors operates efficiently in providing oversight of financial, legal and human resource issues. It ensures that sufficient funding is available for staffing, resources and improvement projects. Its members are highly supportive of the principal in effecting change and express genuine enthusiasm for the school's success. The Board is appointed by the owning company. There is no parent representation and very little communication with parents by the Board. It undertakes very little formal monitoring of educational



performance and consequently exerts little practical influence.

Staffing, facilities and resources are managed well. The school runs very smoothly day-to-day. Routines and procedures are efficient and effective. Teachers and assistants benefit from extensive in-house and externally provided training on key aspects of modern pedagogy. The impact of the training is evident in many classrooms. Staffing is very generous. The SLT need to establish clear expectations for the productive use of teachers' non-contact time. The premises are adequate for the curriculum the school offers. The staff make them a good environment for learning. There are no specialized facilities for science or drama and limited facilities for sports. Classroom resources are sufficient to allow students full access to the curriculum. The two small libraries are well stocked, organized energetically and well used by students.



What the school should do to improve further:

1. Improve students' skills in undertaking enquiries, research and problem-solving independently of their teachers by:
 - i. ensuring that teaching approaches which successfully promote these skills are shared widely among the staff
 - ii. enabling teachers with advanced skills to influence and develop their colleagues' practice through, for example, modelling successful strategies and team teaching.

2. Increase the number and frequency of opportunities for students to show initiative, be enterprising and take the lead by:
 - i. mapping their inclusion in schemes of work across subjects at all grades
 - ii. introducing activities targeted at improving these skills into the extra-curricular programme
 - iii. developing links with outside organisations that offer this type of opportunity to students of primary school age.

3. Continue to apply imaginative strategies aimed at developing stronger partnerships with parents in order to:
 - i. improve the attendance rate
 - ii. involve parents further in providing practical support for raising attainment.

4. Develop the school's governance arrangements so that:
 - i. the views of parents are considered and allowed to influence strategic decision-making
 - ii. there is sufficient capacity to hold the school's professional leadership accountable for the quality of its performance and the outcomes it secures for its students.



Possible breaches of regulations and health & safety concerns

Al Rabeeh School

Regulations	
1.	
2.	
3.	
The UAE Flag is raised/ flown every day?	Yes
Is playing of the UAE National Anthem a daily feature at the morning assembly?	Yes

Health and Safety Concerns:	
1.	
2.	
3.	

Lead Inspector	Chris Taylor	Date	22 October 2015
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