



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

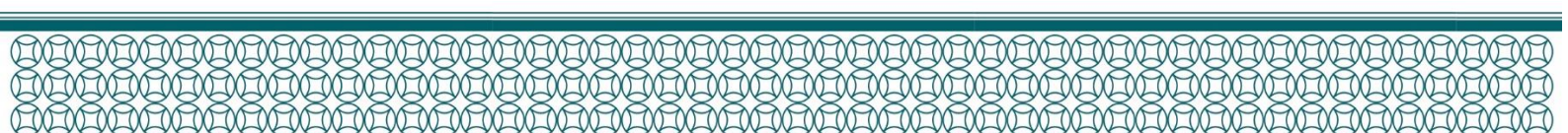
Inspection
Report of

Al Manara Private School

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Manara Private School		
School ID:	9004	School phases:	KG to high
School Council: **	N/A		
School curriculum: *	MOE	Fee range and category*	AED9,500 to AED17,300; very low to low
Address:	Main Street 123, Al Shamkha, Abu Dhabi	Email:	almanara.pvt@adec.ac.ae
Telephone:	+971 (0)2 585 8760	Website:	www.shk.ampss

Staff Information			
Total number of teachers	129	Turnover rate	10%
Number of teaching assistants	10	Teacher- student ratio	1:14

Students' Information				
Total number of students	1,862	Gender	Boys and Girls	
% of Emirati students	12%	% of SEN students	2%	
% of largest nationality groups	Egyptian 28%	Syrian 17%	Jordanian 15%	
% of students per phase	KG	Primary	Middle	High
	8%	26%	29%	37%

Inspection Details				
Inspection date:	from	<u>19/05/1440</u>	to:	<u>22/05/1440</u>
		27/01/2019		<u>30/01/2019</u>
Number of lessons observed:	123	Number of joint lessons observed:	20	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The new principal took up post in September 2017. The number of students has fallen since the last inspection because the school has opened an additional branch. A large minority of students in all phases are new to the school.
- The overall performance of the school is good. The new principal, with the strong support of governors, has driven improvement. As a result of accurate self-evaluation and strategic planning, this has improved the effectiveness of teaching, students' progress and overall achievement and personal development since the last inspection. Attainment remains acceptable overall in the high phase and Arabic is less strong than other subjects. Appreciation and understanding of UAE culture and Islamic values are very good. The attendance, safeguarding, safety and protection of students are very good. Students with special educational needs (SEN) are well supported. The school has yet fully to promote higher-level thinking skills, particularly for gifted and talented (G&T) students, and teachers' use of assessment data.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	• Students' overall achievement is now good because of well-targeted improvements in teaching. These have yet to impact on achievement in Arabic in middle and high, and on attainment in high overall. • Students' collaboration and communication skills are strong. Their critical thinking, research and innovation skills are less well developed in lessons. • SEN students make good progress from their starting points, but G&T students do not always achieve as well.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	• Students' behaviour is very good and relationships are highly respectful. Students' very good attendance shows their positive work ethic. The majority adopt safe and healthy lifestyles. • Students have a strong appreciation of the values of Islam, the heritage and culture of the UAE, and their own and other world cultures. • Students initiate participation in community and environmental events. Their enterprise and innovation skills are well developed in projects and activities outside of lessons.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Teachers show strong subject knowledge and increased awareness of how students learn best. They plan strategies to support and, in the best lessons, challenge them to deepen their understanding and make improved progress. This is less effective in Arabic in middle and high. - Teachers establish student collaboration in effective group work but do not always promote high-order thinking skills through deeper questioning or 'next steps' marking. - Teachers check for effective understanding in lessons but do not yet make full use of assessment data to influence their teaching.		

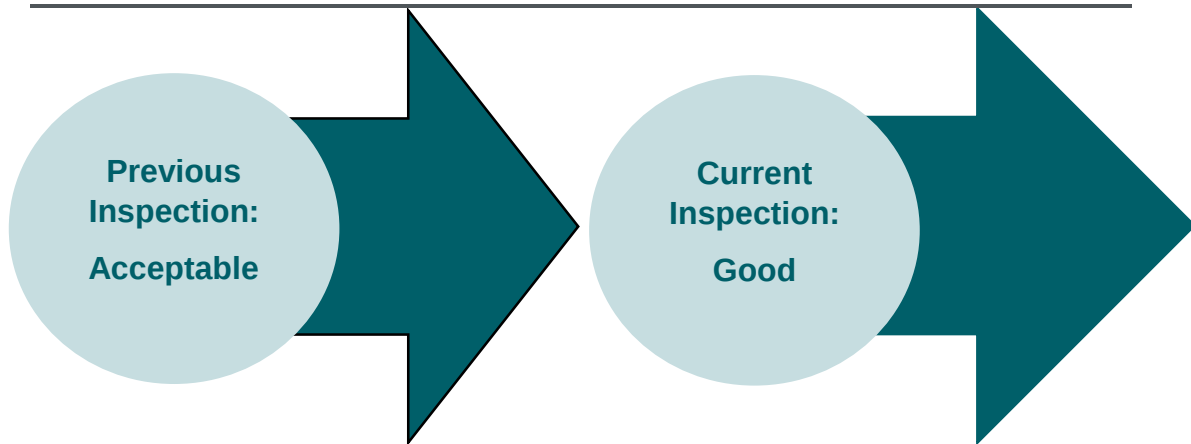
Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The curriculum is fully compliant and offers additional modifications, beyond the required content. Learning build well on students' progress. - The curriculum offers strong links with Emirati culture and UAE society and makes meaningful connections between areas of learning. There are few curricular choices for older students. - The curriculum is not always adapted to meet the needs of the most able students.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- The school fully implements rigorous policies and procedures for the protection and safety of students. The premises meet the needs of all students, including SEN students. - Relationships between staff and students are respectful, courteous and warm. - SEN students are very well supported outside lessons and identification of both SEN and G&T students is thorough. There is less effective and systematic support for G&T students in lessons.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The principal knows the school well. Realistic self-evaluation and clear priorities for improvement have led to good outcomes for students. - Governors' effective support and challenge of leaders has promoted accountability and a strong strategic direction. - School systems are well managed by the wider leadership team. The school has yet to provide learning technology to support students in lessons.		



Progress made since last inspection and capacity to improve



- The school's successful adoption of recommendations from the last inspection has led to improvements in students' overall achievement in almost all subjects and phases.
- Well-targeted professional development has led to the planning of differentiated learning. Teachers have yet to make full use of students' progress data to influence their planning. In the best lessons, activities match the needs of groups and individuals, most effectively for SEN students and less effectively for G&T students. The best examples of teaching have been shared through modelling and peer observations. Oral feedback helps students to improve and marking is thorough, although it has yet to include guided next steps.
- School leaders have implemented lessons observations that focus on students' learning and result in clear targets for teachers' improvement. Appraisal has been less thorough in Arabic.
- Opportunities are provided for critical thinking, innovation and independent learning skills in activities and projects but are not yet a regular feature in lessons.
- The school has expanded both its staffing and facilities for the identification and support of SEN students. This has resulted in teachers planning more effectively for their needs.
- The improved quantity and range of resources to support KG have resulted in more interactive, independent and purposeful learning activities.
- The overall performance of the school has improved and is now good. New leaders' recent work in implementing effective new systems demonstrates a good capacity to improve.



Provision for Reading



- The school has both junior (KG to Grade 3) and senior (Grades 4 to 12) libraries. Both provide a good quality reading environment. They include fiction and non-fiction, with a good range of Arabic books and a more modest number of English titles.
- Arabic and English classes are not timetabled in the library but students visit three times a month. Library activities are linked to curriculum topics. Students borrow books in break time. Students are encouraged to write reviews of their reading. Older students run 'Book Talks' to discuss their favourite books and authors and to debate issues, such as 'Digital versus paper books'.
- Students run their own 'Reading Café' to promote reading in a covered outdoor area.
- Students enter competitions such as 'Abu Dhabi Reads' and the 'Dubai Reading Challenge', in which two students were winners. Ten students were winners in the international 'Little Big Book' writing competition.
- Reading comprehension is a regular feature of Arabic and English lessons. The school does not have an overarching reading plan and its promotion is dependent on individual teachers. Teachers across the school have not had specific training in the teaching of Arabic reading through their subjects.
- Reading levels are tracked in English but not in Arabic and students are unaware of the criteria. There are few opportunities to practise reading aloud.



Key areas of strength and areas for improvements:

Key areas of strength

- The improved progress of students as a result of improved teaching in almost all subjects.
- Students' strong personal and social development.
- The respect students show for UAE heritage and culture and their understanding of their own and other world cultures.
- The safeguarding, safety and protection of students.
- The impact on school performance of the accurate self-evaluation and strategic direction of school leaders and governors.

Key areas for improvement

- Improve teaching and so further raise students' attainment, particularly in the high phase by:
 - developing teachers' further use of assessment data to influence students' progress
 - promoting students' research skills through the greater use of learning technology in lessons
 - providing more opportunities in lessons for students to practise their innovation skills and individual creativity
 - offering a greater level of challenge to more able and G&T students to develop their higher-level thinking skills through problem-solving and critical thinking activities.
- Improve the teaching of Arabic and so raise students' achievement in the subject by:
 - extending students' creative and argumentative essay writing skills
 - developing students' grammar skills
 - training and monitoring of teachers in the teaching of reading skills to older students
 - using learning technology further to engage students in language learning and research
 - promoting more opportunities for students to learn independently
 - further review and development of the Arabic curriculum in middle and high.



Performance Standard 1: Students' Achievement

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

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Islamic Education	• Students' achievement in Islamic education is good overall. • Attainment is outstanding according to the school's internal assessment. However, work seen in lessons and in books is good in KG and primary, and in line with curriculum standards in middle and high. • In KG, the majority of children can memorise short surahs and prayers. The majority of students in primary demonstrate a secure knowledge of basic Islamic concepts. In middle and high, most can apply Tajweed rules to the Holy Qur'an. • Progress in lessons is good throughout the school because the majority of students apply their studies to the real world and make connections between areas of learning.
Arabic	• Students' achievement in Arabic is acceptable overall. It is good in KG and primary. • Attainment is acceptable overall. Internal assessment results indicate outstanding attainment. In lessons and in students' work, most students attain levels that are in line with curriculum standards. • Children arrive in KG with limited Arabic skills. They learn to recognize the shapes and sounds of letters and can read simple words. Their speaking and listening skills are acceptable, but their writing skills are less well developed. Most students in all phases develop adequate listening, comprehension and speaking skills, and can read and understand age-related texts. Students in high are less confident in analysis of texts, such as Arabic poetry. Their writing, grammar and particularly 'Irab' skills are less well developed. • KG and primary students make good progress. Most students in middle and high make acceptable progress but do not sufficiently extend their essay writing skills.
Social Studies	• Students' achievement is good throughout the school. • Attainment is good. Internal assessment results indicate outstanding attainment. In lessons and in students' work, attainment is good because the majority of students attain levels that are above curriculum standards. • Children make a good start in KG for example, learning the names of the Emirates. They build on this learning to make good progress through the school, demonstrating for example, clear knowledge and understanding of UAE geographical features and factors that cause increase in population. • The majority of students progress well in their knowledge and understanding because they are willing to work cooperatively, for example on presentations of their work. Students' understanding of organizational structures, and applying them to real-life contexts, particularly in primary and middle phases, are less well developed.



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English	• Achievement in English is good overall and has improved since the previous inspection. • The school's internal assessment data shows outstanding achievement in all phases. Work in students' books and lesson observations shows good achievement for the majority of students. • The majority of students make good progress. Children in KG develop their language skills through role-play, and reading and letter forming activities. By the end of primary, the majority have mastered the basic skills they need for functional communication in English. • In middle and high, students become confident in speaking, debating and discussing. Reading levels rise as students read well-selected texts. Students' extended essay writing skills are less well developed, particularly in high phase.
Mathematics	• Students' achievement in mathematics is good. • Students' attainment in end-of-year internal assessments is outstanding. In lessons and in recent work the majority of students are attaining above curriculum standards. Overall attainment is good, however, students' attainment in high phase is acceptable. This is because of the number of new arrivals with a previously acceptable level of achievement. • In KG, children quickly develop their number skills. Students build on these skills in primary to solve simple geometry problems and calculate area and perimeter. Students in middle and high phase develop a good understanding of trigonometry and use their mathematical knowledge to solve complex equations with different factors. • SEN students make good progress because of effective additional support. G&T students do not always achieve their full potential because they are not given appropriate activities. Students' ability to use mental mathematics skills is not sufficiently developed in middle and high.
Science	• Students' achievement in science is good overall. • Internal assessments show outstanding attainment. In lessons and students' work, attainment is good. The majority of students in all phases are attaining levels above curriculum standards. • In KG, children learn to explore the natural world. Students explore scientific theories, investigate and make predictions. Older students have secure knowledge; their enquiry and investigative skills are developing well but their ability to formulate hypotheses is not always strong. • Students' progress is good throughout the school. The high proportion of new students in each grade quickly catch up on their basic scientific skills. Students do not make use of learning technology to measure, record and share their findings.



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Other subjects	• Achievement in other subjects is good overall. • The majority of students' attainment is above curriculum standards. For example, in PE, the majority can demonstrate increasingly skillful ball control in football and basketball. In ICT, the majority show strong technical understanding of basic programming and are knowledgeable about the potential dangers of the internet. In art, the majority master techniques from both the Arabic and European artistic traditions. • In music, most students can name musical instruments by sight and sound but do not have enough opportunities to play them. The majority of students make good progress across all phases in other subjects. Collaborative, team skills are strong across all other subjects. • However, in music, students do not always make as strong progress because they do not practise for themselves.
Learning Skills	• Across all phases, students' engagement with their learning is good. In general, the progressive development of independent and investigative work in class needs more improvement. • Collaboration and communication are strong and, in almost all subjects, students confidently make group presentations. • Links between subjects become increasingly stronger as students move up the grades. There are very good links with UAE culture throughout the school. • Critical thinking is not a regular feature of students' work and the opportunities for students to engage in creative and innovative activities in lessons is inconsistent. There is limited use of learning technologies for research.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Students' understanding of Islamic concepts.	Students' accurate use of recitation rules.
Arabic	Students' progress in their listening, speaking and reading skills in KG and primary.	- Students' reading, writing and grammar skills, particularly in middle and high. - Text analysis skills in high.
Social Studies	Students' knowledge and understanding of UAE geography and history.	Students' understanding of organizational structures and finding them in real-life contexts.
English	- Students' spoken English in presentations and conversation. - Reading skills from letter recognition in KG to comprehension skills of older students.	Students' extended essay writing skills in the high phase.
Mathematics	- Knowledge of geometry and trigonometry. - Ability to solve equations with a number of variables.	Students' mental mathematics skills.
Science	- KG children's curiosity to learn about the natural world. - Students' scientific knowledge and their observational skills when undertaking investigations in lessons.	Use of technology by students in lessons to support further independent research skills.
Other subjects:	- Students' increasingly skillful ball control skills in PE. - Students' understanding of ICT applications and online social media.	Students' opportunities to play musical instruments in lessons.
Learning skills	- Students' collaboration and communication skills. - Students' engagement in their work.	- Students' use of learning technologies in lessons. - Students' critical thinking, innovation and research skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
- Students' personal and social development, as well as their social responsibility, are very good, and their innovation skills are good. - Students have positive attitudes toward learning. They generally rely on themselves and require increasingly less guidance. Behaviour in the school is very good and bullying is very rare. Students' relationships between each other and staff are strong and respectful. - Students show a positive attitude to the adoption of healthy lifestyles in their diet and exercise. Attendance, at 96%, is very good, and punctuality is generally good. - Students' appreciation of the role and value of Islam in UAE society is very good. Students willingly participate in Islamic competitions. They make very good use of the school's UAE heritage centre to develop and share their appreciation of Emirati culture. Students initiate their own projects to show respect and to celebrate all national events such as Flag Day and Martyrs' Day. - Students from many different nationalities share their differences in a spirit of tolerance and mutual respect. They are knowledgeable about each other's national dress, food and traditions. - Students volunteer for many projects and frequently participate in activities with the Red Crescent. Their innovation and creative skills are less well developed as they lack regular opportunities to develop these in lessons. - Students are keenly aware of environmental issues and participate in activities to take care of the school, local and national environment. They participate in, and have won, environmental competitions that support sustainability.				
Areas of Relative Strength:				
- Positive behaviour and strong relationships. - Respect for the heritage and culture of the UAE and appreciation of their own and other world cultures. - Very good attendance.				
Areas for Improvement:				
Students' innovation and creative skills in their work in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- Overall, teaching and assessment are good. - Teachers have good subject knowledge. The majority of teachers are more aware of how students learn best because of continued professional development, focused on students' learning skills. - Planning is effective, particularly the use of different strategies to support students' learning skills. In a majority of lessons, planned differentiation is not always implemented effectively by teachers. Often, the same task is provided to the whole class. - Teachers adapt their planning well to meet the needs of SEN students, but this is less effective for G&T students. - Teachers in different subjects throughout the school have shared best practice but this has yet to show an impact in the teaching of Arabic. Lack of professional development in teaching Arabic reading means appropriate texts are not always selected for different abilities and interests. - The majority of teachers make effective use of assessment for learning strategies and have focused on improving their questioning skills. The use of high order questioning to further challenge more able and G&T students is inconsistent. The marking of students' work is variable and does not always identify next steps for learning. - Beginning of year assessments are used to plan for differentiation. Not enough teachers are analysing data in order to personalise students' learning, particularly for more able students.				
Areas of Relative Strength: - Teachers' subject knowledge and their improved understanding of how students learn best. - Planning of different strategies that supports students' learning skills.				
Areas for Improvement: - The teaching of Arabic in the middle and high phases. - Consistent use of analysis of data and high order thinking questions to personalise learning and extend challenge for more able students.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good

- The overall quality of curriculum design, implementation and adaptation is good.
- Overall, the curriculum is broad and balanced Content is thoroughly addressed and is effective in developing knowledge and understanding.
- Curriculum planning is thorough and provides continuity to students' learning through the four phases. Students are generally well-prepared for the next phase of their education.
- In accordance with regulations, Grade 9 to 12 have the option to choose between general or advanced streams. The school does not currently offer additional choices for older students. Cross-curricular links with UAE culture and traditions are meaningful and well planned. Links between subjects are systematically planned and enhance students' learning in the majority of the lessons.
- Review and development have been rigorous and continuous in all subjects. In Arabic, it has been less comprehensive and requires further review in the middle and high phases.
- The curriculum is planned appropriately to meet the needs of the majority of students. Lesson plans show differentiation which is not always implemented in lessons. SEN students' needs are addressed through individual planning, when withdrawn from lessons. G&T support in lessons is generally less well-developed. Modification for middle and high does not always provide enough opportunities for independent learning.
- Curriculum enhancement, enterprise and innovation are good overall. KG children learn through songs and an enquiry-based approach. Extra-curricular choices and events support enterprise and innovation, but these skills have yet to be fully embedded in lessons. Links with Emirati culture, UAE society and the 'My Identity' programme are embedded through almost all aspects of curriculum. For example, Grade 11 and 12 students designed a lunar model inspired by the Khalifa Sat.
- The moral education programme is planned and implemented in discrete lessons throughout the school by suitably trained teachers. Lessons are based around a monthly moral value such as kindness or tolerance. This is reinforced across the curriculum. A random sample of students are questioned monthly to assess the impact of the programme. The school has seen an emerging link between the programme and the school's record of students' behaviour.

Areas of Relative Strength:

- Cross-curricular links to other areas of learning.
- Links with Emirati culture and UAE society.

Areas for Improvement:

- Provision of curricular choices for middle and high phases and modification for the most able.
- Further review of the curriculum for Arabic in the middle and high phases.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
- The health, safety and protection of students are very good. Care and support are good. - The school provides a very safe, hygienic and secure learning environment. All staff, students and parents are aware of the school's rigorous procedures for the safeguarding of students. - Buildings and equipment are well maintained. The nurses keep records of all aspects of a student's health and the school communicates effectively to all the stakeholders. The school keeps individual records of behaviour incidents, but does not analyse these at a whole-school level. - Fire drills and other safety checks are rigorous and regular. Risk assessments are carried out for the school buildings and before any school trips. - The relationships between staff and students are very positive and highly respectful. The code of conduct is understood clearly by the school community and reinforced through assemblies and during lessons. The school's promotion of safe and healthy lifestyles is built into most aspects of its daily routines. The food in the school canteen is healthy and nutritious. The school holds awareness lectures and activities on healthy food for students and parents. - The school building and facilities are modern, in very good condition and well-maintained. These are well-suited to the educational needs of all students, including SEN. - The school identifies SEN students and provides effective support, particularly the withdrawal lessons with trained staff. The identification and support processes for the G&T students are less well developed. - The school has reliable systems for monitoring the well-being and personal development of all students. The students in the high phase are provided with effective personal and academic guidance and support for their choices in the school, further education and career aspirations. However, the school does not keep detailed records of students' destinations.				
Areas of Relative Strength: - Child protection and safeguarding. - Relationships between staff and students.				
Areas for Improvement: Identification and challenge for G&T students.				



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. The vision of the new principal, supported by the strategic direction of the governors, has led to strong improvements. Leaders show clear commitment to the UAE national priorities and to provision for SEN students. Almost all leaders at all levels show good knowledge of the MOE curriculum and have created a positive learning culture.
- Relationships and communication are professional, and most roles and responsibilities are clear. The recent work of all leaders in improving student achievement shows the school has the capacity to improve further. The school has successfully managed the high levels of student entry into all grades. High morale has resulted in low teacher turnover.
- The school's self-evaluation form (SEF) is accurate and realistic, based on secure evidence. It is strategically linked to the school's development plan (SDP). Effective professional development of teaching has had an impact on teachers' performance. Monitoring and evaluation of teaching and learning is now stronger but requires more rigour, particularly in Arabic in middle and high. The school has made significant progress in addressing all the recommendations from the previous inspection.
- Parents' views are considered and included in formal and informal school decision-making, making an effective contribution to raising standards. Reporting of students' achievement is regular and helpful. Partnerships with local and national institutions are productive but there are few international links.
- Governance includes representation of all key stakeholders and includes educational expertise. As a result, governors have successfully supported and challenged leaders to meet the key recommendations from the last inspection. The owners have ensured that staffing and premises have had a positive impact on the performance of the school.
- Leaders ensure the smooth running of an orderly and friendly school. Appropriately qualified staff are supported with well-targeted training. The premises provide good facilities. Resources are relevant although learning technology resources are insufficient to support learning in lessons.
- Leaders ensure the school promotes the UAE in international assessment. The school engages in the Question-a-Day initiative and resulting modification of internal assessments includes PISA-style questions. In PISA mock examinations, students achieved above Abu Dhabi averages

Areas of Relative Strength:

- The impact of the school's accurate self-evaluation and the vision and direction of the principal in driving improvements.
- The high level of challenge and support provided by the governing body.

Areas for Improvement:

- Monitoring of teaching of Arabic in the middle and high phase.
- Development of resources, including learning technologies, to develop higher level thinking and research skills.

*Relevant for Private schools only