



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

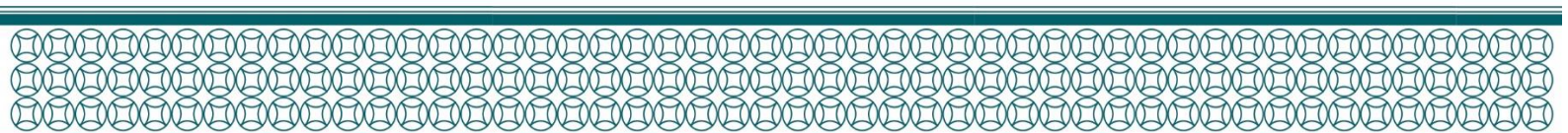
Al Dhafra Private Schools

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Al Dhafra Private Schools		
School ID:	8139, 9139	School phases:	KG1 to Grade 12
School Council:**			
School curriculum:*	British, American	Fee range and category*	AED 12,240 to AED 23,870 (low to medium)
Address:	Falaj Hazaa 147 Street Al Ain	Email:	9139@adek.gov.ae
Telephone:	+971 (0) 37013999	Website:	http://alain.dhafraschools.com

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

Staff Information			
Total number of teachers	163	Turnover rate	6%
Number of teaching assistants	36	Teacher- student ratio	1:17

Students' Information				
Total number of students	2798		Gender	Boys and girls
% of Emirati students	58%		% of SEN students	2%
% of largest nationality groups	Jordan 11%, Egypt 8%, Syria 5%			
% of students per phase	KG	Primary	Middle	Secondary
	13%	38%	31%	19%

Inspection Details			
Inspection Hijri dates from:	18/05/1441	to	21/05/1441
Inspection Gregorian dates from:	13/01/2020	to	16/01/2020
Number of lessons observed:	146	Number of joint lessons observed:	21



The overall performance of the school:

- The school opened in 1988. It has two separate buildings for Kindergarten (KG) to Grade 4 and for Grades 5 to 12. The school staff turnover is low. The school delivers the British curriculum from KG to Grade 12 and the American curriculum, including Advanced Placement (AP), in High. The principal has been in post for two and a half years, with key appointments made at middle management in the past year.
- The overall performance of the school is good. School leaders at all levels are fully committed to raising students' achievement. Self-evaluation and school development planning are well aligned. Since the last inspection, the school has maintained a good quality of teaching and learning and has further improved achievement in Arabic and in High phase. The provision for the protection, care, guidance and support of students has also improved further.

Key areas of strength and areas for improvements:

Key areas of strength

- Students' improved achievement in High and in Arabic.
- Improvements in the protection, care, guidance and support of students.
- The continued quality of students' personal development and the promotion of Islamic values and UAE heritage and culture.
- Relationships and communication across the school and with the parent community.
- Students' good behaviour and positive attitudes to learning.

Key areas for improvement

- Continue to improve students' achievement in most subjects by:
 - improving students' extended writing skills in Primary and Middle English
 - improving extended writing skills and use of prescribed grammar rules in Arabic
 - enhancing students' skills in independent investigations in science in Middle.
 - implementing consistent use of cross-curricular and real-life links in lessons
 - creating more opportunities for student participation in self and peer assessment.
- Further improve the educational and social opportunities for special educational needs (SEN) students by:
 - enhancing the number of teachers and support staff to provide more direct support in classroom
 - providing a resourced facility for withdrawal and small group support.
- Continue to improve the effectiveness and consistency of middle leaders in targeting further improvements in students' achievement by:
 - ensuring monitoring is more focused on students' outcomes

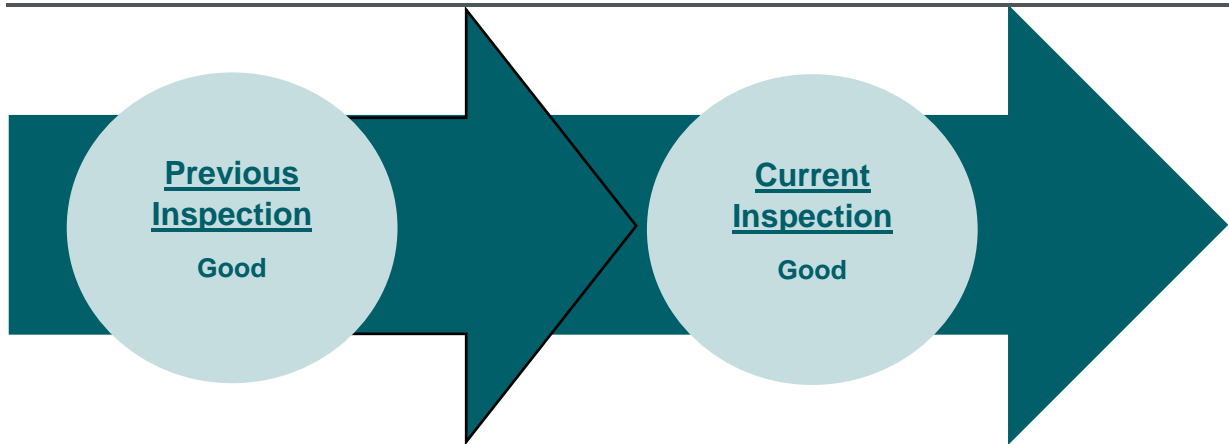


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- creating performance management targets for staff at all levels that include measurable improvements in student outcomes.



Progress made since last inspection and capacity to improve



- School leaders have made good progress in addressing almost all the recommendations from the previous inspection.
- They have maintained good student achievement. Targeted professional development, improved planning and teaching strategies have led to improved achievement in High overall and in Arabic, which is now good as both first (AFL) and second (ASL) languages.
- Teachers are using assessment information well to plan the next steps of learning with effective differentiated activities matched well to the identified needs of students. Gifted and talented (G&T) students are identified and provided demanding challenges in lessons. Peer observations are now used well to share good practice.
- The middle leadership has been increased by additional posts of coordinators for the English and American curriculum. A comprehensive development programme has led to middle leaders taking on more accountability for raising achievement. Positive teamwork and drive for improving achievement are very evident, but there is still inconsistency in focusing on students' learning when monitoring lessons.
- Leaders demonstrate good capacity to innovate and improve the school further.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The school has consolidated good student achievement across all subjects and improved achievement in Arabic which is now at least good in all phases. Achievement is very good in High and remains very good in science. In lessons and over time , a majority of students make better than expected progress, including students with special educational needs (SEN). Students work well collaboratively and show interest in their work. Innovation and problem-solving are strong features in most subjects. 		

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 demonstrate very good self-discipline and build positive relationships with teachers and their peers. They respond very positively to critical feedback. Attendance is very good, and most students are punctual to school and lessons. When given the opportunity, students can use their own ideas and provide creative solutions to problems. Students' environmental awareness and action are inconsistent. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The quality of teaching remains good and is very good in High and in science. Most lessons are planned well and matched to students' abilities. Teachers do not regularly link learning to real life. Most teachers use assessment well but students' participation in self and peer assessment is inconsistent. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change



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Justifications	<ul style="list-style-type: none"> The curricula provide breadth and balance and are regularly reviewed. They provide strong links with Emirati culture and UAE society. The curricula are well modified to meet the needs of students, particularly their enterprise and innovation skills. The implementation of cross-curricular links is inconsistent.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The school provides a caring and safe environment, with comprehensive records and thorough checks. Child protection procedures are robust and understood by all. The school promotes students' self-discipline and rigorous attendance procedures are maintaining high levels of attendance. Comprehensive procedures identify SEN and G&T students and well-planned support meets their needs. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Governors and school leaders set a clear, strategic direction and have maintained and improved student achievement. Self-evaluation and school improvement planning are well integrated. Leaders monitoring of teaching is regular but their focus on students' learning is inconsistent. Communications in the school and with parents are very effective. 		



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Performance Standard 1: Students' Achievement

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



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Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good. In lessons and over time, the majority make better than expected progress. Attainment is good. Grade 12 MoE examination results show attainment to be outstanding. These results are not borne out in lessons and students' work. However, the majority do attain above curriculum standards. Children in KG can recite short Surah confidently. In Primary, students develop a good understanding of Islamic practice and values and how they apply them to their daily lives. In Middle and High, students show good knowledge of Islamic history and recite verses from the Holy Quran. However, not all students follow the Tajweed rules. The majority of groups make better than expected progress, including SEN students. 	
	Relative Strengths <ul style="list-style-type: none"> Students' understanding of Islamic etiquette, and, values in Primary Students' knowledge of Islamic history in Middle and High. 	Areas of Improvement <ul style="list-style-type: none"> Students' application of Tajweed rules.

Arabic	<ul style="list-style-type: none"> Students' achievement in AFL and ASL is good, overall. It is very good in AFL in High. The majority make better than expected progress over time, very good in AFL in High. Attainment in AFL and ASL is good in all phases, and very good AFL in High. MoE examinations in Grade 12 show outstanding attainment. These results are not borne out in lessons and students' work. However, the majority do attain above curriculum standards. KG children can recognise and make sounds of letters, form words and write it confidently. In all phases, students develop good listening, understanding, speaking and reading skills. In AFL, by upper Primary, students can identify the relationship between words such as those with opposite and similar meanings. In Middle, students can identify the main idea of the lesson and can analyse characters in a story. In High, the majority of students can use formulaic expressions when interacting, such as giving and following instructions. A few students have difficulty in using prescribed grammar. In ASL, students use a good range of vocabulary to construct sentences and their understanding speaking and reading is developing well. Writing is less well developed in both AFL and ASL. The majority of groups make better than expected progress in AFL and ASL overall, with very good in AFL in High. 	
	Relative Strengths <ul style="list-style-type: none"> Students' listening, speaking and reading skills. Students' story analysis skills in Middle. 	Areas of Improvement <ul style="list-style-type: none"> Extended writing skills in both AFL and ASL. Use of prescribed grammar rules for few students.



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Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good. In lessons and over time, the majority of students make better than expected progress. Attainment is good. School internal data indicates attainment is outstanding in Primary and Middle. This is not borne out in lessons and students' work, with the majority attaining above curriculum standards. In Primary, students gain a good knowledge of the founder of the UAE and the current government structure. In Middle, students develop good understanding of UAE geography and economy. For example, they can discuss factors that affect UAE economic growth, make links to their daily lives and suggest solutions. Students are familiar with the different types of maps, but few cannot read them to find important information. The majority of groups make better than expected progress, including SEN students. 	
	Relative Strengths <ul style="list-style-type: none"> Students' understanding of UAE government structure. Students' knowledge of UAE economy and geography. 	Areas of Improvement <ul style="list-style-type: none"> Students' map reading skills.

English	<ul style="list-style-type: none"> Students' achievement in English is good overall. It is very good in High. Overall, a majority make better than expected progress over time as do a large majority in High. Attainment is good overall and very good in High. External IGCSE, AS and A-Level results indicate very good attainment in High, SAT results indicate acceptable attainment. Overall, Internal assessment data indicates outstanding attainment overall. attainment seen in lessons and students' work is good overall an in High is very good. In KG, children develop early language skills in speaking, listening, reading and writing. In Primary and Middle, students continue to improve their reading skills and develop confidence in speaking. Overall, writing does not develop as rapidly. In Middle, students expand their use of descriptive language and explore different genres. In High, students use well developed expressive language to justify conclusions both orally and in extended writing. The majority of groups make better than expected progress, as do a large majority in. High. 	
	Relative Strengths <ul style="list-style-type: none"> Students' use of expressive language skills in persuasive discussion. Children's acquisition of early literacy skills in KG. 	Areas of Improvement <ul style="list-style-type: none"> Primary and Middle students' extended writing.



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Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is good overall. It is very good in High. A majority make better than expected progress over time as do large majority in High. Attainment is good overall. It is very good in High. External IGCSE, AS, A-Level and SAT data show good attainment in High. Internal assessment data indicate very good attainment overall. In lessons observed and students' work, attainment is good overall and in High very good. In lessons and recent work, a majority make better than expected progress in mathematics. Students throughout the school have a good knowledge of number and operations. In KG, older children can successfully find families of numbers to make 10. In Grade 5, students are very confident in multiplying decimal numbers. Younger Middle students struggle to find a common denominator when adding fractions. High students have very good knowledge of trigonometric identities and use them successfully in proving equations. The majority of groups make better than expected progress overall and in High a large majority. 	
	Relative Strengths <ul style="list-style-type: none"> Students' knowledge of number and the use of operations in solving problems. High school students' knowledge of using trigonometry to solve equations. 	Areas of Improvement <ul style="list-style-type: none"> Students' skills in working with fractions in lower Middle school.

Science	<ul style="list-style-type: none"> Students' achievement in science is very good overall. It is good in Middle. The large majority make better than expected progress over time, as do a majority in Middle. Attainment is very good overall. It is good in Middle. External IGCSE, AS, A-Level and SAT data show very good attainment. Internal assessment data indicates very good attainment overall. Attainment seen in lessons and in students' work show very good attainment overall and good in Middle. In KG, children show very good observation and investigation skills. They are able to describe the world around them well. The large majority in Primary make better than expected progress as they develop their scientific knowledge and their understanding of scientific theory. Students in High have strong scientific understanding and scientific thinking skills. For example, they can apply knowledge of polymers to describe various chemical industries. Overall, students' skills to conduct independent investigations are less well developed in Middle. All groups of students make better than expected progress. 	
	Relative Strengths	Areas of Improvement



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	<ul style="list-style-type: none"> Children's observation and investigation skills. Students' knowledge of scientific facts and theory. 	<ul style="list-style-type: none"> Students' skills in independent investigations in Middle.
Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good, overall. The majority make better than expected progress over time. Attainment is good overall. DELF B advance level data for French, for a small cohort of students in High, indicates that attainment is outstanding in French. IGCSE data is showing results that range from weak for the smaller cohort of students in business studies to outstanding in ICT. Internal school data indicates that attainment is outstanding in all other subjects, but this is not borne out in lesson observations and students' work. In physical education (PE), Students make good progress in acquiring ball skills, which they use effectively in competitive games in Middle and High. In art, Primary students demonstrate accomplished skills and in Middle and High depicting UAE history and culture in a colourful, cooperative project. In business studies in High, students know about globalisation and currency rate fluctuations. In computer studies, students in Primary have not yet developed skills in making statistical tables or presentations. The majority of groups of students make better than expected progress. 	
	Relative Strengths <ul style="list-style-type: none"> Students' ability to create original pieces of art. Students' ball skills in PE in Middle and High. 	Areas of Improvement <ul style="list-style-type: none"> Students' computer skills.
Learning Skills	<ul style="list-style-type: none"> Learning skills are good overall and very good in High. Students demonstrate positive attitudes to learning. They collaborate well and willingly share ideas to solve problems particularly in High. Students have good communication skills and are keen to explain their reasoning for their answers. In the majority of subjects, students can give real life examples of their learning, but making connections with other areas of learning are inconsistent. Students in Middle, and particularly in High, demonstrate strong research and problem-solving skills. In Primary, more able students show great imagination in creating their own questions on a given topic. The use of technology in the classroom to enhance students' learning opportunities is inconsistent. 	
	Relative Strengths	Areas of Improvement



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	<ul style="list-style-type: none">• Students' positive attitudes to learning, particularly in High.• Students' collaboration and communication skills.	<ul style="list-style-type: none">• Making connections with other areas of learning.• Students' use of technology in the classroom.
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> Students' personal and social development and their innovation skills are very good. Students have positive and responsible attitudes. They are self-reliant. They respond positively to their peers, teachers and adults. They work together to resolve differences. Bullying is very rare. Students are sensitive and show empathy. They demonstrate a sound understanding of safe and healthy living. They participate in activities that promote safe and healthy lifestyles, such as Go Green Day. Attendance is very good, at 96%. During lessons and other school activities, students demonstrate a very good understanding of Islamic values and how they influence UAE society. Students demonstrate high levels of respect for the heritage of the UAE. They have a clear understanding and appreciation of their own culture. They can describe the aspects in which their culture is similar to and different from other cultures. Students participate willingly in school and wider community activities. As volunteers, they initiate and lead worthwhile social contributions. Students show a very positive work ethic. Students initiated and performed a Market Day. Students care for the school environment and show very good understanding and awareness of ecology, conservation and sustainability. For example, Grade 12 students research hydrocarbon polymers which are environmentally friendly. Students rarely initiate their own environmental projects Through well-planned projects and enterprise activities that have a positive social impact, students acquire key skills to innovate and be creative. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none"> Students' appreciation of the role and values of Islam in UAE society. Students' relationships with each other and with their teachers and adults. <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Students' initiation of environmental projects. 				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of teaching and assessment is good.Most teachers demonstrate secure subject knowledge and plan engaging lessons. In KG, for example, teachers successfully encourage children to use technology to problem solve and share ideas. They use time and resources effectively to support students' learning. Skilful questioning determines students' understanding and helps them reflect on how they can improve. In Middle, for example, teachers encourage students to discuss the importance of being a responsible Muslim and its impact on one's life, money, education and health.Teachers use a variety of strategies to meet the different needs of students particularly for SEN students, however learning is not linked to real life in all subjects to promote deep learning. In the most effective lessons, students think critically, learn to solve problems and become independent learners, particularly in High. However, the use of learning technologies to support independent learning is not yet consistent in lessons.The schools' assessment processes provide an accurate understanding of students' achievements. IGCSE, AS - Level, A -Level and SAT are used well to benchmark and compare performance against national and international expectations.Analysis of assessment data is used to inform teaching and learning. Teachers know students well, and detailed differentiated planning meets the needs of most individuals. However, not all students consistently evaluate their own work or participate in peer assessment. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">Use of assessment data to inform lesson planning and differentiated learning.The effective use of time and resources to support children and students' learning. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Linking learning to real life in all subjects and the use of technology to support independent learning.Student participation in self and peer assessment.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none"> The overall quality of curricula is good. The English National Curriculum (ENC) is provided throughout the school and the American Common Core (ACC) in High following the California Standards. Advanced Placement (AP) curriculum has been introduced this year. These curricula have a clear rationale, are age-appropriate, balanced and flexible. A new KG programme develops skill sets, improves outcomes and enhances provision for all. The curricula provide appropriate continuity and prepare students well for further education. Students in High have a suitable range of subject choices complemented by extra choices of Advanced Placement and Advanced Levels. Younger students can choose between French and geography. Cross-curricular links have yet fully to support students' transfer of knowledge. The school frequently reviews the curricula and provides appropriate professional development to effectively address issues arising from teachers' and students' feedback. Curricula reviews have impacted positively, particularly in Arabic outcomes. The curriculum is modified to address the needs of all students. Provision for groups of students including SEN, the more able and G&T has improved significantly. The school provides very good opportunities for students to develop their enterprise and innovation skills through lessons and special school events, such as work placement, debates and international trips. A comprehensive range of programmes is in place, throughout the school, to develop students' knowledge and appreciation of UAE society. Moral education is integrated in KG and taught as stand-alone lessons by English teachers in Primary, Middle and High. It is successfully delivered through thought-provoking lessons and skilfully integrated into other subjects and assemblies and school events. The impact is evident in students' respect and tolerance of others. 				
Areas of Relative Strength:				
<ul style="list-style-type: none"> The effective modification of the curriculum to provide for all groups of students. Links with Emirati culture and UAE society 				
Areas for Improvement:				
<ul style="list-style-type: none"> Implementation of cross-curricular links in all lessons. 				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	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 protection, care, guidance and support of students is very good. Staff, students and parents know about the rigorous procedures to protect students from all forms of abuse, including cyber bullying. The school is secure, students feel safe and bullying is rare. The premises provide for an inclusive physical learning environment and meet the needs of all students. The school has an ongoing refurbishment program to upgrade facilities and provide new resources. Transport arrangements are well organized. Comprehensive safety, maintenance checks and fire drills are routine. All records, including those regarding school incidents, are systematically logged and securely stored. The school strongly promotes safe and healthy lifestyles and provides healthy eating options for students at all times. Relationships between staff and students are very positive and the supervision of students is always effective and respectful. Students demonstrate self-discipline throughout the day. The school has an effective and systematic approach to the promotion of very good attendance and punctuality. The school has rigorous systems for the identification of SEN and G&T students. A specialist teacher provides support in lessons and through extracurricular projects and activities. Enhanced support for the SEN students is hindered by the limitation in facilities. The school has identified ability groups of internally and makes provision for them. Students are monitored and supported through school counsellors and receive effective advice on future education paths which reflect the strengths of the students. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none"> Very positive relationships between staff and students Provision for SEN and G&T <p>Areas for Improvement:</p> <ul style="list-style-type: none"> Facilities for the support of SEN students. 				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Very Good
Governance	Good
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The overall quality of leadership and management is good.The school's vision is shared, and leaders are fully committed to UAE priorities. All leaders have a secure knowledge of the curriculum and best teaching practice. Relationships and communications are very good.Leaders' capacity to innovate and improve is good. This is demonstrated, for example, in the introduction of coordinators for the English and American curriculums.Self-evaluation processes and improvement planning are good. Leaders at all levels undertake regular lesson observations. Middle leaders have yet consistently focused on students' learning. Monitoring results in a well-structured annual target, but these do not always include measurable improvements in student outcomes. The SDP, linked well to the SEF, effectively addresses the improvements identified from the previous inspection.The school's partnership with parents is very good. Parents are consulted regularly about their child's academic and social development through different media, enabling them to be fully involved. Reporting is regular, with good opportunities to discuss progress. The school has a range of links with local and national organisations.The governance of the school is good. The Board of Governors is very active in seeking the views and ideas of stakeholders. Governors set rigorous accountability goals for leaders.Management, staffing, facilities and resources are good. Management on a day-to-day basis is very good. Procedures are effective and supervision well organised. Teachers have good opportunities for regular professional development.The school makes the most of the facilities available to them. A good range of resources are used well by most teachers to stimulate learning.The school fully embraces the National Agenda. The school promotes high standards in their external exams to ensure students are ready for TIMSS and PISA tests. The students who undertake TIMSS were the 9th placed school in the UAE in the 2015 TIMSS test.	
Areas of Relative Strength:	
<ul style="list-style-type: none">Relationships and communication in the school and with parentsDay-to-day management of the school.	
Areas for Improvement:	



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- Monitoring teaching to have more focus on students' learning particularly by the middle leaders.
- Ensuring that improvement targets include measurable improvements in student outcomes.



Provision for Reading

Provision for Reading

- The school provides an environment that promotes enjoyment of reading. The central library is well stocked with books in English and Arabic for all ages. Tablets access digital reading resources. There is a primary library and KG to Grade 4 have reading corners. Library sessions are timetabled for all classes and a mobile library provides additional variety.
- The school makes very good use of available space to support reading. Online reading programmes in KG develop comprehension skills. Overall, teachers encourage students to read in English and Arabic and help them to develop their comprehension skills.
- Student reading progress in English and Arabic is monitored and teachers have good knowledge of how to judge progress. Students take part in daily reading-based activities and compete in inter-school reading competitions such as the "Chevron Readers Cup". Activities such as quizzes, book reviews and critical analyses of different genres broadens students' reading.
- The school's improvement plan prioritises the importance of reading and staff development sessions strengthen teachers' skills.