



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
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Inspection
report of

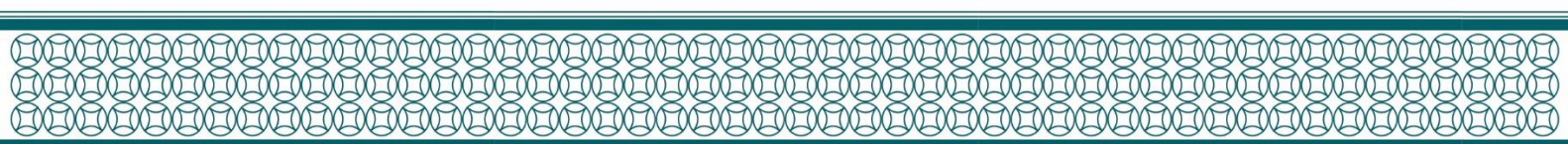
**Ashbal Al Quds Secondary Private
School**

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Ashbal Al Quds Secondary Private School		
School ID:	9019	School phases:	KG to High
School curriculum:*	MoE	Fee range and category*	AED12,160 to AED21,065 (low to medium)
Address:	Shakhbout City Abu Dhabi	Email:	9019@adek.abudhabi.ae
Telephone:	+097 (0) 25861440	Website:	www.ashabalalquds.com

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

Staff Information			
Total number of teachers	122	Turnover rate	7%
Number of teaching assistants	1	Teacher- student ratio	1:16

Students' Information				
Total number of students	2000		Gender	Boys and girls
% of Emirati students	31%		% of SEN students	2%
% of largest nationality groups	Syria 18%, Jordan 17%, Egypt 10%			
% of students per phase	KG	Primary	Middle	High
	10%	33%	24%	33%

Inspection Details			
Inspection Hijri dates from:	14/03/1441	to	17/03/1441
Inspection Gregorian dates from:	11/11/2019	to	14/11/2019
Number of lessons observed:	115	Number of joint lessons observed:	32



The overall performance of the school:

- The school opened in 1986. The new principal has been in post for 10 months and has brought positive changes to the school environment. The school does not have a vice principal formally appointed and approved. Teacher turnover is low.
- The overall effectiveness of the school is acceptable. Students' achievement remains acceptable overall. The new leadership is focused on improvement and has identified priorities. Additional resources and training for teaching staff have resulted in improvements in teaching strategies, a positive school environment and improvement in students' performance in a minority of subjects in High and in the kindergarten (KG). This is not yet consistent across phases and subjects.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' very good attendance, positive behaviour, relationships and enthusiasm for learning.
- Students' achievement in High in English and science and in KG in science, social studies and Islamic education.
- Curricular links across subjects.
- Students' understanding of Islamic values and respect for UAE heritage and culture.

Key areas for improvement

- Students' achievement in all phases by:
 - developing students' engagement in independent learning that accelerates progress
 - ensuring all students are clear on what they need to do to improve
 - promoting students' innovation skills in all subjects.
- Meet the learning needs of all groups and individual students more consistently by:
 - planning specific lesson activities for students with special educational needs (SEN) and gifted and talented (G&T) students
 - monitoring groups' and individuals' progress from their starting points
 - provide intervention plans when progress is insufficient
 - developing SEN staffing
 - providing further challenge for higher-achieving students more consistently in all subjects.
- The quality of learning and teaching, particularly in the lower and middle phases, by:
 - ensuring teachers consistently follow common lesson plans
 - using assessment data more effectively to inform planning for students with different learning needs
 - identifying gaps in teaching and learning through rigorous monitoring
 - providing focused training to ensure continuous development of teaching

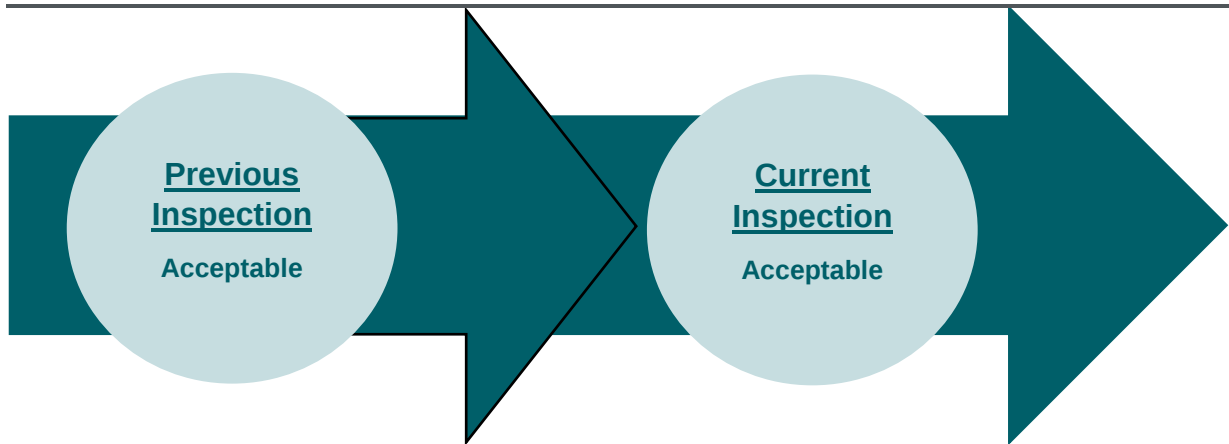


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- sharing and promoting best practice through peer observation.
- The rigour of all leaders' monitoring by:
 - appointing a vice principal to extend the leadership capacity
 - focusing on the quality of student learning outcomes in lessons and sharing best practice, with reference to the UAE inspection framework
 - developing the rigour of subject leaders' planning and monitoring across subjects
 - improving punctuality for morning assembly.



Progress made since last inspection and capacity to improve



- The school has made progress in addressing most of the recommendations from the previous inspection. Students' achievement remains acceptable overall but has improved since the previous inspection to good in KG in science, social studies, and Islamic education and in High in English and science.
- Teachers now use more open-ended questions to promote students' critical thinking in High. This is less frequent in other phases. Lessons are not yet modified consistently to meet the learning needs of all, particularly SEN and G&T students. Work is not yet sufficiently personalised, and data is not used effectively to plan learning activities. Students' innovation and enquiry skills in Primary and Middle remain less well developed.
- The new leadership has improved premises extensively to provide improved safety for students in the school campus and when they leave the school. The bus area is now separated from the area where parents arrive with their children. The supervision of students boarding the buses remains an area for improvement. While attendance is very strong, punctuality is less secure.
- Teachers now mark students' work more regularly, although the quality of teachers' feedback to support learning is inconsistent across the school.
- Leaders have started making changes and are aware that further improvements can be made. The overall capacity of leaders 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	- Most students' achievement is acceptable. It has improved to good in KG in Islamic education, social studies and science. Achievement is good in High in English and science. - Most groups of students make expected progress. Higher-achieving students do not always make sufficient progress. - Students' engage well in lessons and make appropriate links in their learning and to the real world. Their innovation, critical thinking and problem-solving skills are less secure.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students are increasingly self-reliant, have positive attitudes and are well behaved and considerate to others. Attendance is outstanding, although punctuality is less strong. - Students have good understanding and appreciation of Islamic values and UAE culture and heritage. - Students' innovation skills are less well developed particularly in lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers' knowledge and interactions support learning, but less effectively for SEN, G&T and higher-achieving students. - Planning is appropriate, and links to UAE culture and real life are strong. - Assessment is regular but not analysed effectively to promote students' progress and meet the needs of all groups.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The school provides strong links across subjects and to students' everyday lives in UAE society. - The curriculum is not yet sufficiently modified to meet the needs of groups of students. It provides additional learning to identified students.		



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	The curriculum offers appropriate opportunities for students in High to develop their critical thinking and problem-solving skills. Provision enterprise and innovation is underdeveloped.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- There are adequate formal child protection policies and promotion of healthy lifestyles. Supervision during the boarding of buses is less effective. - Staff-student relationships are supportive of students' behaviour and attendance systems are strong. Cyber bullying and punctuality are not addressed rigorously - Procedures for identification of SEN and G&T students are appropriate but provision of support to meet their needs is underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Senior leaders are focused on improvement and have raised achievement in few subjects. The full impact on students' outcomes is yet not evident. - The school has a strong partnership with parents and the community. Governors are increasingly involved in the life of the school. - School self-evaluation and monitoring of lessons are not sufficiently focused on the quality of students' learning.		



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
* Arabic (as additional Language)	Attainment	NA	NA	NA	NA
	Progress	NA	NA	NA	NA
Social Studies	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
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. It is good in KG. In lessons and over time, most make expected progress and children in KG make better than expected progress. - Attainment is acceptable overall and good in KG. External and internal attainment data is outstanding overall, but this is not borne out in lessons and students' work, where most attain in line with curriculum standards. - Children make good progress in KG in memorising and explaining the meanings of short surahs. Students in Primary develop understanding of Islamic rules. In Middle they explain their learning about Islamic concepts appropriately. Most students in High extend their learning when they link Islamic teaching to real-life contexts. Students' application of Tajweed rules when reciting verses from the Holy Quran is less well developed. Linking their learning in Seerah and Hadeeth to verses in Holy Quran to deepen their learning is less secure - All groups of students make acceptable progress, although this is not as strong for SEN and G&T students.	
	Relative Strengths - Children's understanding of the meanings of short Surah. - Students' in High skills in linking their learning to real-life contexts.	Areas of Improvement - Students' skills in reciting verses from the Holy Qur'an following Tajweed rules. - Linking learning in Seerah and Hadeeth to verses of Holy Quran.

Arabic	- Students' achievement in Arabic is acceptable. In lessons and over time, most make the expected progress. - Attainment is acceptable. External data and internal data is similarly outstanding. This is not borne out in lessons and students' work, where most attain in line with curriculum standards. - Students make acceptable progress across all phases. Most demonstrate listening, speaking and reading skills, in line with curriculum standards. Students read age-related texts including poems accurately and with relative fluency. In High, most show appropriate skills in using standard Arabic. Overall, speaking in standard Arabic using new vocabulary is less secure particularly in the lower grades. Students' creative, persuasive and extended writing skills are less well developed across the school. - All groups of students make acceptable progress.	
	Relative Strengths - Students' listening and reading skills. .	Areas of Improvement - Students' skills in extended and creative writing across the school. - Students' speaking skills in standard Arabic in particularly lower grades.



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Social Studies	- Students' achievement in social studies is acceptable overall. It is good in KG. In lessons and over time, most make expected progress and children make good progress in KG. - Attainment is acceptable overall. External and internal assessments are overall outstanding. These high standards are not fully evident in lessons and in students' work, where most students' attainment is in line with curriculum standards. Attainment is good in KG. - Children make good progress in KG, where they develop strong understanding of UAE symbols and values and how it impacts on their life. Most students continue to develop appropriate understanding in UAE history but they are not secure in analysing historical events to understand the cause and effect relationship. Most students in the higher grades develop greater understanding of how career choices affect their future economic opportunities. - All groups of students make acceptable progress. In KG, children make better than expected progress. The progress of the more-able students in extending their learning through research and working independently is insufficient.	
	Relative Strengths - Children's understanding of UAE symbols and values - Older students' understanding of the importance of their career choices	Areas of Improvement - Students' ability to analyse cause-and-effect relationships between historical events. - Progress of more-able students in extending their learning through research and working independently.

English	- Students' achievement in English is acceptable overall. It is good in High. Progress in lessons and over time is acceptable and is good in High. - Students' attainment is acceptable overall, although it is good in High. Internal and external data show attainment is outstanding. However, this is not evident in lessons observed and students' work. - Most children in KG make acceptable progress as they develop their reading comprehension and speaking skills. Most students in Primary and Middle continue to make expected progress in their listening, speaking, reading and writing skills, their extended writing skills are not as well developed. However, the majority in High are developing their extended writing skills to a high level. - All groups make at least expected progress, although higher achievers do not consistently develop their reading, writing and speaking skills to be able to work above curriculum expectations.	
	Relative Strengths	Areas of Improvement



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	- High phase students' extended writing skills. - Students' speaking, listening and comprehension skills, across all phases.	- Students' extended writing skills in Primary and Middle. - Extending higher-achievers' skills in speaking, reading and writing.
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Mathematics	- Students' achievement in mathematics is acceptable overall. In lessons and over time, most make expected progress. - Attainment is overall acceptable. External data and the school's internal data show that attainment is outstanding, but this is not seen in lessons and students' work, where most attain in line with curriculum standards. - Children make acceptable progress in KG as they develop understanding for numbers. Most students continue to make expected progress in their knowledge of numbers and quantities, relationships, and space and shape. Students make expected progress in mathematical relationships, understanding and applying approximation. Their skills in calculating numbers is less secure particularly in Primary. - All groups make at least expected progress, although higher-achieving students do not develop application of mathematical knowledge in real life situations.	
	Relative Strengths - Students' understanding of relationships and functions. - Students' understanding and application of approximation.	Areas of Improvement - Primary students' calculation skills - Higher achievers' linking of mathematical knowledge to real life.

Science	- Students' achievement is acceptable overall. It is good in KG and High. In lessons and over time, most make expected progress. - Attainment is acceptable. External and internal data indicate at least very good attainment. This standard is not borne out in lessons and students' work, where most attain in line with curriculum standards. - Children in KG gain good understanding of the natural world. Students in Primary gain appropriate understanding of animals and their natural habitats. Most continue to develop their practical laboratory skills through Middle, and in collaborative group investigations in High. However, their independent enquiry and scientific skills are less well developed in Primary and Middle. - All groups make at least expected progress in Primary and Middle and better than expected progress in KG and High. Progress of higher achievers is inconsistent.	
	Relative Strengths	Areas of Improvement



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	- KG children's understanding of the natural world. - Students' collaborative investigation projects in High.	Students' independent inquiry and scientific skills, particularly in Primary and Middle.
Other subjects	- Students' overall achievement in other subjects is acceptable. In lessons and over time, most make expected progress. - Attainment is overall acceptable in other subjects. It is weak in PE in High. - In Art, students apply their visual art skills to their knowledge of UAE culture. In ICT, students apply their learning of applications to real life. In PE, Primary students develop appropriate ball skills in ability groups. However, in High, students do not always practice their PE skills fully in lessons. - All groups make the expected progress with a small cohort of high achievers making weak progress in PE because they do not participate fully in lessons.	
	Relative Strengths - Students' applying their learning in ICT. - Students' knowledge and application of visual art skills in relation to their UAE culture.	Areas of Improvement Practicing learnt skills in PE, particularly in High.
Learning Skills	- Students' learning skills are acceptable overall. In most lessons, students are generally focused and engage well with learning. When given the opportunity, students work collaboratively to solve problems and share their learning. - In most lessons, students link their learning appropriately to the real world. - Students' innovation, critical thinking and problem-solving skills are developing in a minority of lessons particularly in High. Overall, these skills are less well developed. Their use of learning technologies in lessons is limited.	
	Relative Strengths - Students' making links across subjects. - Students' application of their learning to the real world.	Areas of Improvement - The use of learning technologies in lessons. - Students' innovation, research and problem-solving skills.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- Students' personal and social development is good overall. Their innovation skills are acceptable. - Students demonstrate positive attitudes, and are increasingly self-reliant. Behaviour overall is good. Students are self-disciplined and considerate to others. Students are supportive of one another and bullying is rare. - Students' positive attitudes are reflected in their outstanding attendance rate of 98%. A minority are late in the morning, and therefore attendance and punctuality overall are very good. - Students demonstrate understanding of healthy lifestyles. They bring healthy lunches and choices in the canteen are generally well balanced. They engage in Happiness Day and participate in extra-curricular sports. - Students have good understanding of Islamic values and a positive appreciation of UAE culture and heritage. They recite from the Holy Qur'an, salute the flag and sing the national anthem respectfully. Students participate in National Day, Flag Day and Martyrs Day. Students have a clear understanding and appreciation of their own culture and other cultures. - Students regularly raise funds and donate products to the Red Crescent for needy families. - Students maintain a clean environment and promote sustainability through recycling materials and model ideas for sustainability projects. Children in KG engage in planting flowers in the school garden. - Students develop leadership skills through leading assemblies and participating in reading challenges. They develop creativity through art. However, the development of creative thinking, innovation and entrepreneurship are inconsistent in lessons. Areas of Relative Strength:				
- Students' understanding, and appreciation of, Islamic values and Emirati heritage and culture. - Students' attendance, positive behaviour and their courteous relations. Areas for Improvement:				
- Students' innovation skills. - Students' punctuality to school.				



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 an adequate understanding of how students learn. - Lessons are planned appropriately. Activities are interesting and enable most students to make progress in line with curriculum expectations. Linking learning to UAE culture and real life is a strength. Most teachers create a positive climate for learning where students are encouraged to ask questions. However, students are not always given enough thinking time for their responses. - Relationships are positive and promote students' engagement in learning. - Most teachers recognise that different groups of students have different learning needs and so adapt their resources accordingly. In the lessons where planning is most effective activities are differentiated across ability groups, and so generally meet the learning needs of most groups of students. However, this is not yet consistent across all subjects and it does not yet include more specific activities for SEN, G&T and higher-achieving students who need more individual support and challenge. - In the most effective lessons, activities promote problem-solving and critical thinking particularly in High. However, these skills are less well developed in other phases where students often rely too heavily on teachers for guidance and information. Students' use of learning technology is under-developed. - The school ensures regular assessments of students' attainment. These do not always produce reliable data about students' progress. - Teachers use data analysis to plan and modify lessons but the impact on students' learning is inconsistent. - Most teachers mark students' work regularly, although the quality of teachers' feedback for further improvement is inconsistent. Opportunities for students to engage in self- and peer-assessment are not always consistent across lessons. Areas of Relative Strength: - Teachers' knowledge and support for students' learning. - Teachers' interactions which ensures students' engagement in learning. Areas for Improvement: - More specific learning activities to support SEN, G&T and higher-achieving students. - Using assessment data to monitor students' progress and plan lessons effectively. - The quality of teachers' feedback to students.				

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 curriculum is acceptable. The implemented MoE curriculum is reasonably broad, balanced and provides appropriate continuity and progression. The curriculum prioritises the development of students' knowledge. There is appropriate focus on skills in High, but this is not yet fully developed in the Primary and Middle. - Students in High have a range of curricular choices particularly in science. - Cross-curricular links are planned to transfer learning skills across subjects. These are well-linked to UAE heritage and culture. - The curriculum is reviewed periodically to ensure it meets most students' needs. The adaptation of the curriculum to meet the needs of SEN and G&T students is at an early stage of development and is not consistent across all lessons. The school provides Saturday learning for students who need additional learning and support. - The development of students' critical thinking and problem solving is delivered mainly through science and art. Students' independent learning is stronger in High where group activities enable them to lead their own learning. - The curriculum offers an appropriate range of excursions, such as visits to the Louvre and Al Watan Palace, sporting activities and community events to extend students' interests. The curriculum is less successful in developing enterprise and innovation skills particularly in lessons. - The curriculum places importance on promoting Islamic values and upholding traditions. - Moral education lessons promote high moral values and understanding of social responsibilities. Values are promoted in assemblies and students' voluntary activities in school. Areas of Relative Strength: - Provision of cross-curricular links in most lessons. - Links with Emirati culture and UAE society. Areas for Improvement: - Modification of the curriculum to meet the learning needs of all students. - Provision of more opportunities for 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	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is acceptable. Effective policies and procedures for child protection are in place. Parents and students are made aware of these policies and procedures. The school's programme to prevent social media and cyber bullying is an area of development. - The premises are clean and provide a healthy environment. Repairs are identified and dealt with appropriately. Records are maintained. Health and safety checks are appropriate but not rigorous. The newly developed bus area provides a safe area for buses to arrive and leave the school. However, supervision during the boarding of buses is less effective. The clinic is well resourced, although safety checks need to be more rigorous. - The promotion of healthy lifestyles is adequate. Regular health screening and health education is provided by the nurse. Students are encouraged to make healthy food choices and take exercise. - Staff have established respectful and caring relationships with students. Systems to promote good behaviour are increasingly successful - Systems to promote attendance, including the school's work with parents, contribute to outstanding attendance. A minority of students continue to arrive late in the morning. - The school identifies SEN students who have mainly physical disabilities, such as vision and hearing. Systems are less effective in identifying students' specific learning needs. G&T students are identified, although they are not yet challenged consistently to accelerate their learning particularly in lessons. - The school effectively promotes and monitors the well-being and personal development of all students. Areas of Relative Strength: - Systems to support students' attendance. - Staff-student relationships. Areas for Improvement: - Identification and support of SEN and G&T students. - Rigorous monitoring of health and safety provision and punctuality in the morning.				



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	Good
Management, staffing, facilities and resources	Acceptable
- Leadership and management are acceptable overall. The vision for the school is closely aligned to the UAE vision. Senior leaders are focused on improvement and understand the features of good teaching, although the sharing of best practice and ensuring consistently good lessons across the school are less secure. Leaders have improved students' personal and social development and standards in English and science in High and science, Islamic Education and social studies in KG. This shows appropriate capacity to improve the school further. - The self-evaluation form (SEF) identifies strengths and priorities for improvement which are included in the School Development Plan (SDP). This process is not yet aligned effectively to the inspection framework. Monitoring teaching and learning is regular although focus is not always on students' outcomes. The school provides staff training based on identified needs. - Parents are involved in the life of the school. They regularly communicate with the school and can track their child's performance. Parents of SEN students are regularly updated about their child's performance, support and welfare. - The school is involved in a range of activities supporting local and national events which engage students in the community, for example, the Red Crescent, police, community girl guides and have established links with other international schools to share activities and teaching strategies - Governors are more actively involved in the work of the school. Parents are represented on the board and governors have invested in improvements to secure students' safety. Governors review performance data and have established additional weekend classes for those who need support. - The day-to-day management of the school is effective. Classrooms are generally clean and well organised. Staffing and premises are adequate, however the vice principal post is vacant. A few classrooms are too small for group activities. Modern learning technologies are limited and have still to be integrated into lessons. - Leaders have started using the International Benchmarking Tests (IBT) to compare achievement against national and international performance. However, this is at an early stage of development.	
Areas of Relative Strength:	



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- Partnership with parents and the community.
- Increased effectiveness of governors' involvement in the school.

Areas for Improvement:

- Leaders' monitoring of lessons to focus on the quality of students' learning.
- Sharing of best teaching practice across the school.
- Effective alignment of self-evaluation process with UAE inspection framework.



Provision for Reading

Provision for Reading

- The school's library contains a wide range of books. Most are Arabic, with only a few English books. There are currently no electronic books, but there are four computers.
- The school has an improvement plan for reading in Arabic and English. There is a timetable for classes to visit the library at least once a month and a reading lesson once a week. The librarian creates questions to support reading comprehension. She also provides strategies for parents to support their children's reading.
- Reading is promoted at break times. Older students listen to younger students read. Books are borrowed from the library and used to help develop skills in reading and speaking. There are small libraries in a minority of classrooms, although these are not always effectively used.
- Stories are brought in by teachers to encourage students' reading. The school participates in reading challenges such as 'A Good Reader', the spelling bee and the MoE reading carnival.
- Staff have received training in encouraging and improving reading. Teachers assess reading comprehension weekly and run diagnostic tests annually.