



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

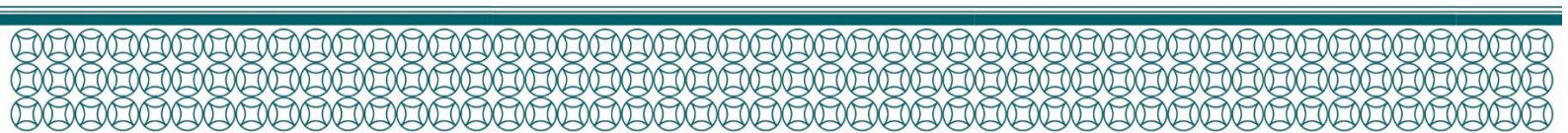
Al Muneera Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Muneera Private School		
School ID:	9279	School phases:	KG1 to Grade 10
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED 6,950 to AED 10,750 (Very low to low)
Address:	Baniyas East 3 Abu Dhabi	Email:	9279@adek.gov.ae
Telephone:	+971 (0) 2 582 7005	Website:	

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

Staff Information			
Total number of teachers	38	Turnover rate	45%
Number of teaching assistants	3	Teacher- student ratio	1:30

Students' Information				
Total number of students	579		Gender	Boys and girls
% of Emirati students	2 %		% of SEN students	3 %
% of largest nationality groups	Syria 25%, Yemen 19%, Sudan 17%			
% of students per phase	KG	Primary	Middle	Secondary
	13 %	55 %	27%	5 %

Inspection Details			
Inspection Hijri dates from:	16/06/1441	to	19/06/1441
Inspection Gregorian dates from:	10/02/2020	to	13/02/2020
Number of lessons observed:	94	Number of joint lessons observed:	17



The overall performance of the school:

- The principal has been in post since the third term of last academic year. Almost half of the teachers are new since the last inspection. Over a third of students are new this year. The school has a new owner since the last academic year.
- The overall performance of the school remains acceptable. Senior leaders have introduced new systems that are starting to have a positive impact on students' achievement within an overall acceptable picture. Students' personal development is good. Teaching, assessment and the curriculum are acceptable.

Key areas of strength and areas for improvements:

Key areas of strength

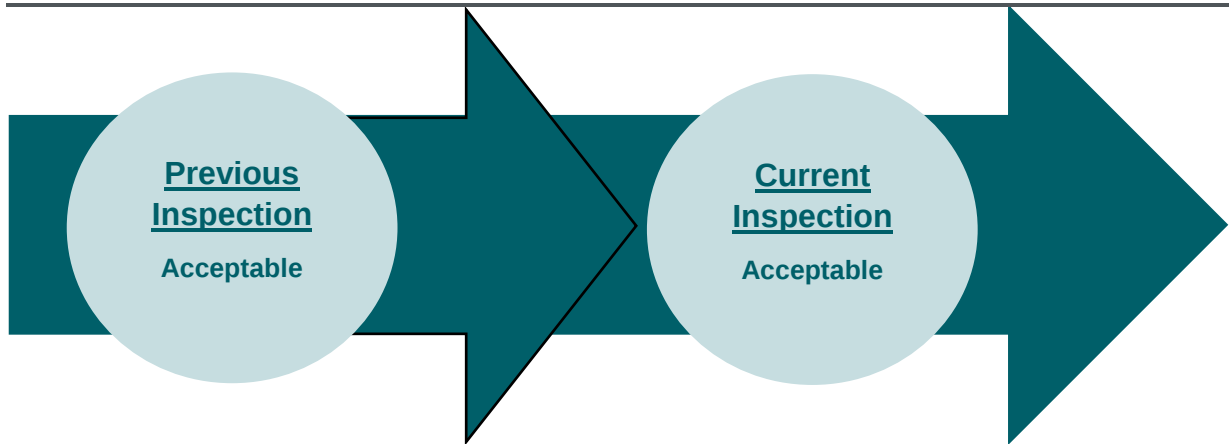
- Students' improved achievement in English in KG and Primary phase, and mathematics in Middle phase.
- Students' personal development, their understanding of Islamic values and social responsibility.
- Partnership with parents.

Key areas for improvement

- Students' achievement in all subjects, especially science in KG by:
 - providing small group learning experiences for KG children to explore in science
 - developing reading and speaking in Arabic, and reading and writing skills in English, especially in KG and Primary and for boys
 - building students' calculation skills in KG and Primary mathematics
 - providing opportunities for students to investigate their own ideas in science particularly in KG
 - developing students' deeper understanding and learning skills, including innovation, enterprise, critical thinking, and problem-solving skills in lessons.
- The quality of teaching and assessment by:
 - providing opportunities for children in KG to initiate what, where and how they want to learn
 - using assessment to plan and implement activities with differentiated tasks for all groups and that develop students' learning skills
 - giving students specific feedback that helps them understand how to improve.
- Governance and the monitoring of teaching by:
 - developing the skills of middle leaders in evaluating the quality of teaching by its impact on students' progress in lessons, in students' work and in accurate assessment data
 - the governing board holding all leaders to account for school performance
 - providing sufficient time and resources to support students' learning in lessons.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress in addressing most of the recommendations since the last inspection.
- The school has sustained acceptable achievement overall with some signs of improvement despite the high number of teachers and students new to the school. Achievement in English has improved in KG and Primary and is now acceptable. Children and students have a secure knowledge of phonics, and English displays around the school have raised the profile of the subject. Achievement in mathematics in Middle is now good.
- Most teachers share learning objectives at the start of lessons and use a range of strategies to engage students. However, learning activities are still not fully differentiated to meet the needs of all students. All special educational needs (SEN) students have individual education plans (IEPs) but support remains inconsistent in lessons. Students' progress is tracked carefully but the next steps are not specific enough.
- Clubs, and design and technology lessons, promote students' innovation and computer skills, but innovation, critical thinking and problem-solving skills in lessons remain underdeveloped.
- Governance is now acceptable. Considerable effort and time are put into ensuring the school is fully staffed and the building is maintained so it is safe. Governors' focus on holding the school to account is less effective as a result. The Governing Board has not ensured that there are enough resources to support teaching and learning.
- The new senior leaders have an accurate understanding of the school's performance and have established regular focused monitoring which has resulted in some improvement in a time of change and instability. Leaders' 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	- Students' achievement is acceptable in all subjects. It is good in mathematics in Middle and weak in KG in science. Attainment in English has improved in KG and Primary and is now acceptable - All groups make expected progress. Middle students make good progress in mathematics and girls make good progress in English. - Students enjoy learning and develop suitable collaboration skills. Independent learning, critical thinking, innovation and use of learning technology skills are less well developed in lessons.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students behave well, have positive relationships, good social responsibility and very good attendance. - Students have a good understanding of Islamic values and the culture and heritage of UAE society. - Students have positive attitudes and well developed environmental awareness but rely on teachers to guide their learning. Innovation and enterprise skills are acceptable.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers use a range of strategies to engage students in most lessons but do not focus sufficiently on developing learning skills. - Lesson planning now follows a common format that includes all required aspects as agreed by the school but questioning does not always challenge students to think more deeply. - Assessment analysis has improved but it is not used to ensure that tasks in lessons meet the needs of all students.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Curriculum planning promotes progression and continuity of knowledge but there is less focus on developing students' skills. - The range of clubs enriches the curriculum. Curriculum adaptation to support all groups of students and promote their innovation and enterprise skills in lessons is less well developed.		



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	The curriculum promotes students' good understanding of UAE values, culture and society.
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Performance Standard 5	The protection, care, guidance, and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Effective child protection and safeguarding procedures and management of behaviour ensure the school environment is safe. - Regular checks and maintenance ensure the building is safe. The promotion of attendance is very good. - Support for SEN students and those who are gifted and talented (G&T) in lessons is inconsistent.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- A shared vision promotes a commitment to inclusion and National priorities. - Senior leaders monitor the school's performance closely and have an accurate understanding of the school's improvement priorities. Middle leaders and governance are still developing their monitoring skills. - Partnership with parents and the local community is good. The range of learning resources and the use of time over the school day are inadequate.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable. MoE examinations and internal school assessments show outstanding attainment overall but in lessons and students' work, most students attain in line with curriculum standards. - Students in Primary make expected gains in their knowledge about Islamic values and prayer learned in KG, through talking about prayer rules and the benefits of prayers. They read verses from the Holy Qur'an respectfully although not always accurately. In Middle and High, students talk about ethics in Islam such as the ethics of travel. They can identify Sunna and give examples from Prophet Mohammad's (PBUH) life and talk about the lives of the scholars in Islam. Across the school, students do not fully extend their knowledge to deepen their understanding of Islamic concepts. Most students recite the Holy Qur'an applying correct Tajweed rules especially those who attend the club. - All groups make expected progress.	
	Relative Strengths - Understanding of prayers. - Knowledge of the ethics and values of Islam.	Areas of Improvement - A deeper understanding of Islamic concepts. - Accurate reciting of verses of the Holy Qur'an in Primary.
Arabic	- Students' achievement in Arabic is acceptable. In lessons and over time, most students make expected progress. - Students' attainment is acceptable. In MoE examinations, attainment is outstanding overall in all phases. In Internal school assessment, attainment is acceptable in KG and outstanding in other phases. However, in lessons and students' work most students attain in line with curriculum standards. - In KG, children develop early reading skills and can recognise and write individual letters with help. Most students in all phases build expected skills in listening, understanding, and writing. Extended writing is good in Grade 10 but less well developed in Primary and Middle. In Primary and Middle, students make expected gains in reading, but reading fluency with expression is less well developed. Students in all phases find speaking using standard Arabic difficult. - Most groups make expected progress. The progress of more-able students is insufficient.	
	Relative Strengths - Listening and comprehension skills. - Extended writing skills in High.	Areas of Improvement - Speaking in standard Arabic in all phases. - Reading fluency with expression and extended writing skills in Primary and Middle.



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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. MoE examinations and the school's assessments indicate outstanding attainment overall in all phases. However, in lessons and students' work, most attain in line with curriculum standards. - In KG, children know the names of the UAE rulers and the national symbols. Primary students develop adequate knowledge in citizenship, such as the traditions of the UAE and the duties and responsibilities of the rulers towards their people. Students in Middle can talk about geographical features, and the impact of migration, population, and social issues on UAE society. They can identify similarities with other countries in the Arab world but lack a deeper understanding of the differences. Students in High have a sufficient understanding of climate and natural factors but they do not extend their knowledge to compare different economic systems. - All groups make acceptable progress. The progress for more-able students is insufficient.	
	Relative Strengths - Children's and students' knowledge of citizenship. - Middle students' understanding and knowledge in geography.	Areas of Improvement - Middle students' extended knowledge in geography to deepen their understanding - High students' extended knowledge in the economy.

English	- Students' achievement in English has improved and is acceptable in all phases. In lessons and over time, most students make expected progress. - Attainment is acceptable. Students' attainment is acceptable overall in MoE examinations and internal assessments which matches lessons and students' work where most attain in line with curriculum standards. - Through KG and Primary, most students know letters and the sounds that they make to read and write words and then short sentences. Reading and writing longer texts with secure comprehension is developing, particularly for the boys. In Middle, most students speak and listen with confidence, and can read and write paragraphs independently. In High, students, mostly girls, talk with confidence and read and write fluently. Across the school, boys' literacy skills are less well developed, but particularly in High. - All groups make expected progress.	
	Relative Strengths - Speaking, reading and writing skills in Middle and High, particularly girls. - KG and Primary phonics skills.	Areas of Improvement - Boys' literacy skills, particularly in High. - Secure reading, writing and comprehension skills in KG and Primary.



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Mathematics	- Students' achievement in mathematics is acceptable in KG, Primary and High and good in Middle. In lessons and over time, most students make expected progress except in Middle where a majority make better than expected progress. - Attainment is acceptable. Students' attainment is good overall in MoE examinations and outstanding in internal assessments. In lessons and students' work, most students attain in line with expected curriculum standards in KG, Primary and High. A majority attain above curriculum standards in Middle. - Children in KG recognise and count numbers to ten but need help with addition and subtraction. Primary students can add, subtract, multiply and divide, but their insecure understanding of place value hinders their calculation of larger numbers. In Middle, students can solve confidently two-step algebraic equations using all four operations and negative and positive numbers. Their reasoning and problem-solving skills are well developed. High students have a secure understanding in number, measures, and geometry and can apply a formula to solve problems. - Most groups make expected progress. The progress of more-able students is insufficient, particularly in KG and Primary.	
	Relative Strengths - High students' secure understanding in number, measures, geometry, and algebra. - Reasoning and problem-solving skills in Middle.	Areas of Improvement - Understanding of place value to support calculation in Primary. - Children's addition and subtraction skills in KG.

Science	- Students' achievement in science is acceptable in Primary, Middle and High and weak in KG. In lessons and over time, most students make expected progress in Primary, Middle, and High. Only a majority of children make expected progress in KG. - Attainment is acceptable. In MoE examinations, attainment is very good overall. It is outstanding overall in internal assessments. However, in lessons and students' work, most attain in line with curriculum standards except in KG where only a majority of children attain curriculum expectations. - In KG, children make slow gains in their scientific knowledge and understanding, and in developing their exploration and investigation skills. Primary students make expected gains in their knowledge in life sciences, but investigation and practical skills remain weak in Grade 1, 2 and 3. In Grade 4 and 5, and in Middle and High, students improve their practical laboratory skills and have secure knowledge and understanding of scientific concepts in chemistry and physics, but they rarely investigate their own ideas independently. - Most groups make expected progress. The progress of low-attaining students is insufficient, particularly in KG.	
	Relative Strengths	Areas of Improvement



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	- Understanding in chemistry and physics in upper Primary, Middle and High. - Practical skills in upper primary, Middle and High.	- Independent investigations skills in Middle and High. - Children's exploration and investigation skills in KG.
Other subjects	- Students' achievement in other subjects is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Most students attain in line with curriculum standards. - Students develop acceptable skills in art, music, physical education (PE), and DT from Grade 1. Children's skills in art, PE and music are less well developed in KG. In art, students learn techniques in both two- and three-dimensional work using different media including painting and plaster. In music, the emphasis on singing and musical notation helps students develop secure performance skills. Girls build competence in playing musical instruments, but boys' skills are less well developed. In PE, students develop and refine movement and ball skills, and understand fair play. In DT, students build computer skills such as editing programs and creating graphs. - All groups make expected progress.	
	Relative Strengths - Understanding of different media in art and computer skills in DT. - Girls' musical ability.	Areas of Improvement - Children's skills in art, music, and PE. - Boys' skills in playing musical instruments.
Learning Skills	- Students' learning skills are acceptable overall. Most students enjoy learning but often rely on teacher direction to guide their learning in lessons. Most work collaboratively when given the opportunity. - Students make connections between learning in most subjects particularly Arabic-medium subjects. They consider links to UAE and real life in most lessons. - KG children do not always work in small groups and initiate their work, particularly in science. Students can conduct basic research, but innovation and critical thinking skills are less developed in lessons except in mathematics in Middle. Students rarely use ICT to support their learning in lessons other than in DT.	
	Relative Strengths - Collaboration in group work. - Cross-curricular links and to the UAE particularly in Arabic-medium subjects.	Areas of Improvement - Students' taking responsibility for their own learning. - ICT, critical thinking and innovation skills in all lessons. - Children initiation of their own work particularly in science.



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 is good. Innovation skills are acceptable. - Students have positive attitudes toward learning. They follow instructions in lessons but rarely initiate their own learning, including in KG. - Students' behaviour is good, and bullying is rare. Students are respectful and polite to teachers and each other. Students are sensitive to the needs of others, especially SEN students. - Students participate in organised activities that promote health and fitness. In KG and Primary, students do not always eat healthy snacks. Older students understand the dangers of drugs and smoking and the importance of personal hygiene. Students understand their responsibilities in keeping the school safe. - Students' attendance, at 96%, is very good. Almost all students arrive at school on time. - Students' good understanding of how Islamic values influence their own and others' lives is reflected in their good conduct and respectful attitudes. They participate in a number of cultural events that give them a good understanding of their own and UAE culture and a sound awareness of other world cultures. - The student council is involved in decision making. Student leaders support students' in the break and help to keep the school litter-free. Students participate in numerous activities in school and the local community to raise money for charity, look after the environment and in recycling schemes. - Students participate in school and local schemes that promote sustainability and conservation and consider the impact on the wider world. Students enjoy being creative in clubs, but they rarely develop enterprise and innovation skills in lessons.				
Areas of Relative Strength:				
- Understanding Islamic values and UAE heritage and culture. - Students' behaviour and relationships, and very good attendance and punctuality.				
Areas for Improvement:				
- Students' self-reliance in planning and guiding learning, and their enterprise and innovation skills in lessons. - Younger students' adoption of a healthy diet.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. Teachers have secure subject knowledge, and most show an acceptable understanding of how students learn. Planning follows a common format and includes relevant learning objectives. - Most teachers have suitable whole-class discussions and ask questions that check students' knowledge. Questioning does not always challenge students to think more deeply and extend their understanding. - Teachers use a variety of strategies including videos, presentations, and group activities especially in mathematics in Middle. Technology is rarely used other than in computer lessons. Opportunities for problem-solving and critical thinking are under-developed, particularly in KG in science where teaching does not promote children's investigation skills. Planned activities meet the needs of most groups of students although inconsistent for the SEN and more-able students. Students' learning is often directed by the teacher. - Improved internal assessment processes focus on accuracy and link to curriculum standards. They appropriately measure students' progress and are starting to identify gaps in knowledge and skills. Benchmarks have been made with another school and a few students take the international benchmarking test (IBT). - Leaders have developed a thorough data-analysis system to provide a realistic position of overall school performance. All teachers are expected to use the analysis information to plan activities that meet the needs of different ability groups but support for SEN, and challenge for more-able and G&T students remain inconsistent. - Teachers have reasonable knowledge about individual students but feedback for students about the next steps, and strategies for self- and peer-assessment are limited. Areas of Relative Strength: - The range of different strategies in lessons particularly in mathematics in Middle. - Comprehensive analysis of data. Areas for Improvement: - Regular use of problem-solving and critical thinking across subjects and the promotion of independent learning, particularly for KG children in science. - Use of assessment information in all lessons to plan activities that meet the needs of all groups and, peer and self- assessment.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. - The curriculum is relatively broad and balanced and is compliant with MoE expectations. - The school follows the MoE scope and sequence to plan progression over time. However, curriculum planning focuses more on knowledge than on students' skills. - Curricular choices are acceptable for students in High. A few cross-curricular links enable students to transfer learning across subjects, including applying mathematics in physics. Cross-curricular links are better planned in Arabic-medium subjects. - A recent review of the curriculum has resulted in subject action plans which include planned enrichment to support student achievement. - The curriculum is modified to meet the needs of students with SEN, G&T and more-able students, although it is not always delivered in lessons. - Opportunities for enterprise, innovation, and creativity are mostly delivered through a wide range of clubs. However, curricular opportunities to develop students' interests and innovation skills in lessons are limited. - Planned curriculum experiences in most subjects promote students' good understanding of UAE culture, traditions and values, especially in Arabic-medium subjects, art and music. - Moral education is taught as a standalone lesson and is well integrated into other subjects in High. The moral values of respect, care, and compassion for others are reflected in students' good behaviour, respectful relationships and positive attitudes to learning. Areas of Relative Strength: - Planning to promote UAE values, culture and traditions. - Clubs that broaden students' experiences. Areas for Improvement: - Further curriculum adaptation for SEN, G&T and more-able students particularly in lessons. - Opportunities for creativity, enterprise and innovation 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	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is good. - The school has comprehensive procedures for protecting students, including awareness of bullying and internet dangers. Parents, staff and students, including the high number new to the school, know and implement the procedures. - The school regularly checks the building and equipment for safety. Any potential risk from twice-yearly fire drills is discussed. Supervision, security, and transport arrangements are consistently followed. - Detailed records log all incidents, first aid, and building checks. Emergency and safety problems are fixed immediately. - The premises although old, provide safe and adequate accommodation, including for students with disabilities. Water is freely available, and all outdoor areas are shaded. A few wheelchair ramps are steep. - The school provides and encourages students to bring healthy snacks and drinks. This is less effective in KG and Primary. PE lessons and clubs encourage physical activity, and older students learn about personal health. - Students and staff are respectful and polite. Successful systems and procedures promote students' good behaviour and very good attendance and punctuality. - The school has appropriate procedures for identifying SEN and G&T students. The SEN specialist and SEN teachers develop IEPs that are shared with, but not always acted upon, by teachers in lessons. G&T needs are generally met in clubs and special events but not always in lessons. - The academic and personal well-being of students is monitored periodically. The high turnover of staff can stall the support as new staff familiarises themselves with records and students' needs. Careers' guidance for senior students is planned to take place this year. Areas of Relative Strength: - Rigorous arrangements to ensure the protection and security of students. - Systems to promote good behaviour and relationships and very good attendance. Areas for Improvement: - Support for SEN and G&T students in lessons. - Promotion of healthy living in KG and Primary.				



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. Partnership with parents and the community is good. - Senior leadership has established a vision that focuses on National priorities. Appropriate actions are starting to improve teaching and students' achievement but are not yet fully effective in achieving consistently high standards. The capacity to innovate and improve is acceptable. Relationships and communication are professional. - The school development plan (SDP) accurately identifies improvement needs as a result of senior leaders' comprehensive monitoring and self-evaluation processes. The self-evaluation form (SEF) reflects accurately the school's performance. Subject leaders understand the importance of raising student achievement but monitoring of teaching and learning is not focused sufficiently on students' progress in lessons. - Partnership with parents is good. An active parents' association contributes to school improvement. Parents are well-informed about their children's academic progress. They feel welcome in school and all queries and concerns are promptly followed-up and resolved. Community links with local organisations, charity groups and businesses, and local school partnerships contribute to students' good personal development. - The Governing Board includes representatives from all stakeholders. Its focus is on staffing and ensuring the building is safe rather than discussions about school performance and holding leaders and teachers to account for students' outcomes. - The day-to-day management of the school is acceptable, but lessons often start late. Staff benefit from regular professional development. The premises are adequate. There are insufficient resources to support teaching overall. - The school has plans to prepare students for TIMSS (Trends in International Mathematics and Science Studies) and PISA (Programme for International Student Assessment). The school offers entrance in the IBT although uptake is small. Results are analysed but do not yet provide a benchmark for students' achievement.	
Areas of Relative Strength:	
- The SEF and SDP accurately identify the improvement priorities. - Parental involvement.	
Areas for Improvement:	



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- Monitoring by middle leaders and the governing board.
- The range of learning resources and the use of time over the school day.



Provision for Reading

Provision for Reading

- The library has around 2000 fiction and non-fiction books of which 1100 are in Arabic, and four computers. The library has tables and chairs but no comfortable areas for quiet reading.
- The librarian leads weekly lessons for every class but these do not always focus on reading. Students can use the library at break and borrow books but take-up is limited.
- Students participate in competitions. Subsequent rewards and certificates are displayed.
- The school's annual plan for developing reading in both Arabic and English is at an early stage of development. Teachers have some training which is having some impact on English reading but less so in Arabic lessons.
- There are few research or storybooks in classes and few areas for quiet reading in KG. A recent initiative of 'Making libraries' encourages teachers to use books and technology for research. The impact is limited.
- Assessment of reading is systematic but until recently has been limited to simple word recognition or multiple-choice answers. A recent analysis of a baseline assessment in English has identified gaps in students' skills.