



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Al Eman Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Eman Private School		
School ID:	9092	School phases:	KG to Middle
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED6,000 - AED12,000 (Very low to low)
Address:	Sheikh Rashid Road, Al Karama Abu Dhabi	Email:	9092@adek.abudhabi.ae
Telephone:	+097 (2) 4434071	Website:	www.alemanprivateschool.com

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

Staff Information			
Total number of teachers	34	Turnover rate	2%
Number of teaching assistants	3	Teacher- student ratio	1:12

Students' Information				
Total number of students	410		Gender	Boys and girls
% of Emirati students	0 %		% of SEN students	1%
% of largest nationality groups	Egypt 31%			
	Syria 19%			
	Sudan 12%			
% of students per phase	KG	Primary	Middle	Secondary
	15%	46%	39%	0%



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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:	71	Number of joint lessons observed:	25

The overall performance of the school:

- Since the previous inspection, the school has doubled in size and extended to kindergarten (KG). In the last year, 12 teachers and a new principal have been appointed. Teachers' responsibilities and class sizes have increased to cover staff shortages.
- The overall performance of the school is acceptable. Overall, students' achievement is acceptable in most subjects. Changes introduced by the new senior leadership team (SLT), have yet to impact on teaching and students' achievement or personal and social development.

Key areas of strength and areas for improvements:

Key areas of strength

1. Students' attendance and willingness to learn.
2. Principal's direction, planning and improved partnership with parents.
3. Leaders' training and monitoring of teachers to improve lesson planning.
4. Curriculum links that transfer learning and enhance students understanding of UAE heritage.

Key areas for improvement

- Improve achievement in all core subject areas, particularly primary social studies and KG English by:
 - raising teachers' expectations
 - further improving students' Arabic and English skills through a whole-school literacy strategy
 - developing students' skills in scientific investigation, mental arithmetic and Tajweed recitation
 - establishing effective classroom management in Grade 1 to 3
 - working with parents to improve punctuality.
- Further develop students' problem-solving and innovation skills and their responsibility for their own learning by:
 - providing more opportunities for independent learning, and use of technology for research

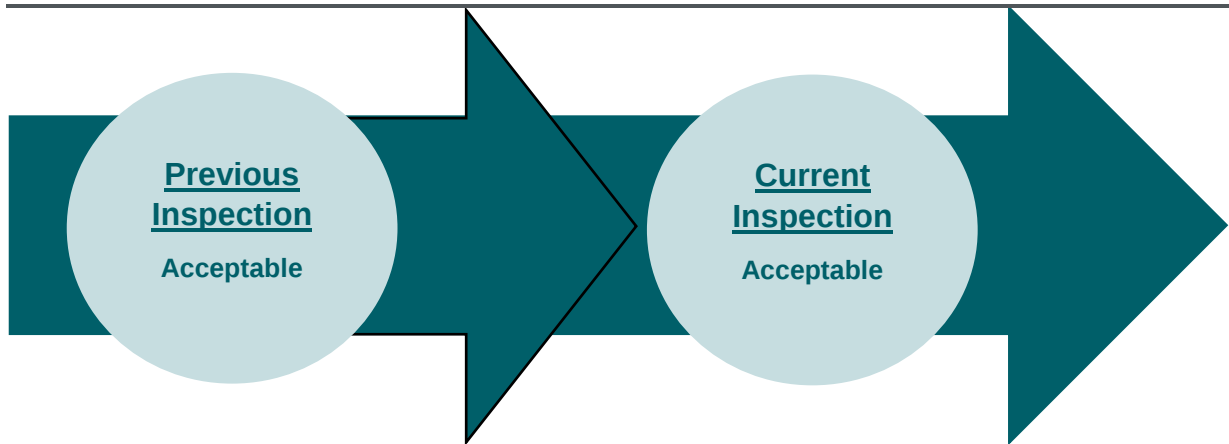


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- extending innovation skills in lessons and through extra-curricular activities
- encouraging students to use feedback to set personalized learning goals and monitor their own learning progress.
- More rigorous use of assessment outcomes to better meet the needs of lower achievers and challenge higher achievers, including the gifted and talented (G&T) by:
 - improving identification, provision and support for students with special educational needs (SEN) and G&T students
 - using assessment data to identify the gaps in learning and meet individual needs in all core subjects
 - Using assessment information to monitor their progress and plan intervention.
- Improve governors' provision of appropriate resources and facilities to support learning and personal development in all phases, especially in KG by:
 - clarifying vision through stakeholder consultation
 - developing a comprehensive, staged and funded plan for premises and resources, including access and support requirements for SEN and G&T students.



Progress made since last inspection and capacity to improve



- Leaders have made acceptable progress in addressing most of the recommendations in the previous inspection report. Students' achievement remains acceptable in all core subjects. In primary, English achievement has improved to acceptable but social studies remains weak.
- With improved environment and consistent lesson planning, teachers now use a wider range of strategies that cater for most students but do not consistently extend the more able.
- A systematic approach has been adopted to the teaching of English phonics. Consequently, reading shows improvement, especially in Grade 1 to 3. This is less effective in English in KG.
- Imaginative project briefs have engaged students in independent writing activities in English and Arabic. Writing for a range of purposes requires further development.
- Systems to identify and support SEN students are in place. However, individual education plan (IEP) goals are not effectively implemented. Identification of G&T students has not yet started
- Students' learning skills, particularly their use of technologies to assist learning, have yet to improve independent learning.
- Training has improved teachers' questioning. This is routinely used to check learning, but inconsistently to promote higher order thinking. Lesson plans are insufficiently differentiated to cater for identified groups. The development of students' independent learning and innovation skills is insufficient.
- Assessment data used to track student progress is not yet consistent. Marking shows adherence to the school's policy but students' self-assessment sheets are often incomplete. Written and verbal feedback does not consistently show students how to improve.
- Middle leaders use assessment data in monitoring student progress. The use of assessment data to design lessons is inconsistent.
- Leaders have sustained acceptable students' achievement in all subjects during a time of change. Overall, the school's leadership capacity to improve is acceptable.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Overall achievement remains acceptable. Primary English has improved from weak to acceptable. Achievement in primary social studies and KG English remain weak. - Most students make acceptable progress, but progress of SEN and higher achieving students is insufficient. - Students are willing and cooperative learners, linking their learning to real life. Their use of learning technologies, self-responsibility and innovation are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Acceptable	Change from previous inspection	Regressed
Justifications	- Students' personal development has declined to acceptable, due to the enrolment of a large number of younger students with lower levels of personal development. - and a period with no principal. It remains good in middle. - Students are willing learners and cooperate well. Attendance and punctuality are good, overall. A few misbehave in primary classes. - Students have an adequate appreciation of Islamic values, UAE heritage, and their environment. They are less aware of other cultures. Their innovation, enterprise and entrepreneurship skills are under-developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers' secure knowledge and planning of a range of activities and links promote active learner engagement, enabling most students to progress appropriately. - Teaching to meet the needs of all groups of students and promote their innovation skills is underdeveloped. - Teachers' use of assessment information to monitor progress and plan to meet individual learning targets is inconsistent across the school.		

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



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Justifications	• Cross-curricular and UAE culture links are well integrated, but opportunities to develop innovation and enterprise skills are insufficient. • There are limited curricular choices and extra-curricular activities to cater for students' interests and aspirations. • Reviews are regular but insufficient adaptations are made to support lower and higher achievers, including SEN and G&T.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Facilities have been upgraded and systems put in place for child safety and protection. Promotion of the anti-bullying policy, including cyber-bullying and healthy lifestyles, is not yet fully effective. • Positive relations between staff and students support the effective implementation of attendance policies, but punctuality systems require review. • Systems identify SEN but not G&T and support for these groups is insufficient to extend learning.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• New leaders have sustained acceptable achievement. The principal provides clear direction. Monitoring of teaching is insufficiently focused on student outcomes. • Partnerships with parents are now good, but there are few links with local and national communities. • Governance and the management of staffing, facilities and resources are acceptable. The impact of the influx in number of students has not been sufficiently well managed.		



Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable. In lessons and over time. Most students make expected progress. - Attainment is acceptable overall. The school's end of year results and MoE exams show attainment to be outstanding. These results are not supported by lessons and student work, where attainment is acceptable. - Children's knowledge of Islamic faith and values are established in KG. Most students continue to build upon this knowledge in primary and middle. They develop acceptable understanding of Islamic teachings and their application to everyday life. Their deep understanding of Islamic concepts is less evident. Their recitation of age-related Holy Qur'an surahs is appropriate and respectful, but only a minority follow Tajweed rules. - Most groups make expected progress, but the most and least able are not making the progress they are capable of.	
	Relative Strengths - Children and students' knowledge and understanding of Islamic faith and values. - Students' understanding of the Islamic teachings and how to apply it in their lives.	Areas of Improvement - Students' recitation skills and following Tajweed rules. - Students' deep understanding of Islamic concepts.

Arabic	- Students' achievement in Arabic as a first language is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable overall. The school's end-of-year results and MoE exams show attainment is outstanding overall and very good in primary. These results are not supported by classroom observations and student work where attainment is acceptable. - Children in KG make acceptable progress in the development of listening, speaking and reading skills. By primary, students respond adequately to teachers' questions, but do not always use standard Arabic. They read a variety of texts following 'Tashkeel' rules and can identify key ideas in poems. In middle, students show clear understanding of new concepts such as literary images, but their extended and creative writing is less well developed. - Most groups make expected progress, but the most and least able are not making the progress they are capable of.	
	Relative Strengths - Students' listening, and reading skills. - Middle phase students' understanding of new concepts.	Areas of Improvement - Students' writing skills including creative and extended writing. - Students' use of standard Arabic.



Social Studies	- Students' achievement in social studies is weak overall. It is acceptable in KG and middle phase. In lessons and over time at least a minority do not make expected progress. - Attainment is weak overall. The school's end-of-year results and MoE exams show overall attainment is outstanding and very good in primary. These results are not supported by lessons and student work where attainment is weak overall and acceptable in KG and middle. - Most KG children develop expected levels of knowledge about the UAE, including flag colours. Primary students make weak progress in gaining knowledge and understanding in UAE history, for example in identifying historical changes in UAE and grasping new terminology, in middle phase, students develop acceptable knowledge of the history of the Arabian Peninsula using a timeline. - Only a majority of groups make expected progress. Progress of the less able and higher achievers is insufficient, particularly in primary.	
	Relative Strengths Middle phase students' construction of historical timelines.	Areas of Improvement - Primary phase students' knowledge of UAE history, for example the historical changes. - Students' understanding of subject-specific new terminology.

English	- Students' achievement in English is acceptable overall, but weak in KG. In lessons and over time most students make expected progress. - Attainment is acceptable overall. In the school's end-of-year results and MoE exams, attainment was very good in primary and outstanding in middle phase. This is not supported by lessons and student work, where attainment is acceptable in primary and middle phases but weak in KG. - Children start KG with low levels of English vocabulary and make weak progress in listening and speaking. As they develop phonics skills in primary most students make expected progress in listening, speaking and reading. In better lessons in middle they can engage critically with reading of text and speak confidently. Writing for specific purposes, such as reports, is less well-developed in all phases. - Progress of higher achievers and those of lower ability is insufficient to optimise their potential.	
	Relative Strengths - Students' confidence in speaking in primary and middle phases. - Students' listening skills and ability to answer questions appropriately.	Areas of Improvement - Children's reading readiness in KG. - Students' ability to write for a variety of purposes, such as reports.



Mathematics	- Students' achievement in mathematics is acceptable overall. In lessons and over time most students make expected progress. - Attainment is acceptable. The school's end-of-year results and MoE exams show that attainment is good, but this is not supported by lessons and student work, where most students' attainment is in line with curriculum standards. - Children in KG extend their ability to count and make picture addition sentences. Over the primary phase students make progress in number sense and spatial concepts, developing the ability to divide by whole numbers and decimals. By the end of middle phase students can write and graph linear equations and model real-world data with equations. Use of measurement units and mental computations are less well-developed. - All groups make at least expected progress, except SEN and higher achievers where their progress is limited.	
	Relative Strengths - Students' acquisition of number sense. - Students' understanding of spatial concepts.	Areas of Improvement - Students' use of measurement. - Students' ability to perform mental calculations.

Science	- Students' achievement in science is acceptable overall. In lessons and over time most students make expected progress. - Attainment is acceptable. The school's end-of-year assessments and MoE exams show good overall attainment in primary. These results are not supported by lessons and students' work, where students' theoretical knowledge is acceptable. - Children in KG make acceptable progress in observing and talking about their learning using age-appropriate, scientific vocabulary. Over the primary and middle phases, students learn to apply their learning across different subject areas and to the local context. Their investigative skills, ability to handle equipment and scientific report writing are not as well-developed. - The most-able students do not develop the skills needed to work independently on innovative projects.	
	Relative Strengths - Students' theoretical knowledge and their observation skills. - Students' ability to apply their learning.	Areas of Improvement - Students' ability to handle equipment and their investigative skills. - Students' scientific report writing.



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Other subjects	- Students' achievement in other subjects is acceptable overall. In lessons and over time most students make expected progress. - Attainment is acceptable. The school's end-of-year assessments show outstanding attainment. These results are not supported by lessons and student work, where most students attain in line with curriculum standards. - Children make acceptable progress in KG as they use drawing, colouring and shaping to express their learning in all subjects. In computer design, students can create a code that detects and responds to sound. In drama, students spontaneously perform plays representing scenarios from the real world. In physical education (PE), students' progress in developing PE and sport skills is slow because of students' irregular participations. - All groups make at least expected progress, although higher achieving students do not make rapid progress in all phases.	
	Relative Strengths - Children's creativity in KG. - Students' computer and drama skills	Areas of Improvement - Students' PE and sport skills. - Progress of higher achieving students in all other subjects.

Learning Skills	- Students are willing to learn, but their ability to work independently and take responsibility for their own learning is underdeveloped. - Students interact cooperatively within groups and share ideas. - Students can make links between learning areas, particularly with their UAE heritage and real life. - Students' innovation skills, and their use of technology to research are developing features.	
	Relative Strengths - Making links between subjects that apply to real life and UAE heritage. - Students' cooperation and communication within groups to share ideas.	Areas of Improvement - Students' innovation skills and use of technologies to support learning. - Students' responsibility for their own learning.



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

Indicators:	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Good	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	N/A
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A
- Students' personal and social development is acceptable overall, but the development of their innovation skills is weak. Personal development is good in middle. The decline from the previous inspection is due to a period with no principal and a large number of younger students arriving with lower levels of personal development. - Students are willing to learn, and most have adequate behaviour in primary. By middle phase, students have matured, with positive behaviour and respectful attitudes. - Students know how to keep themselves safe and healthy but are yet to take responsibility for this aspect of their development. A minority still bring unhealthy snacks and do not keep fit as shown by school obesity records, participation in sports and exercise at assembly. - Attendance is very good (97%). A minority of students arrive late to assembly and a few are not punctual to classes, making attendance and punctuality good overall. - Students demonstrate appropriate appreciation of Islamic and UAE values through their reading of the Holy Qur'an, their respect for the flag, and by enthusiastic singing of the national anthem in assemblies. Students actively participate in cultural events such as Flag Day, and make links in lessons across the curriculum. Awareness of other world cultures is less developed, although international food day celebrates the school's diversity. - Students' involvement in volunteer work and environmental actions is irregular, and they lack a strong sense of social responsibility. - Students' creativity is adequately developed through activities in art, drama and computer design. Apart from English and science, where teachers have integrated problem-solving projects, students' innovation, enterprise and entrepreneurship skills are under-developed in most lessons. Areas of Relative Strength: - Students' attendance and willingness to learn. - Positive attitudes and behaviour of middle phase students. Areas for Improvement: - Respectful behaviour of younger students and adoption of healthy lifestyles. - Students' innovation, enterprise and entrepreneurship skills and their social responsibility.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
Assessment	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of teaching and assessment is acceptable. - Most teachers demonstrate secure subject knowledge. Teachers' consistent planning creates strong links between subjects and with UAE culture. - Teachers use questions adequately to check students' understanding. They use different strategies, such as cooperative learning, to meet the needs of most students. Lower and higher achieving students, and those with SEN and G&T, do not consistently receive the support required. - Teaching to develop students' innovation and problem-solving skills and teachers' use of technologies to promote independent learning are insufficiently developed. - The internal assessment processes are consistent and provide valid and clear measures of students' attainment in the majority of subjects. The school has begun to benchmark attainment results against international standards. Teachers do not always show clear understanding of national benchmark expectations. - Teachers use assessment information to identify gaps in students' learning and extra tuition is provided before school. Assessment data are better used in middle phase in English, science and mathematics to monitor progress and adapt lessons to meet students' needs. This best practice is not evident in the rest of the school. - Marking is consistent, but written feedback is insufficiently personalised to provide students with clear next steps to improve. English teachers regularly use peer and self-assessment strategies, but these are not consistent across subjects. Areas of Relative Strength:				
- Teaching strategies that engage most learners. - Teachers' adaptation of lessons to match needs in English, mathematics and science. Areas for Improvement:				
- Teaching to promote problem solving and innovation skills. - Teachers' consistent use of assessment information, especially in primary and KG.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A
Curriculum adaptation	Weak	Weak	Weak	N/A
- The overall quality of the curriculum is acceptable. Curriculum adaptation is weak. The curriculum is based on MOE standards and is broad and balanced although the focus is more on acquisition of knowledge than gaining skills. - Cross-curricular links, with real-life applications, are integrated within the curriculum. - There are few curricular choices for older students to develop their career interests. The curriculum offers a limited range of extra-curricular activities. There are occasional competitions, such as for reading and sports, and cultural events to enrich students learning. Secure links with Emirati culture and UAE society are embedded across most aspects of the curriculum. - Curriculum reviews are regular, and the curriculum is modified adequately to meet the needs of most students. However, the curriculum is insufficiently adapted to provide support and challenge to SEN and G&T students. - Planned opportunities for students to work innovatively are offered in middle phase English and in science projects, but only occasionally provided in other subjects. Curriculum modification to allow students to develop enterprise skills are insufficient. - Moral Education is timetabled as a standalone subject in primary and middle phases but integrated in KG. It complies with requirements. Most students understand concepts such as friendship and caring, and they apply moral values to their daily lives, evident in their respect towards adults. Areas of Relative Strength: - Cross-curricular links assist students' learning. - Links with Emirati culture and society. Areas for Improvement: - Modification of the curriculum to meet the needs and interests of all groups of students. - Opportunities in the curriculum for enterprise, innovation, creativity, and social contribution in lessons and in extra-curricular activities.				



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	Acceptable	Acceptable	Acceptable	N/A
Care and support	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of protection, care, guidance and support for students is acceptable. - The school's procedures for safeguarding students are adequate. Students feel safe and know what to do if they are bullied. New students and teachers are less aware of anti-bullying procedures. - The school environment is clean and improved record-keeping and monitoring systems ensure acceptable safety arrangements. Supervision of students is adequate, including on school transport. - Not all school facilities meet the needs of all students. Movement between classes on narrow stairways is not well managed. - The school has raised awareness of healthy lifestyles. However, ineffective monitoring results in inappropriate food choices made by a minority of students. Students have limited opportunities for physical activities. Students and staff show mutual respect. - The school and staff communicate well with parents and students. Staff know how to implement most policies and are well-supported by school leaders. High attendance rates indicate effective systems, but punctuality is less well-managed in lower grades. - The school has appropriate systems in place to identify SEN students. A co-ordinator provides one-on-one support based on IEP, however support in class is inconsistent. The school has few set procedures to identify and support G&T students. - Advice, support, and guidance to all students are adequate, although impact on recently new students has been less evident. Students' well-being and personal development are regularly monitored. Academic guidance for older students is adequate. Areas of Relative Strength: - Respectful staff-student relationships and clear procedures for care and safeguarding of students. - Effective attendance policy. Areas for Improvement: - Identification and provision for G&T, and support structures for SEN students, those with physical disabilities and new students. - School community awareness of anti-bullying policy, including cyber-bullying, and monitoring of healthy lifestyles.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The new principal has a clear, shared vision. School plans are focused on raising the achievement of all students. - The principal, in collaboration with middle leadership, has implemented a comprehensive teacher development programme. This has yet to raise overall achievement. Communication across the school and with parents is now more effective. Revised roles and responsibilities have raised staff morale. - The self-evaluation form (SEF) is informed by data, although inaccurate results have masked the need for improvement in some areas. The school's revised development plan (SDP) shows an accurate view of key priorities. Monitoring of teaching and learning is regular, but insufficiently focused on student outcomes. - Partnerships with parents are good. Communication and reporting systems ensure parents are well-informed of students' progress and can contribute to school life. The school has limited opportunities for students to volunteer locally and international connections are not yet established. - Governance is acceptable, ensuring all statutory requirements are met. Governors receive regular reports from the principal and seek views from staff, students and parents to hold senior leaders to account. Better planning in response to roll growth is needed to support learning and personal development, especially in KG. - The day-to-day management of the school is satisfactory. There is no playground or activity centre for KG and no access for disabled students. The school is adequately resourced with technological resources, although these are not always used effectively to promote students' learning. - In preparation for TIMSS, the school uses previous results from 'Question a Day' to stimulate discussion in lessons. The school participated in mock PISA and IBT to benchmark and better prepare students for future success in international assessments.	
Areas of Relative Strength:	
- Principal's clear direction and collaborative improvement planning with middle management. - Effective partnerships with parents.	



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Areas for Improvement:

- Governors' provision of appropriate facilities and resources and management of the influx in number of students.
- More rigorous monitoring of teaching based on learning outcomes.



Provision for Reading

Provision for Reading

- The library provides an adequate support for improving reading. There is a need for age-appropriate readers in Arabic and English.
- Library lessons are timetabled weekly for both languages. Primary classrooms have sometimes inaccessible reading corners. In 'Reading Month' a reading corner is set up in the playground.
- Teachers of English and Arabic receive training on teaching reading comprehension. A vacant phonics specialist position means this is not well taught in KG and lower grades.
- To check understanding, students discuss themes and characters from books they have read. In both languages, students are asked to prepare summaries to interest other students to read. In English a reading log tracks reading mileage and levels are reviewed.
- A school plan encourages Arabic but not English reading.
- The school participates annually in the Abu Dhabi Reading Challenge competition.
- Assessment systems evaluate students' reading capabilities and track progress in English but not in Arabic.