



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

Cambridge High School

Overall
Effectiveness

Good

Academic
Year

2019/20





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DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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School Information

School Profile			
School Name:	Cambridge High School		
School ID:	9045	School phases:	KG to high
School curriculum:*	British	Fee range and category*	AED 15,320 to AED 32,100 (low to high)
Address:	Musaffah Abu Dhabi	Email:	9045@adek.abudhabi.ae
Telephone:	+097 (0)2 552 1621	Website:	www.gemscis-abudhabi.com

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

Staff Information			
Total number of teachers	104	Turnover rate	11%
Number of teaching assistants	25	Teacher- student ratio	1:18

Students' Information				
Total number of students	1841	Gender	Boys and girls	
% of Emirati students	6%	% of SEN students	1%	
% of largest nationality groups	India 32%, Pakistan 24%, Egypt 7%			
% of students per phase	KG	Primary	Middle	Secondary
	14%	41%	28%	17%

Inspection Details			
Inspection Hijri dates from:	14/03/1441	to	17/03/1441
Inspection Gregorian dates from:	11/11/2019	to	14/11/2019
Number of lessons observed:	126	Number of joint lessons observed:	24



The overall performance of the school:

- The principal and vice-principal were appointed in August 2019. The school is part of the GEMS Education group of schools.
- The overall performance of the school is good. The school has sustained students' very good personal and social development. Assessment, the curriculum and protection, care, guidance and support are very good. Students' achievement is good overall and very good in the high phase. This is driven by well-planned and enthusiastically delivered teaching throughout the school. The school's improving provision is underpinned by accurate self-evaluation and effective, devolved leadership at all levels.

Key areas of strength and areas for improvements:

Key areas of strength

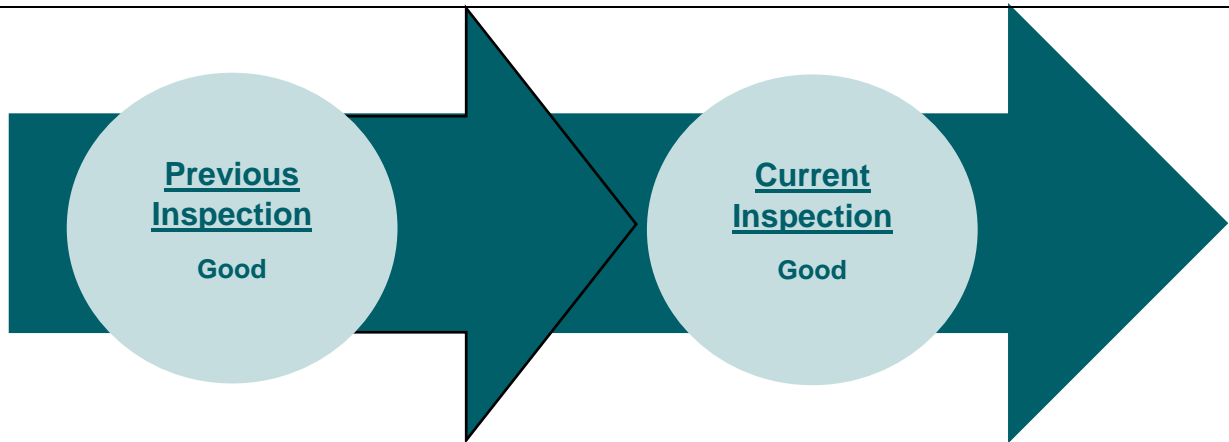
- The very good attainment of students overall in the IGCSE examination, and their outstanding attainment in mathematics.
- Students' exemplary behaviour, their responsible and conscientious attitude to their studies and their positive response to the school's exemplary promotion of safe, healthy lifestyles.
- The school's robust assessment procedures which provide accurate and comprehensive information on students' attainment and progress.
- The school's well-planned and effective cross-curricular links and the extensive range of extra-curricular clubs and activities.
- School leaders' rigorous and accurate self-evaluation and the involvement of all members of the school community in improvement planning and implementation.

Key areas for improvement

- Improve students' achievement in Arabic as a second language (ASL) by:
 - providing more opportunities to develop extended reading and writing skills in Arabic
 - giving greater focus to speaking standard Arabic in lessons
 - providing more varied activities in lessons for students to use their Arabic skills.
- Ensure more consistent support in lessons for students with identified special educational needs (SEN) by:
 - providing appropriate written guidance on best practice in supporting students with SEN
 - providing whole school professional development in identifying and supporting students with SEN
 - monitoring the effectiveness of in-class support.
- Develop further students' innovation skills, and their skills in the use of educational technology, to support their learning by:
 - planning and implementing classroom strategies and activities for the use of educational technology by students
 - providing whole school professional development in best practice in the use of educational technology in lessons.



Progress made since last inspection and capacity to improve



- School leaders have addressed almost all the recommendations in the previous inspection report.
- The standards reached by students in A-Level mathematics and the small number of students in A-Level English have improved. In mathematics, students have more opportunities for solving applied mathematical problems and working collaboratively on shared tasks. In English, there has been a sharper focus on analysis, contrast and analysis of more complex texts.
- Teaching for effective learning remains good overall and is now very good in high. The school's assessment procedures are more consistently understood and applied across the school. The school's focus on High Performance Learning has introduced challenge for all students. The outcomes of student assessment are used to promote student progress which remains good overall and very good in high.
- Students' personal and social development remains very good. The school's curriculum is now evaluated as very good. It provides a smooth transition between years, has well-planned and effective cross-curricular links and is enriched with a wide range of activities and clubs to enhance students' learning. More consistently applied procedures within the school have improved protection, care, guidance and support of students to very good.
- Overall, school leaders sustained good standards and improved aspects of the school provision and outcomes. They demonstrate good capacity to continue to innovate and improve the school.



Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Students' achievement is good or better in most subjects. Achievement is very good in English, science and overall in the high phase. It is acceptable in ASL. Students' progress is good or better in most subjects for different groups of students. Higher achieving and SEN students do not always make sufficient progress in lessons. Students are responsible and independent learners. Their collaboration and communication skills are strong, but their innovation skills are less well developed 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' very good personal and social development promotes effective learning. Students' punctuality and attendance are very good. Students have a clear understanding of Islamic values and a respectful understanding of the traditions and heritage of the UAE. Students are growing into responsible citizens, are active participants in volunteering activities to improve the environment. Their innovation skills in lessons is less well developed. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Teachers plan stimulating and interesting lessons to meet students' individual learning needs. In ASL it is less strong. They build on students' motivation and engage them in their learning through thoughtful questioning and dialogue and actively promoting their critical thinking and problem-solving skills in lessons. Planning opportunities for innovation in lessons is less consistent. Internal assessment processes are comprehensive, accurate and reliably measure students' progress. 		

Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	Improved



Justifications	<ul style="list-style-type: none"> The very good curriculum is designed with a clear rationale and is aligned to the national vision of the UAE. A wide range of curricular choices and extra-curricular activities are available to students. Cross curricular links are effectively planned and provide meaningful links across subjects. Meaningful links with UAE society and Emirati culture. Curriculum modification is not yet fully support SEN students and promote innovation in lessons consistently.
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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 has rigorous procedures to safeguard students. All staff are conversant with the child protection policy. The school's wide range of activities effectively promotes healthy lifestyles. The school has a rigorous system to identify students with SEN and those who are gifted and talented. Support and challenge in lessons is inconsistent. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The recently appointed senior leaders set a clear strategic vision and direction for the school. The school's accurate self-evaluation has identified the school's key areas for development. The Friends of Cambridge parents group make a positive contribution to the academic and personal development of students. The Local Advisory Board monitors all aspects of the school's performance. The school and its facilities are managed very effectively, however limited access to technology in lessons and cramped classrooms are limiting students' further progress. 		



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Good	Good
	Progress	N/A	Acceptable	Good	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
* Arabic (as additional Language)	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Good	Good	Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Very Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Science	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very 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



Islamic Education	<ul style="list-style-type: none"> • Student achievement is good overall and acceptable in primary. Progress over time and in lessons is good in Middle and High and acceptable in the Primary. • Attainment is good in Middle and High and acceptable in Primary. Internal data shows outstanding standards. This is not borne out in lessons and in students' work. The majority of students attain above curriculum standards in Middle and High. They are in line in Primary. • In lessons and in recent work, students demonstrate good progress in Middle and High in gaining knowledge and understanding of Islamic teaching and concepts in Faith and Seerah. Students develop their understanding of the meanings and vocabulary in the verses of the Holy Quran. This is less evident in Primary. Higher achieving students recite verses of Holy Quran following Tajweed rules. However, students' recitation skill following 'Tajweed' rules is less well developed overall. • The majority of groups make better than expected progress in Middle and High and most make at least expected progress in Primary. Higher achieving students do not make the progress of which they are capable in gaining deeper understanding of the verses of the Holy Quran. 	
	Relative Strengths	Areas of Improvement
	<ul style="list-style-type: none"> • Students' understanding of concepts in Faith and Seerah in Middle and High. • Students' understanding of relevant vocabulary. 	<ul style="list-style-type: none"> • Students' understanding of the meaning and vocabulary in the verses of the Holy Quran in primary. • All students' recitation skills following Tajweed rules.
Arabic	<ul style="list-style-type: none"> • Students' achievement in Arabic as a first language (AFL) is good across the phases. It is overall acceptable in Arabic as a second language (ASL). • Attainment is good overall. Internal assessment data shows outstanding attainment in primary and high phases, and very good in the middle for AFL and outstanding across the phases for ASL. External MoE exams results in Grade 12 for AFL and ASL students are outstanding. In lessons and in students' work, the majority of students attain levels that are above curriculum standards in AFL and are in line for ASL. • In KG, the majority of children develop good literacy skills and can read words in their environment and identify the sounds of letters. Overall, students develop good speaking, listening and reading skills but their writing skills is less well developed particularly extended writing. In high phase, the majority of students discuss literary text and deduce the main themes and keywords. • In ASL, students develop acceptable reading, listening and understanding skills but their speaking is less well developed. • The majority of groups of students make good progress in AFL while most groups make expected progress in ASL More able students do not always make the progress of which they are capable of. 	



	<p>Relative Strengths</p> <ul style="list-style-type: none"> • Students' speaking, listening and reading and skills • Students' reading comprehension skills in High. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> • AFL students' extended writing skills. • ASL students' speaking skills.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Social Studies</p>	<ul style="list-style-type: none"> • Student achievement in social studies is good overall. The majority of students make better than the expected progress in lessons and over time. • Attainment is good. Internal data shows very good attainment, but this is not borne out in lessons and in students' work where the majority attain above curriculum standards. • Students gain good knowledge and understanding in history, particularly of the UAE. In Primary, they develop good understanding in geography about the impact of globalisation, but their skills in using maps to extend their learning is less well developed. • The majority of groups make better than expected progress. Higher achieving students do not make sufficient progress in extending and deepening their knowledge in history and geography. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> • Primary students' understanding of the impact of globalization. • Students' understanding of the history of the UAE. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> • Students' use of maps in geography to extend their learning. • High achieving students' depth of knowledge in history and geography.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">English</p>	<ul style="list-style-type: none"> • Students' achievement in English is very good. Reliable school assessment data show that the large majority of students make better than expected progress over time. • Attainment overall is good and is very good in high. The school's robust external assessment data indicates that the majority of students across the school, and a large majority in high, attain above curriculum standards. • A large majority of students make very good progress, building on their listening, speaking, reading and writing. Children in KG develop phonic knowledge and comprehension skills well. Students in Primary plan and structure a story using accurate punctuation. In Middle, students use texts very well to discuss their opinions. In High, students debate, analyse and contrast different texts very well. Students' writing skills are not as developed particularly extended writing. • Most groups make better than expected progress. Progress of SEN students is inconsistent. 	



	Relative Strengths <ul style="list-style-type: none">• KG children's understanding and use of phonics to improve reading.• Students' speaking and listening skills, particularly in high school.	Areas of Improvement <ul style="list-style-type: none">• Students' extended writing skills.
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Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good overall; it is very good in KG and high. Robust external progress data indicate that students make good progress overall but very good progress in KG and in High.• Attainment overall is good and very good in KG and High. Students' attainment in IGCSE is very good. In lessons and students' work, the large majority of students attain above curriculum standards.• Children in KG make rapid progress in basic number, calculation and measurement skills. The majority of students make good progress in primary and middle, working with graphs and unknowns and more complex number operations. By year 11, IGCSE students are skilled in solving complex mathematical equations. The large majority of students taking A-levels are confident users of complex mathematical principles and formulae.• Most groups of students in KG and high make above expected progress from their starting points. The progress of the most talented students is not being accelerated by working on more open-ended tasks. Progress of SEN students is insufficient.	
	Relative Strengths <ul style="list-style-type: none">• Students' very good IGCSE results.• Students' skills in solving complex equations and formulae.	Areas of Improvement <ul style="list-style-type: none">• The accelerated progress of the most talented students by working on more open-ended tasks.



Science	<ul style="list-style-type: none"> Students' achievement in science is very good overall; it is good in KG. The school has reliable data to demonstrate that students make very good progress over time. Students' attainment in external assessments, including IGCSE and A-level, and in lessons is very good overall. The attainment of children in the KG is good. Children in the KG can describe the characteristics of living things and classify animals into their vertebrate groups. Children development of scientific skills through prediction and exploration is less well developed. In primary, students gain a very good understanding of the scientific method and apply this when designing experiments to test hypotheses. Older students develop strong skills in performing experiments and conducting independent research. The progress of different groups of students, including SEN and gifted and talented, is very good. 	
	<p>Relative Strengths</p> <ul style="list-style-type: none"> Primary students' understanding of the scientific method. Older students' skills in scientific experiments. 	<p>Areas of Improvement</p> <ul style="list-style-type: none"> Children scientific skills in KG.

Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is good overall. Overall progress in lessons and over time is good. The large majority of geography students in High attain above curriculum standards and have a very good understanding of the causes of globalisation. Art and music students are making good progress throughout the school and reach levels above curriculum standards. In PE, lack of personalised feedback and peer analysis of performance slow the progress in the development of skills. In art, students develop a wide range of skills in different media such as paint, crayon and clay to produce good quality models and artwork. Students in all phases enjoy singing and performing using musical instruments. Primary history students have a very good understanding and use of Ancient Egyptian hieroglyphics. They can decode symbols and create their own designs. Business studies students in high use Human Resource Management systems to compare and contrast hard and soft management approaches. Economics students understand the impact of trade barriers. ICT skills are at least good throughout the school. Middle phase students have developed a wide range of ICT skills to create forms and input and edit data accurately. 	
	<p>Relative Strengths</p>	<p>Areas of Improvement</p>



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	<ul style="list-style-type: none">• Primary students' understanding of ancient civilizations in history classes.• The high phase students' understanding of current economic affairs.	<ul style="list-style-type: none">• Development of students' PE skills through personalised feedback and peer analysis performance.
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Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall. They are responsible, motivated and use their collaboration skills productively in groups and pairs. They use their critical thinking and problem-solving skills effectively when given open-ended tasks, but only in the high phase are these consistent features of lessons.• Students are conscientious, independent learners and self-motivated to manage their own learning. A good level of innovation skills is evident in the numerous projects undertaken by students outside of lessons. The development of their innovation skills is limited in lessons.			
	<table border="1"><thead><tr><th>Relative Strengths</th><th>Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' collaboration skills.• Students' ability to work as independent learners.</td><td><ul style="list-style-type: none">• Students' innovation skills in lessons.• Critical thinking and problem-solving in all phases</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' collaboration skills.• Students' ability to work as independent learners.
Relative Strengths	Areas of Improvement			
<ul style="list-style-type: none">• Students' collaboration skills.• Students' ability to work as independent learners.	<ul style="list-style-type: none">• Students' innovation skills in lessons.• Critical thinking and problem-solving in all phases			



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. They demonstrate positive and responsible attitudes to their studies. Students display exemplary behaviour at all times in and out of lessons. Respectful relationships between students and teachers help them develop as confident individuals. Their punctuality, and the attendance of students at 97%, are very good. Almost all students have positive attitudes toward maintaining active and healthy lifestyles. This is less evident for few students.
- Students demonstrate a secure understanding of Islamic values and how they influence everyday life in the UAE. They are very knowledgeable and respectful of the traditions and heritage of the UAE. They are developing an awareness and understanding of their own and other world cultures. The student leadership programme engages students in helping to run aspects of the school.
- Students show a positive work ethic. They are developing their innovation skills through projects outside school, but generally these are not as prominent in lessons. Students are actively involved in volunteering within school and the local community. Students are well aware of environmental issues such as sustainability. They initiate projects to improve their environment.

Areas of Relative Strength:

- Students' exemplary behaviour, respectful relationship and positive work ethic.
- Students' understanding of Islamic values and UAE heritage.
- Students' attendance and punctuality.

Areas for Improvement:

- Students' innovation skills in lessons.
- Adoption of all students to healthy lifestyle.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The quality of teaching is good overall; assessment is very good. Most teachers have secure subject knowledge and understand how students learn effectively. Teaching in English and the sciences is very good overall and very good in the KG and high phases.Teachers use resources efficiently to support learning. They build on students' motivation and engage them in their learning through thoughtful questioning and dialogue. Teachers' expectations of what the students can achieve are generally too low in ASL. Class assistants support students learning well particularly in KG.Teachers effectively plan to meet the individual needs of students, although in a minority of lessons, planning does not sufficiently challenge more able students nor support the learning of those with SEN. A majority of lessons are carefully constructed to promote critical thinking and problem solving. Planning opportunities for innovation is less consistent.Internal assessment processes are clear and coherent. The school benchmarks students' achievements effectively against external standards. Senior leaders use rigorous assessment to track students' progress. Class teachers are confident in the use of this data to support learners in their class. Teachers mark students' work regularly and provide clear feedback to students on how they can improve.				
Areas of Relative Strength: <ul style="list-style-type: none">Effective questioning and dialogue with students.Robust assessment procedures.				
Areas for Improvement: <ul style="list-style-type: none">Consistent promotion of innovation in lessons.Teaching in ASL and to consistently meet the needs of SEN and more able students.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of the curriculum is very good. Curriculum adaptation is good. The school's curriculum is designed with a clear rationale and is aligned to the national vision of the UAE. A very wide range of curricular choices are provided to Year 9 students.Cross-curricular links are effectively planned by most teachers. The curriculum is regularly reviewed and developed to enhance the academic and personal development of students. Modifications to meet the specific needs of SEN students within lessons are developing.An extensive range of weekly extra-curricular activities are available to students. These provide opportunities to develop their entrepreneurial and innovative skills. In lessons, opportunities for students to initiate ideas to support innovation and enterprise are less well developed.A range of learning experiences are integrated into most aspect of the curriculum to support students understanding of UAE culture. Meaningful links are made with UAE society and the community through the national identity program. Assemblies led by students explore wider cultural themes. Students enthusiastically celebrate national events, such as Flag Day.Moral Education is effectively integrated across subjects. Students confidently discuss topics such as tolerance, forgiveness and honesty and apply these to their daily lives. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">The school's well-planned and effective cross-curricular links.The very wide range of extra- curricular clubs and activities.Links with Emirati culture and national identity. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Modification of the curriculum to further support students with SEN and promote innovation 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	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The quality of protection, care, guidance and support of students is very good. The school has rigorous procedures to safeguard students. All staff are conversant with the child protection policy. The school provides a safe and very well-maintained learning environment. Supervision throughout the school is highly effective.• The school undertakes regular and very effective safety checks and risk assessments. A wide range of activities effectively promotes healthy lifestyles. Students bring healthy food from home and understand the importance of eating healthily. Systems for managing students' behaviour are very effective. Procedures successfully promote high attendance and punctuality.• A rigorous system is in place to identify students with SEN and those who are G&T. The school provides support to SEN students in withdrawal sessions. Specific SEN support is inconsistent in lessons. Students who are G&T are provided with enriching, challenging extra-curricular activities. Challenge in lessons is less consistent. Students are provided with clear and relevant guidance in preparation for their next stage of education and future careers. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">• The rigorous procedures to safeguard students.• The wide range of activities that promote students' healthy lifestyles. <p>Areas for Improvement:</p> <ul style="list-style-type: none">• The school's consistent support in lessons for SEN and G&T 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

Areas of Relative Strength:

- The overall quality of leadership and management is good. The recently appointed principal and vice-principal set a very clear strategic vision and direction for the school. This inspiring leadership has demonstrated a commitment to an inclusive learning environment for all students. A sharp focus on improving the quality of teaching and learning is resulting in positive outcomes for students.
- The school's accurate self-evaluation informs school and subject development plans which are based on robust, accurate assessment systems. Effective leadership has seen improvements in student outcomes in English, mathematics and science. Monitoring teaching and learning is effective in identifying areas for improvement and in providing the required support. This is less effective in ASL.
- The Friends of Cambridge parents group make a positive and regular contribution to the academic and personal development of students. A wide range of communication channels keep parents updated, particularly on students' academic progress.
- Parents, members of the local community and representatives of the owners comprise the Local Advisory Board which monitors all aspects of the school's performance. They provide appropriate support, act as critical friends and hold senior leaders accountable.
- The school and its facilities are managed very effectively on a daily basis. The narrow corridors and staircases are appropriately supervised. The deployment of teachers and resources is effective although the use of educational technology in lessons is limited. Many classrooms are cramped and limit the opportunities for activities involving student movement.
- The school effectively uses several international benchmark assessments to analyse students' progress. Students are well prepared for TIMSS and PISA assessments.

Areas for Improvement:

- The school's accurate self-evaluation.
- Parental involvement in the life of the school.



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- Improvement in ASL across the school.
- Limited access to educational technology in lessons and cramped classrooms.
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Provision for Reading

Provision for Reading

- There are 13,000 books in the school's three libraries covering fiction and non-fiction texts in English and Arabic. Students regularly use the libraries to exchange books and read quietly.
- KG children and primary students use the guided reading and a phonic programme to support reading fluency. An accelerated reading programme ensures that all students in primary and middle phases read and respond to at least one text weekly.
- In primary, teachers read carefully selected books across a range of genres with students. They select texts which engage students and support their understanding of topics of study.
- Students' reading skills are assessed and tracked carefully in English and Arabic. By the high phase, students analyse texts and compare literary techniques across a broad range of genres. Authors are regularly invited to talk about their work.
- The school recognises reading as a foundation skill for successful learning. The school is less well-resourced to embed a culture of reading for pleasure in Arabic.