



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

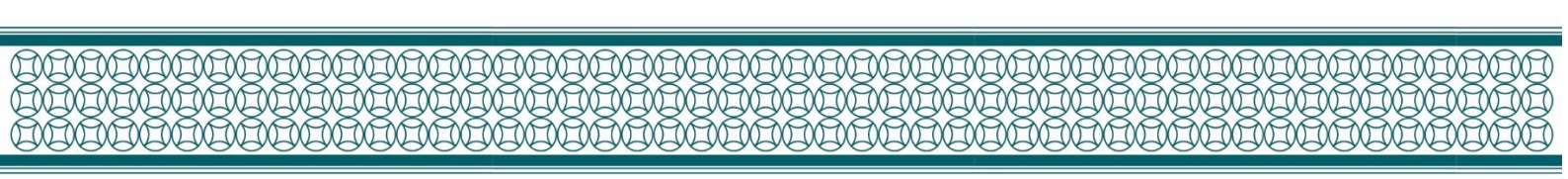
Al Andalus Private Academy

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Andalus Private Academy		
School ID:	9135	School phases:	KG to High
School curriculum:*	MoE	Fee range and category*	AED5,400 to AED14,000 (very low to low)
Address:	Falaj Hazaa Al Ain Falaj Hazza Al Ain	Email:	9135@adek.abudhabi.ae
Telephone:	03-7829980	Website:	NA

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

Staff Information			
Total number of teachers	96	Turnover rate	7%
Number of teaching assistants	0	Teacher- student ratio	1:16

Students' Information				
Total number of students	1589		Gender	Boys and girls
% of Emirati students	5 %		% of SEN students	1 %
% of largest nationality groups	Jordan 38%, Syria 23%, Egypt 11%			
% of students per phase	KG	Primary	Middle	Secondary
	15 %	35 %	21%	29 %

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:	123	Number of joint lessons observed:	51



The overall performance of the school:

- The school opened in 2001 and has continued to grow and improve under the leadership of the current principal over the past five years. Student numbers have increased by one hundred. Teaching staff is relatively stable.
- The overall effectiveness of the school is good. Students' achievement remains good with improvements in a number of key subject areas. The school leadership has successfully sustained improvement since the last inspection. More systematic monitoring has improved teaching and consolidated achievement in all subjects. The school's self-evaluation and development plans outline detailed actions and realistic goals to successfully drive school improvement.

Key areas of strength and areas for improvements:

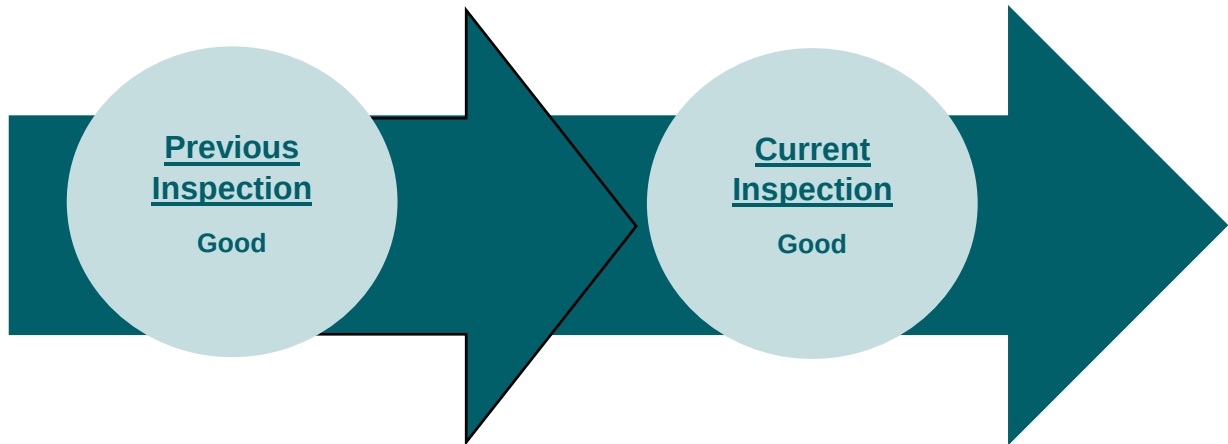
Key areas of strength

- Improvement in students' achievement in mathematics and science in all phases, English in Primary and social studies in High phase.
- The improved quality of teaching particularly in science and mathematics.
- Cross-curricular links.
- Effectiveness of leaders at all levels.

Key areas for improvement

- Achievement in all subjects by:
 - continuing to monitor teaching with more focus on students' outcomes
 - providing more opportunities to practice writing in both Arabic and English, particularly in lessons
 - providing more opportunities for students to independently engage in experiments following the scientific method
 - providing sufficient opportunities for students to research to deepen their understanding in UAE history
 - extending students' use of technology to support independent learning
 - providing consistent opportunities in lessons to develop students' skills in problem solving, particularly for high-achieving students.
- Innovation in lessons by:
 - providing students with opportunities to be creative innovators in lessons through meaningful inquiry, research and experimentation
 - extending the use of technology in students' innovative work
 - allowing students to take risks, make mistakes and collaborate to figure out answers
 - developing inquiry-based learning.
- Provision for the high achievers by:
 - regularly monitoring lesson planning to ensure appropriate challenge in tasks
 - modifying teachers' planning to include greater expectations of high-achieving students
 - adapting the curriculum effectively to ensure high-achieving students are challenged in all subjects across the school.

Progress made since last inspection and capacity to improve



- The school has made good progress in addressing most recommendations in the previous inspection report and sustained good achievement in most subjects.
- Students' achievement has improved in mathematics and science and it is now good in all phases. It is now good in English in Primary and in social studies in High. Attainment is now good in all subjects.
- The restructured school leadership now monitors and supports teaching ensuring lessons are interesting and tasks are more engaging for students.
- The school shares best practice with other schools and teachers conduct peer lesson observations to enhance their skills. Agreed planning templates provide now for all groups and include opportunities for students to take part in scientific experiments in science and problem-solving in mathematics. The curriculum is reviewed regularly and promotes strong links between mathematics and science and encourages students to relate theory to real-life experiences.
- The school provides extra-curricular opportunities for students to follow their talents. There are examples throughout the school of students' work in subjects, including projects in science mathematics and English. Lesson planning templates include elements of innovation. However, in lessons, the practice of promoting enterprise, innovation and creativity is not fully embedded.
- Most students are now taking responsibility for their own learning. They are encouraged from KG to work independently and in Middle and High students show maturity in their work and confidence in presenting to their peers.
- The school has ICT rooms, where students learn basic computer skills and all classrooms have interactive whiteboards. However, the range of resources, including new technologies, is still limited and students do not have sufficient opportunities for research in lessons.
- The school leadership has improved students' achievement and teaching and now it is consistently good in all subjects and phases. They show good capacity to improve the school further.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' achievement and attainment is now good in all subjects. - The majority of groups of students make better than expected progress in all subjects. Progress of high-achieving students is insufficient in most subjects. - Students show maturity in their collaboration and communication skills and make meaningful links with other subjects. Their innovation and use of technology skills in lessons are limited.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	- Students are self-disciplined, show positive and responsible attitudes to learning, secure understanding of healthy lifestyle and their attendance is outstanding. - Students have clear and secure understanding of Islamic values, very knowledgeable about UAE heritage and culture, and their own and other's culture. - Students' innovation skills are less well developed particularly in lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Teachers' have secure subject knowledge and understanding of how students learn. - Effective lesson planning and questioning ensure the majority of groups of students make good progress. High-achievers do not receive enough challenge to accelerate their progress. - Assessment data is analysed regularly and learning gaps are identified but it is not used effectively to monitor students' progress.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change



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Justifications	- The curriculum is broad, balanced and includes meaningful cross-curricular links to support students' transfer of knowledge. - Effective links with UAE culture permeate all aspects of the school. - A range of extra-curricular activities is offered for students to meet their interests, but opportunities for enterprise and innovation in lessons is less well developed.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Effective procedures ensure students' health, safety and security. - The school has robust procedure to maintain outstanding attendance, positive behaviour and relationships. - Students with special educational needs (SEN) are identified and effectively supported. Gifted and talented (G&T) students do not receive sufficient challenge in lessons.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	- School leadership has successfully promoted students' achievement and ensured teaching is consistently good. - Parent partnerships are very strong. - As the school's enrolment continues to increase, the premises and facilities have not always been able to meet the challenges created by such expansion.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is good. In lessons and over time, the majority of students make above expected progress. - Attainment is good. Internal data and external results for Grade 12 MoE examinations show that attainment is outstanding. This is not borne out in lessons and in students' work, where it is good. - Students make good progress in acquiring knowledge and understanding of Islamic teaching, etiquette and Hadeeth in all phases. Students are not always confident in explaining their learning particularly in making links to their lives and society. The majority can recite verses of the Holy Quran following appropriate Tajweed rules. - The majority of groups of students make better than expected progress. However, high-achieving students do not reach their potential in gaining deeper understanding of values and principles in Islam.	
	Relative Strengths - Students' understanding of Islamic teaching, etiquette and 'Hadeeth'. - Students' ability to recite verses from Holy Quran following 'Tajweed' rules.	Areas of Improvement - Ability to explain learning confidently and to make links with their lives and society. - Deeper understanding of the values and principles in Islam for high-achieving students.

Arabic	- Students' achievement in Arabic is good. Progress in lessons and over time is good. - Attainment is good. Internal data across the school and Grade 12 external data show outstanding attainment, but this is not borne out in lessons and in students' work, where only the majority attain above curriculum standards. - Across the school, students progress well in developing their reading, comprehension, speaking and listening skills. In KG, children can name objects in their environment and read sight words confidently. Students in Primary and Middle follow basic grammatical rules and construct simple sentences accurately. In High, students read and discuss a wide range of literary texts and deduce the main themes and keywords. Students' writing skills are less well developed in all phases. - The majority of groups of students make better than expected progress, but high-achieving students do not make sufficient progress in extending their writing skills in all phases.	
	Relative Strengths - Students' reading, comprehension speaking and listening skills. - Students' wide-range of reading and comprehension skills in High phase.	Areas of Improvement - Students' writing skills across phases. - Progress of high-achieving students in extending their writing skills in all phases.



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Social Studies	- Students' achievement in social studies is good. The majority of students make better than expected progress in lessons and over time. - Attainment is good. Internal data and Grade 12 MoE examination show outstanding attainment, but this is not borne out in lessons and in students' work, where it is good. - Students gain good knowledge and understanding in geography and develop their skills in using maps to extend their learning. They have a good understanding of citizenship and the importance of the homeland. They demonstrate a good understanding in history. However, they do not always make effective links between the past and modern society to extend their learning. - The majority of groups make better than expected progress, however high-achieving students do not make the progress of which they are capable in extending their learning in history.	
	Relative Strengths - Students' ability to understand and use maps in geography. - Students understanding of the importance of homeland and citizenship.	Areas of Improvement - Students' linkage between the past and modern society in history. - Progress of higher achieving students in history.

English	- Students' achievement in English is good. In lessons and over time, the majority of students make better than expected progress. - Attainment is good. Internal data and external MoE examination results show attainment to be outstanding but this is not reflected in lesson observations and in students' work which show attainment is good. - Children in KG make good progress in listening and they develop accurate phonics skills. In Primary, they develop qualitative language and use it correctly. In Middle, students speak clearly and fluently when role-playing and during assemblies. In High, students participate in debates and use persuasive language effectively. Students' writing skills are less well developed across the school. - The majority of groups make good progress; however, high-achieving students do not make sufficient progress in writing.	
	Relative Strengths - KG children's phonic acquisition. - Students' debating ability in High.	Areas of Improvement Students' writing skills across the school, particularly for high achievers.



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Mathematics	- Students' achievement in mathematics is good. In lessons and over time, the majority of students make better than expected progress. - Internal assessment data and external MoE examinations for Grade 12 indicate students' attainment is outstanding. This is not seen in lesson observations where attainment is good. - In KG, children make good progress in addition and subtraction and shape recognition. They can read and write numbers accurately. In Primary and Middle, students continue to make good progress as they develop their levels of reasoning and mental mathematics. They can solve basic problems with decimal numbers and mixed numbers. In High, students develop good problem-solving skills in calculus using complex equations. They can solve the implicit differentiation problem. Meaningful problem solving is not well developed in Primary and Middle. - All groups of students make good progress. High-achieving students do not always extend problem-solving at a higher level.	
	Relative Strengths - KG children's knowledge of numbers and shapes. - Students' progress in solving implicit differentiation problems in High.	Areas of Improvement Problem-solving particularly in Primary and Middle, and for high-achievers.

Science	- Students' achievement in science is good. In lessons and over time, the majority of students make better than expected progress. - Attainment is good. Internal data and external Grade 12 MoE examination results indicate outstanding attainment, but this is not reflected in lessons and students' work, where attainment is good. - The majority of students make good progress in applying scientific knowledge and language and in their understanding of scientific concepts in practical experiments, particularly in chemistry. In High, they demonstrate good skills of critical enquiry during lessons. Students' investigative skills and their ability to handle equipment independently are less well developed in lower grades where they lack sufficient opportunities to engage in experiments. - The majority of groups make better than expected progress. However, high-achieving students do not make sufficient progress in independently following the scientific method to solve hypotheses.	
	Relative Strengths	Areas of Improvement



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	- Students' knowledge and understanding of advanced concepts in chemistry. - Students' understanding of scientific vocabulary and terminology across all grades.	Students' investigative skills and ability to do practical and laboratory experiments independently, particularly the high-achievers.
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Other subjects	- Students' achievement in other subjects is good in music and ICT. It is acceptable in art and physical education (PE). - Attainment is good as a majority of students in music and ICT attain above curriculum standards. In art and PE lessons, most students attain in line with curriculum standards. - In PE, most students actively take part in lessons, understand the importance of exercise and develop adequate skills in team games. The PE basic skills for a minority of students is less well developed because they do not participate in lessons. In art, middle students use shading skills to draw 3D shapes, but they lack creative skills. In ICT, middle students use 'Scratch' to write simple programs independently. In music in Primary, students demonstrate good singing skills, musical notation and awareness of tempo and rhythm. - The majority of groups of students make good progress in ICT and music and expected progress in art and PE. High-achieving students do not make accelerated progress.	
	Relative Strengths - Students' ICT skills in programming. - Students' singing skills in Primary.	Areas of Improvement - Students' creativity in art. - PE skills for a minority of students.

Learning Skills	- Learning skills are good overall. Students are keen learners and well-motivated. Most take responsibility for their own learning from an early age and are confident in communicating their learning to their peers. They demonstrate maturity and work well with others on collaborative projects. - Students apply their learning to their understanding of the world and establish meaningful links between subjects. - Students' critical thinking and problem-solving skills are not developed effectively in lessons. They are not innovative in their work and they do not use learning technologies regularly to research in lessons.	
	Relative Strengths	Areas of Improvement



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	• Students' collaborative and communication skills. • Students' ability to make meaningful links between subjects and to the world.	• Students' use of technologies in lessons. • Students' critical thinking, problem solving and innovation skills.
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good
- The quality of students' personal and social development is very good, but their innovation skills are acceptable. Students show positive and responsible attitudes to learning. They are very well behaved, follow school instructions and are respectful to their teachers and one another. - Students demonstrate a secure understanding of the importance of leading healthy lifestyles. They choose healthy snacks and regularly participate in physical exercise and sports competitions. Few students do not participate in PE regularly. Students' attendance at 98% is outstanding. Almost all students are punctual to school and lessons. - Students' have secure appreciation and understanding of the UAE culture, heritage and Islamic values. They show appropriate respect during the singing of the national anthem, lead the recitation of the Holy Qur'an in assemblies and honour the UAE flag. - Students develop good understanding of different people and their communities and celebrate the different nationalities during International Week. - Students volunteer inside and outside the school. They distribute Ramadan meals, raise money for charities and donate clothes to poor families before Eid. Students participate willingly in a range of activities to support the local community and beyond. - Students care for their school environment, recycle materials and use them creatively in science projects. Their awareness of wider environmental issues is less well developed - Students show a positive work ethic and occasionally take leadership roles within the school. G&T students are encouraged to initiate their own projects but overall, for most students and in lessons, innovation is limited. Areas of Relative Strength: - Student's positive and responsible attitudes to their studies. - Students' very good understanding of Islamic values and how these influence daily life in the UAE. Areas for Improvement: - All students' adoption of healthy lifestyles including in PE lessons. - Students' awareness of wider environmental issues and their innovation skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- The overall quality of teaching and assessment is good. Teachers demonstrate secure subject knowledge and are aware of how students learn. Teachers plan effective lessons that ensure the majority of students exceed learning expectations. Teachers provide a good learning environment especially in KG, and the pace of lessons is generally good. - In better lessons, teachers ask appropriate open-ended questions. In some instances in High, teachers' use of skilled questioning develops students' higher-order thinking and innovation skills but this is less common in other phases. - Teachers plan learning and adapt lessons to meet the needs of different groups. This is not always as effective for high-achievers. - Most teachers encourage students to take responsibility for their own learning. They provide 'thinking time' in lessons. In Middle and High, students use techniques such as 'think, pair, share' effectively. - The school collects and analyses assessment data and evaluates how well students are doing. Heads of department analyse their subject data to identify gaps in learning. They use this information effectively to ensure teachers' planning meets the needs of groups of students. Their monitoring of students' progress is less effective particularly for high-achieving students. - Teachers assess students' work in lessons and provide suitable feedback. In better lessons, teachers' feedback is accompanied by comments that help students know what they need to do to improve. - Teachers know the strengths and weaknesses of students. In lessons, they assess progress and use information gained for targeted teaching. In Middle and High, students self and peer-assess their work. Most teachers mark students' work regularly, although the quality of teachers' feedback for further improvement is inconsistent Areas of Relative Strength: - Teachers' subject knowledge and planning. - Analysing assessment data to identify and plan for gaps in learning Areas for Improvement: - Questioning to develop students' higher order and innovations skills in lessons. - Monitoring progress, particularly for high-achievers and the quality of teachers' feedback to students.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- Overall, the quality of the curriculum is good. The curriculum is broad and balanced. It develops students' skills and knowledge but with less focus on skills. The curriculum is planned to ensure appropriate student progression and continuity in their learning as they move through the school. - Curricular choices are adequate. Cross-curricular links are meaningful and planned carefully. They help students transfer their knowledge and enhance their learning. - The curriculum is reviewed regularly and adapted effectively to meet the needs of most groups of students including SEN students. However, high-achievers and G&T students are not always challenged sufficiently in lessons. - The curriculum offers a range of extra-curricular activities to extend students' learning and provide them with opportunities to follow their interest. Activities include competitions and after-school clubs. Opportunities for innovation in lessons are less well developed. - Links with UAE culture and society are effectively promoted in most aspects of the curriculum. - Moral education is taught as a stand-alone subject in all grades. Students learn about saving the environment and the moral values that UAE rulers promote in UAE society such as respect, tolerance and caring. In assemblies, students role-play to highlight the importance of diversity and to teach their peers about healthy living.				
Areas of Relative Strength:				
- Links with Emirati culture and UAE society. - Planned cross-curricular links.				
Areas for Improvement:				
- Modification of the curriculum to meet the needs of all students particularly the high-achievers. - Curriculum planning to innovation particularly in lessons.				



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	Good	Good	Good	Good
- The overall quality of protection, care, guidance, and support for students is good. The school ensures that students are safe at all times. Child protection procedures are effective, shared with, and implemented by, students, staff, and parents. - The school supports students to stay safe from bullying and when using the Internet. Routines and systems are well-established and safety checks are regular. Supervision to and from the buses and around the school is effective. - Comprehensive student records are kept by the clinic nurse. Maintenance staff conduct adequate risk assessment audits and keep secure records of actions taken. - The school's premises are adequately maintained. The school has ramps for wheelchair access and shaded outdoor areas, but the playing area is not suitable for team sports and games. Fire safety drills are regular, and students are familiar with the procedures. - The school encourages students to live healthily during assemblies, in school activities and in lessons. However; few students don't participate in PE lessons. The nurse provides awareness programmes on topics including nutrition and personal hygiene. - Staff and students interact with mutual respect and procedures for managing behaviour are effective. The school promotes outstanding attendance in partnership with parents. - SEN students are identified and provided with effective support. G&T students are identified and provided with opportunities outside lessons to follow their talents, but in lessons they do not receive sufficient challenge. - The school ensure the wellbeing of all students. Careers guidance is offered through visits to universities, university fairs and talks in school to promote students' awareness of their educational options. Areas of Relative Strength: - Arrangements to ensure health, safety and security. - Relationships between students and staff, behaviour management and the promotion of attendance. Areas for Improvement: - Sufficient challenge for G&T students in lessons. - Suitable playing area for sport games and encouraging all students to participate in PE lessons.				



Performance Standard 6: Leadership and management

Indicators:

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

- Leadership and management are good. The principal, supported by senior and middle leaders, has been effective in promoting school improvement since the last inspection. Senior leaders are knowledgeable about best practice and share their experience with middle leaders. The school's commitment to school improvement and to supporting the UAE national agenda for education is evident throughout the school.
- School self-evaluation is comprehensive. It accurately identifies school strengths and areas for development although it does not always follow the guidance of the framework. The school development plan (SDP) is focused and identifies clear improvement goals linked to self-evaluation and recommendations in the previous report. The SDP has not yet improved students' innovation skills in lessons or accelerate the progress of high-achievers.
- The quality of teaching and its impact on student progress are monitored regularly and increasingly focused on students' achievement. The school has introduced new assessment processes to improve the reliability of school-based assessments to support leaders' drive for improvement.
- The school is very effective in engaging parents in the life of the school. The home/school electronic portal is an efficient two-way communication tool with parents. Parents are invited to the school regularly to offer feedback. All parents receive regular reports on their children's academic and personal development. Parents support the school's participation in a range of activities supporting local and national events.
- The Board of governors represents all stakeholders and provides the school with financial and professional expertise. It exercises some influence on school leadership and is kept informed about students' academic progress and personal development by the principal. It reviews students' achievement and the effectiveness of the school and ensures that resources are available to meet school requirements.
- The school is very well managed and organised on a daily basis and routines and procedures are very effective. Continuous professional development for staff ensures improvements in teaching. Classrooms are of acceptable size and provide a suitable learning environment. The school has a variety of appropriate resources to support learning and improve student achievement. Technology in classes does not support independent research.
- The school prepares students well for TIMSS and PISA. It modifies the curriculum to support students' learning of new concepts and motivate them to achieve higher standards.



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Areas of Relative Strength:

- Principal, senior and middle leaders' engagement in promoting improvement.
- Strong partnerships with parents.

Areas for Improvement:

- Following framework guidance in school self-evaluation.
- Improvement targets focused on innovation and high-achievers progress.
- Technology resources in classrooms.



Provision for Reading

Provision for Reading

- The school has a library each for boys and girls. They are spacious with over 6000 books. Students access the library twice weekly for quiet reading or to borrow books. The school organizes book fairs annually.
- The English department devises age- and ability-appropriate comprehension booklets for each student. Their comprehension skills are monitored effectively.
- Teachers receive professional development which focuses on strategies to encourage reading among students.
- The integration of reading across subjects is routine. Arabic and English reading is encouraged in a range of subjects.
- The school facilitates inter-class and inter-school competitions in reading. There is an Arabic reading club, which meets twice weekly and older students read for children in KG.
- The school provides a print-rich environment and there are attractive English and Arabic displays throughout the school to promote reading. Parents are kept informed about all activities and participate in reading with students in school and at home.