



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

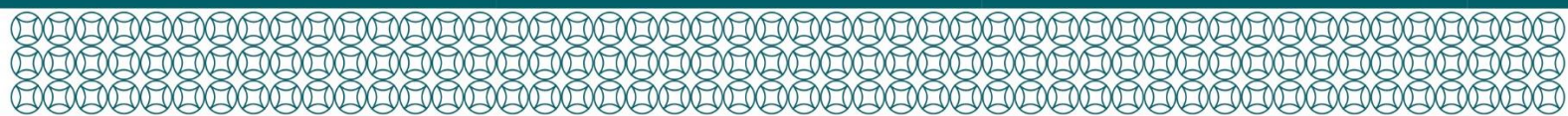
Alia International Private School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Alia International Private School		
School ID:	9235	School phases:	KG1 to Grade 8
School Council:**			
School curriculum:*	American	Fee range and category*	AED 10,000 to AED 19,000 (low)
Address:	Al Daher 3 Street 14 Al Ain	Email:	9235@adek.gov.ae
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*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	45	Turnover rate	8%
Number of teaching assistants	9	Teacher- student ratio	1:10

Students' Information				
Total number of students	360		Gender	Boys and girls
% of Emirati students	77 %		% of SEN students	3 %
% of largest nationality groups	Oman 5%, Egypt 4%, Sudan 3%			
% of students per phase	KG	Primary	Middle	Secondary
	24 %	61 %	15%	0 %

Inspection Details			
Inspection Hijri dates from:	18/05/1441	to	21/05/1441
Inspection Gregorian dates from:	13/01/2020	to	16/01/2020
Number of lessons observed:	78	Number of joint lessons observed:	21



The overall performance of the school:

- The principal has been in post for 3 years. Since the previous inspection, a new senior leadership team (SLT) has been established. A large minority of students have recently joined the school. Ten new teachers have been appointed in the last year.
- The overall performance of the school is now good. Changes introduced by the SLT, through good self-evaluation processes and improved teaching, have increased aspects of students' progress. Students' achievement has improved overall and is now good. The school's leadership and management remain good. The safeguarding and care of students are now very good.

Key areas of strength and areas for improvements:

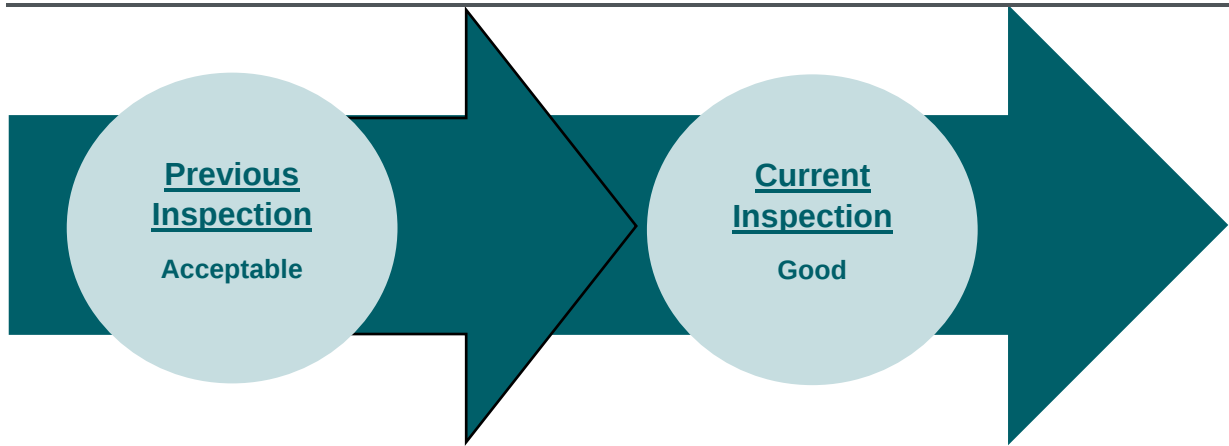
Key areas of strength

- Students' improved progress in some subjects and in their personal development.
- Programmes to meet the needs of lower achievers.
- The protection, care and safeguarding of students.
- Leaders' clear improvement planning and positive partnership with parents.

Key areas for improvement

- Achievement in all subjects by:
 - raising teachers' expectations of students' capabilities through the quality of teachers' feedback and target setting for all students
 - further improving students' language skills through the whole-school literacy strategy
 - fully implementing American curriculum teaching methodology to provide students with a learner-centred approach which takes advantage of educational technologies.
- Furthering students' critical thinking, innovation and enterprise skills by:
 - providing further opportunities within lessons to develop innovation and enterprise skills, and students' use of technology for learning and research.
- Teaching informed by rigorous assessment to better meet the needs of all students, especially higher achievers by:
 - using assessment data to identify gaps in students' learning and plan to meet their individual needs
 - improving challenge for gifted and talented (G&T) students and higher achievers within lessons.
- More rigorous monitoring of teaching based on student outcomes by:
 - enhancing the effectiveness of monitoring of teaching and learning of all students
 - using monitoring data to better inform teachers' professional development.

Progress made since last inspection and capacity to improve



- The school has made good improvement in increasing students' academic progress and aspects of provision despite considerable staffing challenges since the previous inspection.
- Students' achievement is now good overall, with improved progress in UAE social studies, English, science and other subjects. Attainment remains acceptable overall.
- The quality of teaching has improved. Teachers plan lessons consistently, allowing for both independent learning and group collaboration, but differentiation is insufficient to challenge higher achievers. A learner-centred approach is not fully-embedded, although it is strong in KG.
- The school's assessment tracking system is used to make special provision for lower achievers. Students lacking language fluency and poor readers are provided with good quality in-class and withdrawal support.
- The school-wide reading plan has raised reading levels but has yet to impact consistently on progress across subjects. The school has invested in digital devices, but these are insufficiently used to encourage students to read and research.
- Rigorous systems identify G&T students. Each has an independent achievement plan (IAP) supported by extra-curricular activities, such as clubs and an innovation room. In-class adaptation to cater for G&T needs is less well developed.
- Leaders now monitor lessons routinely and a mentoring system supports new teachers. More rigorous monitoring based on student outcomes is required to ensure consistent achievement across all subjects.
- Senior leaders are very aware of the need for further improvement and are committed to improving students' learning. They have made progress in addressing most of the recommendations in the previous inspection report. Overall, their capacity to improve the school is good.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' overall achievement has improved to good because progress and learning skills are good, despite acceptable attainment - Progress is improved in UAE social studies, English and science. Lower achievers are making good progress from low starting points. - Students have positive attitudes to learning and cooperate well. Their ability to take responsibility for their own learning and innovate is less developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' attitudes to learning, behaviour and relationships are positive. Students now exercise self-control and respond well to others. - Students demonstrate a clear appreciation of UAE heritage and their understanding of other cultures is developing. - Students take on key roles within the school, are involved in their local community and have a sound awareness of environmental issues. Innovation and enterprise skills are less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The quality of teaching has improved and is now good in KG and Primary. - Teachers' affirming interactions, consistent planning, and provision of a positive learning environment enable the majority of students to make good progress. - Internal assessment procedures are now consistent and linked to the curriculum. Teachers' use of assessment to meet the needs of higher achievers is less well-developed.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	Modifications to the curriculum now promote learning progression and integrate links across subjects and to UAE society.		



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	- Curriculum adaptation meets the needs of most learners. It is less effective in extending the learning of higher achievers and G&T students within lessons. - Innovation and enterprise are not fully embedded within the curriculum.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- Leaders have established very effective procedures for the care and safeguarding of students, within safe, secure and well-maintained buildings. - Positive relationships within the school community support the effective implementation of policies to guide behaviour and attendance. - Systems to identify and support SEN students are good. Systems to enable identified G&T students to be better extended within lessons are less well-developed.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Leaders continue to have a good focus on raising students' achievement. - Parents' involvement, and the school's communication and reporting, are good. - Day-to-day management of the school is good overall. Ample technological resources are inconsistently used to extend learning.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable overall, but good in KG. In lessons and over time, most make expected progress, and good progress in KG. - School data indicates that attainment is outstanding, which is not reflected in lessons or students' work, where attainment is acceptable overall. - In KG, the majority of children develop clear knowledge of Islamic teaching and practice. For example, they know how to perform the prayers and its conditions. Primary students apply Islamic values well to daily life, for example, etiquettes for receiving guests. They can read the Holy Qur'an with intonation and meaning. Middle students' understanding of the prescribed verses of the Holy Qur'an is only acceptable. Across the school, students lack confidence to apply Tajweed rules consistently in recitation. - All groups of students make acceptable progress but higher achievers do not always receive sufficient challenge.	
	Relative Strengths - KG children's knowledge of Islamic culture. - Primary students' application of Islamic values to daily life.	Areas of Improvement - Confidence in reciting the Holy Qur'an using Tajweed rules. - Understanding of the prescribed verses of the Holy Qur'an in Middle phase.

Arabic	- Students' achievement in Arabic is acceptable overall. It is good in KG. In lessons and over time, most students make acceptable progress. - Attainment is acceptable overall. School data indicates that attainment is good overall which is not supported by lessons and students' work where most attain in line with curriculum standards in Primary and Middle, and above expectations in KG. - The majority of KG children develop confident conversational skills using standard Arabic. In Primary, most students gain acceptable listening and speaking skills. They read prescribed texts and can analyse a story. However, their handwriting skills, and use of punctuation, are underdeveloped. Middle phase students read aloud clearly with expression and have acceptable writing skills, but do not apply accurate grammar rules consistently in extended writing. - All groups of students make expected progress, but higher achievers are insufficiently challenged.	
	Relative Strengths - Children's speaking skills in KG. - Reading skills in Primary and Middle.	Areas of Improvement - Grammar and extended writing skills in Middle phase. - Handwriting and use of punctuation in grammar in Primary.



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Social Studies	- Students' achievement in social studies is good. In lessons and over time, the majority of students make better than expected progress. - Attainment is good. School data indicates that attainment is outstanding overall which is not supported by lessons and students' work, where the majority attain above curriculum standards. - The majority of Primary students gain good knowledge of UAE physical geography, such as notable landmarks. Their knowledge of citizenship and nationality is well developed. They know why people choose to live in the UAE, but they are not confident to use data and various sources of information, such as maps, to explain the impact that this has on the economy. The majority of Middle students gain clear knowledge of the history of the Islamic state, for example during the Omayyad era, but their understanding of the impact of this leadership on the expansion of Islam is less well developed. - The majority of groups make above-expected progress, but higher achievers are insufficiently challenged.	
	Relative Strengths - Knowledge of physical geography of the UAE in Primary. - Students' understanding of citizenship and nationality.	Areas of Improvement - Students' ability to analyse data and information to explain economic concepts. - Middle phase students' understanding of the impact of historical leadership on the expansion of Islam.

English	- Students' achievement in English is good overall, but acceptable in Middle phase. In lessons and over time, the majority make better than expected progress, except in Middle, where progress is acceptable. - Attainment is acceptable, but good in KG. Attainment based on external MAP assessments is weak, but internal assessments show attainment as acceptable in Primary and Middle which matches lessons and students' work. - KG children develop strong speaking and listening skills in preparation for early reading and writing. Primary students continue to make good progress, speaking confidently in response to questions and reading for meaning to extract key information, but their writing is less well-developed. The pace of early gains in developing language skills is not maintained in Middle, where progress is only acceptable. From low entry levels, students acquire sound reading comprehension and vocabulary skills, but extended writing is less well developed. - The majority of groups make above expected progress, except higher achievers, especially in Middle phase.	
	Relative Strengths - KG children's progress in English speaking and listening skills. - Reading comprehension and vocabulary skills in Primary.	Areas of Improvement - Extended writing skills. - Students' further development in reading.



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Mathematics	- Students' achievement in mathematics is acceptable overall, but good in KG. In lessons and over time, most make expected progress, except in KG where progress is good. - Attainment is acceptable. International MAP assessment results are weak but this is not seen in internal data, lessons and students' work, where most attain in line with curriculum standards. The majority of KG children are working above curriculum standards. - KG children gain a strong understanding of number concepts. Primary and Middle students develop acceptable data collection and calculation skills. Most have confidence in mental mathematical calculations, but their skills to analyse and solve word problems, and in algebra, geometry and probability, are less well developed. - Most groups make acceptable progress, but higher achievers are insufficiently challenged.	
	Relative Strengths - Application of number operations, especially in KG. - Confidence in mental mathematics.	Areas of Improvement - Understanding of algebra, geometry, and probability. - Students' skills to analyse and solve word problems in mathematics.

Science	- Students' achievement in science is good overall. In lessons and over time, the majority make above expected progress. - Attainment is acceptable. Attainment based on external MAP assessments is weak which is not supported in internal data, lessons and students' work, where most students attain in line with curriculum standards. Children's attainment is good in KG. - KG children are curious, exploring the natural environment, using their senses and sorting skills. Primary students use scientific terms to talk about what they observe in practical work. Middle students regularly conduct experiments safely, making predictions and drawing conclusions. Students' analysis of findings and writing of scientific reports are less well developed. - The majority of groups make above expected progress, but higher achievers do not always receive the challenge they need to extend learning.	
	Relative Strengths - Students' safe practical skills. - Observation and categorisation skills, especially in KG.	Areas of Improvement - Students' analysis of findings. - Writing of scientific reports.



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Other subjects	- Students' achievement in other subjects is good overall. In lessons and over time, the majority make above-expected progress, other than in music, French and STEM where progress is acceptable. - Attainment of students overall is broadly above curriculum expectations in most subjects. In lessons and in their recent work, students make above-expected progress in PE, English social studies, KG 'free-flow', and moral studies. - Students develop creativity and an ability to integrate areas of knowledge, especially in KG 'free-flow' and in school clubs. Students develop effective designs using contrasting colour in art. In ICT students use software to design applications, such as military alert. The fitness of a few students impairs performance in PE. - The majority of groups make above expected progress, but higher achievers do not always make more rapid progress.	
	Relative Strengths - Knowledge of colour in art and ICT skills. - Creativity and ability to integrate areas of knowledge, especially in KG free-flow and clubs.	Areas of Improvement Fitness of a few students in PE.

Learning Skills	- Students have positive attitudes and are taking responsibility for their own learning, although this is less well developed in Middle phase. - Students interact cooperatively within groups to complete activities. They have well-developed abilities to link what they are learning to other subjects and to the UAE context. - Students' critical thinking, innovation and enterprise skills are insufficiently developed. Their ability to work independently using technology is a developing feature.	
	Relative Strengths - Enjoyment of learning and positive interactions. - Skills to link subject learning to the UAE context and other subjects.	Areas of Improvement - Students' responsibility for their own learning in Middle phase. - Further development of critical thinking, innovation and enterprise skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Good	Good	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	N/A
Social responsibility and innovation skills	Good	Good	Good	N/A
- Students' personal and social development is good overall. Innovation skills are acceptable. - Students demonstrate positive attitudes towards learning, especially in KG. Students behave well, showing courtesy to teachers. They help each other and bullying is rare. - Students have healthy lifestyles, making appropriate choices about their own health and safety. They enjoy physical exercise in assemblies and in KG activities. A few Middle-phase boys have poor fitness which limits their PE performance. - Attendance is very good at 97% and almost all students are punctual to school. - Students show clear appreciation of Islamic values in assemblies and in their respectful behaviour. Students' understanding of Emirati culture is demonstrated by active participation in national events. The school is multi-cultural and students' good awareness is raised by events such as 'International day'. - Students take good responsibility within the school community, such as taking turns in running assemblies and acting as marshals in breaks. They are involved in local community projects, such as visiting hospitals, and the Red Crescent. - Students enjoy learning and have a consistent work ethic. Their creativity and innovation are seen in clubs and KG 'free-flow' activities, but are less apparent in lessons. - Students have a good understanding of the need to care for their environment. They actively recycle materials, plant trees and participate in 'Friends of the Environment' activities to promote awareness of conservation internationally. - Students are developing acceptable innovation skills through the introduction of STEM activities and digital technologies although they do not always use these skills effectively in lessons. Areas of Relative Strength: - Knowledge and understanding of UAE culture. - Students' positive attitudes, especially in KG and Primary. Areas for Improvement: - Further development of innovation and enterprise skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Acceptable	N/A
Assessment	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of teaching is good overall, but acceptable in Middle phase. Assessment is acceptable. - Teachers have secure subject knowledge but their understanding of how students learn is not as well developed in Middle phase. Teacher interactions are affirming and create a positive learning environment, especially in KG. Questioning engages students in meaningful discussion. - Lessons are planned consistently, with links to the local culture and other subjects. KG teachers systematically develop children's higher-level thinking skills, but in Primary and Middle critical thinking, innovation and enterprise skills are less well-developed through planned opportunities. - Ample resources are used effectively to motivate learning in KG, but in other phases, technological resources are inconsistently used to extend learning. - While teachers use strategies that effectively meet most students' needs, there is insufficient challenge for higher achievers. - Internal assessment processes are consistent and linked to the school's curriculum. International MAP tests are used to benchmark students' outcomes. - The school uses assessment information adequately to modify the curriculum and improve progress. Teachers' use of continuous assessment to identify emerging learning needs of students is less effective and higher achievers are insufficiently extended. - Teachers have a reasonable knowledge of their students' strengths and weaknesses. They generally mark work regularly but do not provide sufficient written feedback to help students improve further. Areas of Relative Strength: - Affirming teacher interactions and a positive learning environment, especially in KG. - Consistent lesson planning that enables effective links to the local culture and other subjects. Areas for Improvement: - Rigorous use of assessment information to better meet students' needs, especially higher achievers. - Provision of further opportunities, and use of resources, to develop students' critical thinking, problem-solving, innovation and enterprise skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Good	Good	N/A
Curriculum adaptation	Very Good	Good	Good	N/A
- The overall quality of the curriculum is good. It is very good in KG, where the holistic and integrated curriculum facilitates rapid progress to good achievement from low entry levels. - The rationale is clear, following the American curriculum underpinned by the California Common Core Standards and Next Generation Science Standards. - The curriculum is planned so that learning builds well on students' previous achievements in all key subjects. It provides meaningful and well-integrated cross-curricular links, particularly in KG. - The school conducts regular reviews of the curriculum. It is modified to meet students' needs, particularly SEN, students for whom English is a new language (ESL) and lower ability students. Curriculum modification to challenge higher achievers and improve external assessment results is less effective. - The curriculum is interesting, offering a range of opportunities, such as timetabled clubs and KG 'free-flow' activities that motivate students to learn and allow the development of innovation skills outside lessons. Opportunities for innovation and enterprise development within lessons are insufficient. - Appropriate learning opportunities are integrated through most aspects of the curriculum for students to develop a clear understanding of UAE culture and society. - Moral values are embedded in the school's programme and addressed in specific moral education lessons. The effectiveness of this programme is seen in improved behaviour and respectful interactions.				
Areas of Relative Strength:				
- The integrated and holistic curriculum to support learning for KG children. - Modification of the curriculum to meet the needs of SEN students and lower achievers.				
Areas for Improvement:				
- Further adaption of the curriculum to raise achievement, particularly higher achievers. - Further opportunities within lessons to promote innovation and enterprise skills.				



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	N/A
Care and support	Very good	Very Good	Very Good	N/A
- The overall quality of protection, care, guidance and support for students is very good. - Child protection and safeguarding procedures are very well-understood by staff, parents and students. These are systematically and effectively applied to maintain an environment safe from bullying, including cyber-bullying. - Facilities are very safe, hygienic and secure. The bright, well-maintained buildings provide a positive and inclusive learning environment, especially in KG. Supervision of students is very effective, including on buses. Secure record-keeping is detailed and includes regular safety checks. - The school effectively promotes healthy lifestyles and only a very few students are reluctant to keep fit. - Purposeful staff-student relationships support very efficient behaviour and attendance management. Only a few students in occasional classes show a lack of adherence, and school systems deal very effectively with these. - The school has rigorous systems to identify, support and monitor SEN students through individual education plans (IEP). Support for lower-achieving students is very effective and the impact is seen on their good progress. Identified G&T students have individual attainment plans. While their needs are catered for through extra-curricular activities, they are insufficiently challenged within lessons. - Guidance to assist academic and personal development is good. Guidance staff meet with Grade 7 students to discuss the next phase in their education. Students' personal development is monitored, although this is less rigorous with regard to their career pathways and goals. Areas of Relative Strength: - Systems to ensure health, safety and child protection. - Purposeful staff-student relationships that support very efficient behaviour and attendance management. Areas for Improvement: - Challenge for G&T students in lessons. - More effective monitoring of students' career planning.				



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' clear vision for students' well-being and enjoyment of learning is inclusive. The school's strategic direction, underpinned by UAE priorities, is well-supported by the school community, but not yet fully embedded to ensure consistently high levels of student achievement. - Leaders' secure knowledge of best practice in teaching enables the school to focus on raising students' achievement. Communications are effective in establishing a welcoming learning environment. The newly established leadership team is willing to try new ideas to bring about sustainable change. Leaders have been successful in developing reading skills and in raising school performance across subjects. - Whole-staff involvement and use of assessment information in self-evaluation has meant an accurate understanding of improvement priorities leading to the implementation of a school improvement plan which is focused on improved student progress. The monitoring of teaching is not yet sufficiently focused on learning outcomes. - Communication and reporting systems ensure parents are well-informed of students' progress and helped to contribute to the life of the school. The school has a range of networks and provides opportunities for students to volunteer for the benefit of the local community. International partnerships are developing but are not yet fully effective in supporting the school to achieve the full implementation of American Curriculum teaching methodology. - The governing board includes parents and staff representatives through which it seeks stakeholders' views. School performance is regularly monitored, including student progress. The board exerts a positive influence on the school's direction, maintaining accountability and ensuring regulatory compliance. It has plans, such as surveying parents, to improve stakeholder consultation. - Day-to-day management of the school is effective. Staff are appropriately deployed and have regular professional development. Facilities are very safe, well-maintained and well-resourced, although technological resources are not always used fully effectively to promote students' achievement to the highest levels. - To promote students' achievement in TIMSS the school has integrated a range of questions in lessons to help students practice critical thinking and problem-solving. Strategies to improve reading levels are also being implemented to raise performance in external examinations.	
Areas of Relative Strength:	
Well-organised management with a very safe and welcoming learning environment.	



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- Clear school improvement priorities, effective communications and positive parental partnerships.

Areas for Improvement:

- Focused monitoring of teaching, and use of resources, based on student outcomes.
- Development of international partnerships to support the full implementation of American Curriculum teaching methodology to raise students' achievement further.



Provision for Reading

Provision for Reading

- Two well-resourced libraries encourage English and Arabic reading through weekly class reading sessions. Students access and borrow levelled readers and reference books, supported by the librarian and specialist teachers who promote guided reading. Comfortable reading areas are provided in KG and lower grades, in corridors and heritage areas.
- Reading for comprehension is promoted in English and Arabic classes with a daily focus on vocabulary, reading comprehension and spelling.
- The Reading Plan targets improved reading in both languages by integrating the development of reading skills across all subjects.
- All staff are trained in the teaching of reading and using the on-line 'I Read' portal which helps parents to support their children's reading. Events, such as 'reader of the week', and competitions in reading, poetry and writing encourage reading.
- The results of diagnostic tests are used to develop remedial reading action plans for lower readers. Intensive remedial programmes in both Arabic and English improve reading skills, supported by an ESL programme and additional specialist teachers. Reading logs and regular reading assessments monitor progress.