



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

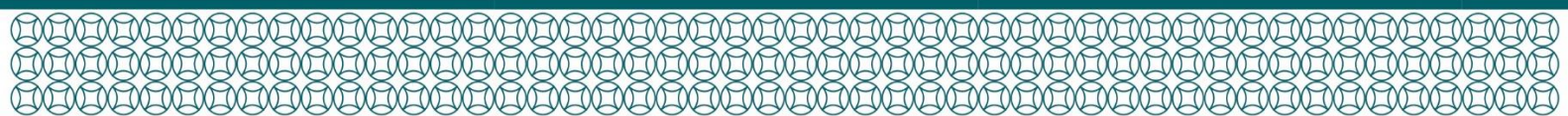
Indian Private School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Indian Private School		
School ID:	9161	School phases:	KG to Grade 12
School curriculum:*	Indian	Fee range and category*	AED4730 to AED9770 (very low)
Address:	Al Muwaiji Al Ain	Email:	9161@adek.gov.ae
Telephone:	03-7678915 or 03-7678972	Website:	www.indianschoolalain.com

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

Staff Information			
Total number of teachers	112	Turnover rate	9%
Number of teaching assistants	6	Teacher- student ratio	1:17

Students' Information				
Total number of students	1926		Gender	Boys and girls
% of Emirati students	0%		% of SEN students	1%
% of largest nationality groups	Indian 94%, Bangladesh 4%, Afghanistan 1%			
% of students per phase	KG	Primary	Middle	Secondary
	16%	42%	29%	13%

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:	121	Number of joint lessons observed:	9



The overall performance of the school:

- The school has a settled leadership team and number of students. Thirteen new teachers started this year, including a music and art teacher.
- The overall performance of the school is good. Students' achievement is good overall but acceptable in kindergarten (KG). Teaching, assessment and curriculum are good. Leadership and self-evaluation systems are effective in driving improvement.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' good achievement in most subjects.
- The respectful relationships across the school resulting in positive attitudes and exemplary behaviour.
- Teachers' use of assessment to inform lesson planning.
- The positive learning culture established by the principal and senior leadership team.

Key areas for improvement

- Children's achievement in KG in mathematics and science and attainment in English by:
 - providing active and interesting activities that engage, support and challenge all children
 - providing regular opportunities for children to practise speaking in English, problem-solving in mathematics and investigation skills in science
 - thoroughly recording the achievement of individual children in lessons
 - adopting agreed practice to improve achievement in Primary.
- Teaching practices across the school by:
 - identifying and sharing effective teaching practices
 - providing individual teachers with focused manageable improvement targets
 - developing peer observations and a mentor scheme
 - providing training to develop teachers' skills in asking open-ended questions and facilitating student-led activities, especially in KG and for higher achievers.
- Students' enquiry, critical-thinking, innovation and problem-solving skills, and use of learning technologies by:
 - ensuring teachers follow the school's approach to planning and delivering learning that challenges all groups of students to develop these skills
 - train teachers in facilitating the use of learning technologies to develop creativity, innovation and research activities for students
- The Governing Board's role in holding the school more to account for its performance and outcomes by:
 - improving governors' skills to analyse school data

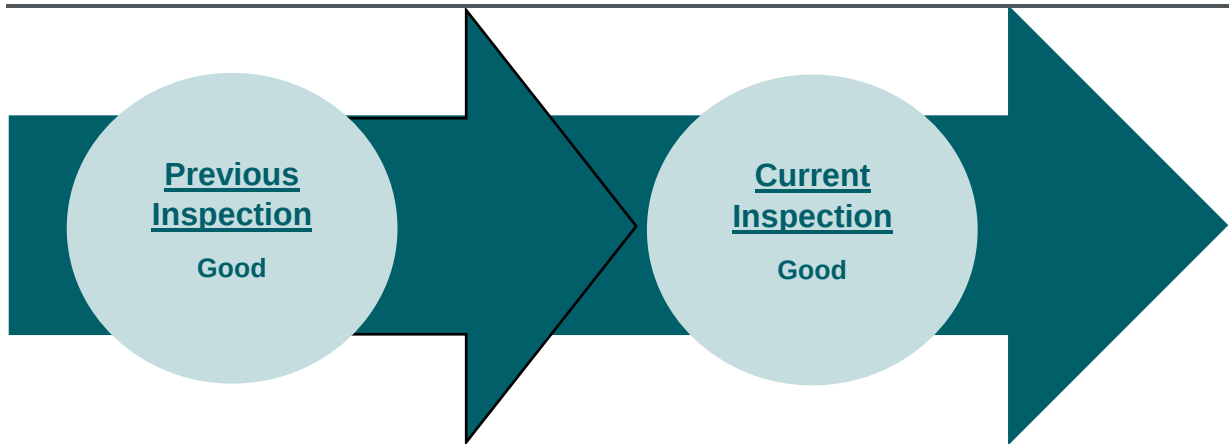


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- governors supporting senior leaders in setting targets for school performance
- developing professional review and development of senior leaders
- formulating a plan to improve technology resources and facilities for practical activities.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing most areas recommended in the previous report and sustained good standards over time. Achievement is now good in all subjects, except in KG in mathematics and science which is acceptable. Attainment is now good in Arabic-medium subjects. Learning skills remain good overall but students' enquiry, problem-solving, critical thinking, learning technology skills and extended writing in English are less developed.
- Students' personal development has improved from good to very good. Social development and innovation remain good.
- Teaching remains good overall but remains acceptable in KG. Assessment and its use are now good. Teaching meets the needs of special educational needs students (SEN). Focused verbal feedback helps students to improve their work, although written feedback remains inconsistent.
- The school now offers a good curriculum which includes art and music this year. Cross-curricular planning makes learning relevant and meaningful for students. Assessment information informs curriculum reviews. However, there is scope to adapt the curriculum further to develop students' creative and innovation skills, to meet the needs of higher achievers and gifted and talented students (G&T) and ensure coverage of all areas of learning for KG.
- Leadership and management are good. Leaders have established a positive learning environment. The Governing Board supports the school well but does not consistently hold the school leaders to account.
- The school has good capacity to improve.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Good overall achievement in all core subjects except in mathematics and science in KG where it is acceptable. Attainment in English in KG is acceptable. - The majority of groups make better than expected progress, however, the higher achieving students do not always make progress to their full potential. - Learning skills are good overall. They are acceptable in KG. Students' use of technology, critical thinking, problem-solving and enquiry skills are acceptable.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Behaviour is exemplary, and attitudes, relationships and attendance are very good. - Students show very good appreciation and respect for Islamic values and UAE heritage. - Students' enterprise, entrepreneurial and innovation skills during lessons are less developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No change
Justifications	- Teachers have secure subject knowledge, and most know how students learn. In KG, teachers do not plan enough opportunity for students to learn through practical, play-based activities. - Internal assessment processes are robust and provide a comprehensive information about students' academic development, - Planning opportunities for students to use learning technologies and develop their innovation skills is less developed across the school.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	The curriculum has a clear rationale and is now planned to ensure good progression and continuity.		



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	- The curriculum promotes UAE national priorities and Emirati culture very well. - Cross-curricular links are well developed but opportunities for enterprise, innovation and creativity in lessons are limited.
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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 has now robust procedures to ensure all students are safe and cared for. - The school manages students' behaviour and attendance very well. - Support and guidance are acceptable overall, including for SEN and G&T students.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	- The principal and senior leaders have established a positive learning culture. - Robust monitoring and evaluation drive improvement to achievement and the quality of teaching and learning. - The Governing Board has an accurate view of the school's performance but does not always hold the school leaders to account for the school's performance and outcomes.		



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	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	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Acceptable	Good	Good	Good



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Islamic Education	- Students' achievement in Islamic education is good. In lessons and over time, the majority of students make better than expected progress. - Attainment has improved and is now good. School internal assessments and the Grade 12 examination show outstanding attainment. This is not borne out in lessons and students' work, where a majority of students attain above curriculum standards. - The majority of students make good progress in their knowledge and understanding of Islamic faith and teaching. They develop good knowledge about the importance of Sunnah in Islam and a clear understanding of Islamic values which they apply in their daily lives. Students' recitation skills of verses of Holy Quran following appropriate Tajweed rules are less well developed. - The majority of groups make good progress.	
	Relative Strengths - Students' understanding of Islamic faith and teaching and the importance of Sunnah. - Students' application of Islamic values in their daily lives.	Areas of Improvement Recitation skills using Tajweed rules.

Arabic	- Students' achievement in Arabic as a second language (ASL) is good. In lessons and over time, the majority of students make better than expected progress. - Attainment has improved and is now good. Internal assessment data and the Grade 12 examination indicate that attainment is very good. However, this is not borne out in lessons and students' work where the majority of students attain above curriculum standards. - The majority of students make good progress. In Primary, students identify letters, sounds and words which they use correctly in speaking, reading, and sentence writing. The majority of students in Middle build their speaking and reading skills well, understanding and following instructions, using a range of vocabulary and prescribed grammar and contextual clues to speak and read accurately. In High, students make short conversations with familiar and unfamiliar phrases and read with increasing confidence. Across the school, writing is still less well developed. - The majority of groups make good progress. Progress of higher achieving students in developing their extended writing skills further is insufficient.	
	Relative Strengths - Secure speaking skills using a range of vocabulary and accurate grammar. - Secure reading skills.	Areas of Improvement Writing skills including extended writing for higher achievers.



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Social Studies	- Achievement in social studies is good. The majority of students make better than expected progress in lessons and over time. - Attainment has improved and is now good in both Primary and Middle. School internal data indicate that attainment is outstanding, but this is not reflected in lessons and students' work where the majority of students attain above curriculum standards. - In Primary, the majority of students develop good understanding of the components of Emirati heritage and culture, and developments and changes in lifestyles over decades. In Middle, students gain good knowledge in the geography of UAE and can identify the common features and can locate these on maps. Their knowledge and understanding of agriculture, pollution and human resources is secure. Only higher achievers can discuss global environmental issues in depth. - The majority of groups make good progress.	
	Relative Strengths - Students' knowledge of the history, culture, heritage of UAE in Primary. - Knowledge of the UAE geographical features and skills using maps.	Areas of Improvement Understanding of global environmental issues.

English	- Students' achievement in English is good. In lessons and over time, the majority of students make better than expected progress. - Attainment is good except in KG where it is acceptable. School, internal and international CBSE data indicate very good attainment. This is not reflected in lessons and students' work where most children in KG attain in line with curriculum standards and the majority of students attain above in Primary, Middle and High. - Students and children make good gains in listening and speaking skills. However, being able to enunciate words correctly and their formation of letters in writing are under-developed in a minority of younger students. Reading for comprehension and analysing of texts develop well, especially in higher grades. Students' skills in independently writing extended pieces across a range of genres are underdeveloped. - The majority of groups make good progress.	
	Relative Strengths - Students' acquisition and use of new vocabulary in discussions and conversations. - Progress in reading for comprehension in higher grades.	Areas of Improvement - Enunciating words correctly and formation of letters in writing, particularly in KG and lower primary. - Students' extended writing.



Mathematics	- Students' achievement in mathematics is good overall. In lessons and over time, the majority of students make better than expected progress. Most children make expected progress in KG. - Attainment is good. School assessment data indicate acceptable attainment overall but external CBSE data show good attainment in High. In lessons and students' work, most children in KG attain in line and the majority of students attain above curriculum standards in Primary, Middle and High. - Children make acceptable progress in KG as they begin to recognise numbers and develop their understanding of addition and counting. However, their subtraction skills are less developed. Although the majority of students continue to make better than expected progress in their understanding of measurements and geometry and application of all mathematical operations to solve number problems, their ability to make quick mental calculations is less developed. - The majority of groups make good progress especially in linking concepts to real life. Higher achievers make slower progress in solving more complex problems independently, particularly in the higher grades.			
	<table> <tr> <th data-bbox="352 925 874 965">Relative Strengths</th><th data-bbox="874 925 1393 965">Areas of Improvement</th></tr> <tr> <td data-bbox="352 965 874 1193"> - Students' progress in measurement and geometry. - Students' understanding of the four operations to solve number problems. </td><td data-bbox="874 965 1393 1193"> - Students' mental mathematics skills in all phases, and subtraction skills in KG. - Higher achievers' skills in solving complex problems independently. </td></tr> </table>	Relative Strengths	Areas of Improvement	- Students' progress in measurement and geometry. - Students' understanding of the four operations to solve number problems.
Relative Strengths	Areas of Improvement			
- Students' progress in measurement and geometry. - Students' understanding of the four operations to solve number problems.	- Students' mental mathematics skills in all phases, and subtraction skills in KG. - Higher achievers' skills in solving complex problems independently.			

Science	- Students' achievement in science is good overall. In lessons and over time, the majority of students make better than expected progress. Children in KG make expected progress. - Attainment is good overall. School data show that attainment is good overall. External CBSE data show good attainment in High. This is mostly borne out in lessons and students' work. In KG, children attain in line with curriculum standards and the majority of students attain above in Primary, Middle and High. - Children make acceptable progress in KG developing their knowledge of the physical world and life sciences. The majority of students across the rest of the school make good gains in their knowledge and understanding of scientific concepts, including physics, chemistry and biology in High. However, practical enquiry and investigation skills are less well developed in all phases. - A majority of groups make good progress. Higher achievers do not independently plan investigations, particularly in Middle and High.			
	<table> <tr> <th data-bbox="352 1816 874 1856">Relative Strengths</th><th data-bbox="874 1816 1393 1856">Areas of Improvement</th></tr> <tr> <td data-bbox="352 1856 874 1890"></td><td data-bbox="874 1856 1393 1890"></td></tr> </table>	Relative Strengths	Areas of Improvement	
Relative Strengths	Areas of Improvement			



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	- Children's scientific knowledge of physical, life and earth sciences in KG. - Students' understanding of scientific concepts, particularly in the higher grades.	- Enquiry and investigation skills. - Higher achievers' planning and conducting practical investigations independently.
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Other subjects	- Students' achievement in other subjects is good. In lessons and over time, the majority of students make better than expected progress. - School assessment data show that attainment is good overall. This is supported in lessons and students' work, where the majority of students attain above curriculum standards in most subjects. Attainment is good in High in external CBSE examinations. - A large majority of students make better than expected progress in psychology and in computer science when they create PowerPoint presentations and alter and retrieve data. A majority of students develop good skills in physical education (PE) including badminton, basketball, soccer, and athletics, and good creativity and drawing skills in art. Most students have strong oral language skills in Hindi and Malayalam, but their independent writing skills are less well-developed. - The majority of students make good progress.	
	Relative Strengths - Students' skills in PE, art, psychology and computer science. - Students' oral language skills in Hindi and Malayalam.	Areas of Improvement Writing skills in Hindi and Malayalam.

Learning Skills	- Learning skills are good overall. They are acceptable in KG. Students increasingly take responsibility for their own learning in Primary and Middle. Older students take leading roles in learning. KG children's planning and leading of their own learning is irregular. - A majority of students work well collaboratively and present their learning well to their peers. - Students regularly make meaningful connections between subjects and apply their learning to the real world particularly to UAE culture and heritage. - In all subjects and phases, students' enquiry, independent research, problem-solving, critical thinking and learning technology skills are less well developed.	
	Relative Strengths	Areas of Improvement



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	• Students' collaborative working and ability to present their learning to peers. • Students' linking and applying their learning to the real world.	• KG children's planning and leading their own learning. • Students' critical thinking, problem-solving, independent research, enquiry and learning technology 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
- Students' personal and social development is very good. Students' social responsibility is good but their innovation skills are acceptable. - Students' personal development is very good. Students show positive attitudes and respect for each other and adults. Behaviour is exemplary. - Teachers and students maintain very good relationships which result in a positive learning environment. - Students have secure understanding about healthy eating and regularly take part in PE and sporting activities. Most students make healthy food choices. - Attendance is very good at 96% and students are punctual to school and lessons. - Students' appreciation of the role and values of Islam in UAE society is very good. For example, they understand about the impact of social media in the life of youths in UAE and their Islamic values. - Respect for, and knowledge of, the heritage and culture of the UAE is very good. Students participate in national and cultural events of the UAE and of India. Their understanding of other world cultures is less secure. - Community involvement, volunteering and social contribution are good. Older students play leading roles in lessons and support fundraising in the local community to raise money for food packages for the Red Crescent. - Students enjoy school and have a very good work ethic. Students' enterprise, entrepreneurship and innovation are underdeveloped in lessons. There are a few activities within science and art, but most activities to develop these skills take place outside lessons. - Students show good environmental awareness. The school is litter free and students participate in a range of projects to raise awareness of environmental pollution. Areas of Relative Strength: - Very respectful relationships across the school resulting in positive attitudes and exemplary behaviour. - Students' knowledge, understanding, respect and appreciation of the role of Islam on UAE society, culture and heritage. Areas for Improvement:				



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- Students' innovation, enterprise and entrepreneurship skills particularly in lessons.
- A deeper understanding of other world cultures.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Good	Good	Good
Assessment	Good	Good	Good	Good
- The quality of teaching and assessment is good overall. - Teachers share a secure knowledge of their subjects with students to boost understanding. Teachers' understanding of how children learn is not always translated into relevant, practical and play-based activities in KG to ensure good progress and learning skills. - Teachers plan lessons, manage time and use resources effectively. They interact well with students leading to a positive learning environment. Most activities engage and meet the needs of students and enable them to link learning to real-life applications. - Most teachers ask well-focused questions to promote student discussion but not always to promote critical thinking. - Teachers plan activities to develop students' problem-solving and independent learning but this is inconsistent across the school. However, opportunities for students to use learning technologies, and develop their enquiry, critical thinking and innovation skills are less developed across the school. - Internal assessment is consistent and linked to curriculum standards. It provides information of students' progress in most subjects. Assessments are conducted regularly, marked by teachers and used effectively to group students according to ability levels. The school does not consistently benchmark student outcomes against national and international examinations to compare school performance, except in High. - Teachers analyse and use assessment information to monitor students' progress. They do not always implement further learning and extension work, particularly for higher achievers. There is a broad range of assessment information in KG to monitor progress but not all teachers routinely assess children in lessons and use this information to plan learning that meets every child's needs. - Most teachers have a good knowledge of what individual students can and cannot do. Planning includes levelled activities for different ability groups, although challenge for higher achievers is still not always effective. Students receive sufficient critical feedback to help them improve. Areas of Relative Strength: - Teachers' secure subject knowledge. - Teacher's interaction with their students to develop positive learning environments and promote discussion. Areas for Improvement: - Teachers' use of assessment information to plan learning, particularly in KG and for higher achievers. - Opportunities for students to use learning technologies and develop critical thinking, enquiry and innovation skills in lessons.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Good	Good	Good
- The overall quality of the curriculum is good overall but acceptable in KG. - The curriculum is aligned to the school's vision, CBSE and MoE curricula and to the UAE national agenda. It is broad and balanced although its focus on skills is inconsistent. The recent planning of the KG curriculum around themes is starting to promote play-based learning and enable children to make relevant links between learning areas but the full impact is not yet evident. - Annual mapping considers prior learning and ensures continuity and progression of content and skills in most subjects. - Older students' career paths are supported well through subject choices like economics, psychology, marketing and computer science in High, and extra-curricular clubs and projects across the school. - Cross-curricular links consistently enhance students' transfer of learning between subjects, particularly Arabic-medium subjects. - Quarterly reviews ensure coverage of all subjects and identify any further development required to meet students' needs. This has been successful in meeting the needs of SEN but not yet for the G&T students particularly in lessons. - Students celebrate most international days and festivals. The eco, literary and sports clubs provide good opportunities for students to further their interests and talents. - Appropriate opportunities enable students to create and innovate in clubs and projects, but opportunities are limited in lessons, particularly in KG and Primary. In KG, recently created outdoor activity areas are beginning to involve children in investigative learning. - Links to Emirati culture and society are coherently embedded through the curriculum to develop students' very good understanding of UAE society and Emirati heritage and culture. - Moral Education is taught as a discrete subject across the school and integrated in all the activities to ensure students' holistic development as responsible citizens.				
Areas of Relative Strength:				
- Cross-curricular links including links with Emirati culture and UAE society. - Subject choices in High and the range of extra-curricular clubs.				
Areas for Improvement:				
- Effective curriculum adaptation to meet the needs of all students particularly the G&T. - Planned opportunities for children's and students' innovation, creativity and investigations in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support of students is good. - The school takes accurate steps to protect students from physical and emotional harm. School staff, including the health and safety team, nurses and part-time doctor, fully understand their roles and responsibilities in ensuring students' health and safety. - Buildings are old but these and most of the school equipment are well-maintained. Accurate and secure records detail safety checks including regular risk assessments, building maintenance, fire drills and transport supervision. Classrooms are generally small for the number of children and students. - Staff have very positive and purposeful relationships with all students. They monitor students' attendance systematically and follow up cases of absence and late arrival with parents directly. Behaviour management and support is highly effective. - Teachers promote healthy eating and healthy lifestyles within classes. Medical staff carry out thorough routine checks to monitor students' health closely. - Procedures, including face-to-face meetings with students and their parents, identify SEN and G&T. The interests of G&T are met through clubs and projects. Class teachers give adequate support to SEN students in lessons, but they rarely implement planned support for G&T. - The school has acceptable systems to monitor the well-being and personal development of all students periodically throughout the year. Universities and colleges from Tbilisi, India, Poland, and UAE attend an annual careers fair at the school to provide suitable guidance on university courses. Areas of Relative Strength: - Systems for ensuring students' care, welfare, safety and protection. - Staff-student relationships and behaviour management. Areas for Improvement: - Support for 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	Good
Governance	Acceptable
Management, staffing, facilities and resources	Good
- Overall, the quality of leadership and management is good. - The principal and leadership team have established an aspirational vision that is shared by all and is leading to a culture of continuous improvement. Morale is high. - A comprehensive training programme is improving teaching practice, but good teaching is not yet consistent across the school particularly in KG. - Systematic and rigorous monitoring and evaluation of achievement and teaching and learning inform school self-evaluation. The school development plan identifies accurate and relevant improvement needs. Actions successfully drive overall improvement but have been less successful in achieving consistency in teaching and curriculum planning, particularly in KG. - Parents regularly receive a good range of information about their children's progress and they value the regular 'Open House' meetings that keep them informed and involved. Positive links with other schools and community organisations enrich learning. - The Governing Board has a comprehensive and accurate view of the school, but does not analyse school data regularly to monitor students outcomes and challenge the school to account for its performance. The views of parents and other stakeholders are expressed successfully through the Parent Council. - The Board is supportive and funds resources such as improved KG learning facilities. However, significant issues which are affecting learning, such as very limited learning technology resources, are not being fully addressed. - The school is managed very efficiently on a day-to-day basis. The school has improved resources to support learning in KG, but very small classrooms still restrict active learning opportunities. Small classrooms also limit practical working in other phases, especially within science. - The school promotes international assessments such as Trends in International Mathematics and Science Study (TIMSS) and The Programme for International Student Assessment (PISA). The school is starting to benchmark the school's performance against external and international assessments.	
Areas of Relative Strength:	



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- Leadership of an established culture of ongoing school improvement.
- Systems to monitor and evaluate achievement and the quality of teaching and learning.

Areas for Improvement:

- Governance holding school leaders to account for the school's actions and outcomes.
- Limited technology resources and small classrooms.
- Teaching and curriculum adaptation in KG.



Provision for Reading

Provision for Reading

- The school has a wide range of books in the library in English and Arabic. Every grade has a library lesson every two weeks for reading and borrowing books.
- Students are encouraged to read books of different genres for comprehension, research and reflection and to write reviews. The school encourages parents to promote reading at home.
- The school's reading policy encourages daily reading through DEAR (Drop Everything and Read). Almost all teachers follow this policy.
- A majority of teachers are trained to teach reading in English, Arabic, Hindi, and/or Malayalam.
- Students read regularly in the lessons, in the library, and in morning assemblies in English and Arabic.
- Adequate reading support is available for SEN students.
- Reading is assessed internally in English and Arabic lessons and in external examinations in High.