



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

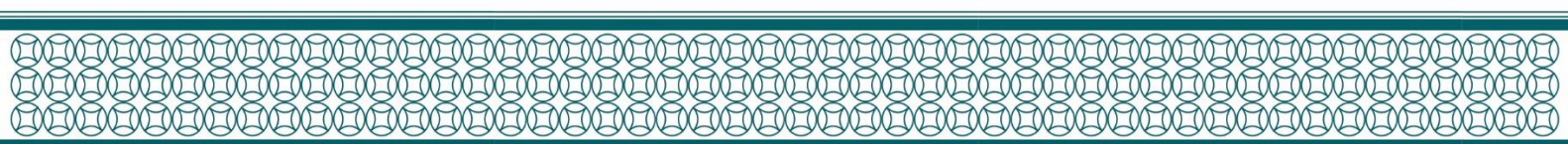
Baraaim Al Ain Private Schools

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Baraaim Al Ain Private Schools		
School ID:	9150	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	MoE, American	Fee range and category*	AED4,300 to AED10,030 (Very low)
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*Relevant for Private schools only ** Relevant for Government schools only

Staff Information			
Total number of teachers	48	Turnover rate	5%
Number of teaching assistants	5	Teacher- student ratio	1:20

Students' Information					
Total number of students	1067		Gender	Boys and girls	
% of Emirati students	5%		% of SEN students	0%	
% of largest nationality groups	Egypt 60%, Sudan 10%, Syria 10%				
% of students per phase	KG	Primary	Middle	Secondary	
	14%	43%	27%	16 %	

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:	96	Number of joint lessons observed:	18



The overall performance of the school:

- Two new buildings have been completed on the campus. The school enrolled 200 new students to various classes this year.
- The overall performance of the school is acceptable. Most students' achievement is in line with curriculum expectations. KG children's achievement is good overall, and students' achievement is good in Islamic education and UAE social studies. The quality of teaching is acceptable, but teachers do not plan lessons that meet the learning needs of individual students, particularly new students and high-achieving students. School leaders monitor teaching but do not yet consistently communicate or implement development plans that improve the quality of teaching and students' achievement.

Key areas of strength and areas for improvements:

Key areas of strength

- KG children's achievement in all key subjects. Students' achievement in Islamic education and social studies in all phases, and English and mathematics in High.
- Students' personal development and their understanding and appreciation of Islamic values and UAE heritage and culture.
- Students' outstanding attendance to school and their punctuality to lessons.
- The school's communication with parents, and parents' engagement in school life.

Key areas for improvement

- Students' achievement in Arabic language, English, mathematics and science by;
 - developing students' speaking, reading and writing skills, particularly the use of accurate grammar, and their skills to extract meaning from texts when reading
 - promoting students' mental mathematical skills, and their skills to solve mathematical problems independently
 - improving students' skills to devise and carry out scientific investigations
 - encouraging students to take responsibility for their own learning.
- Teaching and assessment in Primary, Middle and High by;
 - planning lessons that enable students to gain skills and knowledge above the expectation of the curriculum
 - making effective use of accurate assessments to plan learning activities that meet the learning needs of all groups of students, particularly new students and high achieving students
 - asking questions and providing activities which promote students' critical thinking and their innovative application of knowledge.
- The curriculum to meet the needs of all groups of students by;
 - taking account of students' prior achievements when reviewing the curriculum, and adapting the curriculum to accelerate, their progress
 - planning meaningful cross-curricular links which encourage students to apply their learning in new contexts
 - modifying and enhancing the curriculum to support students' innovation and creativity skills, and their personal development.

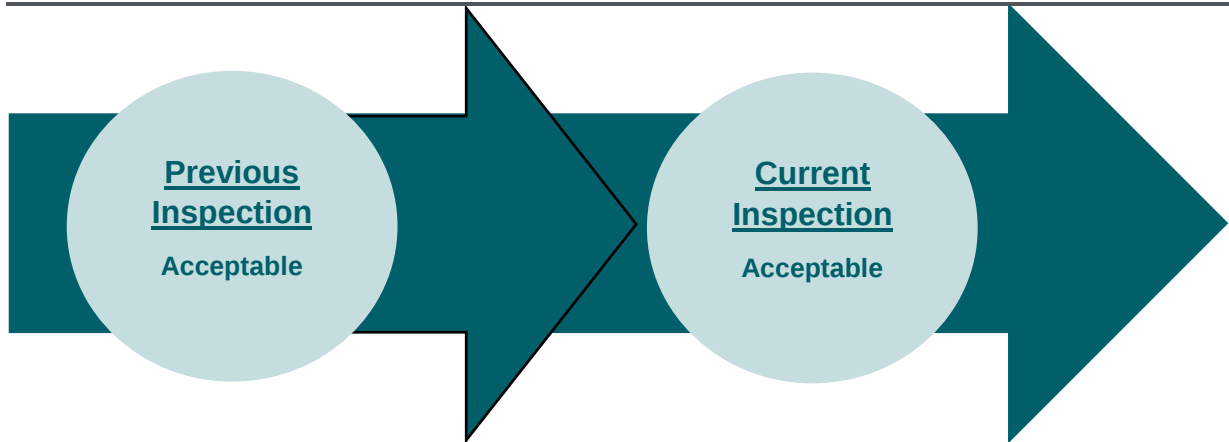


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- The capacity of leadership at all levels, and governance, to ensure school improvement by;
 - consistently promoting high aspirations and raising teachers' expectations for students' achievement
 - developing middle leaders' monitoring and mentoring skills to improve the quality of teaching in Primary, Middle and High
 - implementing rigorous monitoring programmes to hold school leaders to account for the achievement of school improvements.



Progress made since last inspection and capacity to improve



- In KG, children's achievement is now very good in Arabic and good overall in the other key subjects. Students' achievement in Islamic education and social studies is now good in all phases, and good in English and mathematics in High.
- Students' attitudes to learning, their attendance to school and their knowledge of UAE heritage and culture remain a strength of the school.
- While the quality of teaching and the curriculum remains the same, teachers in KG have maintained good provision and this has supported children's good learning skills. In Primary, Middle and High teachers have ensured that students continue to make at least acceptable progress.
- Leaders and governors have maintained acceptable provision and they understand the improvements required. Overall, they have sufficient capacity to secure improvements.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Children's achievement is good in KG. Students' achievement remains acceptable overall. - Students can collaborate and communicate well in lessons. - Students' ability to be critical thinkers and problems solvers are less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Students' show good self-discipline and their attendance to school is outstanding. - Students understand the role and values of Islam in UAE society and they respect the heritage and culture of the UAE. - Students' skills to be independent learners and their skills to be innovative and entrepreneurial are less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have sound knowledge of their subjects and promote respectful relationships with students. - Teachers use assessment information effectively to track children's attainment and progress in KG. This is less well developed in the rest of the school, particularly when students are new. - Teachers do not consistently plan lessons that accelerate students' learning, particularly high-achieving students' learning.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum in KG supports children's learning well. In Primary, Middle and High, the curriculum supports students' adequate achievement. - The curriculum supports students' understanding of Islamic values and appreciation of UAE heritage and culture effectively. - The curriculum lacks modification and enhancement to promote students' learning skills and their skills to be innovative and creative.		



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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Care, welfare and safeguarding arrangements ensure students are kept safe. - The school promotes students' attendance and their attitudes towards learning well. - Procedures to support all groups of students, particularly higher achieving students, in lessons are underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- School leaders have a clear vision for the school, and they understand the need to improve students' achievement. However, they do not always communicate improvement priorities consistently clearly. - Parents' engagement supports students' personal development and their achievement. - School leaders are not held to account sufficiently for promoting and raising the quality of teaching and learning.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is good. In lessons and over time, the majority of students make better than expected progress. - Attainment is good. School information and MoE examinations indicates that attainment is very good. However, this is not evident in lessons and observation of students' work. - In KG, children develop their knowledge of Faith quickly. Students in Primary can read and memorise verses from short Suras well and make links to Hadeeth Sharif. In Middle and High, students gain good knowledge of the values and principles of Islam securely and can apply these to their lives. However, students' skills in following recitation rules are less well developed. - All groups of students make better than expected progress.	
	Relative Strengths - Students' understanding and interpretation of the Holy Quran and Hadeeth Sharif. - Children's and students' knowledge of Islamic values and principles.	Areas of Improvement Students' accurate application of recitation rules.

Arabic	- Students' achievement in Arabic language is acceptable overall. In KG, children's achievement is very good. The large majority of children in KG make better than expected progress, while most students make expected progress. - Attainment in Arabic is acceptable overall. School data and MoE examinations indicates that attainment is very good. However, this is not borne out in lessons, except in KG. - In KG, children quickly gain high levels of listening, speaking reading and writing skills. In Primary and Middle, progress slows to become in line with curriculum expectations, for example students' speaking skills in standard Arabic are less secure. In High, most students' language and literacy skills continue to develop as expected, for example most can understand familiar and unfamiliar texts in different context and read with intonation and expression. Overall writing skills and the accurate use of grammar rules when speaking and writing are less well developed. - All groups of students' make the same progress, but KG children make significantly better progress.	
	Relative Strengths - KG children's overall achievement particularly their listening reading and speaking skills. - Students' ability to read aloud with intonation and expression.	Areas of Improvement - Writing skills throughout the school and the application of accurate grammar when speaking and writing. - Speaking in standard Arabic 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 examination data and MoE examinations indicates that attainment is very good. However, this is not evident in lessons and students' work. - In KG and Primary, understanding of UAE society and history develops well, for example students can describe the influence of UAE leaders accurately. In Middle and High, students develop secure knowledge and understanding of citizenship and geography, for example, they can describe the impact of migration and the influence oil production has on contemporary society. - All groups of students make similarly good progress. However, students' analytical skills and their understanding of geographical features are relatively less well developed across all groups.	
	Relative Strengths - Students' knowledge of UAE history. - Students' understanding of UAE geography	Areas of Improvement Students' analysis skills and understanding of geographical features.
English	- Students' achievement in English is acceptable overall. The majority in KG and High make better than expected progress. - Attainment is acceptable overall. Internal data and MoE examinations indicates that attainment is very good. In lessons and in students' work, attainment is seen to be good in KG and High and acceptable in Primary and Middle. - A majority of children make better than expected progress in KG as they develop phonic knowledge and reading comprehension skills. In Primary and Middle, most students make expected progress developing listening, speaking and reading skills, although writing skills develop less well. In High, students' general English language skills improve quickly overall but higher order skills to extract information from texts to solve problems are marginally less well developed. - All groups make at least expected progress, and in KG and High progress is good.	
	Relative Strengths - Children's knowledge of phonics in KG. - Students' general English language skills in High.	Areas of Improvement - Writing skills in Primary and Middle. - Students' higher order reading skills in High.



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Mathematics	- Students' achievement is acceptable overall. Children in KG and students in High make better than expected progress. Students in Primary and Middle make acceptable progress. - Attainment is acceptable overall. School data indicates that attainment is very good. This is not borne out in lessons and in students' work. - Children in KG develop number recognition and counting abilities quickly. In Primary and Middle, students improve their mathematical thinking skills adequately as they develop competency in applying algebra and geometry principles. In High, students make better than expected progress in their understanding of mathematical thinking and formulation. In general, students' skills to solve mathematical problems independently, and their mental mathematical skills, are relatively less well developed. - All groups make at least expected progress, and children and students make better progress in KG and High.	
	Relative Strengths - Children's understanding of number and quantity. - Students' mathematical thinking skills, particularly in high school.	Areas of Improvement - Students' skills in mental mathematics. - Students' ability to work independently to solve mathematical problems.
Science	- Students' achievement in science is acceptable overall. In KG, children make good progress. - Attainment is acceptable overall and good in KG. School data and MoE examinations states that attainment is very good, but this is not seen in lessons or students' work. - Children make good progress as they develop inquiry skills, for example into their senses. In Primary and Middle, students make acceptable progress as they improve their understanding of science theory of biological systems and physics laws. However, skills to conduct their own investigations are less well developed. In High, students apply scientific knowledge and theory to the world adequately, for example to technology and the environment. - All groups make at least expected progress. Higher-achieving students' investigative skills and skills to write comprehensive scientific reports are relatively less well developed.	
	Relative Strengths - Children's inquiry skills. - Students' knowledge of scientific theory.	Areas of Improvement - Students' skills to design and carry out their own experiments. - Students' skills to write scientific reports.



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Other subjects	- Students' achievement in other subjects is acceptable overall. - Students' attainment is acceptable. - In art, students make acceptable progress developing skills to use a range of media and techniques. In music, students have adequate playing skills, but skills to sing in tune and to the rhythm are relatively less well developed. In physical education (PE), students have adequate sports skills and understand the importance of physical exercise, but their participation is inconsistent. In design, students can explain real-world application of technology, for example computer networks and their structure. - Different group of students groups make the same progress.	
	Relative Strengths - Students' skills in art. - Students' skills when playing team games.	Areas of Improvement - Students' consistent participation in PE. - Students' skills to reference pitch and keep time in music.

Learning Skills	- Students' learning skills are acceptable overall. In KG, children's learning skills are good because they take responsibility for their own learning in age-appropriate ways. In Primary, Middle and High, students can work in groups well, but lack confidence to be independent learners. - Most students' attitudes to learning are positive. They interact well with teachers and can work for extended periods with teacher direction. However, students lack skills to link their learning between subjects or to the world outside school. - Students do not use technology consistently well to support their learning and their enterprise, enquiry, research and problem-solving skills are underdeveloped.	
	Relative Strengths - Students' collaborative skills in group activities - Students' positive attitudes to learning.	Areas of Improvement - Students' application of learning to real-life situations. - Students' ability to research and solve problems independently.



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 skills to be innovative learners are acceptable. Students have responsible attitudes to learning and their behaviour is respectful in lessons and around the school. - Relationships are friendly and students are sensitive to the needs of others, including new students. They have positive attitudes toward healthy eating and maintaining healthy lifestyles. Attendance to school is outstanding, at 99%. - Students have well developed appreciation and understanding of Islamic values and they understand how these values influence people's lives. - Students appreciate and value Emirati heritage and culture, for example Emirati art, traditions and heritage. Students know about their own cultures and celebrate these with their parents' help. However, their understanding of other cultures is relatively less well developed. - Students contribute to school life and the wider community adequately through planned volunteering activities. For example, they participate in Red Crescent projects to help poor people. Students understand their roles and responsibilities as citizens of the UAE but their skills to initiate and carry out social contribution projects independently are less underdeveloped. - Students understand the importance of environmental sustainability and take care of their school environment. A few students participate in conservation projects, for example through the Friends of the Environment Society where they help to maintain public parks. Students can make confident presentations to their peers using technology. However, in general, skills of innovation, enterprise and entrepreneurship lack application and development. Areas of Relative Strength: - Students' appreciation of Islamic values in UAE society and their respect for the heritage and culture of the UAE. - Students' responsible attitudes, positive behaviour and outstanding attendance. Areas for Improvement: - Students' innovation, enterprise and entrepreneurship skills. - Students' skills to initiate and lead their own social contribution projects.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Good	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. Teaching and assessment are good in KG because teachers know how young children learn well and plan lessons which accelerate their progress. Teachers in KG use assessment well to monitor children's progress and this supports teachers' better planning. - In Primary, Middle and High, teachers have secure knowledge of their subjects and share their knowledge with students appropriately. They use a range of strategies to ensure students make at least acceptable progress. Teachers plan lessons, manage time and use resources adequately. However, they do not plan lessons to enable students to exceed curriculum standards, particularly high-achieving students. - Teachers' interactions with students are positive and supportive and this ensure that students are engaged in learning. In KG and High, learning is consistently reinforced by questioning which promotes thoughtful discussions, However, in general, questioning strategies do not consistently challenge students to think hard before answering. Teachers' lesson plans focus on developing students' knowledge but planning to support students' critical thinking and learning skills is underdeveloped. - While assessment strategies provide a measure of students' progress, they are not consistently accurate, particularly for new students. Assessment is more accurate in KG because assessments are conducted regularly and checked against the curriculum expectations more rigorously. - Teachers do not yet consistently benchmark students' outcomes against external national tests and the number of students who complete international tests is too few to accurately compare students' attainment with international norms. - Most teachers have adequate knowledge of their students' learning and personal development needs. They provide helpful verbal feedback in lessons, but students do not receive adequate personalised feedback to help them make improvements independently. In a few lessons, students have opportunities to assess their own learning and that of their peers, but this is an infrequent feature of lessons. Areas of Relative Strength: - Teachers' knowledge of their subjects and their interactions with students. - The use of assessment in KG to track children's progress and inform lesson planning. Areas for Improvement: - Teacher's skills and approaches to accelerate all students' learning, particularly high-achieving students. - Teachers' strategies and planning to support students' independence and develop students' critical thinking and innovation skills.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. The school follows the MoE and American curricula and these are implemented in line with requirements. In KG, the curriculum is implemented well and enhanced to accelerate children's personal development and their learning. - In Primary, Middle and High, continuity and progression between grades and phases is adequate but students' progress is not accelerated because curriculum planning does not sufficiently take account of students' previous learning, particularly new students. - Both curricula offer adequate choices for students, and older students can choose different pathways which reflect their interests and aspirations. However, plans to enable students to make useful connections between different subjects and the real world are underdeveloped. - The curriculum is reviewed by teachers and school leaders at intervals and modified to ensure compliance. In KG, the curriculum is effectively enhanced through themes and active learning approaches which stimulate children's interest and engagement. - The curriculum provides frequent learning experiences to support students' understanding of UAE's culture and society. However, the curriculum lacks sufficient planned activities to promote students' enterprise, innovation, creativity and social contribution skills. - Moral education is delivered as a standalone subject and in line with requirements. The impact of the programme is assessed through role-play, character building scenarios and students' responses to moral dilemmas. The school programme blends academic content with an exploration of character and ethics and focuses particularly on tolerance.				
Areas of Relative Strength:				
- The support the curriculum provides to develop students' appreciation and knowledge of UAE society and Emirati heritage and culture. - Enhancements to the curriculum in the KG.				
Areas for Improvement:				
- Modifications to the curriculum in Primary, Middle and High to promote students' progress. - Enhancements of the curriculum to support students' learning skills and social contribution.				



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 the protection, care, guidance, and support of students is acceptable. - All staff and parents are aware of the school's child protection policy through communications and students know how to keep themselves safe, including when online. The school provides an hygienic and secure environment for students. - School maintenance and record-keeping are adequate. However, upgrades and repairs to the playgrounds and pathways are required after recent construction work and some outside areas of the school lack adequate shading. Arrangements for emergency fire drills and evacuations are clear. Suitable risk assessment and preventive measures are in place, although checks are not always carried out systematically by school staff.. - In general, the premises and facilities provide an adequate physical environment. However, the new buildings are not yet fully operational, for example technology to support teaching and learning is not yet fully in place. - Relationships between staff and students are promoted well. Protocols and procedures for managing behaviour are effective in all grades and most students are self-disciplined. Attendance and punctuality are promoted very well, and students are punctual to lessons. - Teachers and subject leaders have adequate knowledge of students' different abilities and needs, including students with special educational needs and gifted and talented (G&T) students. However, the identification of students' individual learning needs lacks detail and clear communication to ensure teachers understand how to support all students well. As a result, support for all students is inconsistent, for example G&T students are not sufficiently challenged to achieve more. - Students are given appropriate advice and guidance about career choices and higher education pathways. The school hosts university fairs and students visit Al Ain and Abu Dhabi universities to help students plan their further education choices. Areas of Relative Strength: - Care, welfare and safeguarding arrangements. - The promotion of students' behaviour, attitudes and relationships with adults. Areas for Improvement: - Detailed identification, clear communication of individual students' needs. - The quality of specialist support provided to all groups of students.				



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
- Leadership and management are acceptable overall. Leaders have a clear vision for the school and its role in preparing students as citizens and future leaders. However, this vision is not clearly communicated to all staff. As a result, local and national initiatives, and the school's plan for improvement are inconsistently implemented. - Internal processes for assessment and the analysis of students' achievement data are adequate, but not always based on accurate information. Arrangements to benchmark students' achievement against international standards are underdeveloped. Leaders gain useful feedback from parents, students and staff as part of self-evaluation to inform improvement planning. - While senior and middle leaders monitor the quality of teaching routinely, their monitoring does not focus sufficiently on students' outcomes and their feedback to teachers is not leading to improvements in teaching across the whole school consistently. - Parents are engaged in the life of the school regularly through a variety of school events and celebrations. They contribute to school development through surveys and at meetings. The electronic portal is used effectively as a means of two-way communication with parents. Reports on students' progress are sufficiently detailed and provide parents with information on students' achievements and learning needs. - Governance is representative of the majority of stakeholders and meets regularly. The owners consult with the school community and oversee major school projects. The Governing body provides adequate resources but is not implementing procedures to hold school leaders accountable for delivering improvements rigorously. - The school is adequately managed and runs smoothly. The two new buildings offer modern facilities but are not yet fully operational. - The school benchmarks their students' attainment against national standards, but not consistently well. They are not engaging in international tests beyond a small number of students who took part in International Benchmarking testing (IBT).	
Areas of Relative Strength:	
- The smooth day-to-day running of the school. - Partnerships with parents.	
Areas for Improvement:	



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- Senior and middle leaders' promotion of high-quality teaching.
- The communication and monitoring of the school's improvement planning to ensure improvements are delivered.



Provision for Reading

Provision for Reading

- The recently opened library provides a suitable environment for reading and has a dedicated space equipped with computers for online research, projects and e-reading.
- The school has a comprehensive annual reading plan. Students have timetabled library sessions for personal reading and borrow books through the library lending system. There are attractive reading corners in KG classrooms.
- Reading for comprehension is supported in lessons and assessed through a variety of oral and written tests.
- The school provides opportunities for students to participate in inter-school reading competitions and in reading competitions in the UAE including The Global Read Aloud (GRA) project in Dubai.
- Staff have received professional development to promote reading throughout the school and parents are encouraged to support reading in school and at home.
- The school conducts reading assessments of all students regularly and tracks progress during lessons.