



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

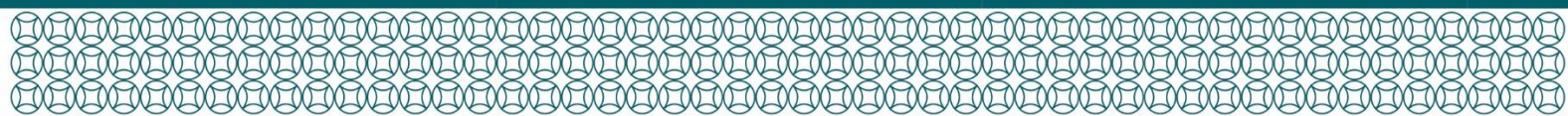
Al Bashair Private School

Overall
Effectiveness

Very Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Bashair Private School		
School ID:	9089	School phases:	KG1 to Grade 12
School Council:**			
School curriculum:*	MoE	Fee range and category*	AED12900- AED27200 (low to medium)
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*Relevant for Private schools only ** Relevant for Government schools only

Staff Information				
Total number of teachers	97	Turnover rate	12%	
Number of teaching assistants	12	Teacher- student ratio	1:10	
Students' Information				
Total number of students	1122	Gender	Boys and girls	
% of Emirati students	34 %	% of SEN students	2 %	
% of largest nationality groups	Jordan 22 %, Syria 20 %, Egypt 5 %			
% of students per phase	KG	Primary	Middle	Secondary
	19 %	46 %	23%	14 %
Inspection Details				
Inspection Hijri dates from:	25/05/1441	to	28/05/1441	
Inspection Gregorian dates from:	20/01/2020	to	23/01/2020	
Number of lessons observed:	122	Number of joint lessons observed:	19	



The overall performance of the school:

- The school opened in 1993. The current principal has been in post for seven years and the senior leadership team is stable. Staff turnover is low.
- The overall performance of the school is very good and has improved since the last inspection. Achievement is now very good as a result of consistently very good teaching across the school. The school's improvement has been driven by the visionary principal and very effective senior leadership and self-evaluation. Most aspects of the school's provision are very good.

Key areas of strength and areas for improvements:

Key areas of strength

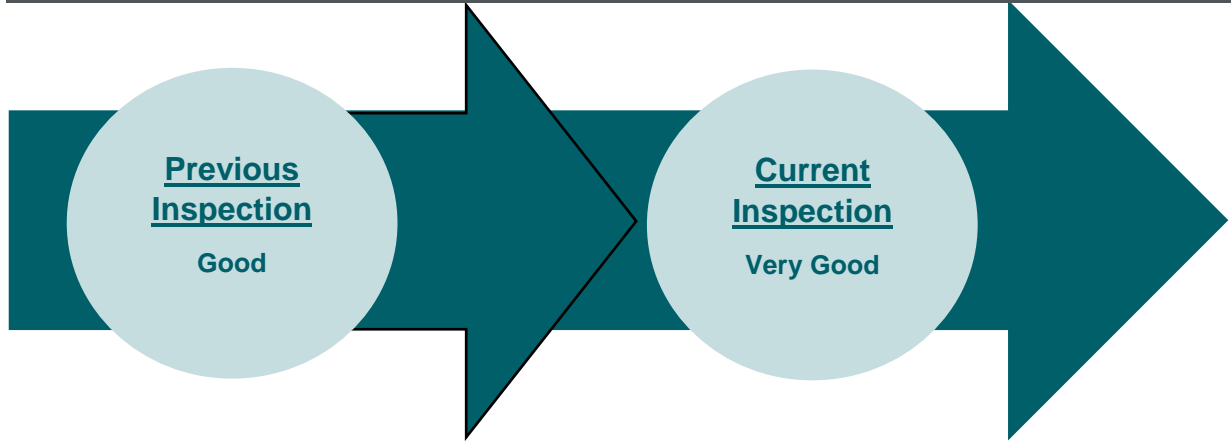
- Students' high achievement in all subjects in Primary, Middle and High phase.
- Students' very positive attitudes, behaviour and relationships, their respect for Islamic values, and their understanding and awareness of the UAE culture and heritage.
- Effective curriculum planning and quality of teaching throughout the school to ensure students achieve very well.
- The provision for care and guidance for students.
- Very clear strategic direction and vision set by the principal and senior leaders.

Key areas for improvement

- Further raise achievement in kindergarten (KG), particularly in social studies, English and mathematics by:
 - planning child-initiated activities in the curriculum that build on children's prior knowledge and learning
 - ensuring that the best practice in KG so that children have greater opportunities to learn through play and practical experiences.
- Develop middle leaders' skills further so that monitoring and evaluation include appropriate focus on the achievement of more-able students.



Progress made since last inspection and capacity to improve



- The school has made very good progress in addressing the recommendations of the last inspection report. Students' achievement is now very good in all subjects in Primary, Middle and High.
- In Arabic and English language, students are taught the steps of writing and teachers show very good models for students to follow. Targeted spelling and grammar mini-lessons address common mistakes.
- Arabic and English teachers use student-teacher conferences regularly to provide targeted feedback. Marking in English is regular and diagnostic and gives clear advice on how to improve.
- The school has implemented rigorous monitoring systems to ensure school-wide consistency in teaching practice.
- The school now uses assessment data rigorously to identify students' needs, including those with special educational needs (SEN) and those who are gifted and talented (G&T). SEN students are supported in class and small groups. Teachers are now planning differentiated activities, especially for the more-able although this is not yet fully consistent. G&T students are given challenge questions in lessons and as homework, and are encouraged to take part in writing and poetry competitions.
- The quality of teaching has improved through comprehensive professional development programmes. Training has focused on giving effective feedback. In High, staff now make better use of questioning to promote students' critical thinking skills.
- The school has successfully improved its self-evaluation processes with full involvement of senior leaders and staff. Overall, school leaders' capacity to further improve the school is very good.



Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students' achievement has improved to very good in all subjects in Primary, Middle and High, and in all phases in Islamic education, Arabic and science. Achievement remains good in KG in social studies, English and mathematics. The large majority of groups of students make better than expected progress. More-able students do not always reach their full potential in a minority of lessons. Students show a very positive approach, and take responsibility for their learning. They make strong links in learning between subjects but do not use their capable initiative and creative skills as well as they might in lessons. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students' behaviour, relationships and attendance are very good and are strong features of their personal development. Students' strong understanding of Islamic values and their knowledge of UAE culture are shown in their respect and care for others. Students' have positive and responsible attitudes. They are self-disciplined and respond well to their peers. Their innovation skills are good but are a less well-developed feature in lessons. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teachers' very good subject knowledge, use of resources and relationships with students encourage them to achieve very well. The school's assessment systems ensure that teachers have a very clear understanding of students' strengths and weaknesses to plan lessons which meet their needs. Teaching to encourage more-able students to reach their full potential is a less well-developed area. 		

Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum ensures strong continuity and progression in students' learning and prepares them very well for the next phase of their education. 		



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	<ul style="list-style-type: none">• The curriculum for KG children helps them to learn well overall, although does not always give them sufficient opportunities to learn through play and practical experiences.• Assessment data is used very effectively to adjust the curriculum to meet the needs of SEN students in particular.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• The school has very robust procedures to ensure all students are safe, very well supported and cared for.• Staff relate very well to students and manage their behaviour and attendance very effectively.• Support for SEN students is very well managed to ensure they receive individual focus. G&T students are encouraged to take part in competitions, but the most-able do not always receive consistent challenge in lessons.		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">• Senior leaders provide a very clear strategic direction and vision for high standards of achievement and learning.• Parents are very well informed and are very actively involved in supporting their children's learning.• Senior leaders monitor and evaluate students' learning effectively, however, middle leaders do not always sufficiently focus on the learning outcomes of more-able students.		



Performance Standard 1: Students' Achievement

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



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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is very good. In lessons and over time, students make very good progress.• The schools' internal data and Grade 12 MoE results indicate outstanding attainment. However, these standards are not observed in lessons and students' recent work, where attainment is very good as the large majority attain above curriculum standards.• Students make very good progress in their understanding of how to apply Islamic instructions and etiquettes to real-life contexts. They discuss Hadeeth Shareef, showing deep understanding of the meaning and related Islamic concepts. Students recite verses from the Holy Qur'an accurately, but their skills in following Tajweed rules are less secure.• Most groups of students make better than expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' understanding and application of Islamic instructions and etiquettes in real-life contexts.• Students' deep understanding of Hadeeth Shareef.	Areas of Improvement <ul style="list-style-type: none">• Students' recitation skills following Tajweed rules.

Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic language is very good. In lessons and over time, students make very good progress.• Attainment is very good. Internal data across the school and Grade 12 MoE examinations show outstanding attainment, but this is not borne out in lessons and in students' work where the large majority attain above curriculum standards, which is very good.• Across the school, students develop very good listening, speaking, reading and writing skills. KG children develop very secure phonics skills. Students build on this in Primary, following grammar and punctuation rules to read fluently with expression. Their extended reading skills for different audiences is less secure. In Middle and High, students' reading and writing skills develop further. They discuss literary texts using well-developed skills of inference and deduction. They can write long descriptive text with correct spelling and grammar. Across the school, students' speaking skills in standard Arabic is very good.• Most groups make above expected progress, but occasionally more-able students do not make accelerated progress.	
	Relative Strengths <ul style="list-style-type: none">• KG children's phonic skills.• Students' Arabic language skills particularly in Middle and High	Areas of Improvement <ul style="list-style-type: none">• Primary students' extended reading skills particularly the more-able.



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Social Studies	<ul style="list-style-type: none">• Overall, students' achievement in social studies is very good. It is good in KG. In lessons and over time, the large majority of students make very good progress overall.• Overall attainment is very good. School internal data indicate very good attainment overall. Grade 12 MoE examination data indicate outstanding attainment. However, these standards are not observed in lessons and students' recent work where students' attainment is very good in Primary, Middle and High and good in KG.• KG children develop good knowledge of the geography of the UAE and are beginning to know about the animals and plants living in the desert, but they are less secure in their understanding of their traits. Primary students develop very good geographical map skills and understand the importance of recycling in the UAE. Middle phase students' knowledge of UAE history and how the role of women has changed over the years is well developed. In High, students develop deep understanding in geography of contemporary issues such as pollution, water and food security.• Most groups of students make above expected progress. More-able students do not always use research efficiently to extend learning further.	
	Relative Strengths	Areas of Improvement
	<ul style="list-style-type: none">• Students' map reading skills in Primary.• Students' knowledge of UAE history and contemporary issues relating to the environment in Middle and High.	<ul style="list-style-type: none">• Children's deeper geographical knowledge in KG.• Use of research skills for more-able students.

English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. It is good in KG. In lessons and over time, the large majority of students make very good progress.• Attainment is very good overall. External Grade 12 MoE examinations and internal assessments indicate attainment is outstanding. This is not borne out in lessons and students' work, where students attainment is very good overall as the large majority attain above curriculum standards.• KG children develop secure speaking and letter recognition skills and know simple words starting with those letters. Their reading skills are emerging. Primary students develop their creative writing skills and use good speaking skills to discuss and debate a problem. Students in Middle have very good speaking and comprehension skills and can research information from an extended text. In High, students are very skilled in writing for different purposes. Students in Middle and High do not routinely use dictionaries to extend their vocabulary further.• Most groups of students make better than expected progress, but more-able KG children do not make rapid progress in reading.	
	Relative Strengths	Areas of Improvement



	<ul style="list-style-type: none"> • Writing for different purposes in High. • Speaking, listening and comprehension skills. 	<ul style="list-style-type: none"> • More-able children's reading skills in KG. • Use of dictionaries to extend vocabulary further in Middle and High.
Mathematics	<ul style="list-style-type: none"> • Students' achievement in mathematics is very good overall. It is good in KG. In lessons and over time, the majority of students make very good progress, and children make good progress in KG. • Attainment is very good overall. MoE Grade 12 examinations indicate very good attainment and internal assessments show outstanding attainment. In lessons the large majority attain above curriculum standards in Primary, Middle and High, and the majority attain above curriculum standards in KG. • KG children gain a good understanding of addition and subtraction of single-digit numbers and the concept of more and less but do not extend this to two-digit numbers. Primary students have well-developed multiplication and division skills and use mental recall to solve problems. Middle and High students manipulate algebraic functions confidently. Generally, across the school, students' mental mathematics skills are very good, but extended practical problem-solving skills are less developed. • Most groups of students make better than expected progress. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> • Middle and High students' skills with algebraic functions. • Mental recall of numbers and multiplication tables. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> • Children's manipulation of two-digit numbers in KG. • Students' extended practical and problem-solving skills.
Science	<ul style="list-style-type: none"> • Students' achievement is very good in science. In lessons and over time, the large majority of students make very good progress. • Students' attainment is very good. Internal data and Grade 12 MoE results indicate outstanding attainment. In lessons and students' recent work, the large majority of students attain above curriculum standards which is very good. • KG children show secure understanding of the importance of plants to keep the environment healthy in life sciences. Primary students know and apply the scientific approach in problem identification, and testing hypotheses in an experiment. In Middle phase, students know and apply the scientific approach in experiments and have very good knowledge of animal adaptations. In High, students have very good knowledge in physical science, but do not consistently apply this to real-life situations. • Most groups of students make better than expected progress. More-able students do not make accelerated progress. 	
	<p>Relative Strengths</p>	<p>Areas of Improvement</p>



	<ul style="list-style-type: none"> Students' knowledge of life sciences Students' application of scientific knowledge using the scientific approach. 	<ul style="list-style-type: none"> Application of scientific knowledge to real life.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is very good overall. In lessons and over time, the large majority of students make very good progress. Students' attainment is very good overall. The school's internal and Grade 12 external data show outstanding attainment. In lessons, attainment is very good in art, physical education (PE), ICT and design and technology (D&T) because the large majority of students attain above curriculum standards. In PE, students demonstrate very good skills in football and gymnastics, although a minority of students lack engagement in the subject. Students apply their knowledge of colour to produce very good designs in art. In D&T, students show very good knowledge of creative design, and in ICT in High they use software skilfully and code using repetition statements. KG children can identify components of a computer and use a tablet. Most groups of students make very good progress in other subjects. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Students' knowledge and use of ICT software in High. Students' painting skills in art. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> A minority of students' engagement in PE.
Learning Skills	<ul style="list-style-type: none"> Students' learning skills are very good. They are motivated and keen to learn. They take responsibility for their own learning and have a good knowledge of the strengths and weaknesses within their own work. KG children interact well with other children in the group. They are keen to respond to teachers' questions, but do not always initiate their own learning, particularly in social studies, English and mathematics. Students apply their learning well to their understanding of the world and establish meaningful links between subjects. They communicate their ideas clearly to each other and their teachers. Students think critically about ideas and solve problems but do not always apply their already well-developed initiative and creative skills in all lessons. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Students' interactions and collaboration skills. Students' engagement and responsibility for their own learning. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Students' application of their initiative and creative skills in all lessons. KG children's skills in choosing how to learn for themselves.



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

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development is very good. Their innovation skills are good.
- Students demonstrate very good behaviour at all times. They show very positive and responsible attitudes towards their learning.
- Very good relationships between students and with their teachers help all students to confident personal development. Students' self-discipline ensures a harmonious and orderly environment.
- Students feel safe, valued and supported, reporting that bullying, including cyberbullying, is non-existent.
- Students demonstrate very good knowledge of healthy food habits and how to stay healthy by engaging in various physical activities, although a minority do not always engage in PE lessons.
- Attendance is outstanding at 98%. Almost all students are punctual to school and lessons.
- Students have very good knowledge and understanding of the UAE culture and heritage. For example, they lead celebrations of all the important national events such as National Day and Flag Day. Students show very good respect for the values of Islam. They show exemplary tolerance and care for each other and those in the community, and have a very well-developed understanding of other world cultures.
- Students actively volunteer to serve the community. They participate in planning, organizing and communicating with organisations, such as other schools and hospitals, to help them improve their contribution to sustaining the environment. Students have a strong understanding of the benefits of sustainability.
- Students show a positive work ethic and generate creative ideas but, although capable, do not always initiate these ideas for themselves in lessons.

Areas of Relative Strength:

- Attendance and punctuality.
- Students' attitudes, behaviour and relationships with each other and staff.

Areas for Improvement:

- Students' initiative and creativity skills in lessons.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is very good.Almost all teachers demonstrate very good subject knowledge and plan lesson activities that engage students deeply in their learning.Very good relationships between teachers and students create a positive learning culture.Teachers' questioning draws out students' ideas and enables them to check their learning. A wide range of resources, including technology, linked to engaging teaching strategies help make lessons enjoyable and enable students to make very good progress overall. The consistency of challenge for more-able students, and for children to think for themselves in KG, is an area for further development.Teachers very effectively develop the large majority of students' independent learning skills through projects and presentations, particularly in social studies, English and mathematics. Students can take the initiative very well and have strong creative skills, but teachers do not always help them to apply these consistently in lessons.Internal assessment processes are very well-established and consistent between subjects. Teachers carefully review students' progress comparing it against national and PISA and TIMSS international benchmarks.Progress is measured regularly across the school using a range of different assessments linked to the MoE curriculum. This information is analysed and additional support is planned. Assessment information is used effectively to personalise learning to meet the large majority of students' individual needs within lessons.Effective oral and written feedback accelerates progress. Students are often involved in assessing their own learning and giving or receiving peer feedback. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">Teachers' subject knowledge and how students learn.Teachers' use of resources, including digital technologies, to support learning. <p>Areas for Improvement:</p> <ul style="list-style-type: none">More consistent challenge for more-able students and children in KG.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Overall, the quality of the curriculum is very good. It has a clear rationale based on the school's stated curriculum.• It is planned to ensure progression and continuity of learning as students move from one grade to the next. The school's curriculum offers students from Grade 10 a range of options to choose between the general and advanced track based on their informed decision and parental approval.• Cross-curricular links are planned carefully to support students' transfer of knowledge in a meaningful way.• The curriculum is reviewed regularly to ensure it is aligned with MoE requirements. The school uses analysed assessment data to adapt the curriculum to meet the needs of different groups of students including SEN and G&T students. SEN students receive very effective support, although challenge is not always present in the curriculum to accelerate the progress of the more-able.• G&T students pursue their talents through a variety of projects and events, linked to the community, such as basketball, art and craft, football and photography.• Curriculum planning promotes opportunities for students to be innovative and enterprising. However, these skills are less evident in lessons and in allowing children in KG to explore and learn for themselves.• Links with UAE culture and society are very effectively promoted throughout lessons and the curriculum.• Moral education is taught as a standalone lesson in Grade 1-9 and integrated in High phase. The school promotes moral values across the curriculum. Moral education lessons ensure students are active participants where they present their learning about responsibility and tolerance confidently. Students' adoption of moral values is seen in their very good behaviour and relationships with others.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Planned cross-curricular links in all subjects.• Use of assessment data to review and adapt the curriculum.				
Areas for Improvement:				
<ul style="list-style-type: none">• Curriculum planning to better meet the needs of KG children and the more-able.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good. The safeguarding procedures are rigorous, and the child protection policy is well known and effectively implemented by parents, students, and staff. Parents can access all policies on the school website and sign a pledge at the beginning of the year.The school keeps comprehensive and secure records of incidents, injuries, fire drills, evacuation procedures and other incidents. Supervision of students is very effective and transport facilities are very well organized.The school environment is very safe, secure and hygienic. The premises and facilities meet students' needs and are very well maintained. Routines, such as morning assembly and afternoon dismissal procedures, are well organized and effective.The provision for encouraging students to lead a healthy lifestyle is very good. Staff carefully monitor all lunches.Students have very good relationships with each other and with staff. Friendly interaction between staff and students during lessons and breaks is a common feature. The school has very well-managed procedures to encourage positive behaviour.The school is very successful in working with parents to ensure punctuality, and has maintained outstanding attendance.The school has very good procedures to identify SEN and G&T students. The overall provision for supporting these individuals is very good. However, more-able students are not always sufficiently encouraged to reach their full potential in a few lessons.All students receive very good personal and academic support. Social counsellors are assigned to specific grade levels to ensure the protection, care, and guidance of students and oversee their personal development. High phase students receive very good guidance on university and college entry requirements.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Arrangements to ensure students' safeguarding, health and safety.Systems to promote attendance, behaviour and support personal development.				
Areas for Improvement:				
<ul style="list-style-type: none">Provision to consistently challenge more-able students in a few lessons.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

Areas of Relative Strength:

- The overall quality of leadership and management is very good.
- Senior leaders are highly effective and have strategic vision focused on student outcomes. They are highly committed to the UAE national and Emirate priorities. The school principal works very effectively with other leaders to establish consistent professional relationships and communication across the school.
- Leaders have created distributive leadership, influencing decision-making and initiating priorities which show a clear understanding of what is needed to continually improve provision and performance. The school's capacity to improve further is very good.
- As part of very well-established self-evaluation processes, leaders identify precise areas for school improvement. Against these, leaders monitor and evaluate the quality of teaching and learning and give feedback to teachers. Middle leaders' skills to focus more closely on the achievement of more-able students across subjects and phases is less developed.
- Parents are highly supportive of the school, participating in activities, such as reading stories and national UAE celebrations. Through very effective communication and reporting, parents are kept closely involved in supporting their children's learning. The school is an active member of UNESCO Associated Schools Network (ASPnet) which supports its curriculum development.
- The school's effective governing board, including representatives from all stakeholders, makes a very positive contribution to the leadership, self-evaluation and direction of the school. The school owner is committed to providing the necessary financial support to achieve the development priorities and ensures the school is accountable for its performance.
- The day-to-day management of the school is very well organised. Procedures and routines are effective. Each member of the school community is aware of their responsibilities. Timetables are organized to ensure lessons and activities are well spaced and learning experiences maximized. All teachers receive training through regular professional development programmes targeted at raising achievement.
- The school strongly promotes international assessments such as TIMSS and PISA. It follows up rigorously on students' performance to amend the curriculum where necessary.

Areas of Relative Strength:

- Very clear strategic direction and vision set by senior leaders, shared by all stakeholders.
- Effective partnerships with parents and their contribution to students' learning.
- Very effective day-to-day management of the school.



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Areas for Improvement:

Enhanced monitoring skills of middle leaders to focus on the achievement of more-able students and children in KG.



Provision for Reading

Provision for Reading

- The school library is well stocked with over 7000 fiction and non-fiction books in Arabic and English. Reading materials cover a wide range of topics and, contemporary and classic authors. The library is used for reading and research with weekly reading sessions in Arabic for Primary students. Students enjoy having stories read to them. English teachers take students to the library to fit with lesson activities and topics. Students use the library for individual study. Each classroom has a mini-library which is stocked with age-appropriate books.
- Teachers track and monitor progress in reading very closely with aspects that require improvement targeted in guided reading sessions by Arabic and English teachers.
- Teachers are trained in phonics and guided reading. The well-qualified librarian maintains detailed records of the students use of the library. Reading at home is encouraged and students are expected to borrow books. The school provides parents with a guide to helping children read.
- Reading is encouraged through school challenges and in national competitions alongside poetry and short story-writing contests. Students can buy books at a book fair.