



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

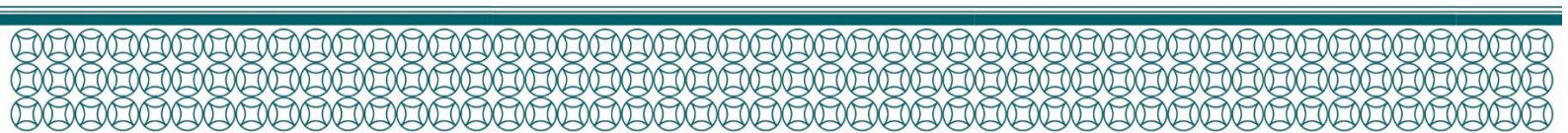
Emirates Private School - Al Ain

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Emirates Private School - Al Ain		
School ID:	9155	School phases:	KG1 to Grade 12
School Council:**	N/A		
School curriculum:*	ENC, MoE	Fee range and category*	AED 5,700 to AED 10,700 (very low to low)
Address:	Manaseer School Road Al Ain	Email:	155@moe.gov.ae
Telephone:	+971 (0) 3737 9322	Website:	Epsalain.ae

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

Staff Information			
Total number of teachers	120	Turnover rate	6%
Number of teaching assistants	21	Teacher- student ratio	1:14

Students' Information				
Total number of students	1638		Gender	Boys and girls
% of Emirati students	3%		% of SEN students	1%
% of largest nationality groups	Egypt 42%, Jordan 31%, Syria 24%			
% of students per phase	KG	Primary	Middle	Secondary
	18%	39%	23%	20%

Inspection Details			
Inspection Hijri dates from:	2/06/1441	to	5/06/1441
Inspection Gregorian dates from:	27/01/2020	to	30/01/2020
Number of lessons observed:	125	Number of joint lessons observed:	11



The overall performance of the school:

- The school opened in 1987. The campus has three separate buildings for boys, girls and kindergarten (KG). The principal has been in post for 18 months. The school staff turnover is low. The school delivers the English National Curriculum (ENC) and the Ministry of Education (MoE) curriculum throughout the school.
- The overall performance of the school has improved and is now good. School leaders are fully focused on raising students' achievement. Consistent improvements in teaching in most subjects, across both curricula, are leading to improved achievement overall. Self-evaluation and school development planning are well aligned. Since the last inspection, students' overall achievement has improved to good in most subjects across the school.

Key areas of strength and areas for improvements:

Key areas of strength

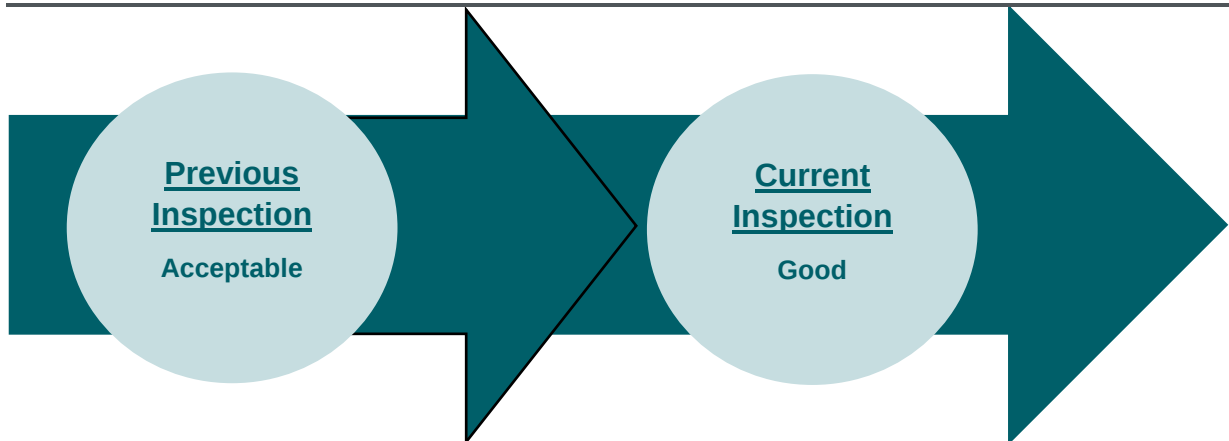
- Improved achievement in most subjects.
- Relationships across the school, students' good behaviour and outstanding attendance.
- Improved teaching and learning in most subjects.
- Leaders' improved partnership and communication with parents.

Key areas for improvement

- Further improve achievement in all subjects by:
 - planning more opportunities for ASL students to read in Arabic in lessons, library and at home
 - motivating ASL students to read in Arabic through competitions, projects and clubs
 - planning engaging, active lessons in mathematics in Primary.
- Further improve teaching and learning and use of assessment in all subjects by:
 - developing greater consistency in the use of assessment to match learning needs
 - increasing opportunities to develop students' self-reliance and independent learning skills in KG and lower Primary.
- Continue to improve leadership accountability and consistency, particularly at middle management level by:
 - ensuring monitoring teaching is consistently focused on students' learning
 - developing measurable goals for all teachers and leaders, linked to improvements in students' achievement
 - periodically undertaking focused observations across all subjects to measure the effectiveness of specific aspects of students' learning.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing almost all the recommendations from the previous report.
- The school has made good progress in raising students' achievement in most subjects. English reading and extended writing have improved. Less progress has been made in Arabic First Language (AFL) and ASL extended writing and in ASL reading.
- Teaching has improved in most subjects. There are improvements in teachers' use of assessment data to match learning needs but not yet consistently. Students' work is marked regularly, but practices are not yet fully embedded. The development of learning skills is now an integral part of lesson planning and a key focus in classroom observations. Most older students demonstrate the ability to work independently, collaborate with others and solve problems. This is strongest in High except in Arabic.
- The development of leadership at all levels has been a major priority in the school since the principal took up post. Data systems have been reviewed and upgraded and a data coordinator oversees the analysis and provides students' outcomes to teachers. The school has a common system for lesson observation. Leaders' assessment of the quality of learning and teaching is mostly accurate. Governors are very active in gaining knowledge of all the initiatives and improvements. Monthly meetings ensure regular updates are received and short and long-term priorities set.
- Leaders demonstrate good capacity to further improve the school.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Achievement has improved to good in most subjects. Achievement in ASL overall, Islamic education in Middle, AFL in High, and Primary mathematics remains acceptable, with English in High being very good. - The majority of groups, including students with special educational needs (SEN) now make better than expected progress. The progress of higher-attaining students is inconsistent. - Students have positive attitudes to learning and interact well with their peers and teachers. They have strong collaborative and problem-solving skills particularly older students, but younger students lack independence.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Most students enjoy positive relationships with their peers and school staff and continue to demonstrate good self-discipline. - Students' show clear appreciation of the role and values of Islam in UAE society. - Attendance is outstanding. Younger students' lack appropriate self-reliance and innovation in lessons is inconsistent.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The quality of teaching has improved. Teachers consistently apply their subject knowledge well. Improved lesson planning creates greater opportunities for older students to work independently and collaboratively. - Teachers' positive interaction with students promotes engagement. Teaching strategies in a minority of lessons do not accelerate student' progress sufficiently. - Teachers' use assessment to create activities matched to students' learning needs, but remains inconsistent in a minority of lessons.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved



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Justifications	- The ENC and MoE curricula are effectively planned to ensure progression and continuity in learning. There is greater consistency in review and modification to match learning to the large majority of students' needs. - Meaningful cross-curricular links, particularly with the development of English and Arabic speaking and listening skills. - There are only a narrow range of subject options for students following the ENC in High.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The school continues to provide a safe and nurturing environment for students' learning. - Staff relationships with students create a positive learning culture. Effective procedures are leading to outstanding attendance. - There are good procedures in place for identifying and supporting SEN and gifted and talented (G&T) students. However, support and challenge in lessons are inconsistent.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Strategic leadership at all levels has led to improved teaching and higher student achievement in most subjects. School's partnership and communications with parents are very good. - Self-evaluation and improvement planning are solidly built on the contributions of all stakeholders. - Governors have a wide representation from the school and community. They set challenging goals and support students' learning. Middle leaders are not yet fully accountable.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students achievement in Islamic education is good overall. It is acceptable in Middle phase. In lessons and over time, the majority make better than expected progress. - Overall attainment is good. It is acceptable in Middle. Internal school data and Grade 12 MoE exam results indicate outstanding attainment. This is not borne out in lessons where attainment is good. - Children in KG have good recitation skills and understanding of procedures Muslims implement in Ramadan. Students in Primary have good understanding of Islamic faith, such as the pillars of faith and the day of judgement. They have good recitation skills. Students in Middle have adequate understanding of Islamic civilization and law legislation. They lack a deeper understanding of Hadith and the prophet's life (PBUH). High school students have good understanding of Hadeeth and how it relates to their everyday life. Their recitation skills are very secure. - All groups make better than expected progress.	
	Relative Strengths - Students recitations skills across the school particularly in High. - Students' understanding of Islamic Faith in Primary.	Areas of Improvement Middle students' deeper understanding of Hadith and the prophets' life (PBUH).

Arabic	- Students' achievement in Arabic as a first language (AFL) overall is good. It is acceptable inn High in AFL, and in ASL in all phases. In lessons and over time, the majority make better than expected progress in AFL, and most make expected progress in ASL. - Attainment is good in AFL overall. It is acceptable in High and in ASL overall. Internal data and Grade 12 MoE examinations results indicate that attainment is outstanding. This is not borne out in lessons and in students' work where the majority attain above curriculum standards in AFL, and most attain in line in ASL. - KG children make good progress in developing listening, comprehension and speaking skills in AFL. By the end of Primary, AFL students understand and follow basic grammatical rules, read with expression, and construct sentences accurately. Most ASL and AFL students demonstrate good listening, understanding and speaking skills in all phases. ASL students' fluency in reading is less well developed. Extended writing skills are less secure for both ASL and AFL students. - Overall, the majority of groups make better than expected progress in AFL, and all groups make expected progress in ASL overall.	
	Relative Strengths - Students' speaking, listening and understanding skills in AFL and ASL. - Students' reading skills in AFL.	Areas of Improvement - ASL students' reading skills. - Students' extended writing skills in AFL and ASL.



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Social Studies	- Students achievement in social studies is good overall. In lessons and over time, the majority make better than expected progress. - Attainment is acceptable. Grade 12 MoE examination results and internal data indicate outstanding attainment. This is not reflected in lessons where most attain in line with curriculum standards. - KG and Primary students have acceptable understanding of UAE traditions, UAE rulers and their roles in organising communities. They have an awareness of contemporary issues in UAE society such as air pollution and sources of renewable energy. Middle school students discuss the natural geographical features of the UAE and compare it to other Arab countries, but they lack a deeper understanding of the differences. High school students have a clear understanding of climate and natural factors; they collect information, discuss, and present their ideas. Not all students are knowledgeable about the different economic systems. - The majority of groups of students make better than expected progress.	
	Relative Strengths - KG and Primary students' understanding of UAE traditions and the role of rulers. - High school students' skills in collecting information and presenting in geography.	Areas of Improvement - Students' ability to compare different economic systems in High. - Middle students deeper understanding in geography to compare the natural geographical features of the UAE and other Arab countries.

English	- Students' achievement in English is good overall and very good in High. In lessons and over time, a majority make better than expected progress overall, and a large majority in High. - Attainment in English is good overall, very good in High and acceptable in KG. Internal data is outstanding while IGCSE Grade 10 and MoE Grade 12 examinations indicate very good attainment overall. This is borne out in lessons and in students' work where the large majority in High attain above curriculum standards. - In KG, most children develop acceptable phonics skills, demonstrated in speaking, listening, reading and writing tasks, however their skills in blending letters' sounds to create consonant-vowel-consonant (CVC) words are less evident. In Primary, Middle, and High, students make good progress in developing their, speaking, reading comprehension and writing skills. In High, they can read and analyse different types of text, extracting details and making inferences. - Overall the majority, and in High the large majority, of groups make above expected progress.	
	Relative Strengths	Areas of Improvement



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	- Students' reading comprehension and analytical skills in High - Students' speaking and writing skills in Primary, Middle and High.	KG children phonic skills to create CVC words.
Mathematics	- Students' achievement in mathematics is good overall. It is acceptable in Primary. In lessons and over time, a majority make better than expected progress overall, and most make the expected progress in Primary. - Attainment is good overall. It is acceptable in Primary. Internal and IGCSE Grade 10 show very good attainment overall, and in AS and A-Level it is acceptable. Grade 12 MoE examination show good attainment. In lessons and students' work, a majority attain above curriculum standards, and most in line in Primary. - In KG, children show a good understanding of more and less for numbers up to 20. In lower Primary a minority have limited understanding of place value. In Middle, students can multiply matrices successfully. In High, students show a good understanding of vector addition and subtraction, but a few lack confidence in representing solutions diagrammatically. Most students across the school confidently solve mental mathematics problems. Older High school students develop good skills in calculus. - The majority of groups make better than expected progress overall and all groups make expected progress in Primary.	
	Relative Strengths - Understanding of numbers in KG. - Use of calculus in High.	Areas of Improvement - Representing equations diagrammatically in High. - Lower Primary students' understanding of place value.
Science	- Students' achievement in science is good. In lessons and over time, a majority make better than expected progress. - Attainment is good overall. Internal and IGCSE Grade 10 show very good attainment overall. Grade 12 MoE examinations show outstanding attainment overall. This is not borne out in lessons and students' work, where a majority attain above curriculum standards. - In KG and Primary, students develop good scientific knowledge through practical activities. Inquiry and investigative skills are less developed. In Middle, in biology, students compare and construct different types of joints and can differentiate between flexor and extensor muscles. In chemistry they use and apply periodic tables effectively to write formulae. In High, students describe processes drawing on abstract ideas and use scientific terminology very well. Overall, students' independent investigation, exploration and experimental skills are less well developed particularly in High. - The majority of groups make above expected progress.	



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	Relative Strengths - Scientific knowledge in KG and Primary. - Use of appropriate scientific terminology in High.	Areas of Improvement - Inquiry and investigative skills in KG and Primary. - Students' independent investigation, exploration and experimental skills in High.
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Other subjects	- Students' achievement in other subjects is good overall. A majority make better than expected progress in lessons and over time. - Attainment is good overall. Internal assessments show outstanding attainment overall. This is not borne out in lessons and students' work. However, a majority do attain above curriculum standards. - Students work well in teams, particularly in physical education (PE), and they are creative in art in all phases. Students make good use of technology in media studies, computer science and design technology. The quality of Primary students' written French is variable, but the majority can conjugate verbs, create sentences and sing French songs during assembly. In KG in music, children sing well with dance steps and they successfully develop gross motor skills in PE. - The majority of groups of students make better than expected progress overall.	
	Relative Strengths - Students' use of technology across a range of subjects. - KG children gross motor skills in PE.	Areas of Improvement Writing in French.

Learning Skills	- Students' learning skills are good in all phases. Students enjoy learning, with older students taking responsibility for their own learning. They collaborate well and readily share ideas to solve problems. - Students' communication skills are good, and they readily explain their own thoughts and ideas. In most subjects, students link learning to real life, and make connections with other areas of learning. - Middle and High students demonstrate good ability to research and solve problems in most subjects. In Primary, higher-attaining students create their own questions but independent learning is generally limited in KG and Primary. They develop their innovation skills but inconsistently across subjects.	
	Relative Strengths	Areas of Improvement



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	• Research and problem-solving skills in Middle and High. • Students' communication skills.	• Inconsistent innovation skills across subjects. • Independent learning in KG and Primary.
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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	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good
- Students' personal and social development and their innovation skills are good overall. - Students generally display positive attitudes across the school. Their age-appropriate self-reliance is strong in High but less so in KG and lower Primary. The student council takes responsibility and has initiated awareness projects about cleanliness, bullying and smoking. Students are generally self-disciplined and respectful. - Positive relationships are seen across the school. Most have a clear understanding of procedures and how to stay safe; however, their understanding of healthy living is inconsistent, particularly in the lower grades. Older students engage in soccer games, juditsu and basketball during the breaks. Attendance is outstanding, at 99%. - Students have a very secure appreciation of the role and values of Islam in UAE society. They are very respectful of UAE heritage. Most sing the national anthems in assembly with conviction and actively engage in cultural activities such as Heritage Day, National Day, Flag Day, and Martyrs' Day. Students show good understanding of their own and other world cultures through celebrating International Day and learning about the music and costumes in the different cultures. - An environment committee is in place and provide good awareness about different environmental issues. High school students volunteer to help charity organizations. They take part in innovation projects. For example, a group of students are developing a phone application that controls a small electric car. Innovation in lessons is inconsistent. Areas of Relative Strength: - Students' attendance and behaviour and their positive relationships with staff and each other. - Students' appreciation of the role and the Islamic values and respect to UAE culture and heritage. Areas for Improvement: - Students' self-reliance in KG and lower Primary. - Students' understanding of healthy living and their innovation skills in lessons are inconsistent.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
- The overall quality of teaching and assessment is good. - Teachers have strong subject knowledge and plan engaging activities that promote learning. Time is used effectively to pace most lessons, while resources are effectively employed to support students' learning. This is less evident in ASL and in High in AFL. Students are inactive for too long in a minority of Primary mathematics lessons. - Questioning directs students' understanding while affording them opportunity to assess their learning and how to improve upon it. - Teachers use a variety of strategies to meet the needs of students. Teachers promote critical thinking, problem solving. Innovation skills are not promoted consistently across subjects and Younger students are overly reliant on teacher support. - The schools' assessment protocols, both internal and external, give school leaders and teachers an accurate understanding of students' progress and attainment. However, purposeful use of systems to benchmark all students' performance is still developing. - Analysis of assessment data is used well to inform teaching and learning. Teachers know student levels well and use that information to design collaborative learning opportunities. These are not always structured to meet the needs of all groups particularly SEN and G&T students. - Students are involved in assessing their own learning and teachers provide constructive verbal feedback. Marking is not always consistent. Areas of Relative Strength: - Teachers' consistent application of subject knowledge. - Teachers' positive interaction with students. Areas for Improvement: - Lesson planning to further develop independent learning in KG and lower Primary, active learning in Primary mathematics, learning in ASL and in AFL in High and innovation in lessons. - Consistent use of assessment to match learning to students' needs.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
- The overall quality of both the MoE and ENC curricula is good. The school's rationale is clear and aligned to learning outcomes. The curricula are relatively broad and balanced. - The curricula are effectively planned to ensure progression in all subjects and at phase transitions. The school offers curricular options, but these are limited in ENC. - It provides meaningful and purposeful cross-curricular links and aids in the transfer of knowledge between subjects, making good use of English and Arabic speaking and listening skills. - The school conducts a review of the curricula on a yearly basis and with recent, clear responsibility given for different areas. This provides subject leaders and teachers an effective focus for long and short-term planning. - Curricula have been modified to support lower-attaining students by introducing new interactive textbooks. G&T students are engaged in projects that are at local and national level. However, support for SEN students and challenge for G&T in lessons are inconsistent - Both the curricula in the school offer opportunities for enterprise, innovation and social contribution, however these are not yet fully embedded within all areas. There is a range of extra-curricular activities in the school through themed assemblies, fairs, activities clubs, celebrations of special days and competitions, although these are less regular for Primary. - The curriculum offers strong learning experiences that link to Emirati culture and Islamic values through integration in all subjects and heritage areas within the school. - Moral education is a standalone subject from Grade 1 to 9 and integrated in High. In lessons, students are developing as responsible UAE citizens. The school actively promotes moral values through morning assemblies, volunteering projects, UAE heritage activities and celebrations. Students exhibit praiseworthy values of honesty, empathy, respect and tolerance.				
Areas of Relative Strength:				
- Cross-curricular links using effective English and Arabic speaking and listening skills. - Consistency in review and modification of the curriculum.				
Areas for Improvement:				
- Subject options for students in High in the ENC. - Further modification to the curriculum to meet the needs of all students and to promote students' enterprise and innovation skills across all areas particularly in Primary.				



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 has effective child protection procedures in place and all staff have been trained. The school ensures that policies and procedures are understood by all staff, parents and students, including those for protecting students from bullying. - The school conducts regular, thorough maintenance checks on the accommodation and premises to ensure any dangers are noted and swiftly addressed. Supervision is effective around the school and on school transport. Any incident affecting students' health, safety or well-being are systematically logged, with resultant actions taken, and securely stored. In general, the premises and facilities provide a safe environment for learning. - Healthy living is systematically promoted through the curriculum and assemblies, but not always followed by a few members of the school community. - The school operates in an atmosphere of mutual respect between students and teachers and behaviour management systems successfully promote students' self-discipline. Attendance and punctuality procedures are highly successful in maintaining outstanding attendance. - The school has thorough systems for identifying SEN and G&T students. It provides effective in-class support for these students, although this is not always consistent across subjects. - Teachers and subject leaders have good knowledge of students' academic and personal well-being. Effective support and guidance are provided when needed, with senior students well supported in career and university choices.				
Areas of Relative Strength:				
- The school's approach to the promotion of outstanding attendance and punctuality. - The promotion of students' behaviour, attitudes, and relationships.				
Areas for Improvement:				
- Systems to ensure greater consistency by a few in adhering to agreed healthy living guidelines. - Consistent support for SEN and G&T students' in lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good
- The overall quality of leadership and management is good. - The school's vision is shared by all stakeholders, with total commitment to UAE priorities. School leaders have a secure knowledge of the ENC and MoE curricula and of best teaching practices. Relationships and communications are professional and effective. - Leaders' capacity to innovate and improve is good. An innovative Audit Plan gives a voice to all stakeholders. Middle leadership accountability is developing, but not yet consistent. - The self-evaluation form (SEF) and school development plan (SDP) are good and embrace the views of all stakeholders. Leaders regularly observe lessons; however, their focus is not always on students learning. Outcomes of observations, and SDP priorities, contribute to target setting for teachers, but do not always include measurable goals for improving student achievement. - The school's partnership with parents and the community is very good. The Parents' Council plays an active part in supporting the school. Multi-media, two-way communications are used very well to keep parents fully involved in their children's academic and personal development. Reports are regular, with follow up meetings to discuss progress. The school has effective links with local organisations and universities. - The governance of the school is good. The Board of Trustees meet monthly to review all aspects of the work of the school. Two parent governors ensure parental views are heard. Goals are set for leaders, but they do not include measurable targets for improving achievement. - Management, staffing, facilities and resources are good. The school is well-managed and supervised on a day-to-day basis. Teachers have good professional development opportunities aligned to their agreed targets. - The school facilities are old but are used well to maximise students' learning opportunities. Lessons are well resourced and provide variety and stimulus for students' learning experience. - The school has recently been involved in TIMSS and PISA tests, but have not yet received the outcomes. They have integrated questions aligned to the two tests into their curriculum planning.	
Areas of Relative Strength:	
Strong partnership and improved communication with parents.	



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- Senior leaders' vision, their secure knowledge of both curricula and best teaching practice.

Areas for Improvement:

- Inconsistencies in the accountability of middle leaders.
- Monitoring teaching to consistently focus on students' learning and setting measurable targets for improving students' achievements.



Provision for Reading

Provision for Reading

- The school library is well-stocked with good quality non-fiction and fiction books in both Arabic and English. They are supplemented by a wide range of electronic books.
- Lessons embed reading and comprehension. They are more effective in English and AFL than ASL.
- Teachers regularly bring students to read in the libraries as well as other areas both inside and outside the classroom, fostering students' love for English and AFL reading.
- The school has implemented a professional development plan that trains staff in teaching reading.
- Reading activities and competitions are offered in English and Arabic, as well as designated Reading Weeks.
- Reading Corners are provided in classrooms and mobile libraries come to the school.
- Displays throughout the school promote English and Arabic reading in class and at home.
- Students are assessed through internal assessment with progress monitored throughout the year.