



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

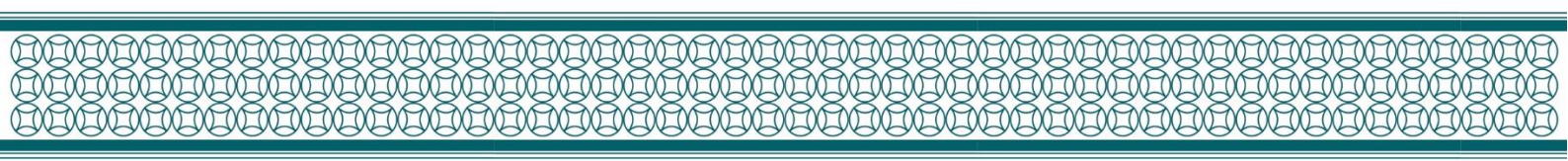
Abdulla Bin Al Zubair

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Abdulla Bin Al Zubair		
School ID:	9223	School phases:	KG to Grade 7
School Council:**			
School curriculum:*	British	Fee range and category*	AED14,000 – AED42,250 (Low to high)
Address:	Al Maqam St 24 Behind Al Maqam Health Centre Al Ain	Email:	abdullazpair.pvt@adec.ac
Telephone:	037680551	Website:	www.abzschool.com

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	27	Turnover rate	50%
Number of teaching assistants	7	Teacher-student ratio	1:10

Students' Information				
Total number of students	286		Gender	Boys and girls
% of Emirati students	41 %		% of SEN students	3 %
% of largest nationality groups	Jordan 16%, Egypt 14%, Syria 5%			
% of students per phase	KG	Primary	Middle	Secondary
	26 %	58 %	16%	0 %

Inspection Details			
Inspection Hijri dates from:	27/03/1441	to	30/03/1441
Inspection Gregorian dates from:	24/11/2019	to	27/11/2019
Number of lessons observed:	69	Number of joint lessons observed:	13



The overall performance of the school:

- Abdullah Bin Al Zubair school has been without a principal for the past year, and has experienced very high staff turnover at 50%. There is a new principal in post and the school is now fully staffed. Most students are in Primary..
- Overall school performance continues to be acceptable. Improvement has been limited but the school is now stable after a difficult period. Students' achievement and teaching are acceptable overall. The new principal and school leaders promote a strong vision for the school, and self-evaluation and improvement planning are acceptable.

Key areas of strength and areas for improvements:

Key areas of strength

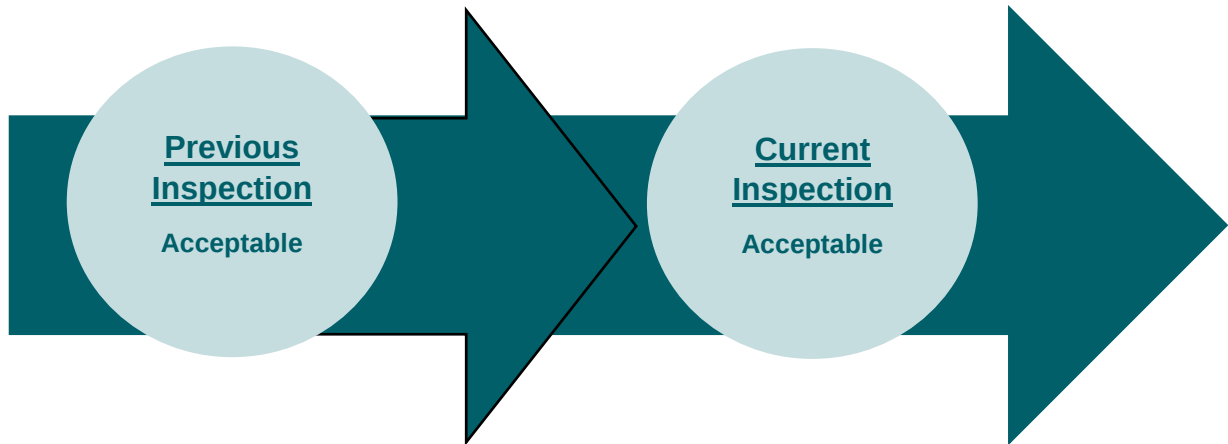
- Planning for effective learning by most teachers, so students make at least expected progress in most subjects.
- Improved achievement in science, mathematics and social studies.
- Students' understanding and appreciation of UAE culture and Islamic values.
- Students' attendance.
- Leaders' success in engaging parents in school life.

Key areas for improvement

- Achievement in all subjects by:
 - improving students' ability to speak and write using accurate grammar and a range of vocabulary and structures in English and Arabic
 - developing students' secure mental mathematics skills
 - improving students' independent learning skills.
- The effectiveness of teaching by:
 - improving teachers' use of questions to encourage students to explain and justify their ideas
 - ensuring that good practice is identified and shared
 - implementing strategies to enable students to develop creativity, innovation, problem-solving and critical thinking skills
 - improving teachers' use of assessment information to plan activities to meet the needs of all students.
- The impact of leadership and management on standards by:
 - comparing students' attainment against external benchmarks to provide valid measures of attainment and progress
 - developing middle leaders' skills in evaluating assessment data and the effectiveness of teaching in order to raise standards.



Progress made since last inspection and capacity to improve



- The school has made only limited improvements against the recommendations made at the last inspection but sustained acceptable standards.
- Achievement in social studies has improved and is now acceptable. Achievement in science and mathematics in Middle is now good. In all other areas, achievement remains acceptable.
- Teachers plan lessons more systematically but too often their expectations of what students can achieve are not ambitious enough. There is some evidence of differentiated learning activities, but students have insufficient opportunities to develop skills of independent learning, creativity and innovation.
- Governors have appointed a new principal and have proved supportive in overseeing the work of the school and providing resources, but it is too soon to judge the impact of this on students' outcomes. Governors have not so far been successful in ensuring accountability and improved outcomes, so there has been only limited progress since the last inspection.
- The school does not compare students' performance with external benchmarks, so teachers and school leaders do not have valid or reliable measures of students' achievement.
- Teachers are beginning to use progress data collected by the school to plan teaching but this is still an area for development.
- Despite the lack of significant progress since the last inspection, capacity to improve is acceptable, due to the appointment of an experienced principal who has a good understanding of how to raise standards and who is supported by school governors and recently-appointed middle leaders.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Most students achieve in line with curriculum standards in most subjects. In Middle, attainment in science and mathematics is good. - All groups of students make expected progress. In science and mathematics, students in Middle make good progress. - Students' learning skills are acceptable overall, but their critical thinking, problem-solving and innovation skills are under-developed in the majority of lessons. Students in mathematics and science lessons in Middle have more opportunities to develop higher-order thinking.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students enjoy warm and respectful relationships with their teachers and with each other. - Students appreciate the heritage and culture of the UAE, and show pride in their national identity. They understand Islamic values and the role these values play in daily life. - Although behaviour is generally good, a few boys do not always behave well in lessons or around the school. Innovation and creativity skills are areas for development.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers increasingly use strategies to engage students in lessons, especially in mathematics and science lessons in Middle. Teachers do not always give students feedback on how to improve their work. - Internal assessment systems are comprehensive, providing useful measures of students' progress against starting points and over time. - Baseline testing and internal assessments are not compared with other schools or with national or international benchmarks, so do not provide valid or reliable information about students' attainment.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	The curriculum is reasonably broad and balanced and there is an increasing range of extra-curricular activities to develop individual interests and talents.		



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	- Students are helped to make positive links in their learning with UAE culture and heritage. - A few students show initiative in additional activities outside the main curriculum but, in lessons, students are not encouraged to develop creativity or enterprise.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The school provides a safe and secure environment. Procedures for managing students' behaviour are effective, and behaviour for most students has improved significantly this term. - The school successfully promotes good attendance. - Students with special educational needs (SEN) have individual education plans which are shared with staff. Their progress is monitored appropriately, but more-able students are not always supported in lessons to achieve at the highest level.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The new principal has been proactive in introducing initiatives to improve the quality of teaching and learning, which are now beginning to be evident in practice. - The school works well with parents, involving them in the life of the school and engaging them as partners in their children's learning. - The governors' support for the new leadership team is driving school improvement.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable. In lessons and over time, most students make expected progress. - Students' attainment is acceptable. The school's internal data shows outstanding attainment but this is not seen in lessons where most students attain in line with curriculum expectations. - In lessons, most students gain adequate knowledge and understanding of Islamic teaching and concepts. In Primary, they understand the meanings and vocabulary in the verses of the Holy Qu'ran and the connections between the pillars of Islam. More-able students' recitation skills follow Tajweed rules, but these are less well developed for other students. Students are not always confident in explaining their learning. - Most groups make expected progress.	
	Relative Strengths - Students understanding of knowledge, concepts and values of Islam. - Students' understanding of the meaning and vocabulary in the verses of the Qu'ran in Primary.	Areas of Improvement - Students' confidence in explaining their learning. - All students' recitation skills following 'Tajweed' rules.
Arabic	- Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is acceptable. In lessons and over time, most students make expected progress. - Attainment, as suggested by the school's data, is outstanding. However, in lessons and students' work, attainment is acceptable. - In AFL, most children in KG name objects and identify letters with short and long vowels. In Primary, most follow basic grammatical rules and read simple sentences accurately. In ASL, students develop acceptable spelling and comprehension skills. Their speaking skills using appropriate vocabulary is less well developed. In Middle, most AFL students read texts and deduce the main themes and key words, and most communicate their learning well. In both AFL and ASL, students develop adequate reading and listening skills. However, they show underdeveloped skills in writing. In AFL, few can write convincingly at length. - Most groups of students make expected progress.	
	Relative Strengths - Reading comprehension skills in both ASL and AFL. - AFL students' ability to communicate their learning well.	Areas of Improvement - Students' writing skills overall particularly in AFL. - ASL students' speaking skills.



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Social Studies	- Achievement in social studies is acceptable. In lessons and over time, school progress data shows most students make expected progress. - Attainment is acceptable. Internal data shows outstanding attainment, but this is not borne out in lessons and in students' work where most attain in line with curriculum standards. - In lessons, most students show knowledge and understanding in history, particularly of the UAE. They develop geographical understanding of globalisation and its impact, but their skills in using maps to extend learning are less well developed. They do not always make links between areas of learning to deepen their understanding. - Most groups of students make expected progress. More-able students do not make the progress of which they are capable.	
	Relative Strengths - Students' understanding of the impact of globalisation. - Students' understanding of the history of the UAE.	Areas of Improvement - Students' use of maps in geography to extend their learning. - Students' ability to make links between areas of learning to deepen their understanding.

English	- Students' achievement in English is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Based on the school's internal data, attainment is outstanding in KG and Primary and very good in Middle, but this is not borne out in lessons. - Most students have strong reading comprehension skills, from word recognition in KG to reading literary texts with understanding in Middle. A minority can infer and predict based on what they read. Students' ability to listen to and understand English is in line with expected standards, but only a majority can express their ideas accurately in spoken English. Writing is an area for development in all phases. Students can write comprehensibly, and a few write well for different purposes, but a large minority cannot write at length using accurate grammar and spelling. KG children and those in lower Primary make good progress in developing their phonic skills. - Most groups of students make expected progress.	
	Relative Strengths - Reading comprehension skills. - Phonics skills in KG and lower Primary.	Areas of Improvement - Students' ability to write at length using accurate grammar and spelling. - Students' ability to express ideas in accurate spoken English.



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Mathematics	- Students' achievement is acceptable overall. In lessons and over time, students make acceptable progress in KG and Primary, and good progress in Middle. - Attainment is acceptable overall. Internal assessments suggest attainment is outstanding but in lessons students attain in line with curriculum standards in KG and Primary, and above curriculum standards in Middle. - In KG, children develop secure number skills. In Primary, younger students multiply single and double-digit numbers together, but are less confident with division. Students in Middle use their mathematical skills effectively in geometry to calculate the area of irregular shapes. Students do not have secure mental mathematics skills. - All groups of students make expected progress in lessons.	
	Relative Strengths - KG children's secure number skills. - Geometry skills in Middle.	Areas of Improvement - Mental mathematics skills. - Students' understanding of division in Primary.

Science	- Students' achievement in science is acceptable overall. It is good in Middle. In lessons and over time, most students make expected progress in KG and Primary, and make good progress in Middle. - Attainment is acceptable overall. Internal data indicate outstanding attainment. This is not borne out in lessons and students' work where attainment is in line with curriculum standards in KG and Primary, but good in Middle. - Students enjoy science. Students work in the laboratory to carry out practical activities competently. In KG most children can name key parts of a plant. In Primary students can make simple circuits or investigate magnets. Students are less confident in making predictions or carrying out a fair test. In Middle, these scientific skills are more secure. Older students can link specialised cells to specific functions in plants. - All groups of students make similar progress in lessons.	
	Relative Strengths - Practical tasks in the laboratory. - Secure skills in making predictions and carrying out a fair test in Middle.	Areas of Improvement - Understanding of fair testing in Primary. - Making predictions of results in Primary.



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Other subjects	- Students' achievement in other subjects is acceptable. In lessons and over time, school progress data shows most students make expected progress. - Students' attainment is acceptable. In lessons, most students attain in line with expected curriculum standards. - In physical education (PE), students demonstrate specific skills such as passing and dribbling in football and passing the relay baton. In art, KG children show manual dexterity in colouring and creating collages. Older students' ability to create their own original ideas is limited. In IT, students apply their knowledge in practical tasks such as creating a web page. Students show developing musical awareness and skills during extra-curricular activities but attain below expected standards in class, showing limited knowledge of musical form. - Most groups of students make expected progress.	
	Relative Strengths - Skills in PE and art. - Students' ability to apply theoretical knowledge in practical ways in IT.	Areas of Improvement - Students' limited knowledge of musical form or notation. - Students' ability to design their own work in art.

Learning Skills	- Learning skills are acceptable overall. - Most students have positive attitudes and engage well with learning, but only a few can work for more than short periods without direct supervision. Often, they are content to follow instructions from the teacher. - Students enjoy working co-operatively and sharing ideas. Their dialogue is sometimes superficial, partly because teachers do not encourage them to explain or justify ideas. - Students link what they learn to their daily lives in simple ways. Creativity and the ability to solve problems and carry out research are under-developed skills, and innovation and critical thinking rarely feature in lessons.	
	Relative Strengths - Students' positive engagement in learning. - Group work where students share ideas and support each other.	Areas of Improvement - Students' ability to work independently to solve problems or carry out simple research. - Skills of creativity and innovation.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
Social responsibility and innovation skills	Good	Good	Good	N/A
- Students' personal and social development is good overall, but their skills of innovation and creativity are weak. - Most students have positive attitudes to learning and behave well, but tend to rely on teachers for direction. A few boys do not always demonstrate good behaviour. Warm and respectful relationships between students and teachers help individuals develop confidence. - Overall, students have positive attitudes toward healthy eating and maintaining active lifestyles. However, a few students bring unhealthy snacks to school. Attendance is good at 95% and most students are punctual to school and lessons. - Students show good understanding of Islamic values and how these influence everyday life. They are knowledgeable and respectful of UAE traditions and heritage. Students develop understanding of their own and other world cultures. For example, they participate in activities focused on communities from around the world. - Students have responsibility through the student council, and younger students take part in projects such as an anti-bullying group. However, they rarely initiate activities. Most students show a positive work ethic, but find it hard to think creatively, relying on adults for guidance. - Students are active in the local community, for example, hospital visiting and raising money for charity. They take care of the school environment and are aware of environmental issues, taking part in recycling schemes and helping grow vegetables. - A minority of students take part in innovation projects, but innovation and creativity are limited. In particular, there are few opportunities in lessons for students to develop these skills. Areas of Relative Strength: - Students' appreciation of the role and values of Islam in UAE society - Students' relationships with each other and their teachers. Areas for Improvement: - Students' innovation and creativity. - Behaviour of a small minority of boys.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
Assessment	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of teaching and assessment is acceptable. - Teachers are knowledgeable about their subjects and how students learn. Most plan lessons to include consolidation, development and conclusion or review but implementation is inconsistent, and not all teachers use time and resources effectively. - Interaction between teachers and students is positive. Teachers use questions well to check knowledge but rarely build on students' contributions in more meaningful discussion. Consequently, dialogue is often superficial. Questioning is more effective in mathematics and science in the higher grades. - Teachers increasingly use improved strategies to engage students actively, but this is not sufficiently personalised. Teachers rarely encourage students to develop innovation and problem-solving skills. - Procedures for collecting and analysing assessment information provide useful measures of students' progress against starting points and over time. However, assessment information is not compared with other schools, or national and international benchmarks, so does not give reliable information about students' attainment. - Teachers have detailed assessment information and are beginning to use this to track students' progress and adapt teaching to meet individual needs so that students make acceptable progress overall. Teachers know students well and support them in lessons with verbal checks on learning, but assessment of written work does not advise students how to improve.				
Areas of Relative Strength:				
- Improved strategies to engage students actively in lessons. - Internal assessment provides useful measures of students' progress against their starting points and over time.				
Areas for Improvement:				
- Baseline testing and internal assessments to compare with other schools or with national or international benchmarks. - Teachers' assessment of students' written work to give helpful advice on how to improve.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
- The quality of curriculum design and implementation is acceptable. The curriculum is broad, relatively balanced and relevant and follows the authorised licensed curriculum. It is focused more on acquisition of knowledge than acquiring skills. - The curriculum builds on students' previous learning, meeting the needs of most students and ensuring they are adequately prepared for the next phase in their learning. Cross-curricular links help students transfer learning between subjects - The school regularly reviews how well the curriculum ensures continuity and progression. Although modification of the curriculum meets the learning needs of most students, planned activities are not sufficiently differentiated to fully support SEN students or the G&T and most able. - There are now more opportunities for students to engage in extra-curricular activities, but opportunities to promote enterprise, entrepreneurship, innovation and creativity remain limited. - An acceptable range of opportunities for students to learn about UAE culture, alongside planned celebrations to mark events like National Day, help students to develop understanding of the UAE heritage and traditions and Islamic values. - The school implements moral education as a stand-alone lesson from Grade 1 to 7. Assemblies and modelled behaviour by teachers promote the values of fairness, tolerance and kindness. The impact is seen in the students' respectful attitudes around the school.				
Areas of Relative Strength:				
- Links to help students' understanding of UAE culture and heritage. - Cross-curricular links.				
Areas for Improvement:				
- Curriculum adaptation to suit the needs of the different groups of students. - Creativity, enterprise and entrepreneurship.				



Performance Standard 5: 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	N/A
Care and support	Acceptable	Acceptable	Acceptable	N/A
- The quality of protection, care, guidance and support for students is good overall. - The school has effective procedures to safeguard students from harm, including bullying. Stakeholders are aware of the child protection policy and understand how to implement it effectively. The school provides a safe, hygienic, well maintained and secure environment. Students are well supervised and cared for in school and on school transport. - Safety checks and risk assessments are carried out thoroughly. The school admission policy is inclusive but only the ground floor areas are accessible to physically disabled students. - The school effectively promotes healthy lifestyles through lectures and displays. Most students understand the importance of healthy eating. - Staff have positive relationships with students. Procedures for managing behaviour are successful and have increased the level of positive behaviour of almost all students in school. Procedures to promote attendance and punctuality are good. - The school effectively identifies SEN and gifted and talented (G&T) students. There is no specialist teacher for students with SEN but adequate support is provided in and outside of lessons. The social worker develops Individual Education Plans (IEP) for each student, shared with staff. Progress is monitored appropriately and this information is shared with parents. More able and G&T students are challenged through extra-curricular activities but they are not always challenged in lessons. - Students' well-being is effectively monitored, and they are provided with good support in their transition to the next step of their education. Areas of Relative Strength: - Procedures and systems to keep students healthy, safe and secure - Attendance policy and procedures Areas for Improvement: - Specialist support for students with SEN - More challenging opportunities for G&T and more-able students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. - The new, experienced principal demonstrates a compelling vision for the school, closely aligned to UAE and Emirate priorities. She is committed to enabling students to succeed, and knows what constitutes good teaching and learning. Middle leaders are keen to improve outcomes in their subjects, and initiatives to support teachers have already been introduced. - The principal, in consultation with subject co-ordinators, produced the self-evaluation report (SEF) on her arrival, and the majority of judgements are realistic and broadly in line with inspection findings. Middle leaders are not yet skilled at evaluating teaching and learning, but the principal monitors the quality of teaching closely, focusing on students' achievements. The school development plan (SDP) is thorough and addresses improvement points from the last inspection, with clear and achievable targets. However, improvement since the last inspection is at an early stage of implementation. - Parents speak warmly of the responsiveness and care of staff. The school communicates with parents in many ways, with the class DoJo system especially effective as a tool for two-way communication. Parents are well informed about their children's progress through reports and weekly updates. They work with the school on projects including hospital visiting and raising money for the Red Crescent. International partnerships are less developed. - The Governing Board includes parent and staff representatives and seeks the views of parents through surveys and meetings. It oversees school planning and meets the principal regularly to discuss progress. Governors ensure the provision of adequate resources and are beginning to have an impact on learning, for example recent investment in learning technology has enabled teachers to diversify teaching strategies. While the school's performance has not improved significantly in the absence of a principal, the Governing Board is supportive of the new principal and her leadership. - The day-to-day management of the school is efficient and students are well supervised. The school is fully staffed with suitably qualified teachers. Premises are suitable and well maintained with specialist facilities for science, a library, a swimming pool and outdoor space which is used, for example, for a garden area and greenhouse. Resources support students' learning adequately. - The school does not benchmark its performance against international, or other external, standards to inform adaptations to the curriculum or teaching in order to raise attainment and prepare students for TIMSS and PISA.	
Areas of Relative Strength:	



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- Monitoring of teaching by the new principal to identify best practice and areas of improvement in teaching.
- Engagement of parents in the work of the school.

Areas for Improvement:

- Skills of middle leaders in raising standards and ensuring improved outcomes for students.
- Comparison of students' attainment against external benchmarks.



Provision for Reading

Provision for Reading

- The school library is well stocked with fiction and non-fiction texts. All classes have a weekly timetabled library lesson in English and Arabic.
- Reading corners in classrooms are accessed by students at breaks and occasionally during lessons. The value of reading is highlighted in assemblies and displays.
- In KG, daily story time, using 'big books' and flashcards, introduces children to reading at an early age.
- Reading comprehension is taught through a range of texts in Primary and Middle , with students identifying elements of a story (wide reading) and responding to short passages (reading for detail).
- The well-established Guided Reading Programme designates a novel for each class (and stories for Grade 1 and 2) which students read with teacher support.
- The school involves parents through an online reading programme which students access at home.
- Increasingly, visits and special events stimulate interest in reading, such as a visit to Al Ain book fair.