



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Liwa International School for Girls

Academic Year 2016 – 2017

lqraa



Liwa International School for Girls

Inspection Date	May 1, 2017	to	May 4, 2017
Date of previous inspection	N/A	to	N/A

General Information	
School ID	9276
Opening year of school	2016
Principal	Nicki Williams
School telephone	+971 (0)3 780 0444
School Address	Al Bateen, Al Ain
Official email (ADEC)	LIWA.pvt@adec.ac.ae
School website	www.lisg.ae
Fee ranges (per annum)	High (AED32,500 to AED39,000)

Licensed Curriculum	
Main Curriculum	American
Other Curriculum (if applicable)	---
External Exams/ Standardised tests	NWEA - MAP assessments EMSA
Accreditation	---

Students		
Total number of students	379	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	115
	Primary:	218
	Middle:	46
	High:	---
Age range	3 to 13 years	
Grades or Year Groups	KG1 to Grade 7	
Gender	Girls	
% of Emirati Students	91%	
Largest nationality groups (%)	1. Yemeni: 2%	
	2. Omani: 2%	
	3. Jordanian: 2%	

Staff		
Number of teachers	36	
Number of teaching assistants (TAs)	17	
Teacher-student ratio	KG/ FS	1:20
	Other phases	1:24
Teacher turnover	8%	



Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	61
Number of joint lesson observations	7
Number of parents' questionnaires	265 responses - 60%
Details of other inspection activities	Inspectors held discussions with the owner and governing body, principal, vice principal, other senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, departures and intervals.

School	
School Aims	'Work collaboratively within the school, promote a culture in which everyone, irrespective of age or experience, is recognized as having potential for learning and where challenge and innovation are part of daily life, create an environment, which promotes personalised learning and lifelong skills by maintaining focus on the individual student's needs, both academic and pastoral, promote excellence in education and encourage creative thinking, fully integrated technology to inspire learning, promote the culture, values, morals and traditions of the UAE, provide sound Islamic instruction to Muslims students, ensure an emphasis on literacy in English and Arabic.'



School vision and mission	<p>‘To provide an outstanding international education that inspires students to be self-disciplined, internationally minded, and independent life-long learners who are innovative leaders and critical thinkers. This is done within a supportive, safe, sustainable and advanced technological learning focused environment.’</p> <p>‘Through partnership with parents, teachers and the community, the school is committed to educating students to high academic international standard by applying a learning centred approach, which prepares self-confident and socially responsible young adults for an evolving and changing world.’</p>
Admission Policy	<p>The school admission policy is inclusive, subject to English skills, learning difficulties and special educational needs.</p>
Leadership structure (ownership, governance and management)	<p>The leadership team comprises the principal, vice principal, primary coordinator, Kindergarten(KG) coordinator, special educational needs coordinator (SENCo) and E-learning coordinator, and subject leaders</p> <p>The board is chaired by the owner and comprises community representatives, a principal from a government school, a university representative, a principal from a sister school, a parent governor, and a staff representative.</p>



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 internally
Intellectual disability	1	0
Specific Learning Disability	0	0
Emotional and Behaviour Disorders (ED/ BD)	1	2
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	1
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	4
Subject-specific aptitude (e.g. in science, mathematics, languages)	26
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	5
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	2



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)

The school was judged to be:	Band A	Good
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	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						
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The Performance of the School

Evaluation of the school's overall performance

The overall performance of the school is good. The school opened in August 2016 and, under the determined leadership of the principal, has quickly reached a good overall level of provision. Students are making good progress from their starting points. Their personal development and attitudes to school life are strengths, although poor punctuality for a few does not always reflect this. Teaching and learning are good and students' needs are met in the classroom through careful planning based on assessment. Learning skills such as enterprise, research and problem-solving are underdeveloped. Staff are caring and relationships between adults and students are very good. Staff understand their roles and responsibilities and the good level of resourcing and excellent accommodation helps them provide a positive experience for students. In a short time, the school has already become established as a successful school for girls in its community.

Progress made since last inspection and capacity to improve

The school has not been inspected before. It has made good progress since it opened in September 2016. The leadership and management of the school have put in place good systems and, after a short space of time, there is an effective education being offered to students. Overall, school leaders' capacity to improve the school is good.

Development and promotion of innovation skills

The school is beginning to develop and promote students' innovation skills but there is much to do. For example, teachers plan opportunities for innovative learning through group tasks, research, and creative investigations. However, students find it difficult to work independently on these despite the best efforts of the teachers, partly because they have not yet established the routines they need. Overall, the school has yet to develop the range of skills that underpin innovation systematically across all subjects.



The inspection identified the following as key areas of strength:

- the positive impact of good teaching on progress in students' learning and personal achievement
- the school's promotion of students' ambitions and relationships in a safe and caring environment
- effective leadership and direction, particularly from the principal and vice principal
- good resources and modern accommodation which support a wide, varied and exciting curriculum.

The inspection identified the following as key areas for improvement:

- the innovation skills of all students through more opportunities for them to investigate, research, question and become independent learners
- the involvement of parents in the everyday life of the school
- students' punctuality at the start of the day and when arriving for lessons.



Performance Standard 1: Students' Achievement

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



The overall quality of students' achievement is good. Internal assessments at the school indicate that children enter the school with skills that are broadly average but they have little knowledge of spoken English. The school has used MAP test in English, mathematics and science and the results indicate that students make strong progress from their starting points. Students are making good progress in all core subjects. In general, the school's assessments broadly match students' current achievement in class and their coursework.

Students' achievement in Islamic education is good. The majority of students are achieving above age-related curriculum expectations. For example, In KG1, the majority of children can confidently and correctly recite 'Surah' from the Qur'an appropriate to their age group. The majority can name all five pillars of Islam. By Grade 2, the majority of the students recite 'Surah' by heart following recitation rules above curriculum expectations. By Grade 6, the majority of students can explain the attributes of a good or bad friend, making links to Islamic values and teachings and to their own lives.

Students' achievement in Arabic is good. The majority of students are achieving above age-related curriculum expectations. For example, in KG1, the majority of children can communicate correct, meaningful, short sentences of their own, including key words related to the letter of the day. By Grade 3, the majority of students can read a poem about the responsibilities of staying safe fluently and make good links to UAE procedures to ensure the safety of people on the roads. By Grade 7, the majority of students can write meaningful sentences and short essays, applying the grammar rules they have learned. Extended writing skills are not as well developed as other skills.

Students' achievement in social studies is good. The majority of students are achieving above age-related curriculum expectations. For example, In KG1, the majority of children can express their pride in the UAE culture and heritage, recognise the colours of UAE flag and the Grand Sheikh Zayed Mosque, and talk enthusiastically about traditional clothing and food. In Grade 1, most students can define what a mountain is and name its parts. The majority can give examples of mountains in the UAE and in other countries. By Grade 6, the majority of students are demonstrating deep understanding and knowledge of the importance of late Sheikh Zayed's role in the UAE's past and present and can quote parts of his speeches about the importance of the woman's role in the UAE.

Students' achievement in English is good. The majority are achieving standards above age-related curriculum expectations. In KG, for example, most children increasingly understand instructions and can confidently sound out, spell and write simple words, showing good progress from their starting points. By Grade 5, almost



all students read fluently for their age and know how to write an account using increasingly effective vocabulary which engages others. Students in Grades 6 and 7 understand how an author's choice of words affects tone, for example, in a poem. They write increasingly complex pieces for a range of purposes and can offer informed constructive comments to their peers about how to write more effectively.

Students' achievement in mathematics is good. The majority of students are achieving above age-related curriculum expectations. For example, in KG children can order the numbers and know the value of ordinal numbers such as eighth. Higher achievers can measure using standard and non-standard units. By Grade 2, students know how to divide simple numbers and by Grade 4 students can identify an obtuse and acute angle.

Students' achievement in science is good. The majority of students are achieving above age-related curriculum expectations. For example, KG children play with sand and water and confidently experiment using building blocks and magnifiers correctly. Grade 2 students know the main parts of volcanoes and use labels, although they are unable to research these names independently. In Grade 7, while students have knowledge above that expected, they have more difficulty conducting an experiment and are not always able to use their knowledge to work independently.

Students' achievement in other subjects is acceptable. Most students make age-appropriate progress in information and communications technology (ICT), art, music, design technology and physical education (PE). For example, in KG, children practise throwing and catching and, by the primary stage, learn the basic ball skills for team games. In art, students in the primary phase can draw and design a border for a poster. Students in KG and the primary phase play percussion instruments and keep in time to the music. They learn about other cultures and use ICT to research, for example, the origins of a Japanese song.

The overall quality of students' learning skills is generally good. Students come to school willingly and enjoy lessons. They collaborate effectively with appropriate skills in group or peer discussions. They work well independently when asked and use skills such as critical thinking when given the opportunity. Occasionally, the older students are more reticent in discussions or problem solving, although younger students are getting better at this as they grow in confidence. Students respond to teachers' questions and are happy to investigate and try things out. They increasingly understand how the knowledge and skills in different subjects are connected.



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

The quality of students' personal development is very good. Students have positive and responsible attitudes towards learning. They have respect for each other and for staff and generally demonstrate good behaviour in class and around the school. They are friendly and welcoming to visitors, greeting and shaking hands when they first meet. Relationships are very positive, respectful and cordial because of the school's high expectations. Students have a very clear understanding of safe and healthy living and show this by demonstrating their wise healthy choices. Attendance is outstanding at 98%, although a few students arrive late to school and a few older students are late to lessons.

The quality of students' understanding of Islamic values and awareness of Emirati and world cultures is very good. Students have a secure appreciation and understanding of Islamic values and its influence on society through their use of the prayer room, lessons, and thoughtful recitations performed in assemblies. There is, however, no time allocated for prayer during the day. Students are generally knowledgeable and appreciative of the UAE heritage and culture and demonstrate a clear understanding of their own and other cultures. There is a harmonious atmosphere amongst the many different nationalities at school.

The quality of students' social responsibility is very good while innovation skills are broadly acceptable. Primary and middle phase students are particularly aware of their responsibilities within the community. Opportunities for older students to develop enterprise skills, by selling healthy snacks during the 'Healthy is Wealthy' project and the 'Formula Ethara' project promoting gas cars, are two good examples of entrepreneurship. The students' council influences the school community and



students support the environment through an Eco Club, encouraging recycling of waste. However, innovation skills are at an early stage and students are often reticent in offering suggestions about their work in lessons.



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	
Assessment	Good	Good	Good	

The quality of teaching is good. Most teachers have good subject knowledge and understand how students learn. In most subjects, they apply this in suitable ways, often adapting and organising different teaching strategies. Lessons are timed well and consistently ensure interest and purpose. In most lessons, pace is maintained through introductory sessions, group work and plenaries. Resources are used to support learning effectively, notably in the outdoor and indoor learning spaces for the KG. In mathematics, students have opportunities to model triangles using different equipment such as geoboards and straws. The calm atmosphere generated creates a learning environment that impacts well on students' attitudes and approach to learning. Good open-ended questioning targets those with particular needs and is used to gauge students' understanding, although good strategies are variable across subjects and lessons. Deep, meaningful discussions to develop and build self-esteem and confidence are still at an early stage. Teachers use a variety of approaches but with limited success at developing older students as independent, innovative problem solvers. KG children work independently and settle quickly to extended periods of activity without the teachers' attention. They make some choices in outside play and indoor learning in the innovation centre, but this is too teacher-directed.

The quality of assessment is good. The school has not yet reached the position where it can gauge students' performance fully against national benchmarks but a wide variety of internal assessments link closely to the curriculum standards and provide consistency and coherence in achievement. These are analysed and moderated at grade, class, and individual levels and used to adapt future planning. The MAP school benchmarks, measuring students' attainment, are analysed carefully to check progress with most gaps identified and addressed. Effective assessment influences teaching at weekly planning meetings and student moderation discussions. Students are becoming increasingly involved in assessing their own and each other's work and individual targets in books help them take some responsibility for their own learning.



Performance Standard 4: Curriculum

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

The quality of curriculum design and implementation is good. The broad and balanced curriculum, which is aligned with California State Core Curriculum Standards, develops knowledge and skills across subjects, and is closely aligned to students' needs. There is an emphasis on English across subjects to strengthen students' skills as a second language. Weekly structured planning meetings develop teachers' work well so that students can build on previously learnt skills in most lessons. Senior leaders check learning regularly, ensuring transition where students are well prepared for each new stage of education. Topic maps clearly show attention to cross-curricular learning. Options for older students include French, textiles and learning the deep meaning of the Qur'an within their life. This extra depth provides good additional challenge with a good proportion of students following their interests or talents.

The quality of curriculum adaptation is good. Staff achieve this through their planning meetings, interventions and on-going formal assessments. Teachers adapt learning to meet the needs of different groups of students generally well, including through extra adult support in classwork or withdrawal from class for one-to-one support. The wide range of extra activities include drama, art, jewellery, recycling, sports, Qur'an club, journalism club, and academic support clubs. The school provides opportunities for enterprise, innovation, creativity, and social contribution to the community. Students would benefit from being given more responsibility for leading these activities, however. Appropriate links within the curriculum develop students' understanding and appreciation of the UAE's values, culture and society. Cultural ambassadors make presentations to their peers about the history and culture of the country.



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	Very Good	
Care and support	Very Good	Very Good	Very Good	

The quality of health and safety, including safeguarding, is very good. Child protection procedures are rigorous. The child protection policy is shared with the school community, including parents. Professional development for all staff, students and parents has been effective and all are familiar with the school's procedures. Staff work well together to provide consistent support for students. The school delivered a rigorous anti-bullying campaign and students' posters and information display their knowledge. The building provides a safe, hygienic and secure environment. Risk assessment and incident records are thorough. There is very good promotion of healthy lifestyles. The school recently updated students on E-safety through an awareness week.

The quality of care and support is very good. The very positive and caring relations between staff and students result in a very harmonious environment where students and staff enjoy school. There is consistent behaviour management across the school and good systems to identify students who have SEN or those who are gifted and talented. Teachers and their assistants support students well who find work difficult. The SENCo provides effective support both in and out of class resulting in good personal and academic progress. Teachers develop suitable individual educational plans (IEPs) for students with SEN and advanced learning plans (ALP) for the more-able. The wellbeing and personal development for all students are monitored appropriately.



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	Very Good

The overall quality of leadership and management is good. The principal demonstrates robust educational knowledge and has appointed staff who relate well to each other in a professional, positive learning culture. Teachers have received effective professional development to improve students' English learning across subjects and SEN provision. From these demonstrable improvements since opening and continuing progress, the school's capacity to improve is good.

The quality of self-evaluation and improvement planning is good. The school's self-evaluation process has led to the strong pace of improvement since the school opened. The comprehensive self-evaluation (SEF) underpins the actions in the school development plan (SDP). While the school provides good evidence of its improvement, its judgements about the present level of performance are not based sufficiently on the rubrics for self-evaluation within the self-evaluation framework. School leaders visit lessons to evaluate the quality of teaching.

The quality of partnerships with parents and the community is good, including through parents' participation in the mothers' council. Class teachers send daily and termly reports to parents to update them about their children's personal and academic performance. Partnerships with the police and local businesses has enhanced the curriculum. A few parents would welcome more opportunities to become involved in the life of the school including, for example through activities which are held beyond the school day.

The quality of governance is good. Most stakeholders are represented, such as parents, professional educationalists and teachers. The Chair of Governors has a positive influence on the school. The governing body has supported senior leaders to help address early issues, such as with transport, and to help them recognise they now need to move towards more strategic forward planning. Governors have yet to hold the school sufficiently to account about the accuracy of self-evaluation,



however.

The quality of management, staffing, facilities and resources are very good. Well-qualified, trained staff understand their roles and responsibilities, enabling the school to run smoothly. Access to the school is safe, secure and monitored, enabling transport to arrive safely. The outstanding premises are bright, well decorated with good student displays and information. Outside and inside areas for learning through play for the KG and appropriate outside areas for recreation are easily available. There is a canteen, library, science laboratories, art and music room and a large gymnasium and opportunities for swimming at a local pool. Resources are of very good quality to support learning, such as a well-stocked library.



What the school should do to improve further:

The inspection identified the following as key areas for improvement:

1. Raise achievement further by:
 - i. identifying the weakest performing areas in each subject and targeting these with specific interventions, and monitoring impact
 - ii. raising teachers' awareness of how learning and innovation skills can be used to enhance all lessons
 - iii. planning and implementing regular opportunities for students to investigate, research, question and become independent learners in all lessons
 - iv. initiating a whole-school approach to identify, evaluate and share good practice in the use of learning and innovation skills in lessons, including by enabling teachers to visit each other's lessons
 - v. building students' confidence further so that they feel able to participate and show initiative in lessons, including in group work.

2. Increase parents' involvement in their child's learning by:
 - i. surveying all parents to find out how accessible they feel the school is to them, and taking steps to address any concerns
 - ii. continuing to remind parents about the full range of opportunities that are available to them
 - iii. developing a range of briefings and activities to help parents understand how they can become more involved in their child's learning.

3. Maintain the school's strong progress by increasing further the impact of leadership on school improvement by:
 - i. working with teachers to enhance questioning skills and to help them find ways which enable students to take more responsibility for their learning
 - ii. devising a new strategy to tackle late coming with the full involvement of parents and students, and implementing the strategy consistently and persistently
 - iii. ensuring all leaders have an accurate understanding of the self-evaluation rubrics and how to apply these when gauging school performance and reporting in the SEF.



Possible breaches of regulations and health & safety concerns

Liwa International School for Girls

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	Linda Kelsey	Date	May 5, 2017
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