



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

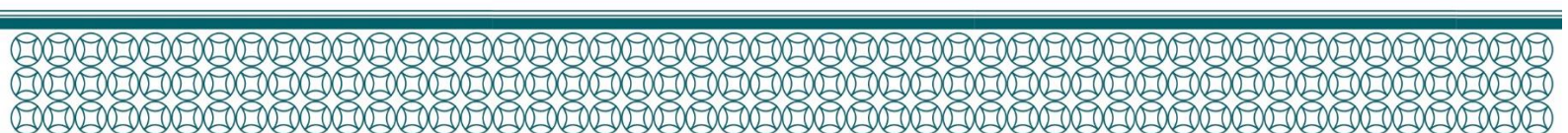
Inspection
Report of

Repton Senior School

Overall
Effectiveness

Very good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Repton Senior School		
School ID:	9288	School phases:	Primary and Middle
School Council: **	N/A		
School curriculum: *	English National Curriculum	Fee range and category*	AED 61,000 – 70,000 (Very high)
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Telephone:	+971 (0)2 5081900	Website:	www.reptonabudhabi.org

Staff Information			
Total number of teachers	43	Turnover rate	11%
Number of teaching assistants	10	Teacher- student ratio	1:12

Students' Information				
Total number of students	517	Gender	Boys and Girls	
% of Emirati students	19%	% of SEN students	6%	
% of largest nationality groups	British 10%	Indian 8%	American 7%	
% of students per phase	N/A	Primary	Middle	N/A
	0%	91%	9%	0%

Inspection Details				
Inspection date:	from	<u>05/06/1440</u>	to:	<u>08/06/1440</u>
		10/02/2019		13/02/2019
Number of lessons observed:	98	Number of joint lessons observed:	16	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school opened in September and has almost trebled in size this academic year. The school has students in Years 2 to 9. Most students are additional language speakers in English and/or Arabic and have been learning to speak them for under a year. There is limited assessment data for the very small number of middle school students. Repton is an Apple Distinguished School in recognition of its use of digital learning.
- The overall performance of the school is very good. Achievement is very good as a result of the very good teaching and curriculum quality in most subjects. Students' independent learning skills and personal development are very good overall, and attitudes, behaviour and innovation skills are outstanding. Procedures for students' health and safety and support for students with special educational needs (SEN) and those who are G&T are outstanding. Senior leaders have established an aspirational vision for students' high achievement but achievement in Islamic education, Arabic and social studies is not yet as good as almost all other subjects.

Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none">• Achievement is very good in most subjects across the school, including English, mathematics and science. Achievement is good in Islamic education and Arabic, and acceptable in social studies.• All groups of students make equally very good progress.• Students' learning skills are very good overall. Students skillfully use iPads to support their learning in most subjects, but not routinely in Islamic education, Arabic and social studies.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none">• Students' have excellent attitudes and behaviour. Students have a very good understanding of healthy lifestyles and very good attendance.• Students' understanding of Islamic values and their own and UAE culture is very good. They have a good understanding of other world cultures.• Students' have a very good sense of social responsibility and environmental awareness and willingly take on leadership roles within the school. They have a very strong work ethic and are very innovative and creative in most subjects.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Highly effective strategies including questioning engage learners and promote higher-level thinking, creativity, problem solving, and innovation skills in most subjects. Teachers use assessment to plan lessons that meet most students' needs. Teaching and assessment in Islamic education, Arabic and social studies are less highly effective because lessons do not always provide opportunities for students to be creative and innovative and to engage in independent research. 		

Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The curriculum is effectively planned and promotes innovation and challenge. Emirati culture and UAE society are promoted very well through all subjects including moral education. Curriculum planning is modified very well for students with English as an additional language (EAL), SEN and G&T students. Curriculum planning in Arabic taught subjects and social studies is not yet highly effective. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Outstanding	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Health and safety, including safeguarding arrangements are robust and very well documented. Behaviour management is excellent and highly effective. Support and guidance for students' academic and personal development and promoting regular attendance are very good. Outstanding identification and support for SEN and G&T students ensure their needs are met. 		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The principal, assistant heads and governors have established an aspirational vision for student high achievement. 		



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	<ul style="list-style-type: none">• Outstanding communication and involvement with parents enable them to play an active role in their children's education.• The leadership and monitoring of student achievement are systematic but still not fully effective in Islamic education, Arabic and social studies.
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Provision for Reading



- The library is a learning hub, centrally located on two of four floors. The two top floors are personal study areas for middle and high school students. It is accessible throughout the school day for students, parents and staff.
- The attractive learning spaces have flexible, comfortable seating and over 4000, age-appropriate, well-labelled books. There are some books in Arabic, French and of local interest but fewer in number than in English. Book corners in classrooms have a selection of reading books but many students prefer to read from a selection of eBooks.
- Each class has a weekly library lesson which is linked to the curriculum. Students can choose to go to the library at break and lunchtimes for personal study and independent reading time.
- Weekly guided reading sessions in English and Arabic ensure students' development in reading comprehension. Teachers and teaching assistants are trained to support phonics and students' reading. Parents attend regular workshops and receive recommended reading lists so they can support their children's reading at home.
- There is a clear action plan for reading in English and Arabic. Reading is promoted through book fairs, visiting authors, and celebrations such as Roald Dahl day and Repton Reading week.



Key areas of strength and areas for improvements:

Key areas of strength

- Leaders' have established high expectations and clear vision for student learning.
- Students make very good progress in most subjects, including English mathematics and science.
- Students have excellent attitudes and behavior, and creative and innovation skills.
- Robust and extremely thorough systems for health, safety and safeguarding provide high levels of care for students.
- The high quality academic and personal support and guidance for SEN and G&T students enable them to make very good progress.
- Excellent communication with and involvement of parents ensure they are fully informed about school events and their children's learning and progress.

Key areas for improvement

- Raise further students' attainment and progress in Islamic education, Arabic and UAE social studies by:
 - improving the quality of teaching in these subjects
 - establishing designated leadership for the subjects
 - developing a detailed action plan for improvement with measurable success targets based on students' expected outcomes.
- Further improve the leadership of teaching and the curriculum by:
 - focusing monitoring of lessons on students' learning outcomes
 - ensuring the analysis of assessment data informs improvements in teaching and the curriculum in all subjects, particularly in Arabic medium subjects and social studies.



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good.• End-of-2018 internal assessments show outstanding attainment in Years 3 to 6. This does not match inspection findings.• In lessons and in students' work, the majority of students attain above curriculum standards. Students can memorise and understand the teachings and values in the Qur'anic verses and hadiths. Most can recite the Qur'an but not always according to Tajweed rules. They can relate Islamic laws, values and teachings to real-life contexts, but discussions do not always reflect a deep understanding of the world from an Islamic point of view.• Most student groups make good progress, including SEN students.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good.• End-of-2018 internal assessments show very good attainment in Years 3 to 6. This does not match inspection findings.• In lessons and in students' work, attainment is good in AFL and ASL. The majority of students with AFL have listening, speaking, reading and writing skills above curriculum standards. Primary students read fluently with correct pauses, stops and intonation and middle school students understand inference in texts. Students write coherent paragraphs in response to guiding questions and prompts, but less-able students make mistakes in spelling and grammar.• ASL students who have been learning Arabic for more than a year can read and copy correctly words and simple sentences. Students new to the school and who speak ASL have difficulty learning new vocabulary and make mistakes in pronouncing short vowel sounds, particularly at the end of words.• Most student groups make good progress. Students new to the school make slower progress than students who have been learning Arabic for just over a year.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable.• End-of-2018 internal assessments show attainment in Years 3 to 6 to be outstanding. This does not match inspection findings.• In lessons and in students' work, most students attain in line with curriculum standards. Most students can talk about UAE history, geography, heritage and culture appropriate to their age. They understand the role and influence of the UAE leaders and the importance of sustaining the environment and can make comparisons between lifestyles in the past and nowadays. More-able and middle school students have difficulty discussing global and national issues in depth and rarely use evidence to justify opinions or to develop research skills. Less-able students do not receive the support they need to attain the expected levels of knowledge and understanding.• Most student groups make the expected progress.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. Attainment is good.• Internal assessment data indicates very good attainment. End of 2018 external assessments in Years 3 to 6 in Progress in Reading Assessment (PIRA) and GL assessments indicate students' attainment is above national and in line with international benchmarks.• In lessons and in students' work, the majority of students attain above curriculum standards. Students ask questions, give opinions and justify answers. Younger students can decode words and read fluently. They use dictionaries and thesauruses independently to understand the meaning of unfamiliar words. Older students' understanding of nuances in meaning and inference are less well developed. In extended and creative writing, a majority of students use ambitious vocabulary and literary devices effectively to interest the reader, but do not always use correct grammar and punctuation.• Most groups of students make very good progress. EAL students who have recently joined the school make slower but good progress.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good. Attainment is good.• Internal assessments indicate very good attainment. Primary school students' good attainment in Progress Understanding Mathematics Assessment (PUMA) and GL assessments matches inspection findings.• In lessons and in students' work, the majority of students attain above curriculum standards. Students' good understanding of number operations, place value and relationships helps them to calculate mentally quickly from Year 2 onwards. They apply this knowledge and understanding to simplify ratio and fractions, and to convert decimals to fractions and percentages. They use given methods to solve increasingly difficult one- and two-step problems in algebra, shape and measures. Most native English speakers solve real-life word problems independently. A minority of EAL students have difficulty identifying in the text the information they need to solve the problems. This slows their progress.• Most groups make very good progress.



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Science	<ul style="list-style-type: none">• Students' achievement in science is very good. Attainment in the primary school is very good. Attainment is good in the middle school.• External assessment data at the end of 2017-2018 academic year indicate primary school students' good attainment compared to international benchmarks.• In lessons and in students' work, in the large majority of students in the primary school attain above curriculum standards, and the majority do so in the middle school. Students have a secure knowledge and understanding of scientific concepts appropriate for their age. Primary school students have very good investigation skills. They test out their own hypotheses and can explain the difference between dependent and independent variables. Students who speak EAL have difficulty explaining their learning using scientific terminology particularly those new to the school and in the middle school. This slows their progress.• Most groups make very good progress.
Other subjects	<ul style="list-style-type: none">• Achievement in other subjects is very good overall. It is outstanding in computer studies.• In internal assessments, in lessons and in students' work, attainment is well above curriculum standards for the large majority in humanities, art, music, PE, computer studies and for the majority in French.• Students' have a very good understanding of the impact historical and geographical events have on people's lives and the environment. By the end of the Primary phase, students use their very good skills in art and music to create pieces to a high standard. In PE, students have been successful in local dance, swimming and sporting events. Occasionally, a few students are less confident performing in music and PE. Students have excellent ICT skills. Most students can write simple programs to control robots and use these rapidly improving coding skills to write simple apps in the middle school. Students learn quickly new vocabulary in French which they use to read and write simple sentences. Their speaking skills are less well developed.• All student groups make equally very good progress including SEN and G&T students. Students' excellent ICT skills support their progress in other subjects very effectively.
Learning Skills	<ul style="list-style-type: none">• Students take full responsibility for their learning including making improvements in response to teachers' verbal and written guidance.• Students collaborate very well when given the opportunity. They support their findings and opinions with evidence-based explanations in most subjects.• Students make meaningful connections between subjects and to real-life such as solving real-life problems in mathematics, keeping fit in PE and studying different food groups in science.• Regular innovation lessons build students' excellent creative and innovation skills. Students use learning technologies for independent research in most subjects. This is less well-developed in Islamic education, Arabic and social studies.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Knowledge and understanding of Islamic teachings and values drawn from the holy Qur'an and noble Sunnah. Relating Islamic laws, values and teachings to real-life. 	<ul style="list-style-type: none"> Recitation skills following accurate Tajweed rules. In-depth discussions and understanding of the world from an Islamic point of view.
Arabic	<ul style="list-style-type: none"> Listening and reading comprehension skills. ASL students' understanding of new vocabulary. 	<ul style="list-style-type: none"> Grammar in writing and speaking. ASL students' accuracy in articulating sounds and words.
Social Studies	<ul style="list-style-type: none"> Making comparisons between lifestyles in the past and nowadays. 	<ul style="list-style-type: none"> In-depth discussions of global and national issues. Students' use of resources and evidence to justify opinions and develop research skills.
English	<ul style="list-style-type: none"> Speaking and listening skills including asking questions, giving opinions and justifying answers. Primary students' phonics skills to support early reading and writing. 	<ul style="list-style-type: none"> Reading and discussing a wider range of texts. Accurate grammar, punctuation and vocabulary acquisition of students new to the school.
Mathematics	<ul style="list-style-type: none"> Understanding number relationships help their speedy mental calculations. Understanding place value and the relationships between decimals, fractions and percentages. 	<ul style="list-style-type: none"> Deciding for themselves which strategy to use to solve problems EAL students' mathematical vocabulary to support the solving of word problems.
Science	<ul style="list-style-type: none"> Understanding of scientific concepts. Investigation skills in the primary school. 	<ul style="list-style-type: none"> Further development of the students' scientific vocabulary. Investigation skills in the middle school.
Other subjects:	<ul style="list-style-type: none"> Students' application of knowledge to real-life contexts in humanities, and creativity in music and art. Students' ICT skills. 	<ul style="list-style-type: none"> Conversational French.
Learning skills	<ul style="list-style-type: none"> Creative and innovation skills. Students use of iPads to support independent learning and research. 	<ul style="list-style-type: none"> Students' independent research skills in Islamic education, Arabic and social studies.



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

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

- Students' personal and social development are very good overall. Innovation skills are outstanding. Students display very positive attitudes and excellent behavior at all times. Students are respectful of their teachers and each other, and say they feel safe, valued and supported.
- Students have a very good understanding of healthy lifestyles. Most students are punctual and at 96%, attendance is very good.
- Students' have a very good appreciation of the role and values of Islam and how Islamic values influence contemporary UAE society. Students promote the Emirati heritage and culture through participation in national celebrations including Year of Zayed, and National and Flag Days. Students have a very good appreciation and understanding of their own culture and the cultures of other students. Their understanding of world cultures beyond school is less well-developed.
- Students have an excellent work ethic. They are extremely creative and innovative in managing their own projects. They enjoy their leadership roles, acting as student council members, house captains and digital leaders. They are active in raising awareness of environmental issues and participate in school conservation schemes. Students organize numerous fund-raising events within school to support local, national and international charities and have extensive links with local schools and partner schools in the UAE and UK.

Areas of Relative Strength:

- Students' attitudes to learning and their behaviour.
- Students' work ethic, innovation and leadership skills.

Areas for Improvement:

- A greater understanding of world cultures beyond school.



Performance Standard 3: Teaching and assessment

Indicators:		Primary	Middle	
Teaching for effective learning		Very Good	Very Good	
Assessment		Very Good	Very Good	

- Overall, teaching and assessment are very good. Teaching and assessment are good in Islamic education and Arabic, and acceptable in social studies.
- Teachers have a secure subject knowledge which ensures accurate explanations when students need help. In very good and better lessons, teachers plan engaging tasks, use time efficiently to maximise learning, and use resources and classroom environments that support independent learning.
- In most subjects, teachers' questioning promotes curiosity, higher-level thinking, engages students in thoughtful discussions and ensures high levels of challenge. Teachers often use innovative computer apps in most subjects to enhance students' learning. Creativity, problem solving, and innovation are intrinsic parts of very good and better teaching, all of which promote students very good independent learning.
- Internal assessments processes are linked to the schools' curriculum standards and mostly provide reliable measures of students' progress. The school benchmarks mostly accurately students' academic outcomes in all subjects against the English national curriculum and MoE curriculum standards, and against international expectations in English, mathematics and science.
- Teachers use detailed assessment data to monitor the progress of individuals and student groups. They use the information to plan a range of well-matched tasks and activities that meet the needs of most students, including SEN, G&T and EAL students. This is not always the case in Islamic education, Arabic and social studies lessons.
- Teachers consistently give constructive and developmental verbal and written feedback to involve students in assessing their own learning and improving their work.

Areas of Relative Strength:

- Highly-effective strategies to promote critical thinking, innovation, creativity and problem-solving skills in most subjects.
- Teachers' use of assessment to plan lessons that meet most students' needs in most subjects.
- Constructive and developmental verbal and written feedback to students.

Areas for Improvement:

- Teaching and assessment in Islamic education, Arabic and social studies.



Performance Standard 4: Curriculum

Indicators:		Primary	Middle	
Curriculum design and implementation		Very Good	Very Good	
Curriculum adaptation		Very Good	Very Good	
<ul style="list-style-type: none">Overall, the curriculum is very good. It promotes innovation and challenge and is aligned to the UAE Vision 2021. Curriculum planning ensures progression in all subjects and meets the needs of almost all students in most subjects.The school offers an extensive range of relevant learning experiences that develop students' talents and interests. Cross-curricular links are meaningful and students' skills in ICT are fully integrated in planning across most subjects. Extra-curricular activities enhance students' academic and personal development and talents.The curriculum is reviewed regularly to include national priorities such as timetabled innovation lessons, and school priorities such as scientific investigations, mental mathematics and extended writing in English.The school is particularly successful in modifying the curriculum to suit large numbers of EAL, SEN and G&T students.Learning experiences that develop a very good understanding of the UAE's culture and heritage are embedded across the curriculum. Students study UAE art and music including through visits to concerts and from visiting artists and musicians. They apply what they know about erosion to the UAE landscape in humanities, and write about current and local events in English.The very well-planned moral education subject enables students to develop a deep understanding of UAE and global values such as what diversity, mutual respect and citizenship means. It also promotes the personal values of good manners, kindness and friendship.				
Areas of Relative Strength:				
<ul style="list-style-type: none">The promotion of Emirati culture and UAE society through other subjects including moral education.Planning for creativity, innovation, enhancement and the use of ICT.Modification of the curriculum for EAL, SEN and G&T students.				
Areas for Improvement:				
<ul style="list-style-type: none">Review of the curriculum in Islamic education, Arabic and social studies to promote innovation and challenge and independent learning.				



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

Indicators:		Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding		Outstanding	Outstanding	
Care and support		Very Good	Very Good	
<ul style="list-style-type: none">Overall, the protection, care, guidance and support of students are outstanding. The quality of care and support is very good.The school has rigorous safeguarding and training arrangements, including child protection which are well understood by staff, parents and students. Well-planned lessons focus on all forms of safety issues, including e-safety, and all forms of abuse and bullying. There is a strong focus on discussing emotional and mental health issues in moral education lessons. As a result, students are not afraid to raise and discuss any issues related to their safety and well-being.Health and safety managers conduct frequent and thorough checks on the premises and keep detailed and comprehensive records of findings and actions. Students know the routines and expectations including the emergency evacuation procedures. Supervision is exceptionally well managed. School premises and facilities provide an excellent learning environment that supports the needs of all students.The promotion of safe and healthy living is given a high profile. Up-to-date and detailed records of student health needs, and the very few accidents and subsequent treatments, are securely stored. Numerous presentations to students, along with extensive PE and sporting activities, support students' fitness levels. Parents enjoy attending 'keep fit' in the school - the excitement of which they pass on to their children.Procedures to manage behaviour, attendance and punctuality are effective. There are comprehensive and highly effective systems for identifying and providing well-targeted support for SEN and G&T students.The well-being and personal development of students is closely monitored and supported. The school provides only informal careers guidance to middle school students through curriculum topics and tutor periods. <p>Areas of Relative Strength:</p> <ul style="list-style-type: none">Procedures for ensuring students' welfare and safety.Support and guidance for SEN and G&T students. <p>Areas for Improvement:</p> <ul style="list-style-type: none">Formal careers guidance for middle school students.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is very good. The principal and leadership team have shared their high aspirations for the school's success with staff, governors, parents and students. The school community is proud of being an Apple Distinguished school and recognises the contribution ICT and innovation make to students' successful learning. Subject leadership gives very effective professional support to teachers in most subjects. Leadership of Islamic education, Arabic and social studies is less effective in ensuring teaching promotes students' independent learning skills.
- Self-evaluation and school development planning are systematic and rigorous. All staff and governors contribute to rigorous self-evaluation based on student achievement data and identify key priorities. Monitoring of teaching is systematic through data analysis meetings, but direct observations do not focus sufficiently on an in-depth evaluation of the impact of teaching on student outcomes.
- Parents participate in numerous school events and activities. Newsletters, curriculum information, bespoke social media and mobile messaging keep all parents fully informed about policies, school events, what their children have learnt and what they will be learning. Detailed, regular and accurate reports keep parents well-informed about their children's progress. Along with workshops, these offer clear guidance on how parents can support learning at home. There are very strong links with numerous local, national and international schools, and developing links with sporting organisations.
- Governors have a very good understanding of school priorities through reports from its various sub-committees and provide very effective support for finances and resources. Governors monitor the school's performance and agree with the school's challenging targets for student achievement. They are clear about performance in most subjects but their understanding of the quality of teaching and curriculum in Islamic education, Arabic and social studies is less clear.
- The school runs smoothly every day and time is used very efficiently. Staff are well qualified and deployed very effectively. The building has high-quality specialist facilities. A varied range of high-quality resources, including students' access to their own iPads supports their independent learning very effectively in most lessons.
- Year 5 and 9 students are being prepared for TIMSS through science investigations and the 'Question-a-Day' initiative in mathematics.

Areas of Relative Strength:

- Leaders' vision and high aspirations for students' achievement.
- Communication with and involvement of parents.
- The school facilities.

Areas for Improvement:

- Further improvement to how teaching is evaluated by its impact on students' learning and progress.
- The leadership of Islamic education, Arabic and social studies.

*Relevant for Private schools only