



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

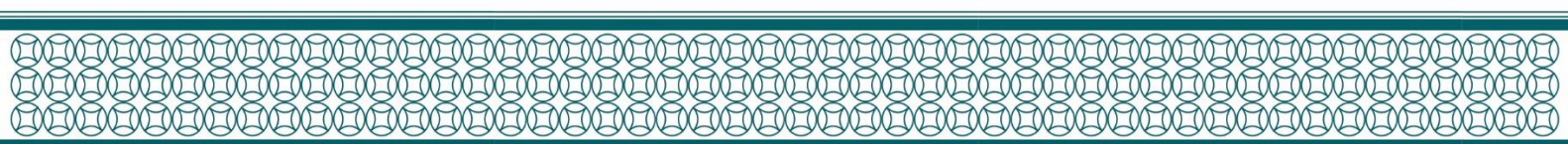
Ibn Khaldoun Islamic Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Ibn Khaldoun Islamic Private School		
School ID:	9195	School phases:	KG to High
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED3,200 to AED9,400 (very low)
Address:	Al Yaher Al Ain	Email:	9195@@adek.gov.ae
Telephone:	+091 (0) 37814542	Website:	

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

Staff Information			
Total number of teachers	76	Turnover rate	13%
Number of teaching assistants	2	Teacher- student ratio	1:9

Students' Information				
Total number of students	714		Gender	Boys and girls
% of Emirati students	11%		% of SEN students	1%
% of largest nationality groups	Yemen 23%, Syria 14%, Egypt 12%			
% of students per phase	KG	Primary	Middle	High
	11%	31%	32%	26%

Inspection Details			
Inspection Hijri dates from:	21/03/1441	to	24/03/1441
Inspection Gregorian dates from:	18/11/2019	to	21/11/2019
Number of lessons observed:	94	Number of joint lessons observed:	15



The overall performance of the school:

- Since the previous inspection, the school has had three principals. The new principal has been in post for ten months. The vice-principal joined the school in September of this year. A number of teachers have been recently replaced.
- The overall performance of the school is acceptable. The school has eliminated previous weak judgements, although Islamic education in Primary is weak, as is art in Middle and High phase. Personal development is now good. Teaching remains acceptable because it does not consistently match students' needs. Senior leaders communicate a common vision to all stakeholders and recognise further improvements need to be made. The quality of teaching is monitored by all leaders, but feedback is not sufficiently focused on student outcomes. The school uses appropriate evidence to evaluate itself. The school development plan has appropriate targets and is regularly reviewed.

Key areas of strength and areas for improvements:

Key areas of strength

- Improvement in student achievement in multiple subjects and phases.
- Students' understanding and appreciation of UAE heritage and Islamic values, shown in positive relationships and good behaviour.
- Promotion of healthy lifestyles.
- Improved communication with, and reporting to, parents.

Key areas for improvement

- Achievement in all subjects, especially art in Middle and High, and Islamic education in Primary, by:
 - ensuring that lessons include opportunities for all students, but particularly the most able, to think critically, problem solve, and innovate
 - providing more opportunities for extended writing, in both Arabic and English, across the curriculum
 - ensuring that students, especially in the younger years, speak English for the entirety of an English lesson
 - providing more opportunities for students to develop independent, investigational and research skills, particularly in kindergarten (KG) and in mathematics and science.
- The quality of teaching and assessment by:
 - facilitating opportunities for students to develop independence in their learning
 - developing a constructive marking policy to include self and peer assessment, applied consistently across all subjects so that students know how to improve their work
 - ensuring teachers use assessment information to systematically track and analyse progress, thereby identifying gaps and positively impacting on student progress.
- Leadership and management, particularly middle leaders, are strengthened by:

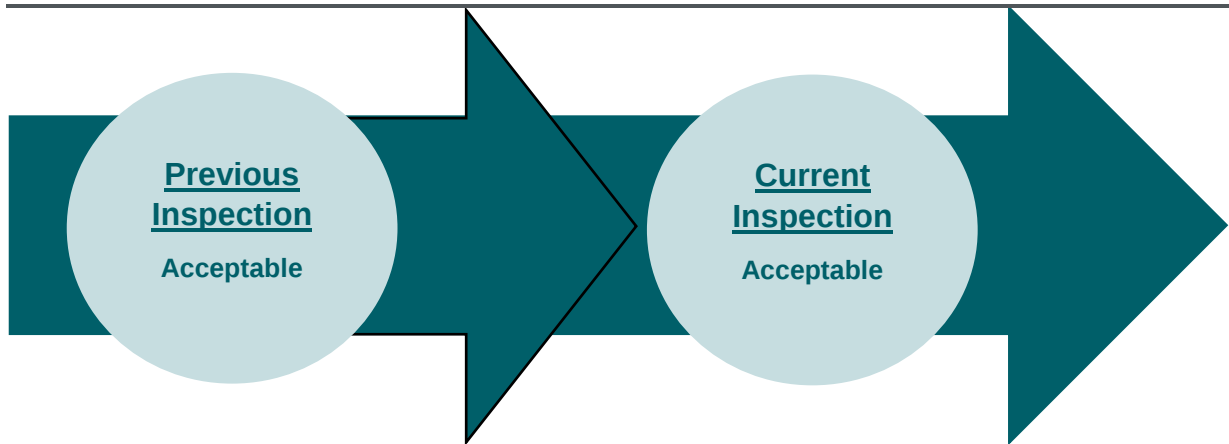


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- modifying the curriculum to meet the needs of all learners, particularly students with special educational needs (SEN) and gifted and talented (G&T) students
- ensuring that all middle leaders and teachers receive training in using assessment information effectively
- providing a wider range of practical resources to support an investigative approach to learning, particularly in KG
- ensuring that all leaders have a consistent approach to the evaluation of teaching and learning, clearly linked to student outcomes.



Progress made since last inspection and capacity to improve



- The new leadership team has made acceptable progress in addressing most of the recommendations from the previous inspection.
- Previously weak areas are now acceptable. Lessons are planned using a consistent format and there are specific lessons for innovation in High. Independent learning and innovation in lessons are less well-developed in other phases.
- Students' work is consistently, but not constructively, marked. Students are unsure how to improve their work. Differentiation is evident in planning, but inconsistent in lessons. Students are consistently engaged and demonstrate positive attitudes to learning. In the better lessons, students have opportunities to communicate and share their learning, but this is not embedded practice. Opportunities for research, problem-solving and enquiry remain limited.
- Personal development is now good. Students are regularly involved in community work, visiting local institutions and making charitable donations.
- Leaders monitor teaching and learning, including planning. The feedback provided, particularly by middle leaders, is not yet specific or targeted on student outcomes. Action plans to support subject improvement are in place.
- Leaders at all levels understand that there are further improvements to be made. Senior leaders have demonstrated, through the improvements already evident, that they have acceptable capacity to make further improvements.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Attainment has improved from weak to acceptable in most subjects, as a consequence of improved planning. - Progress is acceptable in almost all subjects and has improved in line with attainment. SEN and G&T students do not always make appropriate progress. - Students have positive attitudes to learning. They share their learning with their peers. Students' innovative, problem-solving and independent research skills are less well-developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' understanding and appreciation of Emirati culture, and heritage and their application of Islamic values to their everyday lives, are strong features of the school. - Courteous and respectful relations between students and staff contribute to students' positive attitudes and good behaviour. - Attendance and punctuality are acceptable at 92%. Attendance has improved from 73%.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Teachers have strong subject knowledge, and most understand how students learn. Promotion of innovation skills is underdeveloped. - Consistent systems for internal assessments are in place. - Analysis of the progress of individuals and groups of students is not yet having impact. Teachers' use of assessment information to plan purposeful lessons is embryonic.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum has a clear rationale, is balanced and age appropriate. - There are strong links with UAE culture and society. - The curriculum is not sufficiently modified to meet the needs of all students.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	No Change



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Justifications	• Staff-student relationships are positive, as are the systems for behaviour management. • Safe and healthy lifestyles are effectively promoted. • The most- and least-able students do not receive sufficient challenge and support to ensure they make strong progress.
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Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Communication with, and reporting to, parents about their children's learning, progress and personal development, have improved. • Leaders have successfully improved students' personal development and their achievement in some subject areas. • Resources and teaching strategies, especially in KG, do not support an investigative approach to learning.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable overall. In lessons and over time, most students make expected progress. Achievement is weak in Primary. - Attainment is acceptable, overall. Internal data shows that attainment is broadly good, but this is not borne out in lessons and students' work, where most students attain in line with curriculum standards, except in Primary where attainment is weak. - Children make acceptable progress in their learning about the Prophet family in KG. In Primary, students' recitation of prescribed Surah and Hadith lack accuracy and their understanding of meanings is less secure. Older students understand the values, teaching and concepts of Islam, and their impact on the community. Their recitation skills following 'Tajweed' rules are less well developed. - All groups make expected progress, except in Primary. Progress of higher achieving students is inconsistent.	
	Relative Strengths - Older students' understanding of Islamic values, teaching and concepts. - Older students' ability to make links with their context.	Areas of Improvement - Understanding of Surah and Hadeeth in Primary. - Accuracy in recitation and following 'Tajweed' rules.

Arabic	- Students' achievement in Arabic is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable overall. Internal and external data shows that attainment is good which is not evident in lessons and students' work, where most students attain in line with curriculum standards. - Children make acceptable progress in KG in learning the sounds and names of the letters. Students develop their knowledge and skills in, listening, understanding, and reading as they move through the school. They show adequate reading comprehension skills and can extract the main ideas from a range of texts. Most students can read adequately but their fluency in reading, speaking and writing in standard Arabic is less secure. - All groups of students make acceptable progress. Progress of higher achieving students is insufficient.	
	Relative Strengths - Students' understanding and listening skills. - Students' reading comprehension skills.	Areas of Improvement - Students' fluency in reading. - Students' speaking and writing in standard Arabic.



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Social Studies	- Students' achievement in social studies is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable overall. Internal data shows that attainment is very good, but this is not evident in lessons or students' work. - Students make acceptable progress across all phases. They can communicate and discuss their knowledge about UAE society and history and make links to their life experience. Students' analytical skills in using maps, charts, pictures and graphs are underdeveloped. Students do not extend their learning beyond their textbook through research. - All groups make at least expected progress, although higher and lower achievers make less progress.	
	Relative Strengths - Students' knowledge and understanding of UAE society and history. - Students' ability to make links to their everyday lives.	Areas of Improvement - Students' analytical skills in using pictorial information. - Students' ability to extend their learning in social studies through research.
English	- Students' achievement in English is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable overall. Internal data in Primary, Middle and High and external data in High show outstanding attainment in exams. This was not evident in lessons and students' work, where most students attain in line with curriculum standards. - Children in KG make acceptable progress as they develop speaking, listening and reading skills. Students can answer questions about their reading, using literal and inference clues. Writing is less developed. English is not spoken throughout their lessons. Most students make expected progress in the different skills, although their extended writing skills are not well developed. - All groups make expected progress, although it is slower for lower and higher achievers due to lack of support and challenge.	
	Relative Strengths - Students' speaking skills. - Students' comprehension skills, especially in Middle and High.	Areas of Improvement - Students' extended writing skills. - Speaking fluently and consistently in English.



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Mathematics	- Students' achievement in mathematics is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable overall. Internal data demonstrates acceptable attainment, which concurs with inspection findings in lessons and students' work. - Children in KG make acceptable progress as they learn to write and identify numbers. In Primary, students are not able to rapidly recall multiplication facts. Students develop numerical skills as they move through the school. In Middle, they apply them to calculate mixed fractions. In High, students confidently identify and evaluate functions, including logarithmic functions. The development of students' problem solving and reasoning skills, particularly in KG, Primary and Middle, is inconsistent. - All groups make acceptable progress. Higher achieving students do not make rapid progress through lack of challenge.	
	Relative Strengths - Students' ability in Middle, to apply numerical skills when calculating mixed fractions. - Students' ability in High to evaluate logarithmic functions.	Areas of Improvement - Rapid recall of number facts, especially in Primary. - Problem solving and reasoning skills.

Science	- Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress. - Attainment is acceptable overall. Internal and external data show attainment is acceptable in Primary and Middle. External data in high shows attainment is good overall. This is supported by lessons observed and students' work in Primary and Middle and in general science and physics in High. It is not evident in chemistry and biology, where attainment against curriculum standards is only acceptable. - Children in KG make acceptable progress as they develop their enquiry skills. Students in Middle and High have a strong understanding of scientific language and principles. However, students' opportunities for independent practical experiments, investigations and recording, are underdeveloped. Most students make expected progress in their explanation and classification skills. Investigation and critical thinking skills are not as well developed. - All groups make expected progress. Support for the lower ability and challenge for the higher ability is inconsistent.	
	Relative Strengths - Students' basic explanation skills. - Students' understanding of scientific language and principles, especially in Middle and High.	Areas of Improvement - Students' investigations in science, including recording findings. - Students' opportunities for independent practical experiments.



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Other subjects	- Students' achievement in other subjects is acceptable overall. In lessons and over time, most students make expected progress - Attainment is acceptable overall but weak in art in Middle and High. Data for these subjects was not available. Judgements are based on lesson observations and examples of work. In information and communication technology (ICT) in Primary, students use mathematical shapes in paint programmes to create pictures. Students make acceptable progress as they move through the school, learning to use programmes to create designs for 3D printing. In art, students make cards for National Day, but they lack creative or innovative skills in art in both Middle and High. - In music, students learn to sing the national anthem. A lack of musical instruments hampers their progress. Students in High have specific innovation lessons where they learn to use the sketching programmes. In physical education (PE), students develop their fitness skills to support their healthy lifestyles. - Most groups of students make acceptable progress overall.	
	Relative Strengths - Development of fitness skills to support students healthy lifestyles. - Development of skills in innovation lessons for students in High.	Areas of Improvement - Students' achievement in art in Middle and High. - Use of instruments to support learning in music.

Learning Skills	- Learning skills are acceptable overall. Students have positive attitudes to learning and remain engaged. Students do not have clear understanding of how to improve their work. - Students have regular opportunities for group work, but collaboration is limited in a minority of lessons and students are passive learners. Most students can communicate their learning. - Students make strong links with UAE culture and heritage which relate well to their lives. There are fewer connections between other subjects. - Students can research independently. Critical thinking and problem solving are less well-developed across the curriculum.	
	Relative Strengths - Positive attitudes to learning. - Students' independent research skills.	Areas of Improvement - Critical thinking, creative, problem-solving and enquiry skills. - Clear understanding of how to improve their work.



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	Good	Good	Good	Good
- Students' personal and social development are good. Their innovation skills are acceptable. - Students display positive and responsible attitudes. Behaviour is good. Relationships with staff and amongst themselves are positive. Students are respectful and considerate. - Students demonstrate a strong understanding of safe and healthy lifestyles. They know the foods they should eat to be healthy and enjoy organising, and participating in, competitive football games between classes at break times. - Attendance and punctuality are acceptable, at 92%. Punctuality to school remains inconsistent. - Students demonstrate clear knowledge and understanding of Islamic values and they respect the heritage and culture of the UAE. Students excitedly prepared for National day, practising their traditional dances and other performance items. They participate in a range of national celebrations. Students' knowledge of other world cultures is less well-developed. - Students care for their school, initiating and volunteering for activities such as cleaning the outside yard, planting and 'eco club' recycling activities. - Students have too few opportunities in lessons to demonstrate initiative and innovation, although they use these skills outside lessons in various sustainability projects locally. Areas of Relative Strength: - Respectful relations between themselves and with school staff. - Understanding of Islamic values and their respect and appreciation of the UAE heritage and culture. Areas for Improvement: - Attendance and punctuality. - Innovation skills and understanding and appreciation of other world cultures.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of teaching and assessment is acceptable. Teachers have secure subject knowledge, and most understand how students learn. - Planning is consistent. Most teachers use time, and the few available resources, appropriately. Learning environments enable students to meet expectations. However, teachers do not provide sufficient opportunities for students to develop independent, investigational and research skills, particularly in KG, and in mathematics and science. - Most teachers use questioning to determine students' understanding of concepts. Questioning is better in High, where students engage in more meaningful dialogue. Students are willing learners. - Teachers plan activities at different levels, but these are not always followed in lessons. Activities do not always provide appropriate challenge or support for the most- or least-able students. - Teachers do not always provide opportunities for students to develop critical thinking, problem-solving or innovative learning skills. Creativity is not well promoted in art in Middle and High. - Internal assessment procedures are consistent and, where external examinations are taken, results are benchmarked against national and international standards. - The analysis and use of assessment information to track the progress of students is underdeveloped. Teachers are beginning to use assessment information to plan lessons, but this does not meet the needs of all groups or enhance their progress. - Teachers have a basic knowledge of students' strengths and weaknesses. Students receive regular verbal feedback but written, constructive marking is not evident. Students do not always know how to improve their work. Areas of Relative Strength: - Teachers' subject knowledge - Good use of questioning in High. Areas for Improvement: - Teachers' use of assessment information to analyse the progress of individuals and groups. - Development of constructive marking and feedback to students - Promotion of innovative and independent learning skills, particularly in KG, and in mathematics and science.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of curriculum and its adaptation is acceptable. It is broad, balanced and has a clear rationale. - The curriculum is well designed. There are plans for each subject, together with enrichment plans. It is not effectively planned to ensure continuity and progression in all subjects or across all phases. - There is an adequate range of curriculum choices for students in High. In lessons, opportunities for students to initiate and take responsibility for their own learning activities are irregular. - Cross-curricular links between subjects are inconsistent. However, links with the UAE and Islamic values are a strong feature in lessons across the school. - The school reviews the curriculum regularly to ensure its effective implementation. - Some modifications are made to the curriculum to meet the needs of most groups. The needs of the least- or most-able students are not always met. - The curriculum does not consistently develop students' enterprise and innovation skills in lessons. Links with Emirati culture and UAE society are effective and consistent, with some being initiated by students. For example, students suggest the inclusion of traditional dances and organise cultural events within the school to further strengthen UAE links. - Moral education is a stand-alone lesson taught by social studies teachers in Primary and Middle. It is integrated into all lessons in KG and High. Students are regularly involved in discussing different topics such as the effects of bullying. The positive impact of these activities can be clearly seen in students' considerate behaviour and attitudes.				
Areas of Relative Strength:				
- A broad, balanced and age-appropriate curriculum. - Links with UAE culture and society and integration of moral education.				
Areas for Improvement:				
- Modification of the curriculum to meet the needs of all students. - Development of student's enterprise, creative and innovation skills in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of protection, care, guidance and support for students is acceptable. - The school has appropriate procedures for safeguarding students, including child protection. Staff and students demonstrate an awareness of the procedures to follow if they have a concern. The school has disseminated the policy to parents, but some are not clear about its content. - Health and safety checks are regular. Records of health and safety procedures are up to date and routine fire drills take place. Procedures for the storage and administration of medication are clearly evident. - The building and equipment are maintained in sound repair and provide a safe, inclusive environment for students. - The school provides opportunities for students to take part in activities to promote a healthy lifestyle. Parents are involved in school activities, such as healthy food week. - The school operates in an atmosphere of mutual respect between students and staff. The code of behaviour is understood by the whole school community, including parents. - Better communication with parents has resulted in improved school attendance figures but these are still not at a good level, and there remains some unpunctuality to school. - The school has taken steps to identify and support SEN and G&T students. However, support for SEN students and challenge for G&T students in lessons is inconsistent. - Students' well-being and personal development is supported. Older students and their parents receive guidance about their future career options. Areas of Relative Strength: - Staff-student relationships and behaviour management. - The promotion of safe and healthy lifestyles. Areas for Improvement: - Effective support and challenge for the least- and most-able students in lessons. - Ensuring all parents understand policy documents and school procedures and support improved attendance and punctuality.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management is acceptable. The commitment of all leaders to UAE priorities, heritage and values is clearly evident. Impact is evident in improved areas of achievement and personal development. Most leaders understand the curriculum and best practices in teaching. The principal has improved communication within the school, and this has resulted in more positive relationships. - School self-evaluation is adequate. External data is benchmarked against national and international standards. Assessment information and previous recommendations are used in the school development plan to set priorities for improvement. Teaching is regularly monitored but feedback to teachers is not sufficiently focused on student outcomes. - Parents are pleased with the improved levels of communication. They appreciate the regular information they receive regarding their children's learning and progress, and how they can support learning at home. - Governors include representatives from the owners and parents. They meet regularly and ensure that all statutory and regulatory requirements are met. They review the performance of the school and support leaders in making improvements. Governance is not yet good because governors' actions have not consistently improved achievement. - The school day operates efficiently. Teachers are well-qualified, suitably deployed and benefit from regular professional development. The premises provide some specialist facilities. Classrooms lack technology resources for students to use and resources do not support investigative, independent learning, particularly in KG. - The school adequately prepares students for international examinations such as TIMSS, and for MOE examinations. Areas of Relative Strength:	
- Improved communication with parents. - Efficient management of the school day. Areas for Improvement:	
- Evaluation skills of middle leaders and ensuring feedback is focused on student outcomes. - Wider range of practical resources to support an investigative approach to learning, in all subjects and phases, particularly in KG.	



Provision for Reading

Provision for Reading

- The school has separate libraries for boys and girls. They contain a range of non-fiction and fiction books. The large majority are in Arabic. The girls' library is larger and better resourced, containing computers for independent research. There are plans to expand the boys' library. There are currently no electronic books in either library.
- All classes have weekly library lessons. These are used to promote reading in English and Arabic and to develop comprehension skills. A planned approach supports students' reading across the curriculum. Records of each library lesson are kept so that the content of each lesson can be monitored.
- Most students can read at an age-expected level. Books are borrowed from the library and used to help develop skills in reading and speaking.
- The librarian supports students' reading by creating comprehension questions for them to complete. She encourages parents to read with their children. Events and workshops have been organised at the school to promote this.
- An English Language club has been created. The club provides students with extra-curricular activities to develop their skills in English.
- There is a moving library initiative for students in Grade 1 to 4 which provides them with homework support and reading.
- The school participates in different reading challenges. Students have visited the Al Ain Book Fair.
- Staff have received some training in techniques for teaching reading and have attended conferences on reading, sharing what they have learned with colleagues.