



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

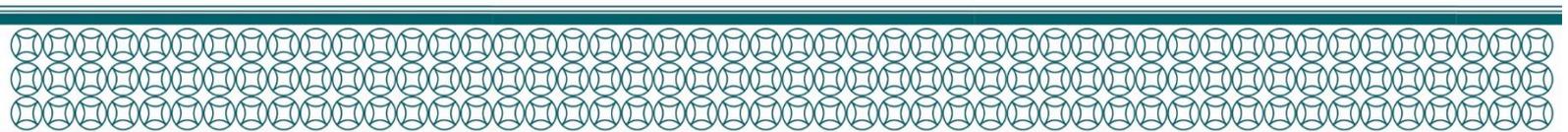
Madar International School

Overall
Effectiveness

Good

Academic
Year

2019/20





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School Information

School Profile			
School Name:	Madar International School		
School ID:	9164	School phases:	KG1 to Grade 12
School Council:**	N/A		
School curriculum:*	American	Fee range and category*	AED 18,300 to AED 29,600 (low to medium)
Address:	Al Towayya District 6 Al Ain	Email:	9164@adek.gov.ae
Telephone:	+971 3 761 1330	Website:	www.madarschool.ae

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

Staff Information			
Total number of teachers	129	Turnover rate	8%
Number of teaching assistants	28	Teacher- student ratio	1:16

Students' Information				
Total number of students	2126	Gender	Boys and girls	
% of Emirati students	90 %	% of SEN students	1 %	
% of largest nationality groups	Jordan 3%, Oman 2%, Syria 1%			
% of students per phase	KG	Primary	Middle	Secondary
	14%	45%	25%	16%

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:	140	Number of joint lessons observed:	39



The overall performance of the school:

- Since the school's previous inspection, most of the senior leadership team, including the school's principal, have joined the school. Teacher turnover is low at 8%.
- The overall performance of the school is good and has improved since the previous inspection. Students' achievement has improved in most subjects. Teaching has also improved under the direction of effective leadership from the principal and her senior team. Self-evaluation and development planning processes have improved which has had a positive impact on raising students' achievement.

Key areas of strength and areas for improvements:

Key areas of strength

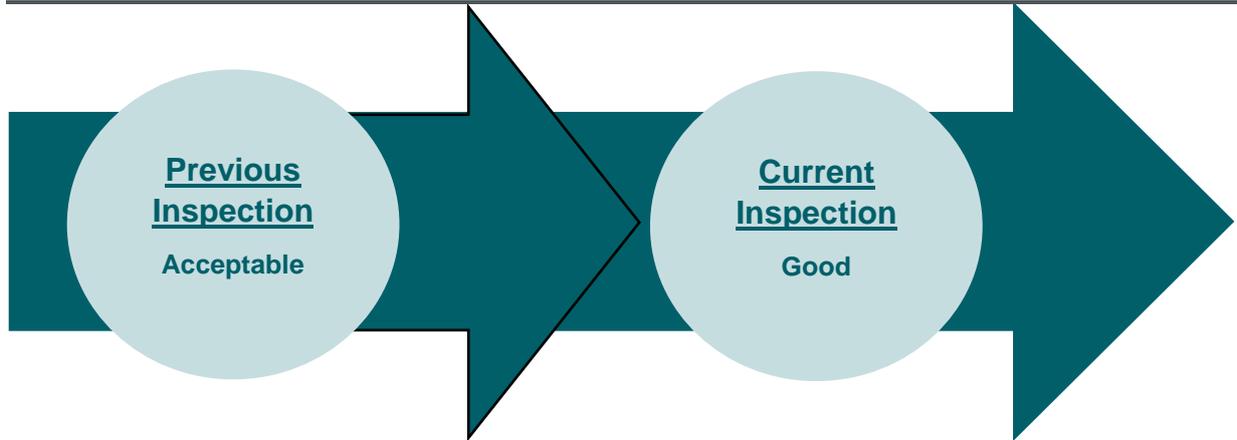
- The improvement in students' achievement in most subjects.
- Students' positive attitudes, behaviour and relationships and their appreciation and respect for Islamic values and Emirati heritage and culture.
- The protection, care, guidance, and support of students.
- The leadership of the principal and senior leadership teams and partnerships with parents.

Key areas for improvement

- Further raise attainment in all subjects, particularly in mathematics and Arabic in the middle phase by:
 - ensuring learning activities are well matched to the needs of all students, particularly for students with special educational needs (SEN) and those who are high achieving.
 - developing students' reading skills in Arabic.
 - providing greater extended writing opportunities in Arabic and English.
- Improve the use of assessment data by:
 - ensuring that data analysis identifies the individual needs of lower and higher achieving students and inform planning to meet their needs.
 - continue with the strengthening of internal assessment procedures to accurately identify ability groups
- Further improve students' punctuality and attendance by:
 - continuing to work with parents to emphasise the importance of attendance and punctuality on achievement.
 - ensuring students, staff and parents are aware of the school attendance and punctuality policy
 - motivating students to attend to school on time through planned incentives and rewards programme.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing almost all recommendations in the previous inspection report. The school's overall performance has improved and is now good.
- Effective teaching has improved students' achievement in most subjects, particularly in Arabic, English and science. Progress is less strong in mathematics in the KG, Primary and Middle phases and in Arabic in the Middle phase.
- The SEN department has been established to provide support for students with specific needs. Specialist teachers effectively identify SEN students and provide targeted support. However, support for lower and higher achieving students in lessons is inconsistent.
- Overall, teaching and assessment are now good. Opportunities for students to engage in collaborative work are developing well in most subjects.
- Leadership and management are now effective. Monitoring and evaluation processes have been introduced and are implemented consistently by senior leaders. Staff has undertaken a range of relevant professional development courses to improve teaching.
- Overall, school leaders' capacity to further innovate and improve the school is good.



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Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students' achievement has improved and is now good in all subjects with the exception of mathematics in KG, Primary and Middle phase, and Arabic in the Middle phase where it is acceptable. Achievement in English and Islamic education is very good in the High phase. Most groups of students make good progress, but lower and higher achieving students do not always make the progress which they are capable of. Students engage enthusiastically in their learning and respond well to challenging tasks that develop their critical thinking and problem-solving skills. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students' attitudes, relationships, and behaviour are very good. Students' attendance is good. However, a few students arrive late to school in the morning. Students demonstrate a clear understanding of Islamic values and respect for the culture and heritage of the UAE. Their understanding of other world cultures is less well-developed. Students display a very good work ethic; they can be creative and are developing their skills in innovation and enterprise. They care for the school and seek ways to improve their environment. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teachers have a secure understanding of the curriculum and their subjects. The quality of teaching is good. Teachers use lesson time and resources effectively to promote good outcomes. Processes for internal assessment are good overall. Teachers use assessment data to adapt their planning in most subjects but do not consistently meet the learning needs of all groups particularly lower and higher achieving students. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved



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Justifications	<ul style="list-style-type: none"> • The curriculum provides progressive learning experiences that support students' good progress. • Cross-curricular links are meaningful, well-planned and facilitate the transfer of learning across most subjects. Links with UAE culture and society are very good. • The curriculum is modified to meet the needs of most students including those with SEN. This is inconsistent for lower and higher achieving students in lessons.
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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 protection care, guidance, and support for students is very good overall. Students are well-cared for and supported in a safe and secure environment. • Staff-student relationships and behaviour management throughout the school are strong. • Appropriate systems are in place to identify and support SEN and G&T students. However, support and challenge for lower and higher achieving students in lessons are inconsistent. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> • The school benefits from good leadership, competently led by the principal and senior leadership team. Senior leaders have improved standards across the school and work effectively as a team to encourage a collegial approach to school improvement. • Self-evaluation and improvement planning are good and accurately identify improvement priorities. • Partnership with parents is very good. Parents are kept well informed about students' achievement. International links are less well developed. 		



Performance Standard 1: Students' Achievement

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



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Islamic Education	<ul style="list-style-type: none"> Students' achievement in Islamic education is good overall. It is very good in the high phase. In lessons and over time, students make good progress overall and very good in High. Internal attainment data and Grade 12 MoE examination results indicate attainment is outstanding overall. This is not borne out in lessons and students' work where attainment is good. In KG, the majority of children can recite prescribed surah and Hadeeth, explain the meanings and make effective links to their lives. In Primary, students develop good knowledge and understanding of Islamic etiquette and values and make links to their lives. In the Middle, students develop a good understanding of Sunna, however, a minority has difficulty understanding its meaning of Hadeeth. The large majority of students in High develop a very good understanding in 'Fiqeh' about family values. Their discussions, analytical approach, and links to real-life situations have deepened their understanding. Students' recitation skills are good across the school but a minority of students do not always follow Tajweed rules. The majority of groups make better than expected progress overall, but progress of higher-achieving students is not accelerated. 	
	Relative Strengths	Areas of Improvement
Arabic	<ul style="list-style-type: none"> Students' achievement in Arabic as a first (AFL) and second language (ASL) is good overall. Students' achievement in Arabic as a first language is acceptable in the middle phase. In lessons and over time; students make good progress in both AFL and ASL in all phases except in AFL in Middle where progress is acceptable. Students' attainment is good overall. It is acceptable in Middle. Results of Grade 12 MOE examination and school's internal data indicate outstanding attainment overall in AFL and ASL. These results are not supported by what is seen in lessons or in students' work. The majority of students demonstrate good listening and understanding skills overall in both AFL and ASL. KG children's phonics skills and their ability to form words are good. In Primary in AFL; the majority of students show good skills in reading comprehension. They can read text fluently and identify the main ideas and characters in the story. They speak confidently to explain their understanding. In Middle; students' reading skills are less secure. In High, The majority can read poetry articulately and with expression. In ASL, students develop their speaking and communication skills as they move up the grades and by Grade 12, they can hold a conversation in Arabic, answer questions and give their opinion confidently. Students' writing skills particularly creative writing in both AFL and ASL are less well developed in all phases. The progress of different groups of students is good overall. It is acceptable in the middle phase, particularly for lower and higher achieving students. 	
	Relative Strengths	Areas of Improvement



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	<ul style="list-style-type: none"> Students' listening and speaking skills. Students' reading comprehension skills in the Primary and Middle. 	<ul style="list-style-type: none"> Students' reading skills in middle phase for those learning Arabic as a first language. Students' extended and creative writing in all phases.
Social Studies	<ul style="list-style-type: none"> Students' achievement in social studies is good. In lessons and over time, students make good progress. The school's internal assessment data indicates that attainment is outstanding. This is not borne out in lessons and in students' work where attainment is good. Primary students develop good knowledge about the geography of the UAE and Gulf countries. In Middle, students develop a good understanding of the history and geography of the UAE. They can compare UAE in the past and present, discuss contemporary issues and how it impacts the UAE population. Students' map-reading skills are underdeveloped. The majority of groups of students make better than expected progress. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Students' knowledge of contemporary issues relating to the UAE in Middle. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Students' map-reading skills.
English	<ul style="list-style-type: none"> Students' achievement in English is good overall. Students' progress in the high phase is very good. The school's internal data indicates very good attainment in primary and middle phases and outstanding attainment in KG and high. External Measure of Academic Progress (MAP) data show that attainment is weak overall. SAT results indicate outstanding attainment in High. This is not borne out by evidence seen in lessons or students' work where attainment is good. In KG, the majority of children make better than expected progress in English. They demonstrate good phonics awareness and show confidence in their speaking, listening, reading and writing skills. In Primary, Middle, and High, the majority of students demonstrate good listening, speaking, reading and comprehension skills. Extended writing is less well developed in all phases. The majority of groups of students make above the expected progress. In High, a large majority make better than expected progress as they are fully challenged to improve their work and to extend their learning. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Development of KG children's phonic skills. Students' listening, speaking, reading and comprehension skills across the school. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Students' extended writing skills.



Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable overall. It is good in the High. External MAP data shows weak attainment in the primary and middle phases. SAT results show outstanding attainment in High. These are not borne out in lessons or in students' work. Most students make expected progress in mathematics overall, with good progress in High. In KG, most children can count appropriately, but struggle in using blocks to represent 2-digit numbers. In Primary, most students show a basic understanding of how to collect data and represent this on a bar graph. Most students demonstrate acceptable mental mathematics skills but only when answering simple calculations. In Middle, students can find prime factors of numbers but struggle to simplify answers using exponents. In high, the majority of students can use algebra and calculus well to explore points of inflexion of functions. Most groups make expected progress overall. In high, the majority of groups make better than expected progress. The progress of lower and higher achieving students is insufficient. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Students' understanding of algebra and calculus in High Students' basic understanding of numbers and their ability to collect data and create simple graphs in Primary and Middle. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Students' mental mathematics skills. KG children number skills
Science	<ul style="list-style-type: none"> Students' achievement in science is good overall. In lessons and over time, the majority of students make better than expected progress. Attainment overall is good. The school's internal data indicates that students make very good progress. External MAP data show that attainment is weak. This is not borne out by evidence seen in lessons or students' work where attainment is good. The majority of students make better than expected progress in their scientific thinking skills. The majority of KG children can describe the conditions for plant growth. The majority of students across the school show good practical skills, can perform experiments successfully and record the results. Primary students can describe the various forms of energy and how one form can be changed into another. The majority of Middle students can measure the rate of acceleration of a moving object. Students in the high phase can explain the difference between chromosome and gene mutations and carry out experiments to show the relationship between the angle of incidence and reflection. Students' knowledge of scientific terms is good. However, students' skills in planning independent investigations to test their own hypotheses are underdeveloped particularly in High. The majority of groups make above expected progress. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Students' practical and experimental skills. Students' knowledge of scientific terms. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Students' ability to plan investigations independently and to test hypotheses.



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Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. In lessons and over time, the majority of students make better than expected progress.• Internal assessment data indicates that attainment is outstanding. This is not borne out in lessons or students' work where attainment is good in all phases.• In art, the majority of students create increasingly sophisticated artefacts and images using a range of media. In Middle, students' drawing skills are less well developed.• Students are confident users of ICT. In Design and Technology (DT) lessons, students study networking and can identify the type of network appropriate for different commercial and industrial processes. In business studies and economics, the majority of students in High can discuss the factors which lead to cyclical and structured unemployment and their impact on world economies.• In Physical Education (PE) students develop skills in a good range of sporting activities. There is a clear focus on the development of students' physical fitness.• The majority of groups of students make better than expected progress from their starting points.	
	Relative Strengths	Areas of Improvement
	<ul style="list-style-type: none">• Students' use and application of ICT.• Students' ability to work in a range of media in art.	<ul style="list-style-type: none">• Students' drawing skills in Middle.

Learning Skills	<ul style="list-style-type: none">• Learning skills are good overall. Most students enjoy learning and demonstrate positive attitudes in class. They have a good understanding of what they need to do to improve the standards of their work.• Students are keen to learn and are well motivated. They increasingly take responsibility for their own learning. Students work collaboratively and work well in small groups. Their communication skills are good.• Students apply their learning to their understanding of the world and establish meaningful links between subjects. The majority use information technologies innovatively to present their work. Their ability to research independently is inconsistent. Innovation and critical thinking skills are developed well in the majority of lessons.	
	Relative Strengths	Areas of Improvement



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	<ul style="list-style-type: none">• Students' positive attitudes to learning.• Students' collaboration skills.	<ul style="list-style-type: none">• Students' ability to research independently.
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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

- Overall, students' personal and social development is very good, and their innovation skills are good. Students display very positive attitudes and behaviour. They are consistently self-disciplined and are respectful of one another. Students report that they feel safe, valued and supported.
- Students have a very good understanding of, and a strong commitment to, following a healthy and safe lifestyle. Their attendance is good at 95%. However, a few students arrive late to school.
- Students have a very secure understanding of how Islamic values influence contemporary UAE society. Students show very good respect and appreciation for UAE heritage and culture. They have a very secure understanding of their own culture and participate in a range of national events and cultural activities which show their clear knowledge of UAE culture. Students' awareness of the wider world cultures is less well developed.
- Students are proactive and participate in a range of opportunities to volunteer. They lead fundraising activities to donate to the Red Crescent and to those in need in other countries abroad. Students' entrepreneurial skills are well developed across the school.
- Students show a very positive work ethic and are creative and innovative. They typically rely on the support of their teachers when encouraged to work innovatively. Students care for the school and seek ways to improve their environment. They are active in raising awareness of environmental issues and actively participate in school conservation schemes and local 'clean-up' campaigns.

Areas of Relative Strength:

- Students' attitudes to learning, their behaviour, and effective relationships.
- Students' respect for and knowledge of the UAE culture and heritage and their understanding of Islamic values.

Areas for Improvement:

- Punctuality of few students in the morning.
- Students' awareness about wider world cultures and their ability to innovate independently.



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. It is acceptable in mathematics overall and in the middle phase for students learning Arabic as a first language. There are few opportunities for students to develop their extended writing skills in Arabic and English.Most teachers have good subject knowledge and understanding of how students learn them. Lesson planning is consistent across the school. Most teachers plan engaging activities that meet the needs of most learners. They use time and a wide range of resources effectively to provide interest and variety in students' learning. This is less effective in mathematics overall, and in AFL in Middle.Most teachers encourage dialogue through collaborative and paired learning activities, where students share ideas and solve problems. They use questioning strategies well to encourage students to explain their ideas and check for understanding particularly in High in Islamic education, and English lessons.In most lessons, teachers use a range of strategies to meet the needs of most students. However, differentiated strategies to meet the needs of lower and higher achieving students are inconsistent across subjects. Teachers are increasingly and systematically integrating critical thinking, problem-solving and independent learning skills into lessons.The school has a well-structured assessment system that provides regular feedback on students' progress. Baseline tests, ongoing quizzes and teacher assessments are analysed well to monitor students' progress.External data is used to benchmark students' outcomes against national and international expectations and to monitor their progress.Most teachers use data well to influence teaching and inform future learning but support and challenge for lower and higher achieving students are inconsistent in lessons.Teachers have a good knowledge of their students' attainment and provide regular constructive feedback by providing next steps in learning when marking work.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Teachers' knowledge of their subjects and how students learn.Teachers use of questioning particularly in Islamic education and English lessons in High.				
Areas for Improvement:				
<ul style="list-style-type: none">Use of assessment and differentiated learning activities to meet the needs of lower and higher achieving students in all lessons.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is good. Students follow the California Common Core State Standards. In science, students follow the Next Generation Science Standards.• The curriculum develops students' learning skills effectively and promotes continuous and progressive learning between phases. The curricular choices for older students are limited.• Links between subjects are good. Connections provide opportunities for students to learn independently and collaboratively through research and critical thinking.• Staff conduct regular curricular reviews and modified to meet the academic and personal development needs of most students including SEN students. However, planning to provide support and challenge for lower and higher achieving students is inconsistent in lessons.• All students but particularly gifted and talented students (G&T) have the opportunity to engage in a good variety of extra-curricular activities and pursue their talents. The curriculum includes opportunities for enterprise, innovation and social contribution. Links with Emirati culture and UAE society are very good.• Moral education is delivered through a combination of discrete lessons and planned cross-curricular learning in all subjects. The school attributes improvements in behaviour to the implementation of the moral education programme.				
Areas of Relative Strength: <ul style="list-style-type: none">• The promotion of continuous and progressive learning between phases.• Links with Emirati culture and UAE society.				
Areas for Improvement: <ul style="list-style-type: none">• More curricular choice for older students.• Modification of the curriculum to meet the needs of lower and higher achieving students particularly in lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of protection, care, guidance and support for students is very good.• The school has rigorous policies and procedures for safeguarding students, including child protection. Staff, parents, and students are aware of these procedures and know how to report concerns. Students are very aware of cyber-safety.• The school provides a safe, hygienic and secure environment. Staff undertakes robust and regular checks on the premises. Supervision of students is very effective in all parts of the school, including on school transport. Buildings and equipment are very well maintained. The school maintains detailed and secure records, including incidents and subsequent actions. Parts of the school are not easily accessible to those with mobility issues.• The school nurses and support staff promote an ethos for safe and healthy living very effectively.• Systems for managing students' behaviour and promoting positive relationships are very effective. Procedures are established to promote attendance and punctuality, although these are not consistently reinforced.• Systems are in place to identify SEN and G&T students. SEN students have individual educational plans (IEPs) and well supported in lessons and withdrawal arrangements. G&T students follow their talents through extracurricular activities and events. However, support and challenge for lower and higher attaining students in lessons, is less well developed.• The well-being and personal development of all students are efficiently monitored. Career and further education guidance for Middle and High school students are effective and highly valued by students.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• The care, welfare, and safeguarding of students and the promotion of a healthy lifestyle.• The identification of SEN and G&T students.• Career guidance for Middle and High students				
Areas for Improvement:				
<ul style="list-style-type: none">• Support and challenge for lower and higher attaining students in lessons and accessibility for all students to all parts of the school.• Consistent implementation of policies to promote attendance and punctuality.				



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

Areas of Relative Strength:

- The quality of leadership and management is good. The principal sets a clear, strategic direction for the school which is shared by all staff. Senior leaders have a secure understanding of the curriculum and have created a positive learning culture.
- Relationships and communication throughout the school are very good. Middle leaders and teams of staff are given responsibility for leading improvement initiatives. All leaders work well as a team and demonstrate a good capacity to further innovate and improve. School leaders' actions have improved the school since its last inspection.
- Self-evaluation and improvement planning processes are good. A range of evidence, including the analysis of internal assessment data and lesson observations, is used to inform the SEF. The processes for lesson monitoring and evaluation are effective and have a clear focus on students' learning.
- Processes for school improvement are good. Analysis of evidence is sufficiently rigorous to ensure that targets in the school development plan (SDP) are realistic and drive improvement.
- Partnerships with parents are very good. The school involves parents in most aspects of school life and considers their views. Effective communications and regular reporting ensure parents are informed about students' development.
- Partnerships with other schools and local universities have a positive impact on students' learning. There are few international partnerships linked with the school.
- School governance is good. The views of stakeholders are regularly sought and help to influence school improvement planning. Governors hold school leaders to account and have a positive impact on students' performance.
- Most aspects of the day-to-day running and organisation of the school are well-organised and impact positively on students' learning. Staff is well-qualified, and most have benefited from professional development. The learning environment and range of resources effectively promote students' learning and personal development. Accessibility for staff and students with mobility issues to parts of the school is limited.
- The school use MAP to benchmark their students against international standards. They are starting to use this information to further improve students' outcomes and prepare them for TIMSS and PISA.

Areas of Relative Strength:

- The vision, direction, and leadership by the principal and senior leaders.
- Effective partnerships with parents.



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Areas for Improvement:

- Developing more International links.
- Ensuring all parts of the school are accessible for all staff and students including those with mobility issues.



Provision for Reading

Provision for Reading

- The two libraries are well-stocked with good quality non-fiction and fiction books in both Arabic and English. These resources are supplemented by a wide range of electronic books offered at all reading levels.
- Teachers ensure that students use the libraries, as well as other designated areas, to cultivate their interest and love for reading.
- The school has an annual plan for the development of reading which includes provision for professional development for staff.
- Reading Zones feature in classrooms, comprising high quality to support students' reading skills.
- Reading for comprehension is promoted in all subjects and extra-curricular activities and features in teachers' planning.
- Displays throughout the school, promote reading in class and at home. Students enter a range of national and international reading competitions. Students are assessed in reading and their progress is monitored.