



دائرة التعليم والمعرفة
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AND KNOWLEDGE

Inspection
report of

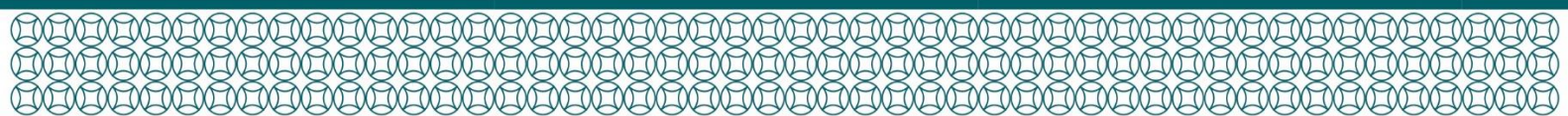
Pakistani Islamic Private School

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Pakistani Islamic Private School		
School ID:	9169	School phases:	KG to High
School Council:**			
School curriculum:*	Pakistan	Fee range and category*	AED2,900 to AED5,500 (very low)
Address:	Al Manaseer, Al Ain	Email:	9169@adek.gov.ae
Telephone:	+971 (0) 37677878	Website:	www.pipsalain.com

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

Staff Information			
Total number of teachers	36	Turnover rate	20%
Number of teaching assistants	3	Teacher- student ratio	1:20

Students' Information				
Total number of students	728		Gender	Boys and girls
% of Emirati students	0%		% of SEN students	1%
% of largest nationality groups	Pakistan 88%, Afghanistan 10%, Bangladesh 2%			
% of students per phase	KG	Primary	Middle	High
	10%	37%	37%	16%

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:	102	Number of joint lessons observed:	16



The overall performance of the school:

- Since the last inspection the school has appointed a new principal. Twelve new teachers have been appointed in this school year. The school roll has grown by 37%. The learning environment has been refurbished, with improved safety and security.
- The overall performance of the school is now acceptable because most students' achievement is in line with curriculum standards. Effective changes introduced by the new principal include curriculum enrichment and improved communications with parents. School leaders provide clear direction through self-evaluation and careful planning, although the monitoring of teaching is insufficiently focused on student outcomes.

Key areas of strength and areas for improvements:

Key areas of strength

- Improved achievement in most subjects and students' willingness to collaborate in their learning.
- Students' personal and social development and understanding of Islamic values and UAE heritage.
- The protection, care, guidance and support of students.
- The principal's clear direction and improved partnership with parents.

Key areas for improvement

- Students' achievement in all subjects by:
 - furthering students' independent and extended writing in all languages through a whole school literacy plan
 - developing students' skills in scientific investigation, mental arithmetic, Tajweed recitation and mathematical problem-solving skills
 - more rigorous monitoring of teaching quality based on learning outcomes.
- Students' problem-solving and innovation skills by:
 - providing more opportunities for independent learning and greater use of technology for research
 - extending innovation skills within lessons
 - improving teachers' use of problem-solving skills and resources, and applications to real life in science and mathematics.
- Use of assessment outcomes to extend higher achievers by:
 - identifying gaps in learning and adapting lesson plans to more effectively extend the more-able students

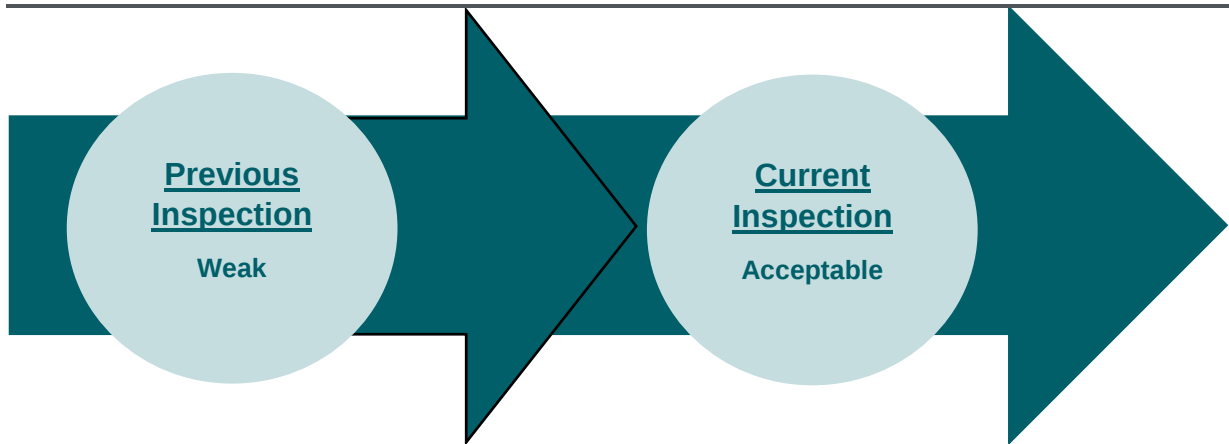


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- improving support and challenge for higher achievers and gifted and talented students (G&T) within lessons
 - improving constructive feedback to students, so they know how to improve
 - encouraging students to set personalized learning goals and monitor their own learning.
- Provision of appropriate staffing and resources by:
 - appointing suitably qualified staff in all subjects
 - developing a comprehensive, staged and funded plan for provision of appropriate technologies, following stakeholder consultation on access in homes
 - training teachers to use technology more effectively in teaching, learning and tracking progress
 - enhancing safety features in the science laboratories.



Progress made since last inspection and capacity to improve



- The school has improved overall standards and raised students' achievement across most subjects, in Arabic and English-medium subjects and in KG.
- Students' learning skills are improved. Teachers' marking is regular but lacks constructive feedback. Opportunities for peer and self-assessment are inconsistent.
- Students' personal development and their attendance are improved. Students link learning to the real world in most subjects. They are developing critical thinking through teachers' improved questioning. Innovation and creativity are provided through activity periods and the extra-curricular programme, but rarely within lessons of core subjects.
- Effective professional development leads to consistently planned lessons with activities that meet most students' needs. Monitoring of teaching quality does not always focus on student outcomes.
- English language fluency of staff is improving across the school.
- Improved assessment analysis identifies under-achievers and tracks progress. Individual plans are in place for SEN and lower-achieving students. G&T students are identified but receive insufficient challenge within lessons.
- Teacher's access to, and use of, resources have shown limited improvement. KG now has resources for children to learn through play. Other phases require further enhancement of technological resources to support learning.
- The school lacks sufficient suitably qualified staff.
- Leadership and management are improved at all levels, with self-evaluation leading to an effective school-development plan (SDP). Behaviour and attendance systems are improved. Partnerships with parents is improved, with more effective communications. The school's assessment information is improving achievement, but more rigorous use is needed to raise performance.
- The Board has adequate representation and routinely monitors the school's work. Strict financial accountability protocols are in place. The principal regularly reports on students' achievements.
- Leaders have made significant progress in addressing most of the recommendations in the previous inspection report. Overall, leaders' capacity to improve the school is acceptable.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Students' achievement is improved from weak to acceptable overall. Achievement has improved in Arabic, English, mathematics in KG, Primary and Middle; science in KG and Primary; and other subjects. - SEN students make similar progress from their starting points, but G&T students do not always make the progress of which they are capable. - Students' learning skills are improved. Students enjoy learning, collaborate well and make connections between most subjects and to real life.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' personal development has improved and is now good. Students now have positive attitudes to learning, are well-behaved and relate well to others. - Students clearly appreciate the UAE heritage and their own culture. Awareness of other world cultures is developing. - Students' are increasingly responsible within the school. Their initiation of activities to promote healthy lifestyles, participation in the wider community and use of innovation skills in lessons are less developed features.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Teachers' secure subject knowledge, consistency in planning and creation of a positive learning environment enable most students to now make appropriate progress. - Teachers do not always make sufficient use of assessment to meet the needs of all groups. - Opportunities, and technology, to enhance students' innovation skills within lessons are underdeveloped.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	Cross-curricular connections and links to UAE heritage are well-integrated.		



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	- Curricular choices and extra-curricular activities cater well for students' interests and aspirations. Development of innovation and enterprise skills within lessons are insufficient. - Curriculum reviews and modifications ensure the needs of most learners are met. Adaptations to extend higher achievers, including G&T students, are insufficient.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- The school now has effective systems for the care and safeguarding of students and provision of safe, secure buildings. - Respectful relationships between staff and students have improved behaviour and attendance. - Systems identify SEN and G&T students and provision is acceptable, but the more-able require greater extension within lessons.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The principal has a clear direction and well-planned strategies for school improvement. Training and monitoring of teachers are improving progress, but more rigorous systems focused on learning outcomes are required. - Parent partnerships and governance accountability systems are improved. - Staffing appointments and enhancement of technological resources are needed to further students' innovation skills and promote all subjects.		



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Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
* Arabic (as additional Language)	Attainment	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
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. In lessons and over time, most students make expected progress. - Attainment is acceptable. The school's internal and external Grade 12 MoE examination results show attainment to be very good. However, in lessons and students' work, most students attain in line with curriculum standards. - KG children make expected progress in learning about the five pillars of Islam. Across the school, students gain an acceptable understanding of Islamic values and their reference within the Quran and Hadeeth. They understand and apply Islamic etiquette confidently in their daily lives. Students' knowledge of Islamic teaching and concepts is acceptable but applying their understanding to real-life contexts to deepen their learning is less well-developed. Students' recitation skills of verses of Holy Quran following 'Tajweed' rules are less well developed. - Most groups make expected progress, although more-able students do not always make the progress of which they are capable.	
	Relative Strengths - Students' understanding of Islamic values. - Students' application of Islamic etiquette in their daily lives.	Areas of Improvement - Students' application of their knowledge in Islamic teaching and concepts in real-life contexts. - Students' recitation skills of verses of Holy Quran following 'Tajweed' rules.

Arabic	- Students' achievement in Arabic as a second language is acceptable overall. In lessons and over time, most make expected progress. - Attainment is acceptable. The school's end-of-year results show attainment to be very good. These results are not supported by lessons and students' work, where most students attain in line with curriculum standards - KG children make expected progress in linking letters to pictures accurately and pronouncing them correctly. Across the phases, students develop adequate listening, reading and speaking skills, expressing themselves clearly using standard Arabic. Their reading comprehension and writing skills are less developed. - Most groups make expected progress, although more-able students do not always make the progress of which they are capable.	
	Relative Strengths - Students' ability to express themselves using standard Arabic. - Students' listening and reading skills.	Areas of Improvement - Students' writing skills. - Students' reading comprehension skills.



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Social Studies	- Students' achievement in social studies is acceptable. In lessons and over time, most make expected progress. - Attainment is acceptable. The school's end-of-year results show attainment to be good overall. However, in lessons and students' work, most students attain in line with curriculum standards. - Students develop a good understanding of UAE society and its traditions and culture. In both phases, students gain an acceptable understanding of how to become responsible citizens. They gain an appropriate understanding in UAE geography and economy. For example, they can discuss current environmental issues. However, their ability to apply their understanding to UAE and world context and suggest solutions to contemporary issues is less well developed - Almost all groups make the expected progress across the school, although the progress of more-able students is inconsistent.	
	Relative Strengths - Students' understanding of UAE society. - Students' understanding of being a responsible citizen.	Areas of Improvement - Students' application of their knowledge to UAE and world context. - Students' depth of knowledge to enable them to suggest solutions to contemporary issues.

English	- Students' achievement in English is acceptable overall. In lessons and over time, most make expected progress. - Attainment is acceptable. In external Federal Board examinations in Middle and High and in the school's internal assessments, attainment was acceptable. In lessons and students' work, most students attain in line with curriculum standards. - Children make acceptable progress in KG, developing all language skills in line with expectations. Across Primary, Middle and High, students continue to make expected progress in listening, speaking, reading and comprehension skills. They read with understanding, showing active listening skills, and confidence in speaking about their ideas but their independent creative writing and writing in different styles for specific purposes, such as reports, is less developed, especially in KG and Primary. - All groups make expected progress, but progress of more-able students is inconsistent.	
	Relative Strengths - Students' improved reading with understanding. - Students' active listening skills, and confidence in speaking about their ideas.	Areas of Improvement - Students' independent and creative writing, especially in KG and Primary. - Students' factual, report writing.



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Mathematics	- Students' achievement in mathematics is acceptable overall. In lessons and over time, most make expected progress. - Attainment is acceptable. External Federal Board examinations and internal results show attainment to be acceptable overall. In lessons and students' work, most students attain in line with curriculum standards. - Children make acceptable progress in KG as they develop basic counting and simple addition skills. In Primary and Middle, students develop confidence with mathematical calculations and, in High, with working on linear equations. Across the school, students develop appropriate knowledge and understanding in shape, space and measure, but their skills with practical problem-solving are less well developed. Students in Primary struggle with mental calculations. - Most groups make expected progress, although more-able students do not always make the progress of which they are capable.	
	Relative Strengths - Students' basic calculation skills. - Students' ability to articulate their mathematical understanding.	Areas of Improvement - Students' practical problem-solving skills in mathematics. - Students' mental calculations in Primary.

Science	- Students' achievement in science is acceptable overall. In lessons and over time, most make expected progress. - Attainment is acceptable. External Federal Board Examinations show attainment to be acceptable, but the school's internal results indicate good. However, in lessons and students' work, most students attain in line with curriculum standards. - Children make expected progress in KG, developing an understanding of plant structure. Across the school, students' gain acceptable understanding of physical and chemical processes. In all phases, students gain an adequate theoretical knowledge of scientific concepts. Their practical skills, report writing and links to real life are underdeveloped. - Most groups make expected progress, although more-able students' progress is inconsistent.	
	Relative Strengths - Students' knowledge and understanding of basic scientific concepts. - Students' ability to articulate their scientific understanding especially in Middle and High.	Areas of Improvement - Students' practical investigation skills and links to real life. - Students' scientific report writing.



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Other subjects	- Students' achievement in other subjects is acceptable overall. In lessons and over time, most make expected progress. - Attainment is acceptable. External examinations in Urdu indicate outstanding achievement in Middle and High. The school's end-of-year assessments show that attainment is good overall in 'other subjects'. However, in lessons and students' work, most students attain in line with curriculum standards. - In KG, children demonstrate age-appropriate skills in an integrated range of creative activities, including music, art and PE. In other phases, students have insufficient skills and knowledge of PE. In information and communication technology (ICT), most students make adequate progress in word-processing and presentation skills. In High, they apply programming skills well. In economics and business statistics, students make financial assessments. In Urdu, most students make progress in line with curriculum expectations in speaking, listening and reading with meaning, but their creative writing is less well-developed. - Most groups make expected progress, although the progress of more-able students is less developed.	
	Relative Strengths - Students' reading with understanding and speaking skills in Urdu. - Students' ability to apply programming skills in ICT.	Areas of Improvement - Students' creative writing in Urdu. - Students' skills and knowledge in PE

Learning Skills	- Students have positive attitudes to learning, but their ability to work independently and take responsibility for their own learning is a developing feature. - Students' collaboration and communications are good. They make connections between subjects and real life, except in science and mathematics. - Students' use of technology to learn and their innovation skills are developing features within lessons.	
	Relative Strengths - Students' enjoyment of learning and positive interactions. - Students' ability to make links between subjects and to real life.	Areas of Improvement - Students' responsibility for their own learning. - Students' innovation skills and use of technology in lessons.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
- Students' personal and social development is good, while the development of their innovation skills is acceptable. - Students have positive attitudes to learning, and relate to staff and other students well, providing support to their peers. They lack high levels of initiative and self-reliance. - Students know how to stay healthy and enjoy playing sports. Most understand the importance of balanced nutrition, but a few do not make healthy food choices. Attendance is good, at 95%, and students are punctual. - Students' understanding of Islamic values is reflected in respectful behaviour. Their appreciation of Emirati heritage is evident in their active participation in cultural events such as Flag day and National day. Although the school is multicultural, students' awareness of other cultures is at an early stage of development. - Students take a few leadership roles, such as leading assemblies, and raise money for charities such as the Red Crescent, but their social responsibility is a developing feature. - Students act responsibly in taking care of the school environment, such as planting trees on Earth Day. Waste material is recycled, and students' projects show their awareness of global sustainability issues. - Students use their innovation and creativity skills in activity classes and clubs and through competitions, but these are less well developed in lessons. Areas of Relative Strength: - Students' understanding of Islamic values, and appreciation of UAE culture. - Students' positive relationships, improved behaviour and attendance. Areas for Improvement: - Students' innovation and creativity skills in lessons. Students' further development of social responsibility and understanding 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
- Overall teaching and assessment are acceptable. - Teachers' secure subject knowledge and consistency in planning enable them to provide a positive learning environment. - Teachers' interactions and use of questions ensure most student groups are engaged and learning to think more critically. Higher achievers and G&T students do not consistently receive sufficient challenge. - Teaching to develop students' innovation and problem-solving skills and to promote independent learning are insufficiently developed. Technological and other resources are not always used effectively to promote learning, especially in mathematics and science. - The internal assessment processes are consistent and linked to the school's curriculum. The school benchmarks attainment results against international standards to enable better preparation of students. Its benchmarking against national expectations is inconsistently applied. - Teachers use knowledge of their students to provide support when needed. More effective use of assessment information is needed to identify gaps and more precisely meet students' needs. - Marking is regular, but written feedback is insufficiently personalised to provide students with clear next steps to improve. Teachers' promotion of peer and self-assessment strategies is inconsistent. Areas of Relative Strength:				
- Teachers' secure subject knowledge and improved lesson planning. - Teacher-student interactions and use of questioning. Areas for Improvement:				
- More effective use of assessment outcomes and technology, particularly to extend higher achievers. - Constructive feedback so students know how to improve their work.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The quality of the curriculum is acceptable. The curriculum is based on the Pakistani Federal Board of Intermediate and Secondary Education (FBISE) curriculum. It is broad and balanced but focused more on knowledge acquisition than skills development. - Regular curriculum reviews ensure learning continuity and adequate progression of most students. Cross-curricular connections are well embedded, except in science and mathematics which lack sufficient practical real-life applications. - A range of curricular and extra-curricular options are integrated into activity periods and offered as clubs. Within lessons of core subjects, the curriculum is less consistently adapted to extend higher achievers and G&T students. - Students are provided with opportunities to link with the local community and connections with the wider world are developing. - Links with Emirati culture are good. Displays of clothing, food, and traditions and a range of cultural activities involving parents develop students' clear understanding of both Emirati and Pakistani society. - Planned opportunities for critical thinking development are integrated within the curriculum. There are insufficient opportunities provided within lessons for students to develop enterprise, innovation and creativity. - Moral education is appropriately timetabled and moral values are reinforced by students' participation in themed daily assemblies and a range of events. Students understand concepts such as appreciation and caring, which they apply to their daily lives. Development of moral values is seen in improved behaviour and respectful relationships. Areas of Relative Strength: - Curricular choices. - Links with Emirati culture and UAE society. Areas for Improvement: - Innovation and enterprise in lessons, and applications to real life in science and mathematics. - Curriculum adaptation to extend the more-able and G&T students 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 for students is good. The school has a comprehensive and well-implemented child protection policy. - The school environment is safe, secure and hygienic. The school keeps secure records of incidents and injuries. Supervision of students is effective. Students are well cared for at all times. - Overall, the premises and facilities meet the needs of all students and are well maintained, with good systems to record all maintenance issues. Science laboratories are maintained safely and the school plans to provide further safety features, such as fume cupboards. - The staff, and the school nurse in particular, provide suitable encouragement for students to lead a healthy lifestyle. However, a minority of students need further encouragement to ensure they always bring healthy snacks to school. - Friendly interaction between staff and students during lessons and breaks is a common feature. The school has good procedures to encourage positive behaviour. - The school is successful in promoting good attendance and punctuality. - The school has good procedures to identify SEN and G&T students. Detailed plans are in place for SEN students and the school provides extra activities for G&T students. However, more-able students are not always sufficiently encouraged to reach their full potential in lessons. - Students receive good guidance on university and college entry requirements. All students receive good personal support from their teachers and from the students' counsellor when required. Areas of Relative Strength: - Procedures for ensuring students are safe and well cared for. - Relationships between staff and students. Areas for Improvement: - Support for more-able and G&T students in lessons. - Further enhancement of safety features in science laboratories.				



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 new principal's clear strategic direction, consultative approach and effective school improvement planning have raised morale. - The senior leadership team (SLT) has implemented a comprehensive teacher development programme and regular monitoring of teaching has improved achievement in most subjects. Communication across the school and with parents is now more effective. Revised job descriptions have increased accountability. - The self-evaluation form (SEF) is informed by data, although inconsistent application of ADEK benchmarking masked the extent of improvement required in some areas. The SDP shows an accurate view of key priorities. Teaching is now regularly monitored but is still insufficiently focused on students' outcomes. - Effective communication and reporting systems ensure parents can contribute to school life and are well-informed of students' academic progress and personal development. The school's effective connections with other schools encourage sports and cultural exchanges. There are adequate opportunities for students to volunteer locally. - Governance is now acceptable, with a representative body that ensures all statutory requirements are met. Governors receive regular reports from the principal and have implemented strict financial accountability controls. Governors receive informal feedback from staff and parents but have yet to establish all stakeholders' participation. - The day-to-day management of the school is acceptable. There is now a playground and activity centre for KG. The school is only adequately resourced with technology and this is not always used effectively to promote students' learning. Lack of qualified staff in some areas limits students' access to high-quality education. - The school participated in mock PISA to prepare students better for international assessments. It has yet to receive results. An assessment is taken by a representative group to check progress in the development of employability skills and this informs curriculum reviews.	
Areas of Relative Strength:	
- The principal's strategic direction and effective improvement planning. - Positive partnership with parents.	



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Areas for Improvement:

- More rigorous monitoring of teaching using student outcomes.
- The provision of appropriate staffing and technology resources.



Provision for Reading

Provision for Reading

- The library has an adequate range of books and computers. The timetabled library and reading periods are used to promote reading skills in Arabic and Urdu, but most effectively in English, where students do periodic book reviews.
- Reading for comprehension in all three languages is consistently monitored. As a result, reading is improving from weak starting points.
- The reading plan for English, and reading club, are effective but goals are not well-planned across all languages.
- Teachers' knowledge of how students learn to read is adequate due to training.
- In most subjects, students read from textbooks, but there is insufficient encouragement to read for information or for pleasure. Arabic reading is a focus of assemblies. Higher achievers are sometimes given the opportunity to enter competitions for reading and writing, but this is irregular in Urdu.
- English Club promotes creativity and debates while cooperation with schools in Sharjah promotes Arabic. Further opportunities to promote reading for all students in all languages are lacking.
- English and Arabic reading progress is monitored but is not consistent across the school. The data is not well used to extend higher achievers. Remedial support for weak readers is in place, except in Urdu.