



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

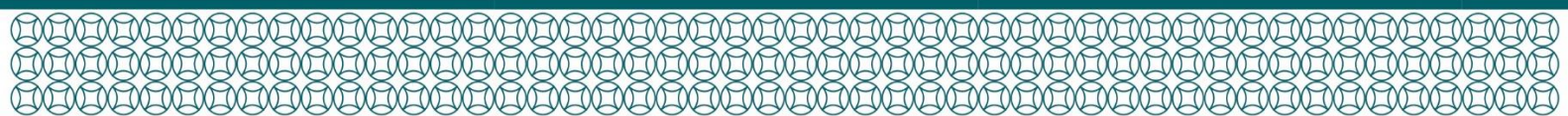
Darul Huda Islamic School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Darul Huda Islamic School		
School ID:	9152	School phases:	KG to Grade 12
School Council:**			
School curriculum:*	Indian	Fee range and category*	AED5,000 to AED10,300 (very low to low)
Address:	Falaj Hazaa, Al Ain	Email:	9152@adek.gov.ae
Telephone:	03-7677883	Website:	www.dhischool.com

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

Staff Information			
Total number of teachers	104	Turnover rate	8%
Number of teaching assistants	2	Teacher- student ratio	1:15

Students' Information				
Total number of students	1601		Gender	Boys and girls
% of Emirati students	0%		% of SEN students	1%
% of largest nationality groups	India 54%, Pakistan 19%, Afghanistan 10%			
% of students per phase	KG	Primary	Middle	Secondary
	18%	42 %	21%	19%

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:	122	Number of joint lessons observed:	26



The overall performance of the school:

- The principal was appointed after the previous inspection. The school has appointed an external education consultant.
- The overall performance of the school is now acceptable. Students' achievement, teaching and assessment have all improved and are now acceptable overall. Through effective self-evaluation, leadership is driving further improvement and recognises that the monitoring of teaching needs to focus more on learning outcomes, particularly in Primary phase.

Key areas of strength and areas for improvements:

Key areas of strength

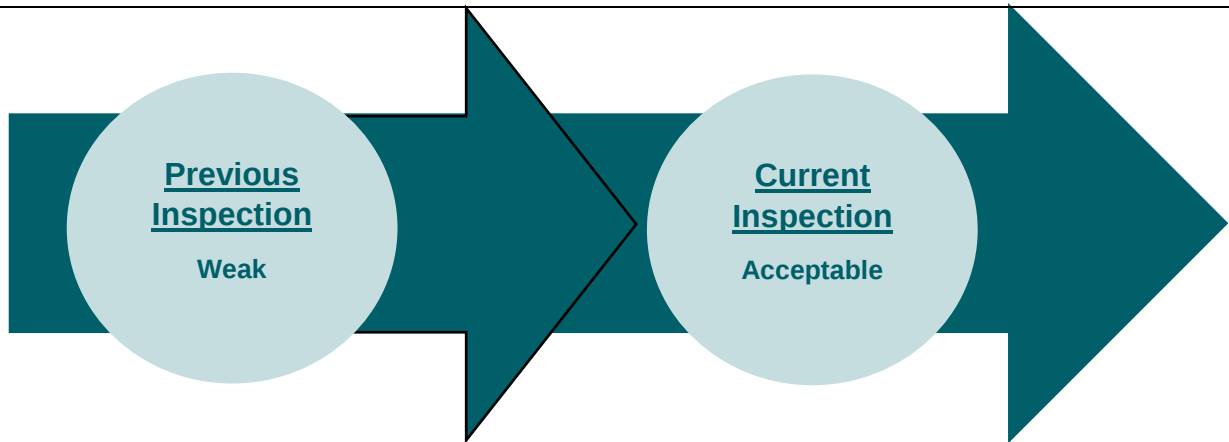
- Students' improving achievement across the school.
- Students' positive behaviour, relationships and enthusiasm for learning which is reflected in their very good attendance.
- Students' understanding of Islamic values and their respect for the heritage and culture of the UAE.
- The safe, caring and secure learning environment.
- The leadership of the school.

Key areas for improvement

- Students' achievement, particularly in Primary, by:
 - developing students' engagement in independent learning
 - ensuring all students are clear what they need to do to improve
 - promoting students' innovation skills in all subjects
 - developing resources and frames to support writing.
- Learning that meets the needs of all student groups, particularly for higher achievers by:
 - planning specific lesson activities for students with special educational needs (SEN) and gifted and talented (G&T) students
 - providing greater challenge for higher achievers in all lessons
 - ensuring the learning outcomes of these groups are regularly monitored.
- Teaching, particularly in Primary phase, by:
 - ensuring teachers consistently follow common lesson plans
 - implementing a wider range of strategies other than worksheets to develop students' knowledge, understanding and learning skills
 - providing whole-school training to secure continuous development of teaching
 - sharing and promoting best practice through peer observations across phases.
- The rigour of leaders' monitoring by:
 - focusing lesson monitoring on the impact on student learning outcomes
 - developing subject leaders' planning and monitoring across subjects.



Progress made since last inspection and capacity to improve



- The school has been successful in improving school performance from weak to acceptable. Most recommendations from the previous inspection have been addressed.
- Students' achievement is now acceptable overall. It is good in Islamic education and social studies in all phases. Achievement in English is now good overall, and has improved from weak to acceptable in Primary. Arabic as a second language (ASL) has improved from weak to acceptable across the school.
- Teaching has improved from weak to acceptable. Most teachers now use open-ended questions to promote students' learning. However, tasks still do not always meet the learning needs of all students, particularly in Primary and for G&T and higher achievers.
- Students' personal and social development are now very good. Students' learning skills remain acceptable but innovation, enquiry and learning technology skills are less developed, especially in Primary.
- Improvements are evident in teaching and assessment, curriculum and in the protection, care, guidance and support for students. Leadership is now good.
- Leaders at all levels have accurate understanding, through effective self-evaluation processes, that improvements need to continue at the same good pace to raise standards further. The overall capacity of leaders to improve the school further is good.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Most students' achievement is now acceptable in all previously weak subjects. It is good in Islamic education, social studies, and English in KG, Middle and High phase. - G&T students and higher achievers do not always make progress of which they are capable in lessons. - Students' learning skills are acceptable overall, but stronger in High.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	- Attitudes, behaviour, relationships and attendance are now very good. - Students have very good understanding of Islamic values and respect for UAE culture and heritage. - Innovation in lessons and activities remain underdeveloped.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Teachers' subject knowledge now promotes students' learning to an overall acceptable level. - Peer and self-assessment help students to make independent improvements in their learning. - Teaching does not always provide a range of strategies for all students, and not enough challenge for higher achievers.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The school offers a good range of languages in Middle and High to enrich the curriculum. - Planned links to UAE culture and society are good. - Adaptation of the curriculum for G&T students and to develop innovation and enterprise needs further development.		



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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The school now has effective child protection systems. - Strong staff-student relationships support students' very good personal development. - Support for G&T students remains underdeveloped.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Leaders' strategic vision and knowledge of best practice is now leading school improvement at a good pace. - Parents' involvement makes a very positive contribution to students' improving achievement. - Monitoring of teaching is not focused enough on raising achievement to a higher level.		



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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	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
* Arabic (as additional Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Good	Good
	Progress	Acceptable	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Good



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Islamic Education	- Students' achievement in Islamic education is good. In lessons and over time, the majority now make better than expected progress. - Attainment is good. Internal and external data show that attainment is very good. However, in lessons and in students' work, the majority attain above curriculum standards. - The majority of students make good progress. In KG, children develop good understanding of the pillars of Islam and make good links to their lives. In Primary, students show good knowledge of the pillars of Faith and can explain its importance. In Middle, students develop good understanding of values and etiquettes of Islam and apply it in their lives. Students in High show good understanding of the meanings of prescribed Surah in Holy Qur'an and Hadeeth Shareef and refer to them to deepen their understanding of Islamic concepts. Students' recitation skills following Tajweed rules remain underdeveloped. - The majority of groups make good progress.	
	Relative Strengths - Students' knowledge of the meanings of verses the Holy Qur'an and Hadeeth Shareef. - Students' understanding and applying of Islamic values and etiquettes.	Areas of Improvement Following Tajweed rules when reciting verses of the Holy Qur'an.

Arabic	- Students' achievement in Arabic as a second language is acceptable. In lessons and over time, most students now make expected progress. - Attainment is acceptable. Internal data for Primary and Middle indicate acceptable attainment which is reflected in lessons and students' work. However, in High phase, internal and external data show outstanding attainment. However, in lessons and students' work, most attain in line with curriculum standards. - Students make acceptable progress. Children in KG start to develop their vocabulary and can name the colours of the flag and familiar objects. Most students continue to develop sound listening, understanding, reading and basic writing skills. Students use relevant vocabulary but their proficiency in speaking standard Arabic remains underdeveloped. Their skills in using a wide range of vocabulary in writing is less well developed particularly for the advanced level. - All groups of students make acceptable progress.	
	Relative Strengths - Students' listening, reading and understanding skills. - Students' use of relevant vocabulary.	Areas of Improvement - Students' use of wide range of vocabulary in writing particularly the advance level. - Students' speaking using standard Arabic.



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Social Studies	- Students' achievement in social studies is good. In lessons and over time, the majority now make good progress. - Attainment is good. Internal data shows that attainment is good in Primary and outstanding in Middle. In lessons and students' work, the majority attain above curriculum standards. - In Primary, students develop good knowledge and understanding of UAE history and natural geographical features. In Middle, students show good understanding of UAE, society, geography and economy, however their application of learning to real life contexts is less well developed. For example, they are aware of the importance of agriculture but are unable to explain how it contributes to the UAE national economy. - The majority of groups of students make good progress. Progress of higher achievers by extending their learning through research is insufficient.	
	Relative Strengths - Students' understanding of UAE history and natural geographical features in Primary. - Students' understanding of UAE society and geography in Middle.	Areas of Improvement - Students' ability to apply their learning in UAE economy to real life context. - Higher achievers' extended learning through research.

English	- Students' achievement in English is now good overall. It is acceptable in Primary. In lessons and over time, the majority of students now make better than expected progress. - Attainment overall is acceptable. Internal data indicate acceptable attainment in Primary and Middle. Internal data and external CBSE examination results show outstanding attainment in High. This is not reflected in lessons and students' work where most students attain in line in KG and Primary, and the majority above curriculum standards in Middle and High. - Students make good progress in their speaking, listening, reading, comprehension and writing skills in KG, Middle and High. In KG, children use phonics sounds to develop secure reading and writing skills. In Middle, students read and write accurately and, in High, students show mastery in the use of English language in speaking and writing. Reading progress is good in all phases. In Primary, students continue to make good progress in listening and reading, but their speaking and creative and extended writing skills are underdeveloped. - The majority of groups make good progress in KG, Middle and High, and all groups make expected progress in Primary.	
	Relative Strengths - Students' highly developed application of English language in High. - Students' progress in reading.	Areas of Improvement - Primary students' creative and extended writing. - Primary students' speaking skills.



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Mathematics	- Students' achievement in mathematics is acceptable overall. It is good in High. In lessons and over time, most students make expected progress. - Attainment is acceptable. Internal assessments indicate acceptable attainment overall. External CBSE Grade 12 examination results show outstanding attainment. In lessons and students' work, most students attain in line in KG, Primary and Middle and a majority above curriculum standards in High phase. - In KG, children make expected progress in understanding numbers. In Primary and Middle, students build on this understanding to develop an acceptable level of reasoning and problem solving. However, students' mental mathematics skills in KG, Primary and Middle phases are underdeveloped which limits their progress. In High, students rapidly increase their mental mathematics skills, and perform more complex calculations and solve equations using formula. - All groups of students make acceptable progress. Independent reasoning skills of higher achievers are less developed.	
	Relative Strengths - KG children's understanding of number. - Solving complex calculations and equations using formula in High phase.	Areas of Improvement - Mental mathematics skills in KG, Primary and Middle phase. - Independent reasoning skills of higher achievers.

Science	- Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress in KG and Primary, and a majority make better than expected progress in Middle and High. - Attainment is acceptable overall. Internal data show that attainment is acceptable in KG and Primary as seen in lessons and students' work. Internal data show weak attainment in Middle and very good attainment in High, which is not borne out in lessons and students' work where a majority attain above curriculum standards. Grade 12 CBSE examination results match inspection evidence and show good attainment in biology, chemistry and physics. - Children in KG make acceptable gains in their scientific knowledge of living things. Most students build on this knowledge in Primary phase and develop a secure understanding of scientific concepts such as evaporation and condensation. Scientific language is underdeveloped. Students in Middle phase develop secure scientific enquiry and gain skills of classification when exploring nutrients in food. However, predicting, hypothesising and interpreting is less well developed. The majority of students in Middle and High present and record their learning confidently. - Overall, all groups of students make acceptable progress.	
	Relative Strengths	Areas of Improvement



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	- Students' progress in acquiring scientific knowledge. - Students' scientific understanding that helps them present and record learning.	- Students' scientific language in KG and Primary. - Students' predicting, hypothesising and interpreting skills in Middle phase.
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Other subjects	- Students' achievement in other subjects is acceptable overall. It is good in physical education (PE) and computer science and in art in Primary. In lessons and over time, most students make expected progress in most subjects. - Attainment is acceptable overall but varies between subjects. Internal assessments and Grade 12 CBSE examinations show good attainment overall. In lessons and students' work, most students attain in line with curriculum standards. - In Malayalam, students develop good listening, speaking, reading and writing skills. However, in Hindi and Urdu, students' speaking and writing skills are less accurate. In PE, students' team games and ball skills develop well. In art, students apply the sense of proportion to draw real-life images. However, G&T students do not extend their skills to attain higher levels. In High, students develop secure understanding of business processes in the UAE and India. In computer science, students increasingly use Word to produce documents and HTML to create tables. In psychology, students understand issues relating to mental health. - All groups of students make acceptable progress.	
	Relative Strengths - Students' achievement in Malayalam. - Students' use of computer application in Word and HTML in Middle phase.	Areas of Improvement - Students' speaking and writing skills in Hindi and Urdu. - Extended art and PE skills of G&T students.

Learning Skills	- Students' learning skills are acceptable overall, and good in High phase. In most lessons, students engage well with learning. They know how to improve aspects of their work due to their involvement in self-assessment. - Students, particularly in older grades, work well collaboratively and confidently share their learning. - Overall, students link learning effectively to the real world and are beginning to link learning across subjects. This is more effective in High phase. - Students' innovation, critical thinking and problem-solving skills are developing in subjects where teachers provide the opportunity. Innovation and problem solving are less developed in Primary. Learning technology and enquiry skills are underdeveloped in lessons.	
	Relative Strengths	Areas of Improvement



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	• Students' application of learning to the real world, particularly in High phase. • Students' engagement and collaboration.	• Innovation and problem solving in Primary. • Students' learning technology and enquiry skills.
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Overall, students' personal and social development is very good. Innovation skills are acceptable. - Students demonstrate very good behaviour and conduct. They have responsible attitudes and enjoy learning. Relationships are positive and respectful. Bullying is very rare. - Students make appropriate choices to keep themselves safe and healthy. They eat healthily and enjoy participating in physical activities. - Attendance at 97% is very good. Students are punctual to school and lessons. - Students show very good understanding of Islamic values and have a positive appreciation and respect for UAE culture and heritage. Students recite the Holy Qur'an and Hadeeth in assemblies and participate in all Islamic and UAE national events. Students are proud of their identity, heritage and culture. - Students demonstrate good knowledge of other world cultures through participating in activities and lessons that raise their awareness of the world around them. - Students lead varied activities and volunteer in school and for local organisations, such as working with the Red Crescent and with people of determination. - Students have a positive work ethic. They develop enterprise and innovation skills when participating in school projects and science and mathematics exhibitions. However, students' innovation and enterprise skills in lessons remain underdeveloped, particularly in Primary. - Students demonstrate good awareness of their environment and help keep the school clean. The school's active student ambassador promotes sustainability. ECO club and students' council arrange cleaning, anti-litter campaigns and encourage recycling and planting activities.				
Areas of Relative Strength:				
- Very good attitudes, behaviour and relationships. - Respect and awareness for UAE and world cultures and understanding of Islamic values.				
Areas for Improvement:				
- Innovation and enterprise in lessons and school activities, particularly in Primary. - Attendance to an outstanding level.				



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 remains acceptable but has improved from weak in Primary. - Teachers' subject knowledge is strong particularly in higher grades, and is used purposefully to advance students' learning. - Teachers identify learning objectives in lesson plans but do not always consistently follow them, or share or review them with students. Most teachers use time and resources purposefully to promote students' learning. Learning environments are attractive and support learning, especially in KG. - Interactions between teachers and students are very respectful. Teachers use a range of questioning techniques to check for understanding but questioning to extend thinking and deepen learning is not a consistent feature of lessons. Students in higher grades are provided with ample opportunities to discuss their learning. - Teachers recognise that students have diverse learning needs and mostly plan learning activities that promote acceptable progress. However, the range of strategies used to promote good progress is narrow in most lessons, being over-reliant on worksheets, particularly in Primary. - Students' learning skills are promoted primarily through tasks and project work. Teachers do not always give students enough scope in lessons to develop their problem-solving and innovation skills in Primary, and learning technology and enquiry skills across the school. - Internal assessment processes are coherent and linked to curriculum standards. Internal tests are used to track student progress and identify areas for improvement. - The school analyses data from external assessments to benchmark students' performance against national and international standards and identifies improvement areas required to raise achievement. - Teachers use the analysis of assessment data to plan for ability groups in lessons. However, tasks still lack challenge for high achievers. - Teachers provide prompt and frequent oral feedback to students, and marking helps students understand what to do to improve. Students engage in peer and self-assessment which has led to greater involvement in assessing their own work. Areas of Relative Strength: - Subject knowledge that impacts positively on students' learning. - Peer and self-assessment strategies. Areas for Improvement: - Systematic teaching of problem-solving, innovation, learning technology and enquiry skills in lessons. - A wider range of strategies in lessons to promote good progress, particularly in Primary and for higher achievers.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable. The curriculum is affiliated to the CBSE curriculum. It has a clear rationale and is reasonably broad and balanced. - Overall, the curriculum provides suitable continuity and progression to prepare students for their next learning steps. - The curriculum offers four native languages, Hindi, Urdu, Bengali and Malayalam, and Arabic and English as second languages from which to choose in Primary, Middle and High. In Grade 11 and 12, students are offered a wide range of subjects in both the science and commerce stream. Subjects such as business studies, accountancy, psychology and marketing encourage students to follow their interests and support their future aspirations. Music is integrated but not yet a timetabled subject. KG children have acceptable choice of activities. - Good cross-curricular links facilitate students' transfer of learning skills across most subjects. - The school periodically reviews and develops the curriculum and introduces changes, although further development is necessary to strengthen provision in music, and for G&T and higher achievers. - The curriculum is enhanced by projects and clubs. There are limited planned opportunities for enterprise and innovation in lessons particularly in Primary. - Links with Emirati culture and UAE society are well embedded in lesson planning and reflected throughout the school in students' positive appreciation of both. - Moral Education is well integrated in all aspects of the school. It is timetabled in all grades and taught by designated trained teachers. Impact of moral values of respect, care and compassion for others is truly reflected in students' very good behaviour, respect and positive attitudes to learning.				
Areas of Relative Strength:				
- Choices of language options in Primary, Middle and High. - Links with Emirati culture and UAE society.				
Areas for Improvement:				
- Planned opportunities for innovation and enterprise in lessons. - Adaptation of the curriculum to meet the needs of G&T and higher achievers. - Provision for music as a separate subject.				



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 for students is good. Effective policies and procedures for child protection are very well known by staff, parents and students. - The premises provide a clean, safe and healthy environment. Records are detailed and regularly maintained. Students are well supervised including to and from the buses. The clinic is well resourced and staff provide good care. Regular health screening and health education is provided by the nurse. - Healthy lifestyles are effectively promoted, and students are encouraged to make healthy food choices and participate in exercise, including through extra-curricular sports. The monitoring of students' healthy choices in the food they bring to school is not rigorous. - Staff-student relationships are a strength of the school. The school's procedures for managing behaviour and bullying are very secure. - Robust systems, including the school's work with parents, promote very good attendance. - The school identifies SEN students who are supported well by the SENCO who provides training for all staff and additional classes. G&T students are identified, although they are not yet challenged consistently to accelerate their learning effectively. - The premises and facilities provide a safe and inclusive environment which meets students' needs. A few classrooms are small but well used. - The school effectively promotes and monitors the well-being and personal development of all students. Students receive effective career guidance on subject choices and future career opportunities. Areas of Relative Strength: - Child protection systems. - Staff-student relationships. Areas for Improvement: - Challenge for G&T students. - Rigorous monitoring of students' healthy lifestyle choices.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good
- The overall quality of leadership and management is good. The principal's strategic direction has been instrumental in improving school performance. - Leaders are knowledgeable about curriculum and best practices in teaching, learning and assessment. They have been successful in leading raised achievement, particularly in Islamic education, ASL, social studies and English. - Leaders engage all staff through subject teams in school self-evaluation, and school development planning (SDP). The SDP accurately identifies strengths and areas for improvement which form the focus for further improvements across the school. - Leaders, including subject leaders, monitor the quality of teaching through lesson observations and learning walks. However, monitoring and planning does not yet focus sufficiently on students' learning and outcomes in order to identify remaining weaknesses in teaching and associated training needs, particularly in Primary phase. - Parents are fully involved and supportive of the school. They receive regular information about their children's learning through reports and quarterly meetings. The school has established strong links with community services, such as the Municipality and police. - Governors hold leaders to account for school performance and have made provision for an external consultant to support further school improvement. - Day-to-day management of the school is effective. Suitably qualified staff benefit from regular relevant professional development. The premises and range of resources are adequate. However, classrooms are small and students do not have access to technology resources in lessons. - Students' preparation for and participation in CBSE prepare them well for TIMSS. Staff analyse results to benchmark progress and to further support students' learning.	
Areas of Relative Strength:	
- Leaders' strategic vision in improving school performance. - Partnerships with parents and the community.	
Areas for Improvement:	
Greater focus in monitoring students' learning and outcomes to plan further improvements in teaching.	



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- Planning to ensure effective use of facilities and resources.



Provision for Reading

Provision for Reading

- The library contains a good range of books in Arabic and English. Students access additional reading resources in classrooms and reading areas around the school.
- The school's annual plan places particular importance on developing students' fluency and comprehension. Teachers in KG and Primary use a structured reading scheme combined with interactive ICT-based reading resources and songs as part of whole-class activities. In Grade 1 to 8, students 'read to lead'. In Middle and High, reading and comprehension is encouraged by English, Arabic and other language specialists. Students also read in their home languages of Hindi, Malayalam and Urdu.
- Students read textbooks in English and Arabic lessons to develop reading skills. They are encouraged to read to research information and for pleasure. Students read in assembly, participate in reading and writing extension competitions and read aloud in the playground during breaktime.
- All students have a weekly library lesson. Librarians encourage students to enter reading competitions and reading challenges such as 'Spelling Bee'.
- Reading is assessed and recorded in KG and Grade 1 to 6.