



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

Inspection  
report of

**Tawam Private Model School**

Overall  
Effectiveness

**Acceptable**

Academic  
Year

**2019/20**





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## School Information

| School Profile      |                            |                         |                              |
|---------------------|----------------------------|-------------------------|------------------------------|
| School Name:        | Tawam Private Model School |                         |                              |
| School ID:          | 9172                       | School phases:          | Grade1 to Grade 12           |
| School Council:**   |                            |                         |                              |
| School curriculum:* | MoE                        | Fee range and category* | AED11,735 to AED14,500 (Low) |
| Address:            | Falaj Hazza, Al Ain        | Email:                  | 9172@adek.abudhabi.ae        |
| Telephone:          | 037810902                  | Website:                | Tawaammodel.com              |

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

| Staff Information             |    |                        |      |
|-------------------------------|----|------------------------|------|
| Total number of teachers      | 62 | Turnover rate          | 9%   |
| Number of teaching assistants | 0  | Teacher- student ratio | 1:15 |

| Students' Information           |                                      |         |                   |                |
|---------------------------------|--------------------------------------|---------|-------------------|----------------|
| Total number of students        | 913                                  |         | Gender            | Boys and girls |
| % of Emirati students           | 5%                                   |         | % of SEN students | 1%             |
| % of largest nationality groups | Jordan 30%, Syria 26%, Palestine 13% |         |                   |                |
| % of students per phase         | KG                                   | Primary | Middle            | Secondary      |
|                                 | 0%                                   | 39%     | 36%               | 25%            |

| Inspection Details               |            |                                   |            |
|----------------------------------|------------|-----------------------------------|------------|
| Inspection Hijri dates from:     | 14/03/1441 | to                                | 17/03/1441 |
| Inspection Gregorian dates from: | 11/11/2019 | to                                | 14/11/2019 |
| Number of lessons observed:      | 97         | Number of joint lessons observed: | 13         |



## The overall performance of the school:

- The school has grown by approximately 200 students. Teacher turnover is moderate at around 9%.
- The overall effectiveness of the school is acceptable. Students' achievement is acceptable overall, and it is good in Arabic language and UAE social studies in all phases, and in English and mathematics in High. The quality of teaching is adequate, and supports students' acceptable progress. School leaders understand what needs to improve and are implementing plans for improvements.

## Key areas of strength and areas for improvements:

### Key areas of strength

- The achievement of students in Arabic language and social studies overall, and in English and mathematics in High phase.
- The good behaviour of students and their positive attitudes to learning.
- Students' knowledge and appreciation of UAE society and culture.
- The positive relationships shared between teachers and students.

### Key areas for improvement

- Students' achievement in Islamic education and science in all phases, and in English and mathematics in Primary and Middle by:
  - promoting students' recitation skills and their deeper understanding of the Qur'an and Hadith
  - developing students' speaking and writing skills and their accurate application of grammar rules
  - supporting students' mental mathematical skills and their skills to independently solve real-world mathematical problems
  - developing students' skills to independently investigate and conduct scientific experiments.
- The quality of teaching and assessment systems in school by:
  - ensuring teachers have a clear understanding of all students' learning needs and that lesson planning takes account of these
  - making better use of accurate assessment information to plan lessons that accelerate students' progress
  - increasing the range of strategies teachers use in lessons to provide sufficient scope for students to learn independently
  - developing teachers' questioning skills so that students are required to think more for themselves.
- The curriculum to improve the learning of all students by:
  - planning opportunities in lessons and in extracurricular time that promote students' learning skills, and their innovation and entrepreneurial skills
  - providing more opportunities for students to lead cultural and social contributions
  - increasing the opportunity students have to make links between different areas of learning and apply their learning to the real world

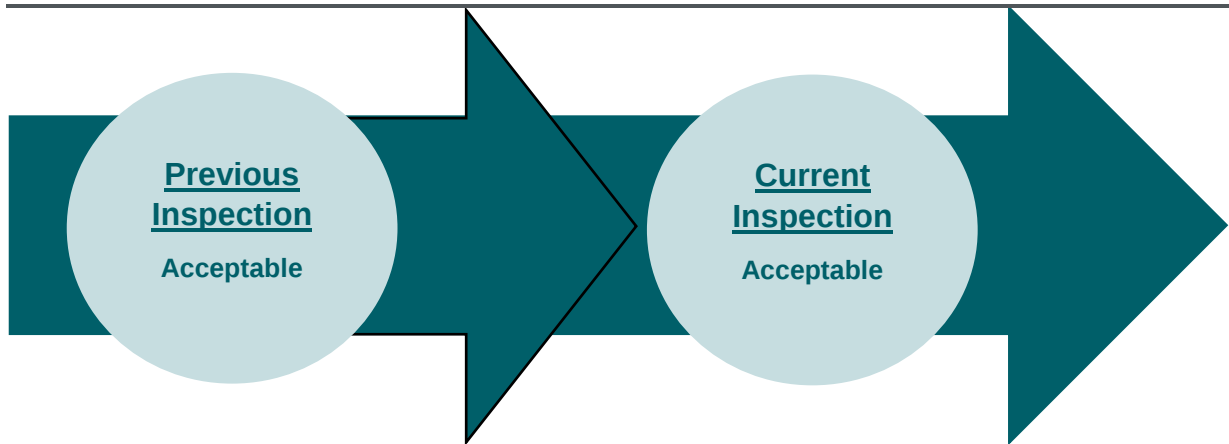


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- Care and support arrangements for students with special educational needs (SEN) and those who are gifted and talented (G&T) by:
  - implementing accurate identification processes so that teachers are provided with detailed information for how to best support these students
  - providing additional support and challenge in lessons and in extracurricular time to accelerate students' progress.
- School leadership at all levels by:
  - consistently communicating best educational practices, particularly to teachers
  - making better use of robust assessment information to support accurate self-evaluation
  - holding school leaders accountable for implementing school improvement plans and securing improvements.



## Progress made since last inspection and capacity to improve



- Students' achievement is now good in Arabic language and social studies overall, and in English and mathematics in High.
- Students' attendance is now very good and they are punctual to lessons. Students' good behaviour and attitudes support the positive relationships between students and with adults.
- Teachers in Arabic language and social studies are making better use of questions to support students' critical thinking skills. They also plan lessons that take account of students' prior learning to accelerate their progress.
- The curriculum has been modified to include moral education and the delivery of this programme is successful in supporting students' personal development.
- Students now benefit from well organised protection and care arrangements which promote their behaviour and attitudes and ensure they are kept safe and secure.
- All teachers are now observed by school leaders to assess the quality of teaching and they receive feedback to help them improve.
- The school has made additions to the infrastructure to include a prayer room, art room, science laboratory and a multi-purpose hall.
- Overall, 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 | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Students' achievement remains only acceptable in most subjects and in all phases.</li> <li>Students' achievement is good in Arabic language and UAE social studies, and in English and mathematics in High .</li> <li>Students can collaborate in teams but their confidence to work independently, and their critical thinking and problem-solving skills are underdeveloped.</li> </ul> |                                 |           |

| Performance Standard 2 | Students' personal and social development, and their innovation skills                                                                                                                                                                                                                                                                                                            |                                 |           |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Good                                                                                                                                                                                                                                                                                                                                                                              | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Students have positive attitudes to learning and work diligently.</li> <li>Students' understanding of Islamic values and their appreciation of Emirati heritage and culture are well developed.</li> <li>Students' skills to be innovative and creative, and to take responsibility for their learning are less well developed.</li> </ul> |                                 |           |

| Performance Standard 3 | Teaching and Assessment                                                                                                                                                                                                                                                                                                                                                                              |                                 |           |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                           | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Teachers have secure subject knowledge and promote positive relationships in class. They are less skilful at promoting students' problem-solving skills.</li> <li>Teachers plan learning activities which interest and engage most students.</li> <li>Teachers do not plan lessons that meet the learning needs of all students consistently well.</li> </ul> |                                 |           |

| Performance Standard 4 | Curriculum                                                                                                                                                                                                                                                                                                                                                                                              |                                 |           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                              | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>Planned links between Arabic language, social studies and Islamic education support students' personal development well.</li> <li>The curriculum is adequately planned and supports students' acceptable progress.</li> <li>Enhancement and modifications to the curriculum do not yet support students' skills to be innovative and entrepreneurial.</li> </ul> |                                 |           |



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| Performance Standard 5 | The protection, care, guidance and support of students                                                                                                                                                                                                                                |                                 |          |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------|
| Judgment               | Good                                                                                                                                                                                                                                                                                  | Change from previous inspection | Improved |
| Justifications         | <ul style="list-style-type: none"> <li>The school ensures that students are kept safe.</li> <li>Students' attendance to school and their punctuality to lessons is very well promoted.</li> <li>Systems to identify and support Sen and G&amp;T students lack development.</li> </ul> |                                 |          |

| Performance Standard 6 | Leadership and management                                                                                                                                                                                                                                                                                                                                                                                    |                                 |           |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Judgment               | Acceptable                                                                                                                                                                                                                                                                                                                                                                                                   | Change from previous inspection | No Change |
| Justifications         | <ul style="list-style-type: none"> <li>School leaders communicate a vision that aligns with the UAE priorities and they communicate effectively with parents.</li> <li>Self-evaluation and development planning are generally accurate but do not make use of consistently accurate assessment data.</li> <li>School leaders are not held to account for delivering school improvements robustly.</li> </ul> |                                 |           |



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## Performance Standard 1: Students' Achievement

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



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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Islamic Education | <ul style="list-style-type: none"> <li>Students' achievement is acceptable overall. In lessons and over time, most students make expected progress.</li> <li>Attainment is acceptable. External data shows that attainment is outstanding, but this is not seen in lessons and students' work where most students attain in line with curriculum standards.</li> <li>Most students in Primary know about the basic principles of Islam including understanding of basic principles of the Qur'an and hadith. They appreciate and apply Islamic values and teaching to their lives. In Middle and High they gain appropriate understanding of Islamic Faith and rules. Their recitation skills are less secure. The minority of students are unable to explain the significance of the Qur'anic verses.</li> <li>All groups of students make at least expected progress.</li> </ul> |                                                                                                                                                                                       |
|                   | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' understanding of basic principles expressed in the Qur'an and hadith.</li> <li>Students' appreciation of Islamic values in their lives.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' recitation skills.</li> <li>Students' ability to explain the significance of Qur'anic verses.</li> </ul> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                               |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Arabic | <ul style="list-style-type: none"> <li>Students' achievement is good overall in Arabic language. In lessons and over time, the majority of students make better than expected progress.</li> <li>Attainment is good. External and internal examination data indicate that attainment is outstanding, but this is not borne out in lessons and students' work.</li> <li>In Primary, students build their Arabic literacy skills adequately. They understand the teacher's instructions and communicate their ideas, but writing skills are less well developed. In Middle and High, students speak in standard Arabic and can engage in dialogue and write short paragraphs. Overall, a minority of students do not apply Tashkeel rules accurately in reading and writing. In High, students write at length, but a minority make grammar mistakes.</li> <li>All groups make above-expected progress.</li> </ul> |                                                                                                                                                                                                                               |
|        | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' speaking skills in standard Arabic.</li> <li>Students' writing at length in High.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' writing skills in Primary and their accurate grammar in High.</li> <li>Students' accurate application of Tashkeel in Middle and High.</li> </ul> |



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|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Social Studies | <ul style="list-style-type: none"> <li>Achievement in social studies is good. The majority of students make progress above expectations.</li> <li>Attainment is good in all phases. School data indicates that attainment is outstanding, but this is not seen in lessons and students' work.</li> <li>In Primary, students explain the contributions of UAE rulers. In Middle, they build on their understanding of the UAE's culture and describe major historical events and their impact on modern day society. In High, most students are adept at map reading skills and interpret geographical features well. However, analysing geographical data to deepen their learning is less well developed.</li> <li>All groups make above-expected progress.</li> </ul> |                                                                                                            |
|                | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' knowledge of the history and cultural heritage of UAE.</li> <li>Students' appreciation of the contribution of past UAE rulers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Analysing geographical data.</li> </ul> |

|         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English | <ul style="list-style-type: none"> <li>Students' achievement is acceptable overall in English. In lessons and over time, most students make acceptable progress.</li> <li>Attainment is acceptable. External data indicates that attainment is outstanding. This is not seen in lessons and students' work, where most students attain in line with curriculum standards.</li> <li>Most students make acceptable progress in Primary and Middle but their listening and reading skills are better than speaking and writing. In High, the majority of students make good progress and converse confidently, and their skills to infer and interpret develop well. In High, writing skills are relatively less well developed and students make occasional grammatical and spelling errors.</li> <li>All groups of students make at least expected progress although higher-achieving students do not develop extended writing skills.</li> </ul> |                                                                                                                                                                                                                            |
|         | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' listening and reading skills in Primary and Middle.</li> <li>Students' skills in listening, speaking and reading in High.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' speaking skills in Primary and Middle.</li> <li>Students' writing skills, particularly their accurate spelling and use of grammar.</li> </ul> |



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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mathematics | <ul style="list-style-type: none"> <li>Students' achievement is acceptable overall. In lessons and over time, most students make expected progress. Students' achievement is good in High.</li> <li>Attainment is acceptable overall and good in High. School data indicates attainment varies between acceptable and outstanding. However, in lessons and in their recent work, students' attainment is seen to be in line with the curriculum expectations in Primary and Middle and above expectations for the majority in High.</li> <li>Across Primary and Middle, most students make expected progress developing skills in number, quantity, geometry and algebra. For example, students in Primary can multiply three-digit decimals and in Middle they can solve greater-than and equal equations, however their mental mathematical skills are less well developed. In High, progress accelerates, and students develop good mathematical thinking skills and can solve complex calculations involving functions.</li> <li>All groups of students make progress. In High, students make good progress overall, but their skills to solve real-world problems independently are less well developed.</li> </ul> |                                                                                                                                                                                                                             |
|             | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' skills to complete complex calculations.</li> <li>Students' knowledge of quantity, geometry and algebra.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' skills to solve real-world mathematical problems independently.</li> <li>Students' mental mathematical skills.</li> </ul>                      |
| Science     | <ul style="list-style-type: none"> <li>Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress.</li> <li>Students' attainment in science is acceptable. School assessment information states that attainment is outstanding. This is not seen in lessons and students' work.</li> <li>In Primary, students develop adequate knowledge of the world and science theory, for example they describe the adaptation of animals to their environment. In Middle, students develop their biology, chemistry and physics knowledge adequately, however their skills to independently investigate and describe are less secure. In High, students apply their scientific knowledge to explain natural and technological process, but their skills to devise and conduct experiments following the scientific method are less well developed.</li> <li>All groups of students make similar progress from their individual starting points.</li> </ul>                                                                                                                                                                                                              |                                                                                                                                                                                                                             |
|             | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' knowledge of science facts and theory.</li> <li>Students' ability to describe natural and technological processes.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Skills to devise and conduct experiments following the scientific method.</li> <li>Skills to independently investigate and describe findings.</li> </ul> |



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|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other subjects | <ul style="list-style-type: none"> <li>Students' achievement in other subjects is acceptable overall. Progress over time for most students is acceptable.</li> <li>Students' attainment is acceptable in all phases.</li> <li>Students make acceptable progress in design and use a range of resources to develop products. In art, students make good use of recycled materials and develop adequate understanding of colour and proportion, but their artwork lacks creativity as students mostly follow set instructions. In physical education (PE) most students learn the skills of ball control, agility and team spirit adequately, for example when they play football and basketball. Students' participation in PE in Middle and High is inconsistent.</li> <li>All groups of students make similar progress.</li> </ul> |                                                                                                                                                                    |
|                | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' understanding of colour and proportion in art.</li> <li>Students' product design skills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' regular participation in PE lessons.</li> <li>Students' creativity in art.</li> </ul> |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Skills | <ul style="list-style-type: none"> <li>Students have positive attitudes to their learning and work diligently when directed by their teachers.</li> <li>They generally work well together in groups and teams in Primary and Middle. Students' collaboration skills improve in High and a few begin to take leadership roles.</li> <li>With their teachers' help, students can link their learning to real life, but they lack confidence and skills to transfer learning between subjects and apply new learning to unfamiliar contexts.</li> <li>Students lack skills to research independently and their critical thinking and problem-solving skills are underdeveloped. This is partly because they are provided with few opportunities to practise and develop these skills.</li> </ul> |                                                                                                                                                                                                      |
|                 | <b>Relative Strengths</b> <ul style="list-style-type: none"> <li>Students' diligent work when directed by teachers.</li> <li>Students' collaboration and emerging leadership roles in team activities.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Areas of Improvement</b> <ul style="list-style-type: none"> <li>Students' confidence to work independently.</li> <li>Students' critical thinking, research and problem-solving skills.</li> </ul> |



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

| Indicators:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | KG  | Primary    | Middle     | High       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------|------------|------------|
| <b>Personal development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A | Good       | Good       | Good       |
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A | Good       | Good       | Good       |
| <b>Social responsibility and innovation skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | N/A | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> <li>Students' personal and social development is good, and the development of their innovation skills is acceptable.</li> <li>Students have positive attitudes toward learning and their behaviour is good. Relationships between students and with teachers are positive and bullying is rare.</li> <li>Students eat healthy food and they enjoy games during the break. They know how to stay safe in school and while using the Internet. Attendance, at 96%, is very good and students are punctual to lessons.</li> <li>Students understand and appreciate Emirati heritage and know the importance of Islamic values in society. They participate enthusiastically in assemblies which celebrate Islamic and national celebrations, but they lack confidence to initiate or lead cultural activities.</li> <li>While students know about their own cultures, they are less aware of cultures not represented in the school community. Students are aware of their responsibilities to support the community and, in school, they make a positive contribution, for example by helping to lead assemblies and recycle waste. Students' voluntary contributions outside school are limited overall.</li> <li>Students' skills of creativity, innovation, and entrepreneurship are underdeveloped overall as they rely on teachers to tell them what to do. However, when provided with opportunity students can be innovative and creative, for example when designing computer programmes to teach about fire safety.</li> <li>Students understand the need to protect the environment and they take care of the school by helping to keep it tidy and by planting trees.</li> </ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"> <li>Students' knowledge, understanding, and appreciation of Islamic values and Emirati society and its heritage.</li> <li>Students' attendance to school and their positive attitudes toward learning.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Students' initiation and involvement in community development projects.</li> <li>Students' skills to be innovative and creative and to take responsibility for their work.</li> </ul> |     |            |            |            |



### Performance Standard 3: Teaching and assessment

| Indicators:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | KG  | Primary    | Middle     | High       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------|------------|------------|
| Teaching for effective learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | N/A | Acceptable | Acceptable | Acceptable |
| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | N/A | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of teaching and assessment is acceptable.</li><li>Teachers have secure subject knowledge. They understand how students learn and mostly use strategies which encourage students' engagement in lessons.</li><li>Teaching is generally better in Arabic language and social studies because teachers plan activities which are more adapted to meet students' needs and they make use of a wider range of resources. However, generally in lessons across the school, teachers lead all the learning, and this limits students' creative and independent skills.</li><li>Teachers promote positive relationships in class through their interactions with students. In better lessons, for example in Arabic language, teachers ask challenging questions which promote critical thinking and elicit students' considered responses. However, generally teachers' questions only check for students' subject knowledge and this does not encourage students to plan more complex answers which link their learning to the world.</li><li>Teachers generally plan lessons that meet the learning needs of most groups of students. However, planning personalised activities for students who need individual support or challenge is an underdeveloped aspect of teaching. As a result, higher-achieving students' progress is limited.</li><li>Teachers generally lack understanding of how to promote students' problem-solving and critical thinking skills. While technology is used effectively by teachers to illustrate ideas, few students are encouraged to use learning technologies in lessons.</li><li>Teachers conduct regular tests to track students' learning, but internal assessments are not benchmarked against national or international standards to ensure they are accurate. In general, assessment information is not used adequately to inform planning or to plan personalised learning activities for students.</li><li>Teachers assess students' work regularly, but the quality of teachers' feedback to students is inconsistent. As a result, students are not encouraged to take responsibility for making their own improvements. In better lessons, students engage in self and peer-assessment activities and this helps students understand their attainment and progress against lesson objectives.</li></ul> |     |            |            |            |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |            |            |            |
| <ul style="list-style-type: none"><li>Teachers' knowledge of their subjects and promotion of positive relationships in class.</li><li>Teachers' planning and the wider use of resources in Arabic language and social studies.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |     |            |            |            |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     |            |            |            |
| <ul style="list-style-type: none"><li>Teachers' use of accurate assessment information to plan individualised learning.</li><li>Teachers' use of questions and the feedback they provide to students.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |     |            |            |            |



## Performance Standard 4: Curriculum

| Indicators:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | KG  | Primary    | Middle     | High       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|------------|------------|------------|
| <b>Curriculum design and implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | N/A | Acceptable | Acceptable | Acceptable |
| <b>Curriculum adaptation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | N/A | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> <li>The overall quality of the curriculum is acceptable. It is reasonably broad and balanced and follows the requirement of the licensed MoE curriculum. Planning ensures that learning progresses adequately in subjects and that the interests of most students are met.</li> <li>In High, students are provided with choices through the options they are offered. Cross-curricular links are planned but are not applied consistently. Links between subjects are better exploited in Arabic language, social studies and Islamic Education.</li> <li>The curriculum is reviewed periodically, which ensures statutory requirements are met. However, reviews do not make use of accurate assessment information to modify the curriculum so that students' progress is accelerated.</li> <li>An adequate range of enrichment activities are planned into the curriculum, such as field trips and competitions with other schools. In Arabic language and social studies, enrichment activities support students' knowledge of UAE society and culture well.</li> <li>In art and design, the curriculum supports students' creativity but, in general, the promotion of students' learning skills and their innovation and entrepreneurial skills is underdeveloped.</li> <li>Moral education is taught in all phases as a stand-alone subject. Students develop a good understanding of the importance of tolerance and respect, for example through the '100 days of giving' project. The impact of moral education is assessed through students' attitudes to each other and their good behaviour.</li> </ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"> <li>Promotion of adequate progression and meeting the interests of most students.</li> <li>Cross-curricular links in Arabic language, social studies and Islamic education.</li> </ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>The enrichment of the curriculum to support students' learning skills and their skills to be innovative and entrepreneurial.</li> <li>Modifications of the curriculum to accelerate students' progress.</li> </ul> |     |            |            |            |



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

| Indicators:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | KG  | Primary    | Middle     | High       |
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| Health and safety, including arrangements for child protection/ safeguarding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | N/A | Good       | Good       | Good       |
| Care and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | N/A | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of protection, care, guidance, and support for students is good. The support given to students is acceptable.</li><li>Students are kept safe in and outside classrooms. Safeguarding routines prevent bullying and promote students' knowledge of how to stay safe, including when online. Child protection procedures are well-developed and shared efficiently with students and their parents through communications and meetings.</li><li>Routines and systems for maintenance of the buildings are well-established and safety checks are regular and clearly documented. The school has ramps for access and shaded outdoor areas to protect students from the sun. Supervision of students in the bus area, as well as around the school, is effective. However, the school lacks high-quality specialist facilities, for example indoor gymnasiums and a pool.</li><li>The school promotes healthy living in assemblies, activities and lessons, and the nurse runs awareness programmes on topics such as nutrition and cleanliness.</li><li>Procedures for managing behaviour are successful. As a result, teachers and students have positive relations. Punctuality to school and lessons is promoted very well.</li><li>While the school is inclusive and teachers generally know their students' needs, procedures and systems to identify SEN and G&amp;T students lack development. As a result, teachers are not provided with high quality and detailed information for how to support these students' learning in lessons.</li><li>Social workers provide adequate care for all students' well-being, and guidance is offered to students to support their careers and further education choices, for example through visits to universities and presentations in school.</li></ul> <p><b>Areas of Relative Strength:</b></p> <ul style="list-style-type: none"><li>School procedures for child protection and safeguarding.</li><li>Promotion of students' very good attendance.</li></ul> <p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"><li>Procedures and systems to identify students with SEN and those who are gifted and talented.</li><li>Support for students with SEN and those who are gifted talented in classrooms.</li></ul> |     |            |            |            |



## Performance Standard 6: Leadership and management

| Indicators:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| The effectiveness of leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Acceptable |
| Self-evaluation and improvement planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Acceptable |
| Partnerships with parents and the community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Acceptable |
| Governance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Acceptable |
| Management, staffing, facilities and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of leadership and management is acceptable. School leaders communicate a direction and vision linked to the national priorities and promote inclusion.</li><li>The school's distributed leadership of principal, vice-principal, supervisors and subject coordinators has acceptable capacity to secure improvements, and they monitor the effectiveness of teaching regularly through classroom observations. However, they are not communicating best educational practices consistently. As a result, the quality of teaching has remained acceptable overall, although better teaching is found in Arabic language and social studies.</li><li>Generally, the school's methods of self-evaluation are acceptable, and the school development plan is linked appropriately with the recommendations from the previous inspection report. However, the lack of robust assessment data results in self-evaluation which is not based on accurate attainment data.</li><li>Partnerships with parents and the community are acceptable. School leaders canvass parents' opinions regularly and incorporate their views into improvement planning. Parents are kept informed and encouraged to participate in school life through daily communication and monthly reports. These ensure parents are kept aware of their children's progress.</li><li>Governance structure and arrangements are acceptable. Governors have ensured that the school is adequately resourced and staffed. While governors provide operational support to school leaders, they are not yet robustly holding all school leaders to account for securing improvements in students' academic outcomes.</li><li>The daily running of the school is efficient and purposeful. The school has sufficient well-qualified staff who have benefited from recent professional development. The school is appropriately resourced with a range of suitable facilities.</li><li>The school promotes and makes use of national and international assessments, such as TIMSS, PIRLS, PISA and EMSAT, but does not sufficiently use assessment data to benchmark students' attainment and progress.</li></ul> |            |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |
| <ul style="list-style-type: none"><li>Communications with parents.</li><li>Management of the daily life of the school.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |            |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

- Consistent communication of best educational practices to raise the quality of teaching.
- Systems to robustly hold school leaders to account for securing school improvements.



## Provision for Reading

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### Provision for Reading

- The school library is spacious and has an adequate number and range of books in Arabic and English. There are weekly timetabled periods when Grade 4 to 12 use the library. Grades 1 to 3 have class libraries.
- An appropriate reading plan is in place to encourage reading, and reading is adequately promoted across the school, particularly within Arabic and English language.
- Teachers receive advice from appropriate websites that provide guidance on how to teach reading.
- To promote reading, students are taken to book fairs and they write reviews. Students participate in competitions like 'Reading is my window to the world' and 'Reading Carnival'.
- Reading for research is underdeveloped as the library does not provide computers for research and investigation.
- Students' reading skills are monitored as part of the school's continuous assessment processes.