



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Al Ekhlass Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Ekhlass Private School		
School ID:	9053	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED5920 to AED17705 (very low to low)
Address:	Baniyas East 8 Abu Dhabi	Email:	9053@adek.gov.ae
Telephone:	+971(2)5853592	Website:	Alekhlass.com

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

Staff Information			
Total number of teachers	91	Turnover rate	20%
Number of teaching assistants	2	Teacher-student ratio	1:13

Students' Information				
Total number of students	1260		Gender	Boys and girls
% of Emirati students	3 %		% of SEN students	2 %
% of largest nationality groups	Egypt 25% Syria 23% Jordan 20%			
% of students per phase	KG	Primary	Middle	Secondary
	13 %	43 %	24%	20 %



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Inspection Details			
Inspection Hijri dates from:	7/03/1441	to	10/03/1441
Inspection Gregorian dates from:	04/11/2019	to	07/11/2019
Number of lessons observed:	126	Number of joint lessons observed:	22

The overall performance of the school:

- Al Ekhliss' student population is relatively stable. Teacher turnover is high. The principal has been in post for five years. The school building is old and there are plans to rebuild it.
- The overall performance of the school continues to be acceptable. Students' achievement remains acceptable overall. Leaders set a direction for the school and have improved teaching strategies, but these are not yet effective in matching learning to individual students' needs or accelerating progress. Self-evaluation judgements are inaccurate. The school development plan (SDP) addresses recommendations in the previous report but does not sufficiently measure the effectiveness of actions in raising students' achievement.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' behaviour, attitudes and eagerness to learn.
- Students' understanding of UAE culture and heritage and the role of Islam.
- Relationships between staff and students.
- Improved teaching strategies.
- Day-to-day management of the school and the increased role of middle leaders.

Key areas for improvement

- Improve students' achievement in all subjects and phases, particularly in KG, by:
 - adapting the curriculum to ensure challenge for more-able students to accelerate progress
 - ensuring that KG children learn through active play
 - further developing students' English skills to interpret questions in international assessments.
- Develop students' research, innovation, entrepreneurship and critical thinking skills by:
 - increasing opportunities for curiosity, creativity, estimation and enquiry in lessons
 - planning lessons which relate learning to real life
 - using effective open-ended questioning to challenge students' thinking.

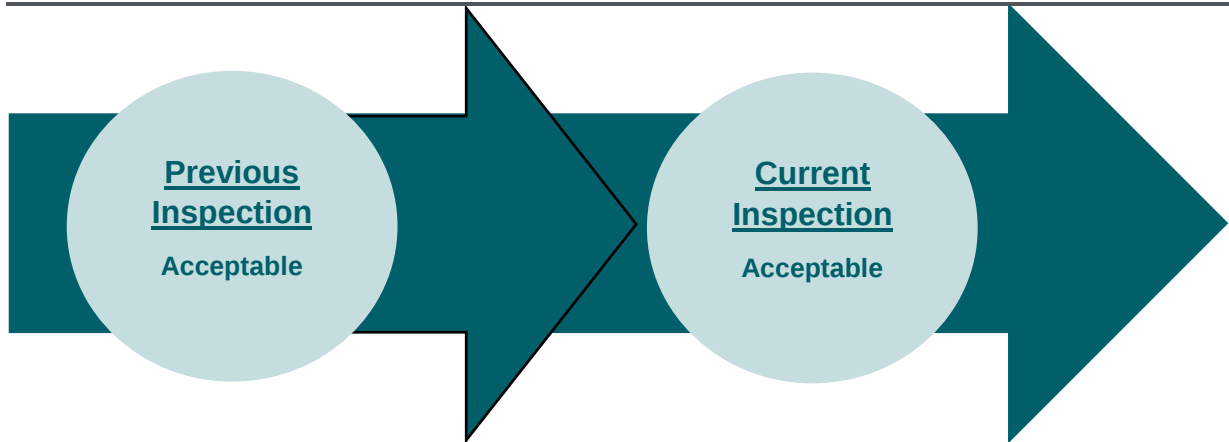


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- Further improve teaching and the use of assessment by:
 - allowing students to take the lead in their learning
 - using accurate measures of progress and differentiating accordingly
 - improving assessment in lessons, including self and peer assessment.
- Increase the effectiveness of leadership at all levels to raise standards by:
 - improving the accuracy of self-evaluation to set measurable targets in the school development plan that improve students' outcomes
 - monitoring teaching and learning focused on students' achievements in lessons
 - validating internal assessments against external tests
 - providing high quality professional development for teachers and leaders about how students learn, especially in KG
 - improving facilities and resources to enable effective teaching and learning
 - implementing formal procedures to identify special educational needs (SEN) and gifted and talented (G&T) students so that they can be supported or extended effectively.



Progress made since last inspection and capacity to improve



- The school has made adequate progress in meeting the recommendations from the last inspection. While achievement and teaching continue to be acceptable overall, raised expectations are seen in a few lessons, particularly in igh.
- Assessment information is analysed by teachers and used to group students according to abilities. Differentiation is now a developing feature of the school; however, it is not yet fully effective in meeting students' individual needs.
- Resources have increased, such as books and Wi-Fi in the library, PE equipment and manipulatives for KG children and lower primary. However, spaces for year-round play in KG, well-equipped laboratories, and equipment for investigation and research, are limited.
- Students have begun to record their work and extend their writing; however, this is not seen routinely in lessons or in students' work.
- Teachers benefit from training which has resulted in some improvements but has not yet raised student achievement overall.
- Senior leaders monitor teaching and learning regularly which has resulted in improved teaching strategies, mostly seen in Middle and High where teachers have higher expectations of students and set appropriate challenges. Targets in the school development plan are not linked to the inspection framework criteria.
- Based on the implementation of the last inspection's recommendations, the school has maintained acceptable capacity to improve.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Most students' achievement continues to be acceptable as most students attain in line with curriculum expectation and only a few attain above. - Most students make expected progress across all phases of the school. - Students are engaged in their learning and can work in groups. In High, students take greater responsibility for their own learning.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' behaviour, attitudes and enjoyment of learning continue to be positive. Attendance is outstanding although a few arrive late to school. - Students are knowledgeable about UAE culture and heritage and the variety of cultures that make up the school community, but their knowledge and understanding of the wider world is underdeveloped. - Students enjoy taking part in assemblies and creative projects but often rely on teachers to make decisions.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have secure subject knowledge, but their understanding of how students learn is less secure, particularly in KG. - Most teachers now plan lessons to involve students actively in learning, but they do not effectively meet students' individual needs. - Assessment in lessons is not personalised enough to enable the majority of students to make better than expected progress.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum continues to be compliant and meets most students' needs. - Curriculum adaptation to provide challenge for more-able students is not consistent. - The curriculum does not routinely ensure that children in KG can choose what, or how, to learn, or curricular choices for older students.		



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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 continues to provide a safe and caring learning environment for students. • Procedures to promote good behaviour and relationships, and promote attendance, are effective. • There is no accurate identification of SEN or G&T students.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Day-to-day management of the school, procedures and routines continues to be effective. • Middle leaders have an increased role in monitoring teaching and learning but do not focus sufficiently on students' achievement in lessons. • Self-evaluation processes are established but judgements are not based effectively on robust information about students' progress to form targeted improvement actions which raise students' outcomes.		



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
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 expected progress. - Attainment is acceptable. Internal data indicates outstanding attainment, but in lessons and in their work, students attain in line with curriculum standards. - As they move through the school, most students develop their knowledge and understanding of Hadith concepts and can make links to real life. However, their skills in recitation of the Holy Quran are underdeveloped. Students in High can apply their learning to discuss aspects of faith in more depth. - All groups of students make expected progress. More-able students' progress is limited by the lack of depth of understanding of Islamic teaching and concepts.	
	Relative Strengths - Students' understanding of Hadith concepts. - High phase students' deeper understanding of aspects of faith.	Areas of Improvement - Recitation skills. - More-able students' deeper understanding of Islamic teaching and concepts.

Arabic	- Students' achievement in Arabic is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Internal data indicates that attainment is very good, but this is not seen in lessons and in students' work, where most students attain in line with curriculum standards. - In KG, children develop phonic and word recognition skills. However, their application of phonetic skills to reading is less developed. In Primary, they develop strong skills in reading comprehension. By Middle school, students develop their listening, reading and speaking skills using standard Arabic and can engage in a meaningful dialogue. In all phases, students make acceptable progress in writing, but their extended writing skills are less developed as most students produce texts that are short, and grammar is not always accurate. - All groups make expected progress. More-able students do not make accelerated progress, particularly in writing.	
	Relative Strengths - Students' reading comprehension in primary. - Speaking skills using standard Arabic.	Areas of Improvement - KG children's application of phonic skills. - Students' extended writing skills, particularly the more able.



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Social Studies	- Students' achievement in social studies is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Internal data indicates it is outstanding, however in lessons and students' work, attainment is in line with curriculum standards. - As they move through the school, most students develop their sense of national identity. In KG, most children recognise the UAE flag while students in High gain adequate knowledge and understanding about the political and economic reasons for the formation of the UAE. Students are developing appropriate understanding of citizenship in the UAE in Primary, but do not always apply their understanding to the wider world. Students in Middle discuss aspects of the national economy although they do not yet link it sufficiently to the UAE's role in the global economy. - All groups of students make expected progress.	
	Relative Strengths - Students' understanding of citizenship in relation to the UAE. - Understanding of national identity.	Areas of Improvement - Students' deeper understanding of the UAE's role in the global economy. - Students' skills in applying their learning to the wider world.

English	- Students' achievement in English is acceptable. Internal assessment progress data is outstanding, but this is not evident in lessons and students' work where most students are making expected progress. - Attainment is acceptable. Internal data indicates attainment is outstanding, but most students attain in line with curriculum standards in lessons. - In KG, children develop basic vocabulary. They identify words and respond to simple questions, usually with one-word answers. In Primary, students listen to audio material and understand key points. Their spoken English is usually limited to factual recall and they rarely express opinions. In Middle and High, students read a variety of texts with understanding. Most students in high can write for different audiences and purposes but, in other phases, writing skills are under-developed. Students in high speak confidently, using appropriate tone and register. - All groups of students make at least expected progress. However, in KG and primary, progress is slower.	
	Relative Strengths - Students' comprehension skills. - Writing skills in the higher grades.	Areas of Improvement - Students' speaking skills in primary and extended writing skills in Primary and Middle. - Explaining and justifying ideas and opinions.



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Mathematics	- Students' achievement is acceptable overall. In lessons and over time, most students make expected progress. - Internal data indicates attainment is good overall although it is inconsistent between phases. In lessons and students' work, attainment is acceptable, as most students attain in line with curriculum standards. - Children in KG develop their understanding of number using manipulatives. In primary, they use place value to add and subtract but do not use estimation skills. Most students develop understanding of mathematical concepts and have secure mental mathematics skills. In Middle and High, students solve equations and explain their mathematical thinking. Students in all phases rarely apply mathematical skills to solve real life or open-ended problems. - All groups of students make at least expected progress. However, more-able students do not make the progress of which they are capable.	
	Relative Strengths - Understanding of number and solving equations. - Explaining mathematical thinking.	Areas of Improvement - Relating mathematics to real life and solving open-ended problems, particularly for more-able students. - Primary students' skills in applying learning in estimation.

Science	- Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable. Internal assessment indicates good attainment overall, but this is not seen in lessons and in their work. - KG children learn scientific facts, such as the importance of healthy eating on the body but have limited skills in finding things out for themselves. Primary students develop their understanding in life sciences, for example the importance of food chains. In Middle, students make gains in their scientific enquiry skills when they explore how fluids are transferred across cell walls. In High, students solve chemical equations and use scientific vocabulary. In all phases, skills of predicting, hypothesising, researching, carrying out experiments and reporting are less developed. - All groups of students make expected progress. Progress is better in the high phase where students develop their investigation skills.	
	Relative Strengths - Students' knowledge and understanding of scientific concepts. - Use of scientific vocabulary in High.	Areas of Improvement - KG children's skills to find things out for themselves. - Skills of prediction, hypothesising, investigating and reporting.



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Other subjects	- Students' achievement in other subjects is acceptable overall. - Attainment is acceptable as most students achieve in line with curriculum standards in most subjects. Most students make expected progress in lessons except in art where progress across the phases is inconsistent. - In PE, students understand the importance of exercise and most demonstrate adequate motor skills and agility. In ICT, Middle phase students write simple coding programmes. In Design and Technology, students use their scientific knowledge about components of circuits to make and present practical objects. Students develop singing skills and an awareness of tempo and rhythm in music. In art, KG children link geometric shapes to drawing. In both, art and music, students do not routinely make choices or develop creativity. - All groups of students make at least expected progress in most subjects, although more-able students do not make accelerated progress.	
	Relative Strengths - Coding skills in ICT. - Motor skills and agility in PE.	Areas of Improvement - Skills progression in art. - Making choices and being creative in art and music.

Learning Skills	- Students have positive attitudes to learning. They can work independently without teacher intervention, but do not routinely reflect on their own learning and next steps. - Students work well in groups, engage in dialogue and can communicate their learning adequately. When tasks set for group work are not appropriate, less-able students become passive learners. - In lessons, students make a few real-life and cross-curricular links. Their links to life in the UAE are strong. - Students' skills in innovation are emerging. Critical thinking, research, investigation, and problem solving are not fully developed. Students rarely use resources to inquire or increase their independence as learners. Their use of technology is limited to lessons in the computer labs.	
	Relative Strengths - Positive attitudes to learning. - Communication and interaction in group work.	Areas of Improvement - Research, critical thinking, investigation and problem-solving skills. - Reflecting on learning and taking steps to improve.



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, and the development of their innovation skills is acceptable. - Students have positive attitudes to learning as they listen to teachers and try to improve their work. They behave well in lessons and around the school. Bullying is rare. - Students appreciate the need to take regular exercise, eat healthily and they enjoy games during break. They know how to stay safe in school and when using the Internet. - Attendance is 98% and outstanding. Students sometimes arrive late during assembly, but they are punctual to lessons. - Students have a clear understanding of Emirati heritage and know how Islamic values underpin their society. They participate enthusiastically in assemblies and Islamic and national celebrations. They are less aware of cultures not represented in the school community. - In school, students make a positive contribution by leading assemblies and special events. Contributions outside school include supporting a local orphanage and raising money for the Red Crescent. - Students' skills of creativity, innovation and entrepreneurship are underdeveloped, particularly in KG and Primary as they are generally dependent on teachers. Students in High sometimes have creative ideas and develop their own projects. - Students take pride in caring for the environment, for example, recycling in school and planting trees to create an oasis. Areas of Relative Strength: - Attitudes, behaviour and attendance at school. - Understanding of UAE culture and heritage and Islamic values. Areas for Improvement: - Innovation, enterprise and creativity. - Awareness of cultures beyond those represented in the school community.				



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. - Most teachers demonstrate secure knowledge of their subjects but are less secure in their understanding of how students learn, particularly in KG. Teachers plan lessons effectively to ensure that most students meet curriculum standards. - Teachers use questions to engage students and are increasingly beginning to challenge them to develop and justify their ideas, particularly in high. Teachers sometimes enable students to use problem-solving and independent learning skills. - Lesson plans are now adapted to meet the needs of different groups, although they are not sufficiently personalised. - The school analyses internal assessment data, but this does not provide accurate measures of students' progress as they do not reflect achievement in lessons or in students' work. The school is beginning to collect external data but has not yet begun to use it to benchmark their own data. - Assessment in lessons is not sufficiently focused to determine which students meet the learning objective as students often answer questions in chorus. When working in large groups, less-able students often rely on their peers for answers. - Most teachers are generally aware of the strengths and weaknesses of students and offer some support to individuals and groups. Written work is regularly marked, but annotations are usually brief and do not give students helpful advice on what they need to do to improve. Areas of Relative Strength: - Teachers' subject knowledge which enables most students to achieve the lesson learning objectives. - Improved teaching strategies to involve students more actively in lessons. Areas for Improvement: - Teachers' understanding of how students learn, especially in KG. - Assessment against the learning objective in each lesson to obtain reliable data. - Feedback to students on how they can improve their work.				



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 curriculum is acceptable. It is compliant, broad and balanced, but has less emphasis on the development of skills, rather than knowledge acquisition. - There is adequate progression in key subjects, although this is less evident in art. KG provision does not focus sufficiently on helping children to learn through structured play. Links with universities help prepare students for the next stage of education. - Curricular choices are currently not offered to older students. Students have a few choices that develop their interests and aspirations through school clubs and competitions. - Cross-curricular links are routinely planned in lessons although they are not always effective in deepening learning. - The curriculum is reviewed by teams to ensure adequate provision in most subjects. Additional learning experiences, such as remedial and enrichment programmes in English, are provided for the less- or more-able students. - Curriculum modifications meet the needs of most groups of students, but do not help more-able students to accelerate progress. Opportunities for students to develop enterprise, innovation and creativity skills are rarely seen in lessons. - Students often link their learning to life in the UAE in special events, assemblies and in lessons. For example, activities in music, art, D&T and UAE social studies are planned to celebrate Flag Day. - Moral education is taught as a separate subject and integrated into the curriculum through the 'My Identity' programme. The impact of Moral education is evident in students' behaviour in school, their responsibility for the school environment and leading assemblies.				
Areas of Relative Strength:				
- Routine planning of cross-curricular links. - Links with the Emirati culture and life in the UAE.				
Areas for Improvement:				
- Modifications to meet the needs of all learners, particularly more-able students. - Opportunities for choice, creativity, innovation and enterprise in all phases.				



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. The school ensures that students are safe in and outside classrooms. Through well-known child protection procedures shared with 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, as well as around the school, is effective. - Comprehensive records are kept on the maintenance, risk assessment procedures, and fire safety, and in the clinic. - The school's premises are old but adequately maintained through regular risk assessments. The school has ramps for wheelchair access and shaded outdoor areas. However, there are no indoor gyms or play areas for use during hot weather. - The school encourages students to live healthily in assemblies, activities and lessons. The nurse runs awareness programmes on topics such as nutrition and cleanliness. - Staff and students interact with mutual respect and procedures for managing behaviour are successful. The school promotes outstanding attendance and communicates with parents about lateness. - The school does not have accurate systems to identify students with SEN, other than students who have hearing or vision impairment. There is no SEN teacher, or procedures for identifying G&T students to ensure that students receive the support or challenge they need. - Careers guidance is offered through visits to universities or talks in school, so students are aware of options. Areas of Relative Strength: - Arrangements to ensure students' health, safety and security. - Relationships between students and staff, behaviour management and the promotion of attendance. Areas for Improvement: - Systems to ensure accurate identification of SEN and G&T students. - Provision of facilities for sport and active play throughout the year.				



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	Acceptable
- The overall effectiveness of leadership and management is acceptable. - Most leaders have an adequate understanding of the curriculum and best practices in teaching and learning and include overall national priorities in their plans, but they are not yet fully effective in achieving high standards. - Self-evaluation judgements are based on internal assessment rather than the expectations of the inspection framework criteria. Staff are involved in self-evaluation processes and are held accountable for various aspects of improvement. Leaders demonstrate sufficient capacity to improve and most are aware that they can develop further. - The SDP has resulted in adequate improvements against the recommendations from the last inspection, such as improved planning and teaching through training, and regular monitoring of teaching and learning. However, there is not enough focus on the impact of this on students' achievement in lessons. - Parents' views are encouraged through a parent council and surveys. Reporting and communication are regular and keep parents informed about their children's learning. The school engages with community organisations, such as the Autism Centre, and hosts competitions and events for local schools. - Governors contribute to improvements in health and safety, resources and staffing. However, they have limited knowledge of the school's actions to improve academic achievements. - Middle leaders take responsibility for day-to-day management and the school runs smoothly. - There are specialist rooms for ICT, a library and a science laboratory with limited resources. Facilities do not yet effectively promote enquiry and investigation for students or encourage curiosity or developmental play for KG children. - The school encourages students to participate in IBT to benchmark their attainment. Students participate in PISA and TIMSS but the schools does not prepare students for it. . The school does not yet use external tests to benchmark internal assessments or to identify gaps in students' knowledge, understanding and skills.	
Areas of Relative Strength:	
- The day-to-day management of the school. - Reporting to parents.	
Areas for Improvement:	



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- Accurate self-evaluation based on the inspection framework criteria, to inform the school development plan with measurable targets to raise standards.
- Monitoring of teaching and learning that focuses on students' achievement.



Provision for Reading

Provision for Reading

- The school library is adequately stocked with Arabic and English books, with a range of fiction and non-fiction texts. The library has computer facilities to encourage individual research and is a suitable reading environment.
- Students have one lesson per week in the library in Arabic and English, use the library at break times, and borrow books to take home.
- Reading is a priority in the school. Reading comprehension is integrated into all subjects but teachers, other than language teachers, have not been specifically trained in the teaching of reading.
- A reading enrichment programme encourages reading for pleasure. Students complete a booklet when they have read a book, and activities encourage them to reflect on what they have read.
- Parents are involved in reading with students at home, in both English and Arabic, through a reading log.
- The school provides a wide variety of extra-curricular activities to promote reading, for example a competition to recognise letters in KG, and spelling bee and poetry events.