



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Al Hamdaniya Grand Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Hamdaniya Grand Private School L.L.C.		
School ID:	9140	School phases:	KG1 to Grade 12
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED4,000 to AED8,900 (very low)
Address:	Al Khalidiyya Al Ain	Email:	9140@adek.gov.ae
Telephone:	+971 3 781 3114	Website:	www.alhamdanyaschool.ae

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

Staff Information			
Total number of teachers	42	Turnover rate	7%
Number of teaching assistants	2	Teacher- student ratio	1:17

Students' Information				
Total number of students	697		Gender	Boys and girls
% of Emirati students	7 %		% of SEN students	1 %
% of largest nationality groups	Syria 36%, Jordan 14%, Sudan 11%			
% of students per phase	KG	Primary	Middle	Secondary
	9 %	32 %	29%	30 %

Inspection Details			
Inspection Hijri dates from:	2/06/1441	to	5/06/1441
Inspection Gregorian dates from:	27/01/2020	to	30/01/2020
Number of lessons observed:	106	Number of joint lessons observed:	15



The overall performance of the school:

- The school opened in 1994 and the principal has been in post for five years. Since the previous inspection, the school has opened a new facility and three new teachers have been appointed but class sizes remain large.
- The overall performance of the school is acceptable. While teaching has improved achievement in social studies in Primary and in science overall, achievement remains acceptable overall. Children's achievement in Kindergarten (KG) is good. Leadership is acceptable, although the school's self-evaluation is not well-aligned to the UAE school inspection framework.

Key areas of strength and areas for improvements:

Key areas of strength

- The holistic and integrated curriculum in KG, leading to strong progress.
- Students' understanding of UAE heritage and appreciation of Islamic values reflected in their respectful behaviour.
- Identification of lower-achievers and students with special educational needs (SEN) and improved follow-up of their progress.
- Positive partnership with parents.

Key areas for improvement

- Achievement in all subjects by:
 - raising teachers' expectations of students' capabilities and ensuring lessons are student-centred
 - adopting an integrated literacy programme to enhance students' reading and improve their extended writing skills
 - improving the quality of teachers' written feedback and allowing students to set and monitor learning goals
 - working with parents to improve attendance and punctuality.
- More effective teaching methodologies to better meet all students' needs by:
 - improving the provision and support for gifted and talented (G&T) students within lessons
 - using continuous assessment to identify emerging gaps in students' learning and more effectively plan to meet these individual needs.
- Students' critical thinking, innovation and enterprise skills by:
 - providing more opportunities for students' independent learning, enterprise and use of technology to research
 - integrating opportunities for innovative projects and problem-solving investigations within lessons.

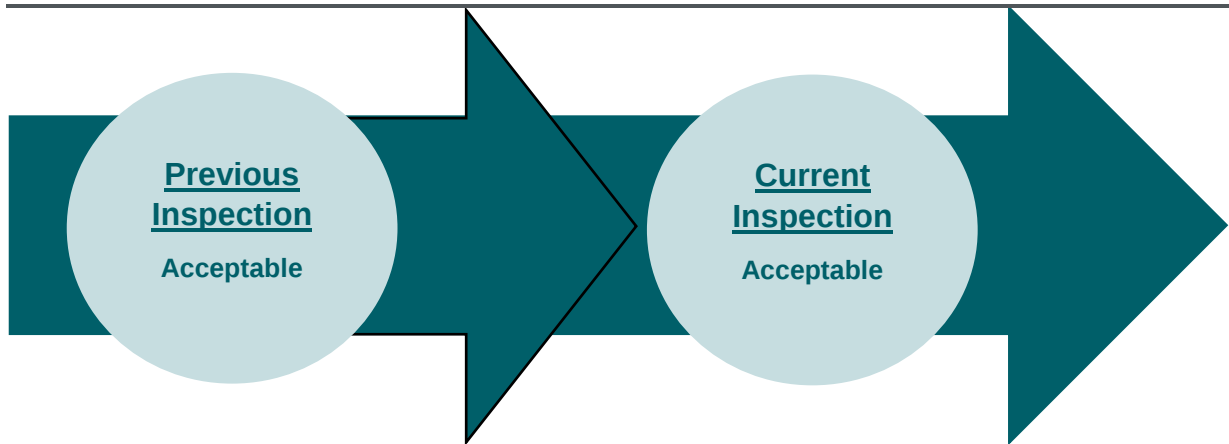


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- Leadership development to enable more rigorous monitoring of teaching based on student outcomes by:
 - reviewing the system for monitoring of teaching to more closely align to the UAE school inspection framework's emphasis on students' progress and the development of learning skills
 - improving the skills and time allowance for middle managers to more effectively monitor and coach underperforming teachers
 - using achievement data to better inform the professional development needs of teachers and leaders.



Progress made since last inspection and capacity to improve



- While the school has made acceptable progress in addressing the recommendations from the previous inspection, students' achievement remains only acceptable in core subjects.
- Identification of lower-achievers, SEN and G&T students has improved. Clubs and projects extend G&T students, but they receive insufficient challenge in lessons. SEN students' individual education plan (IEP) goals are not consistently incorporated into teachers' planning. Modified activities and worksheets insufficiently support and challenge either group to extend learning.
- Students' progress is tracked termly using assessment data, but the close level of monitoring needed to provide prompt and appropriate interventions for G&T is not yet in place within subjects.
- Benchmarking using ADEK benchmarks is inconsistent. Assessment is not yet effectively used to modify the curriculum to promote twenty-first-century skills, such as innovation.
- The continuing professional development (CPD) programme has improved students' learning skills, enabling them to cooperate, share ideas and make better links between subjects. Students' independence, their use of technology, and their innovation and enterprise skills are less developed.
- With the improved environment and consistent lesson planning, teachers now use a wider range of cooperative learning strategies that have provided more active learning in all subjects, improving achievement in Primary phase social studies and science.
- The majority of middle leaders monitor achievement levels within departments, but do not sufficiently focus on monitoring and coaching teachers with weaker skills.
- With the recent improvement in the learning environment, overall, the school leadership's capacity to improve the school further is acceptable.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Although achievement is good in KG and has improved in Primary social studies and in science, students' overall achievement remains acceptable. - Most students make acceptable progress. Progress has declined from good to acceptable in High phase mathematics and Arabic middle phase. Higher achieving students make insufficient progress. - Students cooperate well in groups. Their innovation skills are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Students' relationships and attitudes to learning are responsible. - Students have clear understanding and appreciation of Islamic values and UAE culture and heritage. Their understanding of other cultures is developing. - Students take on roles within the school and local community. Their innovation skills are insufficiently developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers' use of cooperative learning activities enables most students to progress acceptably. Teaching is more effective in KG. - Teachers' use of assessment information is now more consistent. - Teachers' written feedback is insufficient to enable students to know how to improve.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Cross-curricular and UAE culture links are integrated, but opportunities to develop innovation and enterprise skills are insufficient. - The holistic curriculum in KG is a strong feature. - Reviews are regular, but adaptations are insufficient to meet the needs of higher achievers, including G&T.		



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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	Regressed
Justifications	• Mutually respectful relationships create a positive learning environment. Safeguarding procedures are established. • SEN and G&T students are identified, but provision is inconsistent. • The school provides a safe environment but does not have secure procedures to ensure all incidents, including bullying, are accurately recorded and actioned.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Leaders have maintained achievement, improving weak areas. However, their focus on improving the learning environment and managing data has been at the expense of ensuring higher standards. • Monitoring of teaching is insufficiently focused on student outcomes. • Partnerships with parents are now good. Governance is effective and the board is aware of the school's shortcomings.		



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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	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Acceptable



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Islamic Education	- Students' achievement in Islamic education is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable. Attainment in internal assessments is very good. MoE Grade 12 examination results are outstanding. However, in lessons and students' work, most students' attainment is in line with curriculum standards. - In KG, children develop an acceptable understanding of short Surah. Primary students can read and explain verses from the Holy Qur'an, but their recitation skills are less developed. Middle students show acceptable understanding of the different doctrines in Islamic Faith. In High, most students confidently read verses from the Holy Qur'an, but their recitation skills following the Tajweed rules are less secure. Overall, students show acceptable understanding of Islamic values, teaching and etiquettes but they do not always make links to real-life to deepen their learning. - All groups of students make acceptable progress but the progress of higher achievers and G&T students is insufficient.	
	Relative Strengths - Understanding of verses of the Holy Qur'an. - Understanding of doctrines in Islamic Faith in Middle.	Areas of Improvement - Recitation skills following Tajweed rules in Primary and High. - Making links to real-life to deepen learning.
Arabic	- Students' achievement in Arabic is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Attainment in internal assessments is very good. MoE Grade 12 examination results are outstanding. However, in lessons and students' work, most students' attainment is in line with curriculum standards. - KG children's development of their listening, speaking and word-recognition skills is acceptable. Primary students gain secure listening, comprehension and speaking skills, but reading and writing are less-developed. In Middle, students read aloud with expression and can identify key ideas but cannot write a summary with grammatical accuracy. By High, most students identify main ideas in poems when reading, but their extended reading and writing skills are insufficiently developed. - All groups of students make acceptable progress but higher achievers and G&T students do not always receive sufficient challenge.	
	Relative Strengths - Listening and speaking skills in KG and Primary. - Comprehension skills in Middle and High.	Areas of Improvement - Students' accuracy in applying grammar rules in writing in Middle. - Students' extended reading and writing skills particularly in High.



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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. Attainment in internal assessments and MoE Grade 12 examinations is outstanding. However, in lessons and students' work, most students attain in line with curriculum standards. - KG children are developing their understanding of the UAE context and can classify transportation types. Primary students are knowledgeable about geographical features, but their ability to read maps and analyse information to extend their learning is less well developed. Middle students understand the contribution of past leaders but their knowledge of the sequence of historical events leading to the establishment of the Islamic State is less evident. Students in High understand the concept of environmental sustainability. - All groups of students make acceptable progress but higher achievers and G&T students do not always receive sufficient challenge.	
	Relative Strengths - Knowledge of geographical features in Primary. - Understanding of environmental sustainability.	Areas of Improvement - Ability to read and analyse maps to extend learning. - Students' deep understanding of the history of the Islamic State

English	- Students' achievement in English is acceptable overall but good in KG and High. In lessons and over time, all students in Primary and Middle make acceptable progress, and the majority in KG and High make good progress. - Attainment is acceptable overall. Internal and MoE Grade 12 assessments show outstanding attainment, but this does not match what is seen in lessons in all phases. - KG children's listening, speaking, and letter and word-recognition skills are developing well. Primary and Middle students' listening and speaking skills are acceptable, but reading and writing skills are not as strong. Students in High present project work confidently and fluently, demonstrating above expected levels of speaking and reading for meaning. Their extended writing skills are less developed. - The majority of groups make good progress in KG and High, but higher achievers and G&T students are inconsistently extended, especially in Primary and Middle phases where all make expected progress.	
	Relative Strengths - KG children's developing language skills. - Fluent oral presentation skills in High.	Areas of Improvement - Reading and writing skills in Primary and Middle. - Extended writing skills in High.



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Mathematics	- Students' achievement in mathematics is acceptable overall, but good in KG. In lessons and over time, all students make expected progress, except in KG where the majority of children make good progress. - Attainment in mathematics is acceptable overall, and good in KG. Attainment in internal and MoE Grade 12 assessments are good. However, in lessons and students' work, most students attain in line with curriculum standards in Primary, Middle and High. - KG children develop a very solid foundation of numeracy skills on which to build their mathematical learning. Students develop acceptable understanding of pattern and number sequences, but their application of algebraic concepts is less well developed in Middle. High phase students understand functions and derivatives. Overall, students' mental mathematics and ability to solve word problems are less well developed. - All groups make expected progress, but progress of higher achievers is insufficient, except in KG.	
	Relative Strengths - KG children's numeracy skills and younger students' understanding of pattern and number sequences. - Older students' understanding of functions and derivatives.	Areas of Improvement - Students' skills to solve word problems and mental mathematics skills. - Middle students' application of basic algebraic concepts.

Science	- Students' achievement in science is acceptable overall, but good in KG. In lessons and over time, all students make expected progress, except in KG where the majority of children make good progress. - Attainment is acceptable overall, but good in KG. Attainment in internal and MoE Grade 12 assessments is very good. However, in lessons and students' work, most students attain in line with curriculum standards in Primary, Middle and High. - KG children can make clear observations to categorise and test simple predictions. Primary students' scientific knowledge is developing and they discuss ideas using age-appropriate terminology. In Middle and High, students understand theoretical concepts and gain limited practical experience, recording simple findings and drawing basic conclusions. Overall, students' investigative skills, their ability to use scientific equipment safely and evaluate findings to write scientific reports are insufficiently developed. - All groups make expected progress, but progress of higher achievers is insufficient to extend their learning, except in KG.	
	Relative Strengths - Students' observation and categorisation skills in KG. - Students' knowledge of scientific terminology.	Areas of Improvement - Students' investigative skills and safe use of scientific equipment. - Students' analysis and evaluation of findings and report writing using scientific method.



Other subjects	- Students' achievement in other subjects is acceptable overall. In lessons and over time, most students make acceptable progress, except in KG and overall in music and physical education (PE), where progress is good. - Attainment is acceptable overall, and good in KG, music and PE. Internal attainment results are outstanding. However in lessons and students' work, most students attain in line with curriculum standards overall in other subjects. - KG children's creativity and imagination are extended by a rich range of activities to link learning, making models, dancing and singing to music and keeping fit by frequent daily exercise. In Middle and High, PE students apply ball-handling skills to competitive basketball, volleyball and football. In music, students can harmonically sing a range of local and modern music, accompanied by rhythmic percussion instruments. Students have basic computer skills, with better application in High. In art, students use a limited range of media in set pieces, so creativity is not well developed. - All groups make expected progress overall, but progress of higher achievers is insufficient to extend their talents.	
	Relative Strengths - Children's creativity in KG. - Students' ball-handling skills and improved fitness in PE lessons - Students' ability to sing harmoniously in music.	Areas of Improvement - Students' creativity and achievement in art. - Students' application of computer skills in Primary and Middle.
Learning Skills	- Students' learning skills are acceptable overall, and good in KG. - KG children are developing confident independent learning skills. Students' self-responsibility improves as they move up the grades. - Students interact cooperatively within groups to share ideas. They can make links between learning areas, particularly with their UAE heritage and real life. - Students' innovation and enterprise skills and their use of technology to research are insufficiently developed.	
	Relative Strengths - KG children's independent learning skills. - Students' ability to make links between subjects, especially those related to UAE culture.	Areas of Improvement - Students' use of technologies. - Students' innovation and enterprise skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Acceptable	Acceptable	Acceptable
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 acceptable overall, but good in KG. Their innovation skills are acceptable. - Children in KG have responsible attitudes to their learning and to others. Students have respectful behaviour and cordial relationships. Self-reliance is developing up the grades. Bullying is rare. - Students have an acceptable knowledge of the need to keep fit and healthy, but this is better developed in KG. They increasingly take responsibility for healthy lifestyles as they mature, and participate in exercise and sports clubs. - Attendance was outstanding at 98% last year. A minority of students' arrive late to assembly and lessons. - Students' good appreciation of Islamic values and respect for UAE heritage is seen daily in assemblies, participation in cultural events such as Flag Day, and in lessons. Students have a clear sense of their own identity, and their awareness of other world cultures is developing. - Students are aware of responsibilities within the school community and participate in aspects of daily assemblies. Student leaders organise events, sports activities and school broadcasts. Students raise money for Red Crescent and volunteer in the local community, visiting hospitals. - Children are imaginative and creative in KG. Students' innovation skills are seen in clubs and projects completed at home, but less often in lessons. Students' use of technology for independent research is not well developed. - Students keep the school clean and recycle. KG children tidy up independently after activities. Senior students are raising awareness of environmental sustainability, such as involvement in a hydroponics project. Areas of Relative Strength: - Students' responsible attitudes and respectful relationships, especially in KG. - Students' appreciation of Islamic values and UAE heritage. Areas for Improvement: - Students' innovation skills, and independent use of technology. - Students' understanding of other world cultures.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. Teaching is good in KG. - Most teachers demonstrate secure subject knowledge. Teachers' consistent planning creates links between subjects, especially with the UAE heritage. - Teacher interactions are respectful, creating an inclusive learning environment, especially in KG. Teachers use questions adequately to check students' understanding. Regular use of cooperative learning strategies enables teachers to meet the needs of most students. Higher achieving students are insufficiently challenged. - Differentiated worksheets, supported by teachers' use of on-line learning platforms, promote critical thinking, with varying effectiveness. KG teachers systematically develop children's creativity and thinking skills. In other phases, teachers insufficiently promote students' use of technology for independent research or develop their innovation and enterprise skills. - Internal assessment processes are consistent and linked to the school's curriculum. Using diagnostic testing, termly assessments provide teachers with data to identify lower-achievers and monitor their progress in most subjects. The school has begun to analyse international benchmarking results to adapt the curriculum, but this has yet to raise attainment. Teachers do not always show a clear understanding of national benchmark expectations. - The school uses summative assessment information adequately to modify the curriculum and improve the learning progress. Teachers' use of a range continuous assessment strategies to identify and respond to students' emerging learning needs is less effective. - Teachers have acceptable knowledge of students' abilities and provide oral feedback. They mark work regularly but do not provide sufficient written feedback to help students improve further. A few teachers use peer and self-assessment strategies, but these are not consistent across subjects. Areas of Relative Strength: - KG teachers' systematic development of children's creativity and thinking skills. - Teachers' use of assessment information to identify lower-achievers and monitor students' progress. Areas for Improvement: - Extension of all students' learning, furthering their innovation skills and use of technology. - Continuous assessment to identify and respond to emerging learning needs. - More effective feedback to ensure students know how to improve.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable, and good in KG. - The curriculum is based on MoE standards, and is broad and relatively balanced. Delivery focuses more on knowledge than application and skills. - In KG, the holistic curriculum integrates all subjects to effectively transfer learning. Cross-curricular links are adequate in most subjects. - Older students can choose between the general or advanced stream. Students have opportunities to engage in sport and cultural activities that develop their interests. - The KG curriculum prepares children well for future learning. The curriculum provides adequate progression for most students in other phases. Students in High are well-prepared for the next phase of education and beyond. Extra-curricular activities and competitions allow all students to further their interests. - Curriculum reviews are regular, enabling adequate modification to meet the needs of most students, but is less effective in meeting the needs of higher achievers and G&T students. Adaptation is insufficient to promote innovation and enterprise skills. - Links with Emirati culture and UAE society are well-embedded across the curriculum. - Moral education is delivered as a standalone subject in Primary and Middle and as an integrated theme in High. Most students gain an understanding of tolerance, caring and other moral values. These are evident in their respectful behaviour and courtesy towards others.				
Areas of Relative Strength:				
- Holistic and integrated curriculum in KG. - Subject links with UAE society and Emirati culture.				
Areas for Improvement:				
- Adaptations to extend higher achievers and G&T. - Modifications to extend students' innovation skills and promote enterprise.				



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	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is acceptable. - Procedures for safeguarding students are acceptable. Students know what to do if they have concerns. - The school environment is clean, with acceptable systems for safety and security and student supervision, including on school transport. The school lacks a robust reporting procedure to ensure that all incidents are accurately recorded and actioned. - Facilities are well-maintained and provide an inclusive learning environment. The school carries out risk assessments, including the potential risk associated with the ongoing construction. - The school adequately promotes healthy lifestyles. Opportunities to keep fit are provided in PE lessons, daily activities in assembly and sports clubs. - Staff and students show mutual respect, supporting satisfactory implementation of systems for managing behaviour. New teachers are less aware of anti-bullying procedures. - School policies to promote punctuality and attendance are in place, but the recording of attendance and punctuality data is not sufficiently robust. - The school now has more rigorous systems to identify SEN and G&T students. A co-ordinator plans appropriate support based on individualised plans. There is insufficient support and challenge in class to extend the G&T students' learning. - The school provides appropriate support for new students, transition across phases and academic and careers guidance for students in High. Areas of Relative Strength: - Respectful staff/student relationships. - Identification of lower achievers and SEN students Areas for Improvement: - More rigorous monitoring to ensure consistency in policy implementation, including punctuality. - Provision for G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The school vision is inclusive and underpinned by national priorities - School leaders and subject coordinators know the curriculum requirements and the priorities for improvement, but have less understanding of how to effectively implement best practices in teaching and learning within their departments. Communications are professional but not always effective. - Since the previous inspection, senior leaders have focused on improvements to facilities and data management systems. The board has implemented a comprehensive professional development programme. This has redressed weak teaching in social studies and science but is yet to sustain and raise overall achievement. Monitoring of teaching and learning is regular but insufficiently focused on student outcomes. Capacity to improve is acceptable. - The self-evaluation form (SEF) is informed by data, although inconsistent use of benchmarks has masked the need for improvement. School improvement plans are focused closely on recommendations made at the last inspection, and are not all aligned accurately to the SEF. - Communication and reporting systems ensure parents are well-informed of students' progress and encouraged to contribute to school life. The school has appropriate links with other schools and the local community but those with international communities are irregular. - Governors ensure all statutory requirements are met. They seek views from staff, students and parents, but do not always make use of information about students' achievement to hold senior leaders to account for school performance. - The day-to-day management of the school is acceptable. The school is well resourced overall but. There is insufficient access to digital technologies to promote students' independent research. - The school participates in IBT to better prepare students for future success in international assessments. It uses these assessment questions in worksheets to stimulate critical thinking. The school is yet to systematically use benchmarking data in school-wide planning and curriculum adaptation.	
Areas of Relative Strength:	
- Positive partnerships with parents. - Appropriateness of facilities and resources for learning.	



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Areas for Improvement:

- More rigorous and frequent monitoring of teaching by middle leaders focused on students' learning.
- Improvement planning, driven by accurate self-review and underpinned by rigorous data analysis.
- The professional development of teachers to raise students' learning skills and achievement.



Provision for Reading

Provision for Reading

- The temporary library provides a print-rich environment that encourages reading in Arabic and English. In timetabled library periods, students are supported to select appropriate books. A purpose-built library, with digital learning resources, is under construction.
- The reading plan encourages reading in school and at home. Reading comprehension is taught in Arabic and English lessons, reinforced by other subjects.
- CPD promotes best practice in teaching reading. Reading progress is regularly monitored and underperforming students are provided with additional support.
- To encourage reading, parents share their favourite book and students visit book fairs. Students participate in the Arab Reading Challenge, Abu Dhabi Reads, English competitions with the Liwa School and the National Month of Reading.