



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

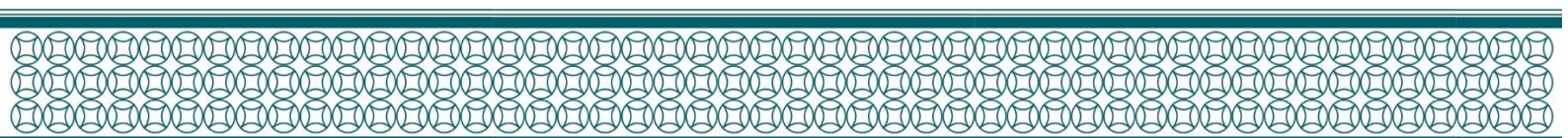
**Al Ittihad National Private School-AI
Ain**

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Ittihad National Private School-Al Ain		
School ID:	9124	School phases:	KG to high
School Council:**			
School curriculum:*	American	Fee range and category*	AED 17,290 to AED 29,740 (low to medium)
Address:	Falaj Hazzaa 12th Street, Al Ain	Email:	Alittihadaa.pvt@adec.ac.ae
Telephone:	03-781164	Website:	www.inpsaa.com

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

Staff Information			
Total number of teachers	94	Turnover rate	18%
Number of teaching assistants	25	Teacher- student ratio	1:20

Students' Information				
Total number of students	1351		Gender	Boys and girls
% of Emirati students	89%		% of SEN students	1%
% of largest nationality groups	Oman 4%, Jordan 2%, Palestine 1%			
% of students per phase	KG	Primary	Middle	Secondary
	22%	44%	21%	12%

Inspection Details			
Inspection Hijri dates from:	14/03/1441	to	17/03/1441
Inspection Gregorian dates from:	11/11/2019	to	14/11/2019
Number of lessons observed:	119	Number of joint lessons observed:	21



The overall performance of the school:

- Substantial changes to leadership and teaching staff since the last inspection, including a new vice-principal, two senior leaders and a high number of new teachers has impacted on the rate of improvement since the last inspection.
- The overall performance of the school remains good. Overall achievement is good. Progress in lessons is good due to currently effective teaching overall. Good leadership and accurate self-evaluation is resulting in achievement remaining good since the last inspection.

Key areas of strength and areas for improvements:

Key areas of strength

- Improved achievement in Islamic education.
- Students' understanding and appreciation of UAE heritage and culture.
- Students' understanding of Islamic values as evidenced in their respectful behaviour.
- Provision for supervising and safeguarding students.
- Promotion and management of attendance and punctuality.

Key areas for improvement

- Further improve student achievement in all subjects, particularly in the Middle phase, by:
 - developing writing skills across all subjects in Arabic and English
 - developing students' independent problem-solving, investigation, and practical skills
 - giving students regular opportunities to take responsibility for their learning and for student-initiated activities.
- Teaching and learning across the whole school by:
 - planning activities that match consistently students' interest and abilities
 - raising expectations of students' capabilities to ensure appropriate challenge, particularly for higher achievers
 - providing students with opportunities to develop practical skills, innovation and higher-ordering thinking skills
 - adapting lesson plans, activities and curriculum to meet the learning needs of all student groups
 - sharing effective teaching practices.
- Assessment practices, by:
 - ensuring teachers understand the importance of external assessment in modifying teaching to meet students' needs
 - identifying which external examinations are to be taken and when
 - benchmarking students' attainment against national and international standards
 - giving students precise verbal and written feedback so they know what and how to improve.

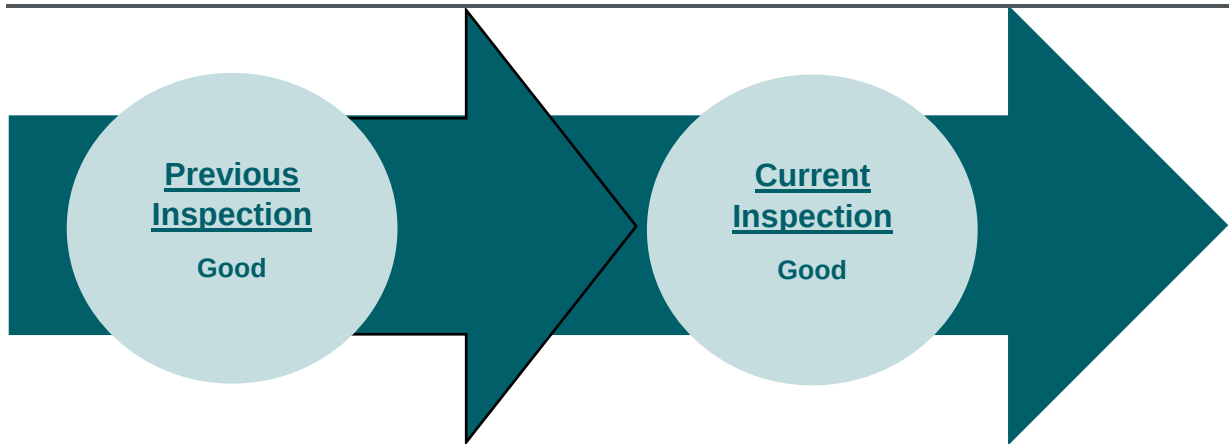


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- Modification of the curriculum to meet the needs of all students, particularly the high achievers by:
 - planning activities that focus on skills alongside content, including students' enterprise and innovation skills
 - increasing the number of opportunities for students to make choices and follow their own interests in lessons, particularly in Middle .
- Leadership and self-evaluation by:
 - tailoring professional development to improve leadership and teaching
 - ensuring that monitoring outcomes and assessment data drives school self-evaluation and accountability processes
 - ensuring that leaders at all levels have a clear understanding of their roles and responsibilities.



Progress made since last inspection and capacity to improve



- Action against the recommendations from the previous inspection have maintained students' overall achievement which is good. Progress has improved from acceptable to good in Islamic education and English and students now have a good understanding of global cultures. The improvement in progress is a result of substantial changes in leadership and teaching staff. The capacity to improve is currently good.
- The school is starting to use external assessment standards including TIMSS and PISA with more rigour to accurately identify and address improvement needs to raise students' standards and to guide self-evaluation processes. The use of assessment to inform school improvement planning and to track students' progress is still developing.
- Lesson and curriculum planning take account of the needs of all student groups. The support for SEN students has improved, but high achievers are still not challenged enough in all lessons, especially in Middle. Students receive detailed verbal feedback in lessons, particularly in KG and Primary, but written feedback still does not always give enough direction on how to improve to Middle and High students.
- Day-to-day management, partnership with parents and governance remain good. However, teachers and leaders still do not benefit from targeted professional development to ensure more varied teaching strategies and leaders' understanding of their leadership roles and responsibilities.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Achievement is good in most subjects for students in KG, Primary and High phases. - The majority of student groups make good progress, but high achievers and students in Middle only make acceptable progress. - Students have positive attitudes to learning and work well in group tasks when given the opportunity.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' have good understanding and appreciation of Emirati culture and heritage, and their application of Islamic values. - Positive relationships and attitudes foster students' good communication and contribute to their growing confidence and respectful behaviour. - Students know the importance of leading healthy lives, but a few decide not to make healthy choices.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Teachers have good subject knowledge and engage students in a wide range of learning activities in most lessons. - Teachers use questions well to check students' understanding and learning. Lessons are generally well-paced. - Teachers are beginning to use assessment information to track students' progress and differentiate learning for most groups.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The curriculum has a clear rationale, is broad and balanced, and designed to meet the changing nature of society. - The school's curriculum plan ensures its continuity and progression, and meets the needs of most student groups. - There are gaps in the implementation of the curriculum with regard to developing skills, including enterprise and innovation skills.		



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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 promotion of safeguarding and child protection procedures impact positively on school routines. - The school premises are secure, attractive and well maintained. Health and safety arrangements are effective. - Guidance to help older students in making career choices is underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The school is managed effectively on a day-to-day basis which promotes a positive learning environment. - The Governing Board exerts a positive influence on school leadership and makes a valuable contribution to the management of the school. - The use of external data to monitor and benchmark students' achievement and inform school improvement planning is underused.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education has improved since the last inspection. It is good overall, and acceptable in Middle. In lessons and over time, the majority of students make better than expected progress in KG, Primary and High, and most make expected progress in Middle. - Attainment is good overall and acceptable in Middle. Internal data show that attainment is outstanding but this is not evident in lessons and students' work. - Children and students gain a secure knowledge of Islamic values and teachings in KG and Primary which they apply to their own lives. By Middle, students gain a secure understanding of Islamic Faith and worship acts, but do not always relate this to their own lives. In High, students demonstrate a secure understanding of tolerance in Islam and how it impacts the harmony of the community. Higher achievers do not deepen their understanding of how Islamic value and teachings influence wider society. Students' recitation skills, particularly in Middle and High are less well developed. - The majority of groups make good progress.	
	Relative Strengths - Students' knowledge of how Islamic values and teaching link to their own lives in KG and Primary. - Students' secure understanding of how tolerance in Islam impacts the community in High.	Areas of Improvement - Students' Quran recitation skills, particularly in Middle and High. - Higher achievers deeper understanding of how Islamic teachings influence wider society.

Arabic	- Students' achievement in Arabic as a first language is good overall. It is acceptable in Middle and High. In lessons and over time, the majority of KG and Primary students make better than expected progress. Most Middle and High students make expected progress. - Attainment is acceptable overall. Internal data show that attainment is outstanding, but this is not borne out in lessons and students' work. The majority of students in KG and Primary attain above and most students in Middle and High attain in line with curriculum standards. - Students make good progress in KG and Primary as they develop good listening, speaking, and reading skills. Writing skills are less well developed for a minority of students. Middle and High students maintain good reading skills, but only a minority use standard Arabic when speaking and writing. - The majority of groups make good progress in KG and Primary and all make expected progress in Middle and High. Progress of high achievers is insufficient in extending their speaking and writing skills.	
	Relative Strengths - Students' reading and listening skills throughout the school. - Primary students' speaking skills.	Areas of Improvement - Writing skills in KG and Primary. - Students' speaking and extended writing in standard Arabic in Middle and High, especially higher achievers.



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Social Studies	- Students' achievement is good overall, although it is only acceptable in Primary. In lessons and over time, the majority of students make better than expected progress in Middle and most students make expected progress in Primary. - Attainment is acceptable overall. Internal data indicate that attainment is outstanding. This is not evident in lessons and in students' work where the majority of students attain above curriculum expectations in Middle and most students attain in line in Primary. - Primary students have appropriate knowledge of UAE culture and history. They identify the rulers of the UAE and their positive influence on society. Students continue to develop their knowledge of UAE history in Middle and gain a good understanding of UAE's relationship with other countries. Students' use of maps to extend their geographic learning is less well developed. - The majority of groups make good progress in Middle and all groups make expected progress in Primary.	
	Relative Strengths - Students' knowledge and understanding of UAE culture and history. - Middle school students' understanding of UAE relationship with other countries.	Areas of Improvement Students' use of geographic maps to extend their learning.

English	- Students' achievement in English is good overall, although it is acceptable in Middle. In lessons and over time, the majority of students make better than expected progress overall. Most students make expected progress in Middle. - Attainment is acceptable. Internal data indicates outstanding attainment. This is not borne out in lessons and students' work where most students attain in line with curriculum standards. - Most students have secure speaking, listening, understanding and reading skills. Children start KG with weak skills but can listen, speak, read and write at an acceptable level by Grade 1. Students read and write longer pieces in Primary. Students in Middle and High read increasingly independently for pleasure and research. Students' extended writing skills in English and other subjects are less well developed, particularly in Middle. Spelling, punctuation and grammar are not always correct. - The majority of groups make good progress.	
	Relative Strengths - Students' progress in speaking. - Students' improved reading skills.	Areas of Improvement - Students' extended writing skills across subjects, particularly in Middle. - Students' grammar, punctuation, and spelling.



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Mathematics	- Students' achievement in mathematics is good overall, although it is acceptable in High. In lessons and over time, the majority of students make better than expected progress overall. Most students make expected progress in High. - Attainment is good. Internal data shows that attainment is outstanding. However, in lessons and in students' work, the majority of students attain above curriculum standards in KG and Primary. Most students attain in line in Middle and High. - Students develop a secure understanding of numbers in KG and Primary .In Middle and High, the majority of students develop secure algebraic skills. In all phases, students use mathematical language effectively and can solve simple and multi-step calculations and problems. However, mental mathematics skills and independent problem-solving are underdeveloped, especially for higher achievers in Middle and High. - The majority of student groups make good progress.	
	Relative Strengths - Students' use and understanding of mathematical vocabulary. - Students' use of taught strategies to solve simple and multi-step calculations.	Areas of Improvement - Students' mental calculation skills. - Students' independent problem-solving skills, especially higher achievers in Middle and High.

Science	- Students' achievement in science is good overall. It is acceptable in Middle. In lessons and over time, the majority of students make good progress, except in Middle where most students make expected progress. - Attainment is good. Internal data shows that attainment is outstanding. This is not evident in lessons and in students' work, where the majority of students attain above curriculum standards, and most attain in line in Middle. - Children and students have a secure scientific knowledge and understanding of scientific concepts. Their ability to apply this understanding to new knowledge to deepen conceptual understanding is less well developed, especially in middle. The majority of students can talk about their learning but not always using scientific terminology. Students have good scientific investigation skills and, by higher grades, the majority can conduct experiments, and research and record learning - The majority of groups make good progress.	
	Relative Strengths - Students' investigation of scientific concepts, particularly in the higher grades. - Students' recall of scientific factual knowledge.	Areas of Improvement - Students' use of scientific terminology. - Students' skills in applying scientific knowledge to new learning.



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Other subjects	- Achievement in other subjects is good overall. In lessons and over time, the majority of students make better than expected progress. - Attainment is good overall but acceptable in physical education (PE) and weak in art. The majority of students attain above curriculum standards in other subjects seen. - In computer studies, KG and Primary students use software to format and draw pictures. Older students program and control simple robots. In business, accounting, and economics, students make strong links with the real world and examine complex concepts such as Gross Domestic Product and world poverty. Students engage in PE regularly but their skills are only acceptable. During art lessons, students explore and discuss various themes but practical art skills are undeveloped. - The majority of student groups make good progress overall. Higher achievers do not develop a deep understanding of how to use art techniques for effect.	
	Relative Strengths - Students' understanding of robotics. - Connecting experiences to the real world in business.	Areas of Improvement - Students' art and PE skills. - High achievers' use of art techniques to create different effects.

Learning Skills	- Students' learning skills are good overall, but acceptable in Middle. They engage enthusiastically in learning and work diligently to complete tasks. Students enjoy taking responsibility for their own learning when given the opportunity. - Students work well individually and in groups. The majority of students communicate their learning confidently with peers. - Students follow teachers' lead to make connections between their learning and real-life contexts. - Students have secure research skills and use iPads and computers confidently. However, innovation enterprise and critical-thinking skills are less well developed.	
	Relative Strengths - Students' engagement in learning. - Students' communication and computer skills.	Areas of Improvement - Students' taking responsibility for their own learning, especially in middle. - Students' innovation, enterprise and critical-thinking skills.



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	Good	Good	Good	Good
- Students' personal and social development remains good. Their innovation skills are acceptable. Students display positive and responsible attitudes. Relationships with staff and among themselves are respectful. Children and students are self-reliant in their personal lives, but generally rely on teachers to initiate learning, events and activities. - Children and students behave well throughout the school day and contribute to the positive learning environment. - Students enjoy taking part in sporting activities and know the importance of eating healthy food. A few students still choose unhealthy snacks and meals. At 97%, attendance is very good. - Students demonstrate a secure understanding of Islamic values. They respect the heritage and culture of the UAE and display pride in their country and its accomplishments. Students have good knowledge of different cultures present in the UAE and school, and demonstrate an appreciation for other world cultures. - Students participate in numerous community, charity and environmental projects. They enjoy making social contributions and engage fully in all national celebrations. - Students show good awareness of environmental issues, such as recycling and sustainability, through participation in projects, competitions and through the science curriculum. - Students' innovation, enterprise skills, and entrepreneurship are underdeveloped due to limited opportunities in lessons.				
Areas of Relative Strength:				
- Students' understanding and appreciation of UAE heritage and culture. - Children and students' attitudes, relationships, behaviour and attendance.				
Areas for Improvement:				
- Students' willingness to make healthy food choices. - Students' innovation, enterprise and entrepreneurship.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- Teaching is good overall. Assessment is acceptable. - Teachers have secure subject knowledge, and most are aware of how students learn best, including in KG. Lesson planning follows a consistent format but objectives and activities do not always link to students' different learning needs. Learning environments are attractive and aid learning, and time is used productively in most lessons. - Teachers and students interact positively which supports students' improving communication skills. Teachers use discussion and questioning to develop students' speaking and to assess and deepen students' understanding in most lessons. - Teaching strategies meet the needs of most students. However, teachers, especially in the middle phase, do not always plan active and practical tasks. Expectations and challenge are not always high enough especially in Middle and for high achievers. - Teachers do not always plan to develop students' independent problem-solving and innovation skills. Children and students only occasionally initiate and plan their own learning. - Teachers use internal diagnostic assessments well to track students' progress and plan learning, particularly in KG. The school is only starting to benchmark students' attainment against external assessments and to use the data to identify weaker areas of each subject. - Teachers give students useful verbal feedback in lessons. They mark work regularly and teachers sometimes identify next learning steps. Areas of Relative Strength: - Teachers' subject knowledge. - Learning environments and positive interactions between teachers and students. Areas for Improvement: - Higher expectations and challenge, particularly in Middle and for higher achievers. - Child- and student-centred approaches to develop independent problem-solving and innovation skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The quality of curriculum is good overall. Curriculum adaptation is acceptable. - The school follows the California Common Core State Standards (CCCSS), New Generation Science, and the MoE curriculum for Arabic subjects. The curriculum has a clear rationale and is broad and balanced. - Curriculum plans are designed to ensure continuity and progression of content in all subjects. - There is an adequate range of curriculum choices, electives and extra-curricular activities, for example, the robotics and science clubs. However, in lessons, there are few opportunities for child- and student-initiated activities, including in KG. - Cross-curricular links between subjects occur but are inconsistent. Links with Emirati culture, UAE society and Islamic values are strong and meaningful. - The school reviews and redevelops the Arabic and American curricula periodically to meet most students' needs. However, curriculum plans do not always focus on skill development, including in art and PE, or include enough challenge to meet the needs of high achievers. - Curriculum planning outlines projects for developing students' enterprise and innovation skills but does not include how these will be developed in lessons. - Moral education is integrated in KG and high and taught as a stand-alone lesson by Arabic teachers in primary and middle. Students enjoy talking about different topics such as respecting others, caring for our environment, and expressing feelings and tolerance. Students relate learning in moral education lessons to their own lives.				
Areas of Relative Strength:				
- Curriculum content design and review. - Links with Emirati culture, UAE society and Islamic values.				
Areas for Improvement:				
- Modification of the curriculum to meet the needs of high achievers, and students' skills. - Planning for child- and student-initiated activities in lessons.				



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is good. The school has an effective child protection policy, including cyber-bullying training. All students, staff, and parents know the procedures. - The school's procedures ensure students' safety. School transport protocols are clearly defined and monitored regularly. - The school maintains comprehensive and secure records of all health and safety procedures, including medical information, incidents and follow-up. - The building and equipment are well maintained and accessible . - The school promotes students' safety well. The school encourages healthy food, and the nurse leads healthy living lessons. However, healthy lifestyles are still not embedded in the overall culture of the school. - The school has a clear and effective code for managing behaviour and promoting positive relationships, through consistent application of rules, and student incentives and awards for good behaviour. - Attendance procedures are very effective. Staff notify parents promptly of any lateness. - The school has comprehensive procedures for identifying SEN and G&T students, initially at registration in partnership with parents and subsequently by staff. - Lesson plans identify the support and guidance for SEN and G&T students. Students with SEN receive appropriate support in most lessons but the needs of G&T students are not always met. - The school's pastoral system monitors the well-being and personal development of all students and appropriate care and guidance provided. However, guidance for students' college and career choices are not yet effective. Areas of Relative Strength: - Systems to promote and ensure students' safety and protection. - Behaviour management and promotion of very good attendance. Areas for Improvement: - Promotion of healthy lifestyles. - Support and guidance for college and careers, and for G&T students in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The overall quality of leadership and management is good. Leaders have a clear vision for the school and promote UAE national priorities. Relationships are professional and courteous. Leaders communicate best practice in curriculum and teaching with some success, but not all are clear about their roles and responsibilities. - Self-evaluation and improvement planning are acceptable. The school improvement plan accurately identifies development needs, and actions are starting to raise student attainment. The monitoring of teaching now focuses on students' outcomes. Despite high staff turnover, the school has been successful in maintaining good achievement since the last inspection. - Partnership with parents is good. The school regularly consults, and successfully communicates, with parents. Reporting is regular and provides general information on students' academic and personal development. Community partnerships, such as the school's involvement with charitable organizations, enhance the curriculum. - Governance is good. The governing board is aware of the school's strengths and development needs. It is well-informed and contributes constructively to the improvement agenda. Systematic procedures to hold leaders to account are less developed. - Management, staffing, facilities, and resources are good. Staff are suitably qualified and deployed. Professional development) is regular but not always targeted to individual staff training needs. Classroom and specialist areas are well resourced. - The school is purposefully using the TIMSS and PISA framework to enhance student learning by including domain questions in the school's internal assessment tests.	
Areas of Relative Strength:	
- Leaders' and the governing board's promotion of positive relationships and a shared commitment to raise achievement. - Relationships and communication with all stakeholders, particularly with parents.	
Areas for Improvement:	
- The use of benchmarked assessment data to drive school self-evaluation, school improvement planning and accountability processes. - Professional development that targets individual staff improvement needs.	



Provision for Reading

Provision for Reading

- The well-stocked library contains 5300 books in Arabic and English. Students from KG to Grade 4 have class libraries. Students access the library for research and to borrow books. Students have two library periods per week to support reading in English and Arabic respectively.
- The school has interventions in place to determine the progress of students having difficulty with comprehension. The content of these are shared with parents who support their children at home.
- Leaders monitor the implementation and impact of the annual plan for reading on the quality of reading in school.
- Teachers have received relevant training.
- Reading is integrated with other subjects.
- Students in KG and primary participate in Jolly Phonics to help them segment and blend unfamiliar words. In the middle and high phases, students participate in an online reading programme which they access at home.
- The librarian enters students for competitions and reads stories to younger children.
- Reading progress is measured against ongoing assessments and the diagnostic test is taken by all students.