



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

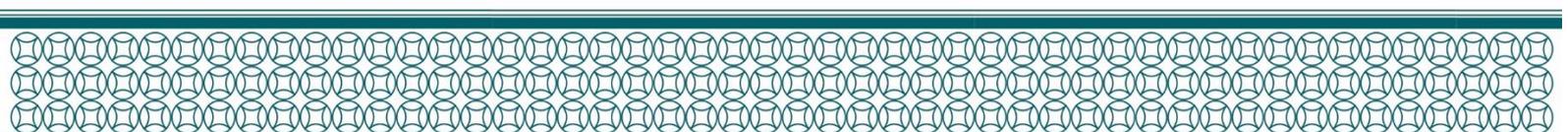
Inspection
Report of

The British School Al Khubairat

Overall
Effectiveness

Outstanding

Academic year: 2018-2019





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School Information

School Profile			
School Name:	The British School Al Khubairat		
School ID:	9119	School phases:	FS- High
School Council: **		Fee range and category*	AED 27,000 to 67,400 Medium to very high
School curriculum: *	British	Email:	british.pvt@adec.ac.ae
Address:	Al Mushrif, Abu Dhabi	Website:	www.britishschool.sch.ae
Telephone:	+971 (0)2 4462280		

Staff Information			
Total number of teachers	164	Turnover rate	19%
Number of teaching assistants	49	Teacher- student ratio	Foundation Stage, 1:8 Year 1 to Year 13, 1:11

Students' Information			
Total number of students	1910	Gender	Boys and girls
% of Emirati students	13%	% of SEN students	6%
% of largest nationality groups	British, 67%	Australian, 3%	Canadian, 2%
% of students per phase	KG 20%	Primary 35%	Middle 27% High 18%

Inspection Details				
Inspection date:	from	<u>04/02/1440</u> 14/10/2018	to:	<u>07/02/1440</u> 17/10/2018
Number of lessons observed:	143	Number of joint lessons observed:	31	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- An extended senior leadership team has recently been introduced. Since the last inspection the school has grown in all phases. To improve the standard in Arabic, leadership of this subject has moved to modern foreign languages. Recently, BTEC vocational courses have been introduced to widen choices in the 6th Form. Teacher turnover is relatively high. The overall performance of The British School Al Khubairat is outstanding. Students' attainment in British Curriculum subjects is exceptionally high in international examinations. Most students speak Arabic as a second language, and their attainment and progress in Arabic has improved to good overall. Students' achievement and their personal development are outstanding, as a result of excellent teaching, a rich and innovative curriculum, and the highest standards of protection, care and support. Outstanding leadership is based on accurate and rigorous self-evaluation and support for teaching.

Performance Standard 1	Students' Achievement		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Children leave the Foundation Stage (FS) with skills and knowledge well above expectations. Students' attainment in GCSE, AS and A level examinations is well above international levels, particularly for the very highest grades. Students' achievement in subjects taught in Arabic are above the expectations of the curriculum but are not as strong as British Curriculum subjects.. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students have exceptionally well-developed attitudes towards learning. They are creative and independent and can critically analyse their own work to identify improvements. Students understand and appreciate Islamic values and can link these in sophisticated ways to UAE culture. Students regularly make meaningful contributions to the wider community. Students are innovative and skilful in using learning technologies to support their learning. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Teachers deploy an excellent range of strategies to stimulate students' interests and accelerate their learning. 		



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	<ul style="list-style-type: none"> Teachers make highly effective use of assessments to identify the individual learning needs of children and students. They plan enthralling lessons. Teachers use questions to encourage students to think critically and confidently apply new learning to real world contexts.
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Performance Standard 4	Curriculum		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum provides a very wide range of choices and enables students to follow their interests and aspirations. The FS curriculum fully exploits children's natural curiosity of the world around them and supports children's early skills exceptionally well. The curriculum is enhanced by a wide range of co-curricular activities which support students' learning skills and their personal development effectively. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Students are kept safe and the promotion of healthy living is integrated in to all aspects of school life. There is a wide range of well-developed specialist facilities which support students' learning and the school is fully inclusive of all students' needs. All students receive frequent and helpful guidance which enables them to take responsibility for their own learning and encourages them to initiate their own next steps. 		

Performance Standard 6	Leadership and management		
Judgment	Outstanding	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Leaders have been successful in securing improvements towards all the recommendations from the previous inspection. Governors know the school intimately and ensure that school leaders are regularly held to account. Leaders have a highly accurate and detailed understanding of the school's performance and all stakeholders are clear about how they can contribute to further school improvement. 		



Progress made since last inspection and capacity to improve



- The quality of teaching and standards of students' achievement in the subjects taught in Arabic has improved since the previous inspection.
- Governance arrangements have improved markedly since the previous inspection. Their improved influence has directly supported school improvement.
- Leaders now have an accurate understanding of the quality of provision in subjects taught in the Arabic language.
- The capacity to improve further is outstanding. Leaders have been successful in maintaining the very high standard of provision in the English language taught subjects. They have responded well to the improvements identified in the previous inspection report.



Provision for Reading



- The school has two libraries for primary and a further two libraries for middle and high. These are both very well stocked with a wide range of books. They are very well used by parents and students. Arabic resources are less well developed although Arabic teachers have 'mini-libraries' in certain classrooms.
- Arabic reading in primary has a focus on high frequency words, in middle on terminology and in high on descriptive language. In English, all phases practise reading for a purpose and for extracting information.
- Primary, middle and high English have their own, highly effective annual reading plans. The Arabic reading plan leads to at least adequate Arabic reading skills.
- English medium staff have received training in the use of an accelerated reading programme. Both Arabic and English medium staff receive ongoing 'refresher' training in the teaching of phonics.
- The school has developed its own innovative Arabic phonics programme in FS. Older students support younger students with their Arabic reading. The school engages in World Book Day, Shakespeare Week and World Poetry Day as well as English Spelling Bees. A 'mystery reader' initiative in primary brings parents in to lessons to read Arabic and English stories with their children.
- Comfortable areas and quiet reading spaces encourage students to read for pleasure at break times in outdoor and indoor spaces. Students' engagement in reading is further enhanced by quizzes and competitions.
- School leaders and teachers of English and Arabic monitor carefully the level at which students are reading. Arabic uses innovative online assessment tools to evaluate and benchmark reading skills.



Key areas of strength and areas for improvements:

Key areas of strength

- The very high attainment and rapid progress of children and students in the English National Curriculum subjects.
- Children's and students exceptionally positive attitudes towards learning, their well-developed understanding of Emirati culture, and their skills to be creative and innovative learners.
- Teachers' comprehensive knowledge of how children and students learn and their skilful use of strategies to accelerate learning.
- The innovative curriculum which promotes children's and students' strong academic progress and high aspirations.
- The high levels of care and support provided by the school to enable all children and students to lead safe and healthy lives and to mature into responsible and considerate young adults.
- The determination amongst school leaders to drive further improvement through incisive self-evaluation and effective planning.

Key areas for improvement

- Further improve the quality of teaching and the achievement of students in subjects taught in Arabic to match the very high standards found in the subjects taught in English by:
 - widening the range of strategies Arabic medium teachers use to provide more interesting learning experience which meet the needs of individual students.
 - raising students' skills to listen, speak, read and write in Standard Arabic, particularly for students who have Arabic as their first language.
 - improving the quality of marking and feedback to help students understand how to improve their work.



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Achievement in Islamic education is good and has improved since the previous inspection.• Students make good progress in lessons and results in the Year 13 MoE examination in 2018 indicate very good attainment.• Students appreciate and understand Islamic values and principles. Most students understand the meaning of verses and Hadeeth in age appropriate ways. Students in high school can make reference to Hadeeth to support their views. In all phases, recitation skills require further development.• All groups of students, including those with SEN, make the same good progress.• Students learn collaboratively and can complete researching tasks, but a few need their teachers to guide them.
Arabic	<ul style="list-style-type: none">• Achievement in Arabic as a first language (FL) and Arabic as a second language (SL) is good overall and has improved. In FS children's achievement in Arabic SL is now very good.• Students' attainment is only acceptable in Arabic FL but good in Arabic SL. Students make good progress in lessons. School assessment data indicates that attainment is above expectations. Students' attainment in Arabic FL improves in the high phase.• Students' listening and reading skills are relatively better than their skills to speak and write using Standard Arabic, which are less secure.• All groups of students, including those with SEN, make good progress.• Students can learn collaboratively and demonstrate responsibility for their own learning. Students' skills to critically analyse texts for comprehension are less well developed.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall and has improved.• School assessments indicate good attainment. Students make good progress in lessons.• FS2 children are confident when naming famous landmarks and the UAE's founders. Students develop a good understanding of the social and environmental issues affecting the UAE, and the culture, ethics and values of society. Older students can describe the UAE's international influence.• All groups of students make the same good progress overall.• Students' can justify their opinions with evidence well. A few students find it difficult to find things out for themselves and work independently.



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English	<ul style="list-style-type: none">• Students' achievement in English is outstanding overall and has improved.• Attainment is outstanding overall and results from GCSE and A level are exceptionally strong. Internal assessments indicate outstanding attainment overall and very good attainment in the middle phase.• Children rapidly develop strong, emerging literacy in FS. In lessons and current work, students' attainment is outstanding in all phases. This is supported by highly focused interventions in spelling, punctuation and grammar skills in the middle phase. Students' love of literature, creative writing and confidence when speaking are strengths.• All groups of students make outstanding progress. However, students in the middle phase do not always connect their learning to the real world.• Students' critical thinking and higher-level skills rapidly develop throughout the school and students in the high phase are already working at undergraduate level.
Mathematics	<ul style="list-style-type: none">• Achievement in mathematics has remained outstanding. Results in IGCSE and A level examinations are exceptionally high.• Children can use numbers and complete calculations very effectively. Students can undertake mathematical processes to high levels of competence. Understanding of space and shape are marginally weaker in the primary school.• Almost all students can explore mathematical ideas independently and use complex language to discuss their work. Most can tackle problem-solving very competently making good use of the excellent resources available.• All groups of students make the same outstanding progress and their skills to use mathematical processes independently and creatively are very well developed. Older students' application of mathematical knowledge to the world is relatively less well developed.
Science	<ul style="list-style-type: none">• Achievement in science remains outstanding. GCSE and A level examination results are well above international levels.• Children learn quickly through exploring the world around them, for example they can describe differences between states of matter.• Students can expertly conduct and record investigations and control variables to ensure experiments are fair. Students in biology, physics and chemistry have strong subject specific knowledge and can link theory to the world.• All groups of students make the same outstanding progress. A very few students do not consistently reach the highest standards when their science writing is not fully completed.



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Other subjects	<ul style="list-style-type: none">• Achievement in other subjects is outstanding overall. GCSE and A level outcomes are exceptionally high. The school has successfully developed a rich programme of academic and vocational courses beyond the core subjects in which students excel.• In FS, children develop their gross motor skills when climbing and using tricycles well. They play instruments and sing regularly, and this develop their talents very well.• Students develop high levels of skills to program computers and use information and communication technology (ICT). They can program robots and write code to create websites efficiently.• In High phase, all groups of students' attainments in arts, humanities, languages, technologies and sports sciences are consistently higher than expectations.• Students have well-developed learning skills and all groups make equally outstanding progress. Occasionally a few students do not fully complete their work fully and to the highest standard.
Learning Skills	<ul style="list-style-type: none">• Children and students have outstanding learning skills. Children become independent learners quickly and can find things out for themselves confidently.• Younger students can collaborate to solve problems efficiently and older students take leadership roles, delegate tasks and monitor their completion.• Nearly all students can research independently and make effective use of reference materials and ICT.• Students actively seek critical feedback. They work collegiately to support each other's learning. Occasionally, a few students require direction to ensure they fully complete work.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' appreciation and understanding of Islamic values and principles. Students' attainment in the primary school. 	<ul style="list-style-type: none"> Students' skills to recite following accurate Tajweed rules. A few students' skills to research independently.
Arabic	<ul style="list-style-type: none"> Students' listening, reading and comprehension skills. Students' skills to work together and their responsibility for their learning. 	<ul style="list-style-type: none"> Students' skills to write and speak extensively using Standard Arabic. Students' skills to critically analyse texts.
Social Studies	<ul style="list-style-type: none"> Students' understanding and knowledge of UAE identity and their appreciation of culture, ethics and values. Students' skills to discuss, justify and present their opinions 	<ul style="list-style-type: none"> Students' skills of independent research into social issues
English	<ul style="list-style-type: none"> Children's rapid progress in the FS and students' love of literature. Students' innovative creative writing and speaking skills. 	<ul style="list-style-type: none"> Middle school students' further consolidation of spelling, punctuation and grammar skills and their skills to link learning with the real world.
Mathematics	<ul style="list-style-type: none"> All students' very high attainment in international examinations. Students' skills to discuss and solve mathematical problems. 	<ul style="list-style-type: none"> Primary school students' consistently strong development of knowledge of space and shape. Older students' application of mathematical knowledge to the world.
Science	<ul style="list-style-type: none"> Children's well-developed knowledge and understanding of the world around them. Students' very high attainment in international examinations and their skills to enquire and experiment. 	<ul style="list-style-type: none"> A few students' consistently very high attainment through fully completing their science writing.
Other subjects:	<ul style="list-style-type: none"> Children's attainment and progress in other subjects. Students very high outcomes in international examinations across a wide range of other subjects. 	<ul style="list-style-type: none"> A few students' consistent responses to their teachers' marking and feedback.



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Learning skills	<ul style="list-style-type: none">• Children's skills to enquire and explore the world around them independently.• Students skills to be highly innovative, independent and responsible learners.	<ul style="list-style-type: none">• A few students' skills to independently fully complete their work.
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Performance Standard 2: Students' personal and social development and their innovation skills

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

- Students' personal and social development and their skills to be innovative are outstanding and have improved since the last inspection. Students are highly responsible and independent learners. They welcome feedback and almost all take independent steps to improve their achievement.
- Students respond very well to teaching. They can resolve disagreements maturely. Bullying is very rare.
- Students make consistently healthy food choices. They participate willingly in many sports activities. Attendance is 97%, which is very good, and punctuality is strong.
- Students have a very well-developed understanding of Islamic values. They are respectful and tolerant. They have a deep understanding of UAE and world cultures.
- Students initiate a wide range of volunteering activities. They have an insightful understanding of environmental sustainability and seek ways to care for and to improve the environment. They initiate successful schemes to support conservation within and beyond the school such as reducing the use of plastic and participating in cleaning beaches.
- Students are highly creative and innovative. They make extensive use of technology to advance and enhance their learning and are skilled and proficient in its use. Outside lessons, students are entrepreneurial and take part in competitions to run businesses.

Areas of Relative Strength:

- Students' skills to be independent and innovative learners and their relationships with others.
- Students' appreciation of the Islamic values, UAE culture and their contribution towards environmental conservation.

Areas for Improvement:

- Further improve students' attendance.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Teaching and assessment are outstanding and have improved since the last inspection. Teachers' very strong subject knowledge and excellent pedagogical skills lead to exceptional learning in most subjects. Teachers use resources well to create stimulating learning environments. Arabic medium teaching is relatively less successful in developing students' skills to communicate in Standard Arabic when speaking and writing.
- Secure lesson planning is enriched by teachers' skilful adaptations to lessons to maximise enjoyment and learning. Teachers use questioning to promote dialogue which is highly personalised to individual students' needs.
- The learning needs of students are met fully in almost all subjects. However, occasionally in Arabic language subjects, higher ability students' progress is hindered by lack of challenge. Usually, innovation, enterprise, enquiry, critical thinking and ICT skills are incorporated very effectively into all areas of learning.
- Extensive external benchmarking using GCSE criteria and other standardised tests provides a very clear picture of the progress of individuals and groups in subjects taught in English. Careful modifications to support and challenge individuals is highly effective in promoting learning in these subjects.
- Students in English medium subjects are nearly always exceptionally well involved in self-evaluation and reflection about their work. Excellent school-wide systems provide accessible, useful information about progress, on which all planning is securely founded.
- Very occasionally a few students require more guidance to help them fully respond to marking in their books, especially in subjects taught in Arabic.

Areas of Relative Strength:

- Teachers' strong subject knowledge and highly effective use of the school's resources to optimise students' achievement.
- Teachers use of assessment information and their skills to modify and personalise teaching.

Areas for Improvement:

- Teaching in Arabic medium subjects so that it consistently challenges the most able.
- Teachers' consistent checking that all students respond to feedback.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The quality of the curriculum is outstanding and has improved since the last inspection. It is carefully aligned to the English National Curriculum and the UAE national vision. It is highly effective in delivering knowledge, skills and understanding and promoting students' personal development.
- The curriculum ensures smooth and well-informed progression from FS to university preparation. A full range of curricular choices promotes independent learning. Children learn to make choices in FS through a highly innovative curriculum which adapts quickly to their interests and needs. Older students have multiple options and a variety of Sixth Form pathways.
- The school implements meaningful cross-curricular links in all phases. In primary, a thematic curriculum builds learning around ideas, values and cultures. In middle and high, strands such as literacy, digital proficiency and extended projects link subjects to each other and to real life.
- The school has comprehensively reviewed its curriculum to ensure it fully meets the academic, vocational and personal needs of all students. The higher profile and status now given to Arabic medium subjects has led to improved outcomes. However, the Arabic taught curriculum remains less successful in fully meeting the needs of all students.
- Additional breadth is given to the curriculum through enhanced extracurricular provision for innovation and creativity. Student participation is very high in these activities.
- Effective partnerships with local schools and businesses, national institutions and international organisations broaden students' horizons. Almost every aspect of school life is linked to UAE culture and society in meaningful ways.
- The moral education programme is implemented well in discrete lessons. Effective assessment shows an impact on further strengthening students' already strong relationships and attitudes. Teachers use a range of strategies in the classroom to promote moral reflection for example in a Year 4 lesson the whole year group came together to sing in the round to demonstrate co-operation.

Areas of Relative Strength:

- The impact of the innovative FS curriculum in adapting quickly to children's interests and needs.
- Students' participation in the wide range of extracurricular activities.
- The cross-curricular links between areas of learning and with UAE traditions and values.
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Areas for Improvement:

- Further adapt the curriculum in Arabic language subjects to meet the needs of all students.



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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The quality of protection, care, guidance and support is outstanding and has improved since the last inspection. The school has rigorous safeguarding and child protection policies and procedures. Staff have attended training and parents are fully aware of procedures. Students develop an outstanding knowledge of the importance of e-safety and know how to seek help if they need to.
- The school pays very high priority to students' health and safety. The health and safety committee and staff regularly check the premises. Supervision of students, including on transport, is very effective and general safety checks are regular and rigorous.
- The school is very well maintained. The premises provide an excellent physical environment for all students and the wide range of well-developed specialist facilities support students' learning.
- The school promotes healthy lifestyles effectively through health awareness programmes which promote healthy eating and participation in exercise. The school takes exceptional care of students' mental health through externally accredited programmes.
- Systems for managing students' behaviour are highly effective and support the very strong relationships between students and staff. Procedures to manage and promote attendance have improved attendance recently to 97%. The school recognises that these improvements require to be consolidated and that further improvements can be made to attendance rates.
- Systems to identify and support students with additional learning needs are highly effective. SEN students receive well-targeted support both in classrooms and in specially resourced rooms. G&T students are very well supported by the Academic Scholars Programme and receive additional specialist guidance from mentors. Subject leaders and senior leaders personally mentor G&T students to provide extra challenge and support.
- Staff provide highly effective academic guidance and personal development support to students through structured programmes. Throughout the school, transition arrangements are very efficient and help students transfer successfully between different phases. Older students receive detailed guidance on career and university choices to prepare them for their next steps. From an early age, students are encouraged to think about, and take responsibility for, their next steps in education and their life beyond school.

Areas of Relative Strength:

- The high priority the school gives to students' welfare, safeguarding, health and safety.
- Programmes to support the learning needs of all students and the guidance students receive.

Areas for Improvement:

- Promotion of further improvements in attendance.



Performance Standard 6: Leadership and management

Indicators:

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

- The quality of leadership and management is outstanding and has improved since the last inspection. Leaders at all levels communicate high aspirations for students' achievements and provide exceptional support for students and teachers. UAE priorities and best practices in teaching are very well understood and communicated, but, while improvements have been achieved, this is still marginally less successful in Arabic medium subjects. The new extended leadership team creates extra capacity and leaders ensure that the school meets all statutory requirements.
- Extensive and accurate use is made of international benchmarked tests to inform self-evaluation processes and the professional development of teachers. Leaders have a very accurate understanding of the school's strengths and areas for development, and improvement plans ensure accountability. As a result, all the recommendations from the previous inspection have been addressed.
- The school deploys a wide range of strategies to encourage parents' involvement in self-evaluation, decision making and in supporting their children's education. Innovative online systems ensure that parents are kept well informed and enabled to support teaching. Partnerships with the community are very well developed and used effectively to support students' personal development, community contribution and environmental awareness.
- Arrangements for governance have improved markedly. The Governing Board now has extensive systems in place to enable it to understand the school's strengths and stakeholders' views. As a result, it has an accurate understanding of where further improvements are required. The Board robustly holds school leaders to account for the delivery of improvements and this has contributed significantly to the rapid improvements in provision since the previous inspection.
- Successful and well-understood school policies ensure that learning proceeds smoothly across all phases. High quality and plentiful resources support teaching and learning activities and promote independence and innovation. Specialist facilities are highly developed, particularly in sports, music and technology.
- Students' readiness for TIMSS is promoted through the 'question per day' programme. A very wide range of other international benchmarked test are used by the school in all phases.

Areas of Relative Strength:

- Accurate and detailed self-evaluation and improvement planning which has led to improvements to all aspects of the school and maintenance of exceptionally high academic outcomes.
- Governance which holds school leaders to account and ensures that high quality resources are available to students and their teachers.

Areas for Improvement:

- The consistent communication of best practices in teaching in the subjects taught in Arabic.

*Relevant for Private schools only