



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Ain Al Khaleej School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Ain Al Khaleej School		
School ID:	129	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	MoE and American	Fee range and category*	AED7,850 to AED15,415 (very low to low)
Address:	Falaj Hazza'a, Al Ain	Email:	Ainalkhaleej.pvt@@adek.gov.ae
Telephone:	03-7811232	Website:	www.ainalkhaleej.com

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

Staff Information			
Teachers	44	Turnover rate	5%
Teaching assistants	3	Teacher- student ratio	1:7

Students' Information				
Total number of students	320		Gender	Boys and girls
% of Emirati students	5%		% of SEN students	1%
% of largest nationality groups	Egypt 47% , Jordan 33%, Syria 31%			
% of students per phase	KG	Primary	Middle	Secondary
	12%	44%	28%	15%

Inspection Details			
Inspection Hijri dates from:	21/03/1441	to	24/03/1441
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019
Number of lessons observed:	75	Number of joint lessons observed:	11



The overall performance of the school:

- Since the last inspection the number of students has declined. A kindergarten (KG) has recently been established. The American curriculum is offered in KG to Grade 6 and the MoE curriculum delivered in Grade 1 to Grade 12. The school has recently appointed new middle leaders.
- The overall performance of Ain Al Khaleej school is acceptable. Students' achievement, and the quality of teaching and assessment is acceptable. Leaders have established an inclusive school but their impact on raising the standard of students' achievement and the quality of teaching is not yet evident. Self-evaluation is mostly accurate and school improvement planning prioritises the most important improvements.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' achievement in social studies.
- Students' attendance, behaviour and understanding of Islamic values and UAE culture.
- Effective procedures to ensure the protection, care and guidance of the students.
- Communication with parents.

Key areas for improvement

- Students' achievement in Islamic education, Arabic language, English, mathematics and science by:
 - developing students' accurate application of Tajweed rules particularly in Middle and High phases
 - supporting students' accurate use of grammar when speaking and writing extensively
 - developing students' efficient mental mathematics techniques and encouraging students to solve problems independently
 - encouraging students' investigative skills to deepen their understanding of scientific concepts, and their accurate use of scientific terminology.
- The quality of teaching to better support students' learning by:
 - planning learning activities to closely meet the needs of students, particularly high achieving and gifted and talented (G&T) students
 - asking challenging questions to develop students' critical thinking and extend their learning
 - providing opportunities which build students' skills to lead their own learning and their innovation and creative skills in lessons.
- The curriculum to ensure challenge to meet the needs of high-achieving and G&T students by:
 - modifying the curriculum to provide more opportunities for these students to extend their learning
 - planning deeper enrichment activities which support their talents, knowledge and understanding.

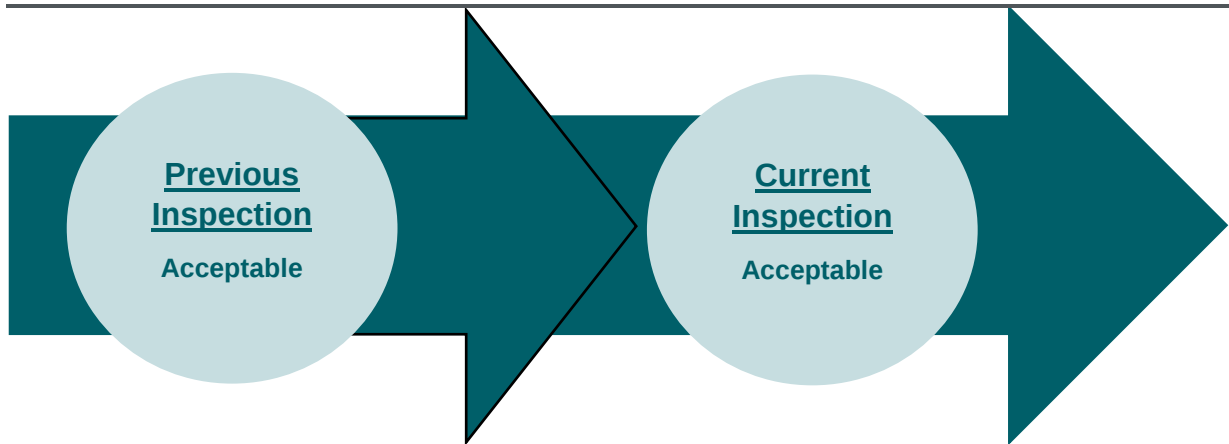


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- The impact of leaders and management at all levels on improving students' achievement by:
 - consistently communicating best practices in teaching and learning and ensuring teachers apply these in their planning
 - accurately measuring students' attainment against external and robust benchmarks, and using the results to plan improvements to teaching
 - establishing robust procedures to hold school leaders to account for securing improvements to teaching and students' achievement.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress in addressing most of the recommendations and maintained acceptable standards overall.
- Students' achievement has remained largely the same since the previous inspection but in social studies it has improved because teachers are applying recent training to match learning activities more closely to students' individual needs.
- Training has been provided to raise teachers' expectations and their questioning skills, but improvement is inconsistent. The school's lesson planning template supports teachers' planning for groups of students and for their use of resources, but this is not yet leading to teachers consistently planning for individual students needs or their effective use of resources.
- Students' writing and their scientific skills remain acceptable overall. Students can write in full sentences adequately, but their creative writing skills are less well developed. Students can complete science investigations when directed by teachers, but their inquiry and exploration skills remain aspects for improvement.
- Teachers and leaders now make regular use of assessment data to monitor students' achievements. An intervention plan is now in place and this leads to students receiving extra support. Teachers are not yet using accurate assessment information to inform their lesson planning.
- The impact of middle leaders on raising the standard of teaching is developing but not yet consistent. The recently established teacher monitoring programme is leading to teachers receiving useful feedback, This is most effective in UAE social studies. However, middle leaders are not yet robustly held to account for students' achievements.
- Leaders have maintained acceptable standards overall and secured some improvements. They show acceptable capacity to improve the school further.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- In most subjects, students' achievement is in line with curriculum expectations. Students' achievement in social studies is good and has improved since the last inspection. - All groups of students make at least expected progress, but higher achieving students do not make sufficient progress in lessons. - Students' work diligently on the tasks they are given and make links to real-life contexts, but their innovation and independent learning skills are underdeveloped across most subjects.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' enjoy learning, they behave well, and their attendance is very good. - Students' understanding of Islamic values and their appreciation of Emirati culture and heritage is well-developed. - Students can work interpedently when directed but they lack innovation and creative skills.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have secure subject knowledge and promote good relationships with students. - Teachers plan learning experiences which interest most students. - Teachers' use of questions to promote deeper thinking and their skills to support the needs of high-achieving students are less well developed.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	The implementation of the MoE and American curricula provides choice for students and ensures that students are adequately prepared for their next stages in education and life.		



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	- Both curricula support students' appreciation and understanding of UAE heritage and culture well. - Opportunities for students to be innovative and independent learners are not consistently planned or delivered within both curricula.
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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's procedures and policies for safeguarding and child protection are effective in keeping students safe. - Relationships between students and teachers are respectful which leads to a harmonious learning environment. - Support for students with special educational needs (SEN) is adequate but high achieving and G&T students do not receive sufficient challenge, particularly in lessons.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The school communicates well with parents to encourage their involvement. - Management and staff promote efficient day-to-day running of the school. - School leaders are not yet held accountable rigorously for improving the quality of teaching and students' achievement.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable. In lessons and over time, most students make acceptable progress. - Attainment is acceptable. School internal data and MoE examination results indicate that attainment is outstanding, but this is not borne out in lessons and in students' work, where most students attain in line with curriculum standards. - In Primary, most students have adequate understanding of Islamic principles and values, such as the pillars of Islam, and they can name the holy books. In Middle, most have an acceptable understanding of Hadeeth and Islamic teaching, and how to apply them in their lives, such as the etiquettes and rewards of praying in mosques. In High, most students develop an adequate understanding of matters of faith and Islamic laws that impact society. In all phases, students recite verses from the Holy Qur'an but lack skills to apply Tajweed rules correctly. - All groups of students make expected progress. Higher achieving students' skills to explore deeper meaning in texts and to relate these to their lives are less well developed.	
	Relative Strengths - Students' understanding of Islamic principles and values. - Students' application of Islamic teaching and understanding of Islamic laws.	Areas of Improvement - Students' application of accurate Tajweed rules. - Depth of understanding for higher achievers and making links to real life.
Arabic	- Students' achievement in Arabic language is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable overall for all phases. School assessment data and MoE examination results indicate that attainment is very good overall, but this is not borne out in lessons and students' work, where most students attain in line with curriculum standards. - In Primary and Middle, most students gain adequate listening, speaking and reading skills, for example they can infer the meaning of unfamiliar vocabulary and explain the meaning of stories. In Middle, students' comprehension skills are relatively stronger. While students can read out loud and write adequately using full sentences and phrases, they do not apply accurate grammar rules consistently. In High, students' speaking, reading and language skills develop in line with expectations, however, their skills to write creatively and extensively are less well developed. - All groups of students make expected progress.	
	Relative Strengths	Areas of Improvement



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	- Students' listening and speaking and reading comprehension skills in primary and Middle - Students' language skills in High.	- Students' extended writing skills particularly in High. - Applying accurate grammar in reading and writing particularly in Middle.
Social Studies	- Students' achievement in social studies is good overall. In lessons and over time, the majority of students make better than expected progress. - Attainment is good overall. School data and MoE examination results indicate that attainment is outstanding, but this is not borne out in lessons and in students' work. - Students make good progress. In Primary they develop good knowledge of UAE citizenship and history. For example, the history of the union and the Emirates. Students in Middle and High continue to develop their knowledge of UAE citizenship and society, for example they can explain issues related to urban growth and the characteristics of modern life in the UAE. In geography, students show good skills in locating different places and describe landscapes on maps, however, their understanding of geographical features outside the UAE are less well developed. - Overall, the majority of groups of students make better than expected progress.	
	Relative Strengths - Students' secure knowledge of the UAE history. - Students' understanding of the geography of the UAE.	Areas of Improvement Students' understanding of geographical features outside the UAE.
English	- Students' achievement in English is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable. External MAP data indicates that attainment is weak. Internal data and MoE examination results show that attainment is outstanding, but this is not evident in lessons and students' work. - Children make acceptable progress in KG as they develop phonic knowledge and appropriate sight vocabulary, but their early letter formation skills are less well developed. Most students make expected progress in their comprehension skills when listening and reading but their skills to speak extensively are relatively less well developed. Most students make acceptable progress in writing but extended writing skills, including the ability to apply grammar accurately, is less well developed. - All groups of students in both curricula make acceptable progress.	
	Relative Strengths	Areas of Improvement



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	• KG children's phonics skills. • Students' listening and reading skills for comprehension.	• KG children's early letter formation. • Students' speaking and extended writing skills following accurate grammar rules.
Mathematics	• Students' achievement in mathematics is acceptable overall and it is good in High. In lessons and over time, most students make acceptable progress overall. The majority of students in High make better than expected progress. • Attainment is acceptable overall. External MAP data indicates that attainment is acceptable. Internal data and MoE examination results, indicate that attainment is outstanding overall. However, in lessons and in students' work, most students attain in line with curriculum standards. • Students develop a secure understanding of numbers and arithmetic operations in KG and Primary, and by Middle most students have adequate knowledge of space, measurement and algebraic skills. In High, students use mathematical thinking well to solve change and relationship problems, such as simultaneous linear equations and inequalities. Overall, students' application of mathematical thinking and techniques to solve problems and their mental mathematics skills are underdeveloped, especially for high-achieving students. • Most groups in both curricula make acceptable progress overall. Progress of high-achieving students is less evident.	
	Relative Strengths • Students' arithmetic operation skills. • Students' ability to manipulate algebraic expressions.	Areas of Improvement • Students' mental mathematical skills. • Students' independent application of mathematical techniques to solve problems.
Science	• Students' achievement in science is acceptable overall. Most students make acceptable progress in all phases. • Attainment is acceptable. External MAP data indicates that attainment is weak. Internal and MoE examination data indicates that attainment is very good overall, but this is not borne out in lessons and in students' recent work. • Children make acceptable progress in KG as they develop scientific knowledge of the world, for example of plants and their parts. Most students in Primary and Middle continue to make acceptable progress in their understanding of facts and theory in biology and chemistry for example classification of animals and the periodic table. However, their use of scientific terminology to express scientific concepts is less well developed. Most students in High can apply science theory to technology, for example to describe how capacitors work. However, overall students' ability to plan scientific investigations and to record outcomes is less well developed. • All groups of students in both curricula make expected progress.	



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	Relative Strengths - Students' understanding in biology and chemistry. - Students' ability to apply science theory to technology in High.	Areas of Improvement - Students' scientific investigative skills, particularly in High. - Students' use of scientific language and terminology, particularly in Primary and Middle.
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Other subjects	- Students' achievement in other subjects is acceptable overall. Most students make acceptable progress over time. - Attainment is acceptable overall. School data, including external data, indicates that students' attainment is outstanding, however this was not seen in lessons or in students' recent work. - Children make acceptable progress in KG developing their gross and fine motor skills through art, music and physical education (PE). Students in Primary and Middle play musical instruments to accompany their singing and create works of art using a range of media adequately. In High, students control equipment in a range of sports adequately. While students operate computers competently to make presentations, their programming skills are less well developed, particularly in High. - All groups of students in both curricula make the expected progress. High-achieving students' creative skills in art and music are underdeveloped.	
	Relative Strengths - KG children's development of gross and fine motor skills. - Students' PE skills in High.	Areas of Improvement - Students' computer programming skills. - High-achieving students' creative art and music skills.

Learning Skills	- Students' learning skills are acceptable overall. Students have positive attitudes towards learning and participate willingly in lessons and in school activities. - Students enjoy group work and can discuss their learning when completing tasks together. Overall, students lack confidence to organise their own teamwork and negotiate their roles. - In all phases, students can link their learning to the world through the tasks and examples teachers provide for them. Students are less able to make their own links independently. - Overall, students rely on their teachers' instructions and rarely initiate their own learning. Their skills of innovation, enterprise and creativity are underdeveloped. Students use learning technologies in guided research, but they do not use them for independent learning.	
	Relative Strengths	Areas of Improvement



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	• Students' positive attitudes towards their work. • Students' communication skills when working in groups.	• Students' innovation, enterprise and creativity skills. • Students' confidence to initiate their own learning and work independently.
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- Students' personal and social development is good overall. The development of their innovation skills is acceptable. - Students are well-behaved, respond well to teachers, and they follow teachers' instructions willingly. Students have respectful relationships with staff and their peers and bullying is rare. Attendance is very good at 97%, and nearly all students arrive to school and lessons on time.. - Most students participate in regular exercise and eat healthily - Students are respectful of Islamic values and they are clear about the influence these have on society. They are knowledgeable about Emirati heritage and culture and they know about, and appreciate, the diversity of cultures in their school. Overall, they are less knowledgeable about other cultures in the UAE and around the world. - Students are involved in their community through projects the school organises, for example they enjoy interacting with students from Sheikh Zayed's centre. Students support their community and care about their environment. However, relatively few students regularly initiate and take part in social and environmental development projects. - Students enjoy participating in projects that utilise their innovation and creativity skills. However, students' independent application of their innovation and creativity skills in lessons to complete challenging activities are underdeveloped, particularly for high-achieving students.				
Areas of Relative Strength:				
- Students' behaviour and their understanding of Islamic values and UAE culture and heritage - Students' very good attendance.				
Areas for Improvement:				
- Students' skills and confidence to be creative, innovative and independent learners. - Students' knowledge of other cultures not represented at the school.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable in both curricula. Most teachers apply their knowledge to develop students' learning by providing interesting and engaging activities for students to participate in. Teachers know their subjects and the curriculum well. - Teachers ensure the learning environment is purposeful and they make adequate use of time and resources. Interactions between teachers and students are respectful. Teachers use questions to encourage students to communicate their learning. However, the use of effective questioning techniques to extend learning and deepen understanding is inconsistent. - Teachers plan lessons that meet the different learning needs of most groups. However, tasks and activities do not always challenge students to maximise their progress, particularly high-achieving students. Teachers are less skilled at planning opportunities to develop students' problem-solving, critical thinking and independent learning skills. - Teachers and school leaders apply tests to assess students' attainment at regular intervals and the results of these are used to track students' progress. Interventions are planned to help students catch up if they fall behind. While assessment data is used by teachers to inform their planning, it is not used adequately to plan lessons that closely match students' individual needs, particularly high-achieving students. - Teachers assess students' work regularly and provide helpful verbal feedback in lessons. They do not generally provide detailed written feedback to help students conclude their next steps. Students are not usually involved in assessing their own progress and planning their own next steps. Areas of Relative Strength: - Teachers' subject knowledge and their knowledge of both curricula. - Teachers' skills to plan activities that engage and interest most students. Areas for Improvement: - Questioning techniques to extend learning and promote deeper thinking. - Use of assessment data to fully inform teachers' planning.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the MoE and American curricula is acceptable. They are appropriately aligned to the school's mission statement and the UAE National Vision. The American curriculum follows the common core standards and the new generation science. It is not aligned to any particular state. The curricula are relatively balanced and designed to meet the interests and learning needs of most groups of students but focus more on gaining knowledge rather than acquiring skills. - Continuity and progression in students' learning are maintained through the implementation of the MOE curriculum and through the scope and sequence of the American curriculum. Students are adequately prepared for the next phases of their education. - The MoE curriculum provides adequate choices for older students. Cross-curricular learning opportunities are identified in a range of subjects, but they are inconsistently communicated in lessons. - The school's ongoing review of the curricula ensures that they are modified to meet statutory requirements but adaptations to meet the specific learning needs of individual students are less well developed. As a result, high-achieving students are not usually challenged in lessons. - The curricula involve students in an adequate range of external and internal competitions, and community events. However, opportunities within classrooms to develop students' enterprise, creativity and innovation skills are limited. - Coherent UAE cultural learning experiences are purposefully planned in most aspects of the curricula and in daily school life. As a result, students develop a good knowledge and understanding of UAE and Emirati heritage and culture. - Moral education is delivered in stand-alone lessons where students learn about the concepts of fairness and empathy, and how to apply them to real-life contexts. The impact of moral education is seen through students' positive behaviour and attitudes around the school and in lessons.				
Areas of Relative Strength:				
- Links with Emirati culture and UAE society. - The curricula meet the interests and needs of most groups of students.				
Areas for Improvement:				
- Provision to develop students' enterprise, innovation and creativity skills. - The consistent promotion of cross-curricular links to enable students to apply their learning in new contexts.				



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	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is good. Safeguarding and child protection policies are well-developed. They are shared with, and implemented by, staff, students and parents. - The school premises are secure and generally well maintained. School records are comprehensive, including maintenance and safety records. The school provides a safe physical environment for all students. - Healthy lifestyles are promoted well, and most students take regular exercise and eat healthily. The school premises provide a pleasant learning environment but lacks further development of specialist sports resources. - Well-understood behaviour codes promote teachers' and students' positive relationships. The promotion and management of attendance is effective, and only a few students are late to the daily assembly. - SEN students are identified and adequately supported by teachers and social workers. Identification processes for high-achieving and G&T students are underdeveloped. As a result, these students receive little extra support in lessons. - The well-being and personal development of students are monitored by school staff, and students receive adequate guidance to support their personal and academic development. Careers guidance for older students helps them make informed choices about their next steps. Areas of Relative Strength: - Procedures and policies for safeguarding and child protection. Promotion of positive relationships between teachers and students. Areas for Improvement: - Identification and support for high-achieving and G&T students.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Good
- The overall quality of leadership is acceptable. School leaders communicate a direction that aligns with the UAE vision and priorities. Senior leadership members understand the curricula and the school meets the requirement of the MoE and the American curricula. The school operates an inclusive admission policy. - Leaders understand best teaching practices but while there is a regular pattern of lesson observations, the focus on students' achievement and the communication of best practices to teachers is inconsistent. The impact of the recent teacher development programmes is not yet consistently evident in improved teaching overall, but is most noticeable in social studies. Relationships between the school's staff are good and capacity to improve further is acceptable. - Self-evaluation processes are inclusive of most stakeholders and use a reasonable range of evidence to support judgments. However, the analysis of students' attainment data does not support fully accurate self-evaluation. School development planning is adequate, and it targets the most important improvement priorities. - The school uses a range of communication strategies to develop links with parents. Parents receive regular reports on their child's progress, they assist with school events, and contribute their views on priorities for improvements. Local and international community links are relatively underdeveloped, but the school has links with other schools which support students' community contribution. - The governing board is adequately constituted, and members visit the school to observe the quality of teaching and students' learning. Governors ensure the school meets statutory requirements, but they do not yet hold school leaders rigorously to account for the delivery of school improvements and their impact on students' outcomes. - The management of the day-to-day life of the school is effective and the school runs smoothly. Staff are well-qualified and deployed efficiently. The building and facilities are suitable and an adequate range of teaching and learning resources are available. - The school makes use of MoE exams and MAP testing to assess students' attainment against national and international standards.	
Areas of Relative Strength:	



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- Communication with parents to encourage their involvement.
- The day-to-day running of the school.

Areas for Improvement:

- The impact of leaders and management at all levels on improving the quality of teaching and students' achievement.
- Governors' arrangements to hold leaders accountable for improvements.
- The use of accurate assessment data to support self-evaluation.



Provision for Reading

Provision for Reading

- The school has a main library, a resource room and a small library in KG. The libraries are adequately resourced. Students have two library lessons per week to support reading for comprehension in Arabic and in English.
- The school has an annual reading plan which is reviewed each trimester. The plan supports students' adequate reading skills.
- The school trains its teachers and librarian on strategies for reading and an e-learning programme which is currently being established in the main library.
- Reading is productively integrated with other subjects and is promoted in assemblies. In addition, book fairs, visits to the public library and participation in spelling and reading competitions also support reading. Younger students read on iPads, and older students read to younger students.
- Reading assessments and diagnostic tests are conducted regularly to determine students' progress and reading trackers for individual students are maintained.