



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

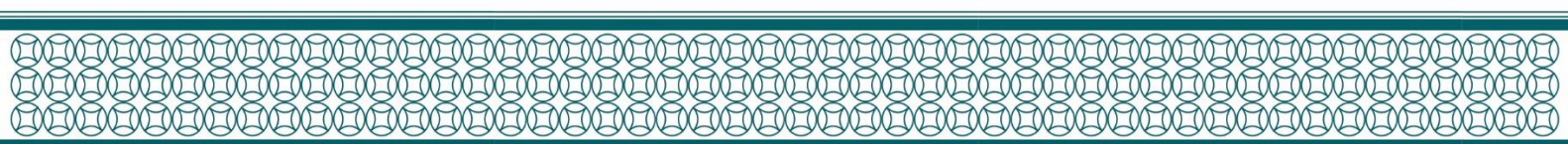
Palestine Private Academy

Overall
Effectiveness

Acceptable

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Palestine Private Academy		
School ID:	9170	School phases:	KG to Middle
School Council:**			
School curriculum:*	MOE	Fee range and category*	AED2460- AED7060 Very low
Address:	Al Muwaiji, Al Ain	Email:	9170@adek.abudhabi.ae
Telephone:	03-7678914	Website:	N/A

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

Staff Information			
Total number of teachers	40	Turnover rate	2%
Number of teaching assistants	2	Teacher- student ratio	1:10

Students' Information				
Total number of students	492		Gender	Boys and girls
% of Emirati students	0 %		% of SEN students	0 %
% of largest nationality groups	Jordan 35%, Syria 23%, Palestine 16%			
% of students per phase	KG	Primary	Middle	Secondary
	20 %	47 %	33%	0%

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:	96	Number of joint lessons observed:	10



The overall performance of the school:

- The school has a new owner and a new principal, who joined in September 2018. The number of students has dropped from 561 to 492 since the previous inspection. 97 children have joined the newly opened Kindergarten (KG).
- The overall performance of Palestine Private Academy is acceptable and has improved since the last inspection. Leaders' clear strategic direction, self-evaluation and improvement planning have improved teaching, learning and students' overall achievement to acceptable. Procedures to keep students safe are now secure.

Key areas of strength and areas for improvements:

Key areas of strength

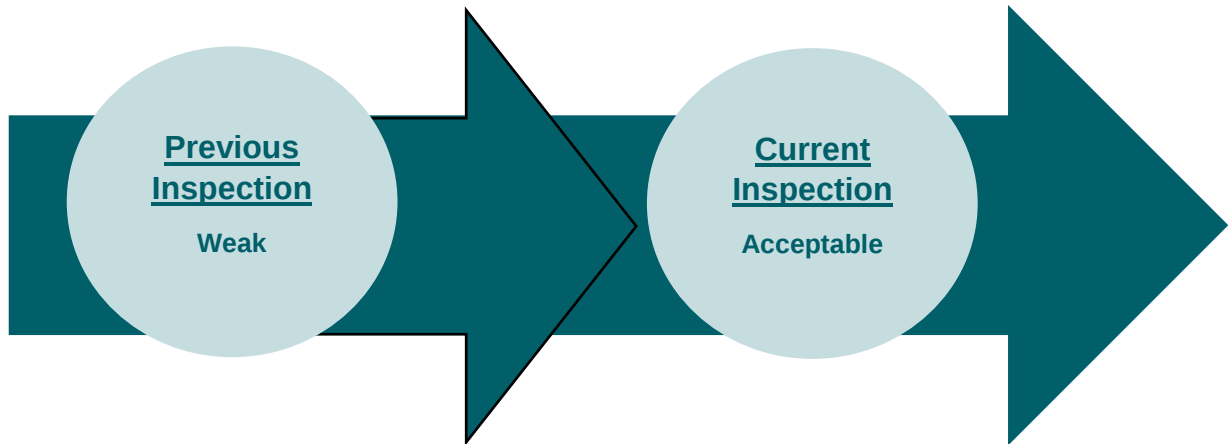
- Improved achievement across most subjects.
- Students' behaviour and understanding of Islamic values and awareness of the UAE culture.
- Leaders' effectiveness in improving students' overall achievement.

Key areas for improvement

- Students' achievement across all subjects by:
 - raising teachers' expectations of students' achievement
 - improving the use of technology within lessons to develop students' research skills
 - using effective questioning techniques to increase students' understanding
 - planning differentiated tasks to meet the needs of all groups of students.
- Increased opportunities for students to develop their critical thinking, problem-solving, innovation and independent learning skills in lessons by:
 - planning a wider range of teaching strategies to ensure that learning engages and challenges all groups of students, including the most able
 - providing targeted professional development for all teachers in the use of 21st-century teaching strategies, with a focus on the quality of learning
 - developing students' confidence to take the initiative and plan their own learning.
- The processes of self- evaluation by:
 - improving the skills of all leaders in systematic self-evaluation, and monitoring of the planned actions and their impact on students' achievement
 - aligning the school self-evaluation more accurately to the expectations of the UAE Inspection Framework in order to target improvement actions more precisely.



Progress made since last inspection and capacity to improve



- The school has addressed previous recommendations adequately and actions are beginning to have an impact.
- Achievement in most subjects, particularly in English and UAE social studies, has improved. Students' reading, speaking and listening skills in English are developing with more focus on reading skills and interaction and collaborative work in classrooms. There are more opportunities for writing in lessons but teachers do not provide consistently good examples to follow.
- Improved resources and planned links between areas of learning support students' application of learning in UAE social studies to real-life experiences. However, the use of technologies within lessons to develop research skills, is still limited.
- Lesson planning now ensures continuity and progression. Through assessment, teachers now know which students exhibit high levels of ability but they do not yet use the information to challenge them sufficiently in all lessons. Professional development on innovative teaching and a focus on the quality of learning is just beginning to have an impact but is inconsistent across all subjects.
- The curriculum has been improved to offer students more opportunities and a broader range of experiences in physical education (PE), art and music.
- The school has developed effective procedures for safeguarding and the implementation of child protection policies.
- The leadership team has started to involve staff in self-evaluation and improvement planning. However, not all leaders are yet part of this systematic approach and monitoring of the impact of actions on students' achievement.
- The principal and vice-principal are beginning to have an impact on students' outcomes and teaching, particularly on assessing the quality of learning through focused lesson visits. School leaders have acceptable capacity to improve the school further.



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Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Achievement is acceptable overall. It has improved from weak in all subjects since the previous inspection, apart from Islamic education and Arabic which have remained acceptable. - All groups of students make at least expected progress. Students' extended writing skills in Arabic and English remain underdeveloped. - Students have positive attitudes to learning. Their innovation and critical thinking skills in lessons are less developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' personal and social development has improved since the last inspection. - Their understanding of Islamic values, appreciation of Emirati culture and heritage and positive relationships contribute to a respectful learning environment. Students' behaviour is good across the phases. - Students' innovation and creative skills in lessons are still developing.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Most teachers now have secure subject knowledge and promote positive learning environments through good relationships with students. - Teachers use of questioning to develop critical thinking in is inconsistent across all subjects. Opportunities for problem solving and innovation are underdeveloped. - Lesson planning is appropriate but takes insufficient account of information from assessment to ensure all groups of students' needs are met.		

Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The curriculum is now broad and relatively balanced and has a clear rationale. It is reviewed regularly and modified to meet most students' learning needs. - Good links with UAE culture and heritage are embedded in curriculum planning but links across areas of learning are inconsistent.		



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	Planning for enterprise, innovation and independent learning is still a developing feature.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The school now provides a caring and safe environment for students, with secure child protection procedures. Students feel safe and cared for and know who to approach if they need to report any concerns. - The school has improved arrangements to promote attendance which is now very good. - Support for less-able and challenge for more-able and gifted and talented (G&T) students to help them attain their potential is inconsistent across subjects.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The new principal and other leaders, including governors, have set a clear direction for the school. They have been successful in improving students' achievement and ensuring their well-being. - Reporting and communication strategies ensure that parents and students have detailed information about personal and academic achievement. - Systems to manage and monitor improvement actions are not consistently applied by all leaders to ensure high attainment across all subjects.		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	- Students' achievement in Islamic education is acceptable. In lessons and over time, most students make acceptable progress. - Attainment is acceptable. Internal data shows that attainment is outstanding. This is not seen in lessons and students' work, where most attain in line with curriculum standards. - Most students make acceptable progress across the school. In KG, most children can recite short Surah and identify the five pillars of Islam. Most students in Primary phase recite the prescribed verses of Holy Quran and show acceptable understanding of its meanings but do not follow 'Tajweed' rules. In Middle, they show acceptable understanding of Islamic values, for example they understand the meaning of mercifulness and humanity and how it applies in the real world, linking it to the work they do with the Red Crescent. - All groups make acceptable progress, although the progress of more-able students in developing their research and problem-solving skills to extend their learning is insufficient.	
	Relative Strengths - Students' application of Islamic values such as humanity. - Students' understanding of the meanings of prescribed Surah.	Areas of Improvement - Students' overall skills in reciting Holy Quran following 'Tajweed' rules in Primary. - Students' research and problem-solving skills to extend their learning, particularly the more able.

Arabic	- Students' achievement in Arabic is acceptable. In lessons and over time, most students make expected progress. - Attainment is acceptable. Internal data shows that attainment is outstanding, but in lessons and students' work most attain in line with curriculum standards. - Most students make acceptable progress. In KG, children develop adequate phonic skills. They name objects that start with a particular letter and can differentiate between long and short sounds. In Primary, students develop acceptable reading, comprehension and communication skills. They read texts, analyse the main elements in text accurately and communicate their understanding clearly. Most students in Middle develop adequate understanding of language. They recognize figurative language and use similes in examples linked to real-life situations. Overall, students' skills in speaking standard Arabic and their extended writing are less developed. - All groups make expected progress.	
	Relative Strengths - Students' ability to extract the main ideas from a text. - Students' language skills in Middle.	Areas of Improvement - Students' extended writing skills - Students' skills in speaking standard Arabic.



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Social Studies	- Students' achievement is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable overall. Internal data indicates attainment is very good. This is not seen in lessons and students' work where most students attain levels in line with curriculum standards. - In lessons, students make acceptable progress. In KG, most children can name the founding fathers and current rulers in the UAE and identify traditional household and clothing items. In Primary, most develop adequate knowledge in UAE history. They understand the history of the union, name the Emirates and locate them on the map. Middle students gain appropriate knowledge and understanding in UAE geography and society. They identify the natural features and landscapes of the UAE. They understand urban growth and the characteristics of modern life and the impact of Sheikh Zayed's leadership on the development of the UAE. Students' knowledge of the geography of the region is less well developed. Their depth of knowledge and analytical skills are less secure. For example, a majority could not explain the reasons behind population distribution. - Overall, all groups of students make expected progress. The progress of the more-able is inconsistent.	
	Relative Strengths - Students' knowledge of UAE history in Primary. - Students' knowledge of UAE geography in Middle.	Areas of Improvement - Students' knowledge of the geography of the region. - Students' depth of knowledge and analytical skills.

English	- Students' achievement is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment overall is acceptable. Internal data show that attainment is outstanding, but this is not borne out in lessons and students' work where it is acceptable. - Children in KG make acceptable progress as they develop phonic knowledge and comprehension skills, They form letters legibly when undertaking basic writing tasks. Primary students develop appropriate vocabulary and write short sentences accurately, but they read hesitantly. Middle students use punctuation accurately when writing more complex sentences. Their fluency in speaking is acceptable. They are less able to write at length or for a range of audiences or purposes. - All groups of students make progress in line with curriculum expectations but boys' writing skills are not as strong overall.	
	Relative Strengths - Middle students' use of accurate punctuation when writing complex sentences. - Younger students' accuracy in writing short sentences.	Areas of Improvement - Reading fluency particularly in Primary. - Extended writing for a range of audiences, particularly boys' writing skills.



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Mathematics	- Students' achievement is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable. Internal data shows students' attainment is good. This is not borne out in lessons where attainment is in line with curriculum standards overall. - In KG, children make acceptable progress and develop their mathematical skills appropriately. They identify numbers and count accurately. In both Primary and Middle, students perform mathematical operations and solve mathematical problems. They divide decimals by real numbers and solve equations. Students' ability to solve multi-step problems in Middle is underdeveloped. - All groups of students make expected progress. Less-able students' progress in the processes of division is insufficient.	
	Relative Strengths - Number skills of KG children - Primary and Middle students' ability to perform mathematical operations accurately.	Areas of Improvement - Middle students' ability to solve multi-step problems. - Less-able students' skills in the processes of division.

Science	- Students' achievement in science is acceptable overall. In lessons and over time, most students make acceptable progress. - Attainment is acceptable. Internal data shows good attainment. This is not observed in lessons where most students' attainment is in line with curriculum standards. - Children and students make acceptable progress. In KG, most can identify parts of a plan and their function. Students develop knowledge of different scientific concepts, understanding of scientific terminology and how to use it appropriately. Students develop adequate understanding in biology and physics. They understand nutrition and its impact on the health of the human body. They investigate and discuss different types of forces. The application of scientific concepts to real life and scientific experimentation and reporting skills are underdeveloped. - All groups of students make acceptable progress.	
	Relative Strengths - Students' knowledge and use of scientific terminology. - Students' explanation of scientific concepts from a range of sources.	Areas of Improvement - Students' application of scientific concepts to real-life contexts. - Students' scientific experimentation and reporting skills.



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Other subjects	- Students' achievement in other subjects is acceptable. In lessons, students make acceptable progress. - Internal assessment data indicates that attainment is outstanding, but this is not observed in lessons and students' work where it is in line with curriculum expectations. - In art, KG children recycle materials to create attractive displays and older students work confidently within a narrow range of media, creating 3D models celebrating UAE heritage. Their independent creative skills are not developed consistently. In music, KG children sing songs and play simple musical instruments and older students are familiar with the work of famous composers and sing enthusiastically. In physical education (PE), students develop skills in sports such as basketball, volleyball and football, although a minority of boys' ball skills are underdeveloped.. In ICT, KG children manipulate handheld devices, and older students prepare simple programmes to produce digital displays. They understand the functions of IP addresses and describe the characteristics of local area networks. - All groups of students make expected progress.	
	Relative Strengths - ICT skills of older students. - KG children's imaginative artwork.	Areas of Improvement - Sports skills, particularly boys' ball skills. - Independent creativity in art using a wider range of media.

Learning Skills	- Learning skills are acceptable overall. Most students demonstrate positive attitudes in class. They have a reasonable understanding of what they need to do to improve their work. - Most work well in groups and their interactions are supportive of one another's contributions. - Students make a few connections in learning between different subjects and the wider world, particularly in KG. Older students carry out research, particularly in ICT and English. - Students show limited skills in innovation and in thinking critically about their work. They use learning technologies in limited ways to support their learning.	
	Relative Strengths - Students' positive attitudes to learning. - Students' collaborative working skills.	Areas of Improvement - Students' innovation and critical thinking skills. - Students' use of learning technology.



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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	N/A
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
Social responsibility and innovation skills	Good	Good	Good	N/A
- Students' personal and social development is good overall. Their innovation skills are acceptable. - Students' behaviour and attitudes are positive. They are kind, helpful and enjoy respectful relationships with each other and adults, leading to purposeful learning environments. - Students actively take part in planned sporting activities. Most understand the importance of making healthy eating choices but do not always follow this. - Attendance, at 96%, and punctuality to lessons is very good . Punctuality in arriving to school remains inconsistent. - Students have a clear understanding of Islamic values, particularly with reference to charity and humanitarian efforts.. Students are knowledgeable about the UAE's heritage and culture through the 'My identity' programme, and evident in their celebrations of National and Flag day and in elaborate displays around the school. Traditional and cultural celebrations support their understanding of their own culture but their knowledge of other world cultures is less well developed. - Students contribute positively to the life of the school and have a sense of social responsibility. They are well involved in the community through projects such as cleaning yards, planting and ECO recycling activities with the Friends of the Environment association. They have strong connections with the Red Crescent society and make donations for the needy. - Students engage in innovative projects outside lessons. They participate in events such as Eco projects for Earth hour, Innovative Elite exhibition, the innovation platform in Al Ain and the innovation fair celebrating EXPO 2020. Their use of innovation skills in lessons is limited. Areas of Relative Strength: - Behaviour, and good relationships between students and with staff. - Understanding of Islamic values and respect and appreciation of the UAE heritage and culture. Areas for Improvement: - Punctuality to school. - Innovation skills in lessons.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A
Assessment	Acceptable	Acceptable	Acceptable	N/A
- The quality of teaching and assessment is acceptable. Most teachers have secure subject knowledge and understand how students learn, but their expectations of what students can achieve is more limited. - Teachers have started to develop more effective ways of adapting activities to suit the different learning needs of more- and less-able students. This is stronger in English and mathematics than in other subjects where differentiation remains inconsistent. - Teachers' lesson planning is largely appropriate so that students achieve in line with curriculum expectations. It ensures continuity and progression in the subject content but has insufficient focus on how the needs of all groups of students are to be met. - Collaborative work is encouraged through the use of group discussion or practical activities. In a few lessons, groups are too large resulting in some students being overly passive. In a minority of lessons, over-use of textbooks and narrowly focused worksheet resources restrict the development of students' learning skills. - Teachers are improving their ability to ask questions to develop students' critical thinking, but this is inconsistent across all subjects. In a few lessons, particularly in English and ICT, students are encouraged to use their own devices for research, but the use of technology is inconsistent across the school. Promotion of problem-solving and innovation skills is underdeveloped overall. Students have few opportunities to take initiative and responsibility for their own learning. - The school has consistent systems in place for tracking and monitoring students' progress using internal assessments. Recent diagnostic assessments have been benchmarked against national standards by senior leaders. Teachers do not always use this information effectively in lessons to provide challenging targets for individual students. - Most teachers mark students' work regularly and provide appropriate feedback. Students are occasionally involved in assessing their own work and that of others.				
Areas of Relative Strength:				
- Teachers' secure subject knowledge. - Internal assessment systems for monitoring student progress.				
Areas for Improvement:				
- Planning to ensure activities meet the needs of all learners. - Consistent promotion through planning and questioning of students' critical thinking, problem-solving and independent learning skills. - Use of assessment outcomes to support the setting of challenging targets for individual students.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A
Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of the curriculum is acceptable. The planned curriculum is broad, relatively balanced and suitably prepares students for the next phase of education. Greater emphasis is placed on building knowledge than on developing skills - The curriculum contains suitable opportunities for most students to make progress as they move up the school. - There are good opportunities for making links between subjects, particularly in Arabic-medium subjects, but they are inconsistent overall. - School leaders review and modify the curriculum periodically but they have not yet ensured that the needs of the less- and more-able students are fully met.. - Opportunities for enterprise, innovation and creativity are inconsistent across subjects. Curriculum planning does not fully address the need for students to deepen understanding through innovative learning, enquiry and research. Teachers make insufficient use of new technologies to promote and extend learning. - The curriculum provides students with good opportunities to deepen their understanding of Emirati culture, history and traditions. In most subjects, teachers link themes with current UAE national priorities, such as environmental protection and sustainability. - Moral Education is effectively integrated across subjects and taught as a discrete subject. Students demonstrate their learning in moral education through their moral character, positive attitudes and commitment to the values of the UAE. Areas of Relative Strength: - Cross-curricular links. - Links with Emirati culture and UAE society. Areas for Improvement: - Curriculum adaptation to meet all students' needs. - Enhancement, enterprise and innovation.				



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	N/A
Care and support	Acceptable	Acceptable	Acceptable	N/A
- The overall quality of protection, care, guidance and support for students is acceptable. Rigorous procedures for safeguarding students from harm, including bullying, are clearly documented. Child protection procedures are now well known to parents, staff and students. They know who to approach if they have concerns. - The school premises are old and in need of reorganisation and refurbishment, but they are hygienic and well maintained. Safety checks are frequent and carefully recorded ensuring students' safety. Leaders now use records to monitor the effectiveness of school processes. - Equipment and resources are suitable and well maintained. There are ramps but no lift, meaning some areas are inaccessible for those with a physical disability. Healthy lifestyles are promoted adequately across the school. Students participate in planned physical activity lessons but the school lacks an adequate sports hall, and there is no canteen to help students make healthy food choices - Good relationships are promoted by effective strategies for behaviour management. Students are courteous and respectful. Promotion of attendance is successful but procedures to ensure punctuality to school on time remain less effective. - There are appropriate systems to identify less-able and G&T students. Even though the school currently has no formally identified SEN students, it is inclusive and welcoming. IEP's identify appropriate support for less-able students, but their use is inconsistent across subjects. Occasionally, G&T and more-able students are not provided with appropriately challenging activities. - The well-being and personal development of all students are monitored at regular intervals. The information is used to provide appropriate personal and academic guidance and support. Areas of Relative Strength: - Promotion of attendance. - Care, welfare and safeguarding of students. Areas for Improvement: - Consistent provision for less-able students, and increased challenge for G&T and more-able students. - Suitability of premises and facilities for physical activity.				



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. Leaders are committed to UAE priorities and have a secure knowledge of the curriculum and effective practices in teaching. The new leadership structure creates a caring ethos resulting in positive relationships and effective communication. - Senior leaders know what to do to improve. They are committed to building on improvements made since the last inspection and sustaining further improvement to raise achievement. Capacity to improve is acceptable. - Self-evaluation is increasingly used to inform school development although judgements are not fully aligned with the inspection framework. While there is now systematic management and monitoring of planned actions linked to the self-evaluation by senior leaders, the impact is inconsistent and not all leaders are involved in the process. Improvement plans are detailed and tackle most recommendations identified in the previous inspection report. Monitoring of teaching to focus on students' outcomes is adequately promoting improvement but the impact of this is not yet seen in higher standards of achievement. - The school successfully engages parents. The range of effective communication, open-door policies and reporting ensures they are informed about their children's learning. There are effective partnerships with other schools, where expertise and best practices are shared. The school makes positive contributions to the community and has started to develop international partnerships with cultural centres in Australia and the UK to consolidate students' proficiency in English-speaking skills. - Governors seek the views of stakeholders, including parents, effectively. They have started to monitor school progress against priorities and hold leaders accountable. The board is proactive in taking decisions to address any identified weaknesses in staffing and resources. This is beginning to impact positively on overall school performance. - The school day is well organized. Leaders ensure that sufficient staff are available to deliver the curriculum. Most staff members benefit from regular professional development. Premises have limited specialist facilities. The school lacks a canteen and a sports hall. Resources are, overall, well-matched to the curriculum including in KG. - Leaders and staff have taken steps to prepare students for international examinations such as TIMSS and PISA. This includes involving students in IBT assessments to benchmark their attainment against international standards. This also includes additional emphasis on revision and practice to further consolidate learning.	
Areas of Relative Strength:	



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- The newly appointed senior leadership team's understanding of school performance and what it needs to do to improve.
- Communication and partnership with parents and the community.

Areas for Improvement:

- The management of self-evaluation and the monitoring of actions by all leaders, including governors.
- The role of all leaders in monitoring and evaluating the quality of teaching and assessment and its impact on students' achievement.



Provision for Reading

Provision for Reading

- The school library is stocked with a range of books in Arabic and English. There are insufficient fiction books to promote reading for pleasure. There are attractive class libraries in the KG but none in other classrooms.
- During timetabled lessons in the library, students write reviews of the books they have read and develop their comprehension skills.
- The school has a detailed plan for promoting and developing reading across the school. All teachers are trained to promote reading and encourage students to read aloud.
- Students are assessed in reading and their progress is monitored. Gaps in students' confidence in reading in English were identified and a programme was developed to promote reading across the school. This involves entering students for a range of external reading competitions and providing support lessons for students in Arabic and English.
- The younger students' classrooms have displays of book reviews and appropriate reading materials.