



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

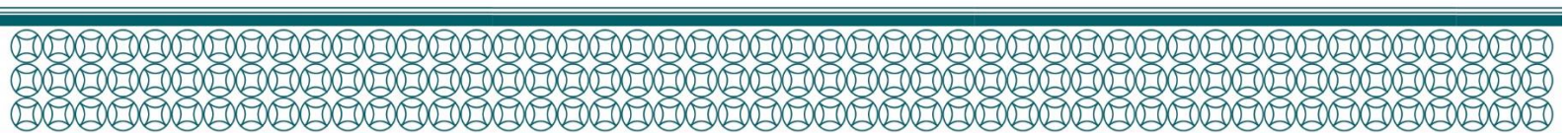
**Dar Al Uloom Private School - Falaj
Hazza Branch**

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Dar Al Uloom Private School - Falaj Hazza Branch		
School ID:	9186	School phases:	KG to High
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED 4,000 to AED 9,400 (very low)
Address:	Manaseer.Falaj Hazaa, Al Ain	Email:	daraluloomaa.pvt@adec.ac.ae
Telephone:	03-7676514	Website:	www.daraluum.school

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

Staff Information			
Total number of teachers	90	Turnover rate	3%
Number of teaching assistants	5	Teacher- student ratio	1:13

Students' Information				
Total number of students	1294		Gender	Boys and girls
% of Emirati students	4%		% of SEN students	1%
% of largest nationality groups	Syria 31%, Egypt 19%, Jordan 13%			
% of students per phase	KG	Primary	Middle	Secondary
	7%	32%	32%	29 %

Inspection Details			
Inspection Hijri dates from:	27/03/1441	to	30/03/1441
Inspection Gregorian dates from:	24/11/2019	to	27/11/2019
Number of lessons observed:	118	Number of joint lessons observed:	25



The overall performance of the school:

- The school opened in 1999. The principal was appointed in September 2018. New middle leaders have recently taken up posts.
- The overall performance of the school is acceptable. Students make acceptable progress overall and progress remains good in KG. Students' achievement has improved in Primary phase, particularly for boys. Teaching remains acceptable overall and teachers continue to deliver lessons that engage most students. Leadership understands the key improvement priorities and development planning has delivered improvements.

Key areas of strength and areas for improvements:

Key areas of strength

- KG children's achievement, and students' achievement in High phase in mathematics.
- Students' attendance and positive attitudes, and their understanding of Emirati culture and UAE society.
- Teachers' subject knowledge and the quality of teaching in KG.
- Care, welfare and safeguarding arrangements.
- Leadership's positive partnership with parents and governors.

Key areas for improvement

- Raise students' achievement in all subjects by:
 - developing students' skills to explain vocabulary and verses from Islamic texts, and their recitation skills following the appropriate 'Tajweed' rules
 - ensuring students have the depth of knowledge and understanding in UAE history and society
 - supporting students' skills to write extensively and their wider use of vocabulary in English and Arabic
 - improving students' mental mathematical skills and their skills to solve mathematical problems
 - developing students' skills to conduct scientific investigations and make conclusions.
- Develop students' use of innovation skills and learning technologies in lessons by:
 - providing students with regular access to learning technologies in classrooms and supporting their skills to make use of these
 - providing regular opportunities for students to plan innovative ways to solve problems and to improve their own learning.
- Adapt teaching to meet the needs of all groups of students and to accelerate student learning in lessons by:
 - planning lessons that take account of students' prior attainment and build on this quickly
 - adapting learning activities to meet the learning needs of individuals, particularly high achieving students
 - developing teachers' questions to support students' critical analysis and problem-solving skills.
- Develop middle leaders' monitoring and evaluation of student learning by:

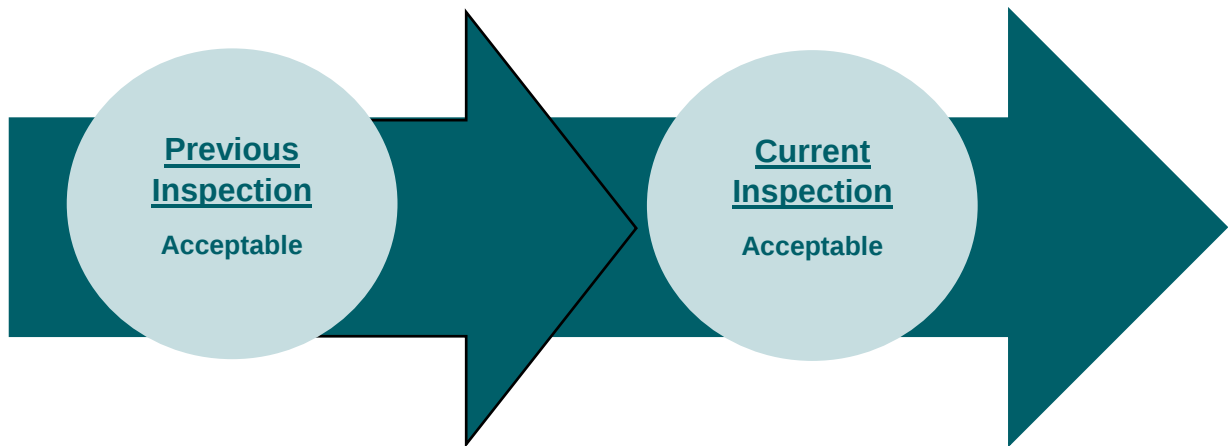


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- improving middle leaders' skills to accurately monitor the progress and attainment of students using accurate and benchmarked attainment data
- holding middle leaders to account for the quality of teaching through professional development programmes.



Progress made since last inspection and capacity to improve



- The school has made acceptable progress in addressing most of the recommendations in previous inspection report (PIR). However, the overall effectiveness of the school remains acceptable.
- Teachers are now providing work that meets the learning needs of most groups of students in Primary and achievement has improved here. Monitoring of strengths and weaknesses has improved, and this is leading to timely interventions. Overall Teachers' questioning remains and areas for improvement.
- Boys are now more engaged in learning in the Primary. Boys' progress is now monitored and training for teachers has resulted in improved provision for boys.
- Students' English-speaking skills have generally improved and spelling punctuation and grammar are generally accurate.
- Teachers provide regular assessments and students are encouraged to complete 'exit slips' which support self-review. However, opportunities for students to plan their own next steps in learning remain an aspect for improvement.
- School improvements are evident and overall, school leaders demonstrate acceptable capacity to improve.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Students' achievement is acceptable overall and good in KG. - All groups of students make at least the expected progress overall however, high achieving students do not always make sufficient progress in lessons. - Students' work diligently but they lack confidence to be independent, innovative and enterprising.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' personal development has improved, particularly so for younger boys. Students relate well to others and now all behave well around the school. - They have well developed understanding of the values of Islam and appreciation of Emirati heritage and culture. - Students' willingly contribute to local society and school environmental schemes, but they rarely initiate and lead these. Their innovation and enterprise skills are less well developed particularly in lessons.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have good curriculum knowledge, and in KG teachers understand how children learn well. - Teachers are beginning to make use of assessment information to plan lessons but the impact of this is inconsistent. - Teachers' questions often lack challenge to support students' critical thinking skills and to accelerate the progress of high achieving students.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum is successfully implemented in the KG. - The implementation of the curriculum enables all groups of students to make acceptable progress, but it does not provide sufficient challenge for high achieving students.		



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	Planned opportunities to support students' skills to be innovative and independent learners are underdeveloped.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Child protection and safeguarding, and health and safety routines are well developed and ensure students are kept safe. - Systems to promote students' attendance are very successful overall and behaviour policies are consistently implemented and this has improved the behaviour of younger boys particularly. - Students' with SEN are supported well by specialist teachers but support for gifted and talented (G&T) students is less well developed.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Leaders have raised the standard of achievement in Primary, particularly for boys. They have improved students' personal development and the care students receive. - Leaders communicate with parents well and this encourages their involvement in school life. - Leaders and governors are yet to establish robust routines for holding middle leaders to account for delivering further improvements.		



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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	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
* Arabic (as additional Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
English	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	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 acceptable overall and good in KG. In lessons and over time, most students make expected progress and a majority of children in the KG make better than expected progress. - Attainment is acceptable overall and good in KG. Internal data and MoE examination data indicate outstanding attainment in all phases. This is not borne out in lessons and students' work where most students attain in line with curriculum standards. - In KG, the majority of children make good progress, for example they can identify the five daily prayers and display their understanding in practise. In Primary, most students make acceptable progress in reciting and understanding Hadeeth Shareef although they lack the depth of knowledge in explaining new terminology by making links to prior learning. Most students in Middle and High develop their understanding and application of Islamic Faith and teaching adequately. Overall students' recitation skills of verses of Holy Quran following 'Tajweed' rules is less well developed. - All groups of students make at least the expected progress.	
	Relative Strengths - KG children's performance of prayers - Students' understanding and application of Islamic Faith and teaching in Middle and High.	Areas of Improvement - Students' depth of knowledge and making links to previous learning. - Students' recitation skills following Tajweed rules.

Arabic	- Achievement in Arabic language is acceptable overall, and good in KG. In lessons most students make acceptable progress and a majority of children in the KG make good progress. - Attainment is acceptable overall and good in the KG. Internal assessment information and MoE exams indicate that attainment is very good overall and outstanding in High. This is not borne out in lessons. - Children in KG make good progress building vocabulary and phonics skills. In Primary, Middle and High, most students make acceptable progress developing listening, speaking and reading comprehension skills, for example they can extract main and sub-ideas in texts in age-appropriate ways. In Middle and high students' skills to read aloud using accurate punctuation and intonation are relatively less well developed. Overall students' extended writing skills are less well developed. - All groups of students make at least the expected progress.	
	Relative Strengths - KG children's progress in vocabulary and phonics. - Students' skills in listening and reading comprehension.	Areas of Improvement - Students' skills in reading aloud in Middle and High. - Students' extended writing skills.



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Social Studies	- Students' achievement in social studies is acceptable overall and good in KG. Most students make acceptable progress and a majority of children make good progress in KG. - Attainment is acceptable overall and good in KG. Internal and MoE examination data indicates that attainment is outstanding. However, this is not evident in lessons and in students' work. - KG children make good progress learning about UAE society, for example they show good understanding of and can describe the roles of medical workers. Most students make acceptable progress in developing their knowledge of citizenship, national identity in Primary and Middle. However, their depth of knowledge and understanding in explaining the reasons for some of the national events is less well developed. In High, students have acceptable understanding of UAE history, values and ethics. Older students are less secure in their understanding of government systems and structures. - All groups of students make the expected progress.			
	<table> <tr> <th data-bbox="352 813 871 846">Relative Strengths</th><th data-bbox="871 813 1394 846">Areas of Improvement</th></tr> <tr> <td data-bbox="352 891 871 1014"> - Students' understanding of citizenship and national identity. - Children's knowledge of UAE society. </td><td data-bbox="871 891 1394 1081"> - Students' depth of knowledge and understanding of the reasons for national events. - Students understanding of government systems and structures. </td></tr> </table>	Relative Strengths	Areas of Improvement	- Students' understanding of citizenship and national identity. - Children's knowledge of UAE society.
Relative Strengths	Areas of Improvement			
- Students' understanding of citizenship and national identity. - Children's knowledge of UAE society.	- Students' depth of knowledge and understanding of the reasons for national events. - Students understanding of government systems and structures.			

English	- Students' achievement in English is acceptable and it is good in KG. Most students make acceptable progress and children make good progress. - Attainment is acceptable overall and good in KG. Internal data and MoE examination show that attainment is outstanding but this is not borne out in lessons and students' work. - Children in KG make good progress developing phonics and reading comprehension skills, and their early handwriting is well-formed. Students in Primary and Middle make acceptable progress in speaking, listening, reading and writing, for example they can apply punctuation and speak in sentences. In High, students' language skills continue to develop adequately, for example they can analyse and contrast texts when evaluating short stories. Overall students' acquisition of new vocabulary and extended writing skills are less developed. - All groups make at least acceptable progress although high achieving students' progress in extending their vocabulary acquisition and writing is insufficient.			
	<table> <tr> <th data-bbox="352 1765 871 1798">Relative Strengths</th><th data-bbox="871 1765 1394 1798">Areas of Improvement</th></tr> <tr> <td data-bbox="352 1843 871 2011"> - KG children's phonic knowledge and reading skills. - Students use of correct punctuation in their writing in primary. </td><td data-bbox="871 1843 1394 2011"> - High achieving students' knowledge of more extensive vocabulary. - Students' extended writing skills particularly higher achievers. </td></tr> </table>	Relative Strengths	Areas of Improvement	- KG children's phonic knowledge and reading skills. - Students use of correct punctuation in their writing in primary.
Relative Strengths	Areas of Improvement			
- KG children's phonic knowledge and reading skills. - Students use of correct punctuation in their writing in primary.	- High achieving students' knowledge of more extensive vocabulary. - Students' extended writing skills particularly higher achievers.			



Mathematics	- Students' achievement in mathematics is acceptable overall. Children in KG and students in High make good progress. - Attainment is acceptable overall. Children's attainment is good in KG. Internal data and MoE examination show outstanding attainment in KG and acceptable attainment overall in the rest of the school. These standards are in line with lessons observation and students' work except for KG where lessons observation indicates good attainment. - In KG, children make good progress learning early mathematical skills and concepts in numbers and quantity, for example number sequences. In Primary and Middle, students make acceptable progress as they develop skills to calculate and explore relationships through the use of algebra, but their mental mathematical skills are less well developed. In High, students make good progress in applying mathematical thinking and display data through the use of graphical calculators. - All groups make acceptable progress overall and the majority make good progress in KG and High. However, high achieving students' skills to select mathematical approaches to solve challenging real-world problems are relatively underdeveloped.			
	<table> <tr> <th data-bbox="352 992 871 1025">Relative Strengths</th><th data-bbox="871 992 1391 1025">Areas of Improvement</th></tr> <tr> <td data-bbox="352 1025 871 1290"> - KG children's knowledge of numbers and quantity. - Students' skills in applying mathematical skills and in using graphical calculators in High. </td><td data-bbox="871 1025 1391 1290"> - Students' mental mathematical skills particularly in Middle. - Students' skills to apply mathematic thinking to solve real world problems independently particularly higher achievers. </td></tr> </table>	Relative Strengths	Areas of Improvement	- KG children's knowledge of numbers and quantity. - Students' skills in applying mathematical skills and in using graphical calculators in High.
Relative Strengths	Areas of Improvement			
- KG children's knowledge of numbers and quantity. - Students' skills in applying mathematical skills and in using graphical calculators in High.	- Students' mental mathematical skills particularly in Middle. - Students' skills to apply mathematic thinking to solve real world problems independently particularly higher achievers.			

Science	- Students' achievement in science is acceptable and children's achievement is 'good. Most students make acceptable progress and children make good progress in KG. - Attainment is acceptable overall, and children's attainment is good in the KG. Internal data and MoE examination indicate that attainment is good overall, but this is not borne out in lessons and students' work in Primary, Middle and High. - In KG, children show good knowledge in life science, for example the life cycles of insects. Most students in Primary and Middle make acceptable progress in biology and chemistry as they develop their knowledge of new scientific terminology, facts and theories. Students in High have adequate scientific understanding and science thinking skills in biology, chemistry and physics, for example in biology, they can explain how genes can be used in therapies but only few show the depth of understanding to explain the sequences and solve more complicated problems in physics and chemistry . Overall students' skills to conduct independent investigations and to make conclusions are less well developed. - All groups of students make expected progress. However, high achieving students' scientific research skills are relatively underdeveloped.
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	Relative Strengths - Children's ability to explain their understanding in life science. - Students' knowledge of scientific terminology, facts and theories.	Areas of Improvement - Students' practical skills to conduct scientific investigations independently and draw conclusions from scientific experiments. - Depth of understanding to solve more complicated problems in High. - Scientific research skills particularly for high achieving students
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Other subjects	- In other subjects, students' achievement is acceptable. In lessons and over time, most students make acceptable progress. - Students' attainment is acceptable in all phases. - In art, students' skills to use media and materials develop adequately and they make important links to Emirati heritage and culture. In music, children in KG and students develop adequate rhythm and singing skills, however students' skills to play musical instruments is less well developed. In PE, children in the KG develop adequate skills to move and control their bodies and students develop adequate sports skills, such as controlling footballs. - All groups of students make at least acceptable progress. Higher achieving students' skills to devise their own gameplay strategies in team sports are less well developed.	
	Relative Strengths - Students' skills to use media and materials to develop artworks. - KG children's and students' skills to follow time signatures and sing.	Areas of Improvement - Students' skills to play musical instruments. - Students' skills to devise their own strategies for gameplay in team sports.



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Learning Skills	- Students' learning skills are acceptable overall and good in KG. Students engage well in learning activities when directed by teachers. Children can direct their own learning in age-appropriate ways. - Students collaborate well and can share ideas to complete common tasks. Children can work together well to role-play share resources. In general, students lack confidence to lead teamwork activities. - When helped, students can make links between their learning and the world. They make sustained links between learning and the UAE's context, particularly in KG. - Students' skills to be innovative, enterprising, creative and independent are underdeveloped in lessons.	
	Relative Strengths - Students' positive attitudes towards learning. - KG children's skills to work together and link learning to the world.	Areas of Improvement - Students' confidence to initiate and lead their own teamworking. - Students' confidence to be innovative and creative learners.



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 has improved to good, and their development of innovation skills is acceptable. - Students' attitudes to learning are positive, and their behaviour is consistently good. The behaviour of younger boys has improved, and this supports improvements in their learning. Their relationships with others are respectful and they help each other. Students have a secure understanding of how to stay safe and how to lead healthy lifestyles. Attendance, at 96%, is very good and students arrive to school and lessons on time. - Students' understand Islamic values well and they appreciate Emirati culture and heritage. They have a well-developed understanding of how Islamic values influence UAE society. Students know about and respect the cultures represented at the school, but their awareness of other cultures is less well developed. - Students volunteer in the local community through activities organised by teachers and this supports their social contribution, but their confidence to initiate their own social contributions is less well developed. - Students' work hard in lessons and can be innovative and creative when supported, for example in art lessons and in clubs but overall innovation is less evident in most lessons. Students' skills to be entrepreneurial and enterprising is underdeveloped. Students participate in recycling projects and they understand the importance of environmental conservation. Their understanding of wider environmental issues is less secure. Areas of Relative Strength: - Students' attitudes to learning and their relationships with others. - Students' understanding of Islamic values and respect for the heritage and culture of the UAE. Areas for Improvement: - Students' independent social contributions and their confidence to be innovative and enterprising particularly in lessons. - Students' knowledge and understanding of other cultures and wider environmental issues.				



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 but good in KG. Teachers have sound knowledge of their subjects and the curriculum. Their knowledge of how students learn well is more developed in the KG and this support children's better progress. - Teachers generally plan lessons that make adequate use of the resources and the time available particularly in KG. They promote good relationships in classrooms and encourage students' engagement in learning through questioning. However, teachers' questions often lack challenge to encourage students' critical thinking skills and the application of new learning in innovative and creative ways, particularly for high achieving students. - While teachers are now providing students with work that is adapted for different ability groups, they are not yet planning work that accelerates the progress of individual students by closely matching learning activities to individual students' prior attainment, particularly high achieving students. - Recent improvements to assessment processes are now providing teachers and subject leaders with useful assessment data. Teachers and subject leaders are beginning to use assessment data, for example to group students by ability. However, they are not yet using data to closely match learning activities to individual students' needs. - Teachers provide students with helpful verbal feedback in lesson. They mark students work regularly but the feedback they provided to students is limited. Teachers are not yet helping students to review their own learning and to develop the skills to be independent learners. Areas of Relative Strength: - Teachers knowledge of their subjects and how children learn in KG. - Teachers' skills to encourage students' engagement in learning and their positive relationships with students. Areas for Improvement: - The use of questions to promote students' critical thinking and the promotion of students' learning skills, and the quality of feedback students receive about their work. - Planning and adaptation of lessons to meet the learning needs of individual students and to promote their innovation skills, particularly high achieving students.				



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 implemented MOE curriculum is suitably broad and relatively balanced although the focus is more on gaining knowledge than the acquisition of skills. Curriculum planning is more successful in the KG because the curriculum builds on children's previous learning and supports good progress. Overall the curriculum support continuity and progression in learning and meets the needs of most students, but it is less successful in meeting the needs of high achieving students. - Students in the high phase have an adequate range of curricular choices which enables them to follow their interests. The curriculum in the KG enables children to link their learning across subjects well and this encourages the understanding of the world around them. Cross-curricular links are planned in other phases, but consistently exploited. - The curriculum is reviewed periodically, and modifications are made to ensure statutory requirements are met. Adaptations to the curriculum have been implemented to meet the learning needs of most groups. However, provision for high achieving students is at an early stage of development. - The curriculum is enhanced through extracurricular clubs, projects and school's activities. Enhancements to the taught curriculum to support students' innovation and enterprise skills, and their independence in lessons are underdeveloped overall. - The curriculum places importance on promoting Islamic values and upholding traditions. UAE culture and heritage are integrated well across subjects. National events are celebrated, and this supports students' awareness and appreciation of Emirati culture and heritage. - Moral education is delivered in stand-alone lessons and promotes students' moral values well. The programme helps students appreciate the value of tolerance and respect of diversity. The impact of Moral education is evident through students' positive attitudes and behaviour towards one another.				
Areas of Relative Strength:				
- The planning and implementation of the curriculum in KG. - Links within the curriculum to UAE culture and UAE society.				
Areas for Improvement:				
- The modification of curriculum to meet the learning needs of all groups of students, particularly high achieving students. - Enhancements to the curriculum to support students' enterprise and innovation skills particularly in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support of students is good. - The school's safeguarding and child protection policies are documented clearly, shared and implemented effectively by students, parents and staff. - The premises are maintained in a sound state of repair, and maintenance records are kept up to date. The premises provide a safe, hygienic and secure environment fit for purpose, although sports facilities are relatively underdeveloped. - The promotion of students' healthy lifestyles is successful and includes health care lessons supporting the importance of well-being. - Relationships between students and teachers are nurtured well and support a caring ethos. Systems to promote students' attendance are very successful overall and behaviour policies are consistently implemented, and this has improved the behaviour of younger boys particularly. - Processes to identify students with special educational needs (SEN) and those who are gifted and talented are adequate. Specialist teaching in the learning support centre is effective in supporting students with SEN. Gifted and talented students are supported well in extracurricular activities, but support in lessons is relatively less well developed. - Students' well-being is monitored regularly, and this supports students' personal development well. Careers guidance helps older students make informed choices about their next steps in education and their life after school. Areas of Relative Strength: - Child protection and safeguarding routines, and health and safety arrangements. - The promotion of students' positive attitudes towards learning and other people. Areas for Improvement: - The support provided for students who are gifted and talented in lessons.				



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	Good
- The overall quality of leadership and management is acceptable. Leaders are committed to the UAE national priorities. They have established a caring ethos and the school operates an inclusive admission policy. - Relationships throughout the school, including between leaders and staff are professional, and leaders communicate their ambitions for the school clearly. Leadership is delegated appropriately, and this is leading to middle leaders taking more responsibility. However, the impact of middle leaders on raising the standards of students' achievements and the quality of teaching is inconsistent. Overall the capacity to secure more improvements is acceptable because middle leaders are receiving training to improve their effectiveness. - Self-evaluation process now take account of school data through recently established data analysis processes and this is supporting the school's intervention programme. While internal data tracks students' progress it is not accurately benchmarked against national and international standards. Leaders have identified appropriate priorities for the school improvement plan, and this is leading to improvements in provision and academic achievement. For example, in Primary where students' achievement has improved to acceptable overall, but the full impact is not yet evident in other phases except in KG where achievement is now good. - Parents are effectively involved in the life of the school and regular reporting keeps them informed of school events and their children's progress. Parents contribute regularly to support the school's contributions to the local community. The contribution the school makes to wider national and international communities is less well developed. - The governing body represent the views of stakeholders, including parents. Governors are supportive of school leaders and they contribute towards self-evaluation and the school development plan. Governors ensure that statutory requirements are met, and adequate resources are available for teaching and learning. Process for governors to hold senior and middle leaders to account for the delivery of improvements are in the early stages of development and not yet effective. - The school day operates efficiently. Supervision and timetable arrangements are well-planned. Specialist resources are adequate but access to learning technologies, particularly in classrooms is limited.	



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- The school has started to involve students in international examinations such as International Benchmark Test (IBT) to prepare them for TIMSS and PISA.

Areas of Relative Strength:

- Leaders development of partnership working with parents and governors.
- Professional relationships and communications across the school community.

Areas for Improvement:

- Processes governors and senior leaders implement to hold middle leaders to account for the delivery of school improvements.
- The development of resources, particularly learning technologies support students' learning in lessons.
- The accurate benchmarking of internal assessments against national and international standards.



Provision for Reading

Provision for Reading

- The school library provides adequate resources for students to read for pleasure and comprehension. Students regularly use the library independently at break time to exchange books and read quietly.
- The annual plan includes an accelerated reading programme in Primary and Middle. Arabic and English phonics are well developed in KG. Training has encouraged teachers' modelling of reading aloud in Arabic and English language.
- Teachers support the development of students' reading skills in lessons across the curriculum. However, high achieving readers do not always use research skills in accessing unfamiliar texts to widen their understanding of new vocabulary.
- There are reading clubs that promote a passion for reading offering a range of activities, such as book reviews, 'Spelling Bee' competitions. The school promotes reading by organising literacy events and participate in local and national competitions in Arabic and English.
- Students' reading skills are tracked in Arabic and English lessons and through systematic assessment carried out by testing.