



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Al Bashair Private School

Academic Year 2015 – 2016

lqraa

Al Bashair Private School

Inspection Date	February 15, 2016	to	February 18, 2016
Date of previous inspection	March 3, 2014	to	March 6, 2014

General Information	
School ID	89
Opening year of school	1993
Principal	Sawsan Tarabishy
School telephone	+971 (0)2 553 1666
School Address	Mohammad Bin Zayed, East 12, Abu Dhabi
Official email (ADEC)	Albashair.pvt@adec.ac.ae
School website	www.bashair-sch.ae
Fee ranges (per annum)	Low to Medium range: AED 11,500 – AED 23,300
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum	-----
External Exams/ Standardised tests	EMSA, IOWA
Accreditation	-----

Students		
Total number of students	1265	
Number of children in KG	225	
Number of students in other phases	Primary:	702
	Middle:	242
	High:	96
Age range	3 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	KG - Grade 4: Mixed Grade 5: Single gender Grades 6-12: Girls only	
% of Emirati Students	42%	
Largest nationality groups (%)	1. Syrian: 22%	
	2. Jordanian: 16%	
	3. Yemen 4%	
Staff		
Number of teachers	103	
Number of teaching assistants (TAs)	2	
Teacher-student ratio	KG/ FS	1:13
	Other phases	1:11
Teacher turnover	16%	

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	130
Number of joint lesson observations	5
Number of parents' questionnaires	217; (return rate: 17%)
Details of other inspection activities	Lesson observations, meetings, work scrutiny, review of documents, surveys, and policies

School	
School Aims	The school's aim is 'to become a distinguished landmark in education; keeping pace with international educational standards while providing outstanding support and care and upholding the values of the U.A.E.'
School vision and mission	Vision: 'To apply a world-class and comprehensive evaluation system in order to measure quality in education and thereby to support school improvements in so that all schools in the Emirate of Abu Dhabi compare well with international standards.' Mission: 'To improve the quality and effectiveness of schools in the Emirate of Abu Dhabi so as to realise the strategic goals of Abu Dhabi Education Council, and thereby to bring schools into line with the best international practices whilst promoting quality and excellence both regionally and internationally.'
Admission Policy	Priority is given to siblings and family members first. Second priority is to Emirati students.
Leadership structure (ownership, governance and management)	Owner, principal and Vice Principal

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	64
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	1	0
Physical and health related disabilities	0	0
Visually impaired	0	31
Hearing impaired	0	4
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	163
Social maturity and leadership	15
Mechanical/ technical/ technological ingenuity	18
Visual and performing arts (e.g. art, theatre, recitation)	50
Psychomotor ability (e.g. dance or sport)	20

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A) Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

Al Bashair Private School provides a good quality of education for its students. The school has introduced a number of initiatives since the previous inspection and is now focused on consolidating these improvements. Students' attitudes, behaviour and their commitment to learning are very good across the school. They demonstrate a real commitment to living safe and healthy lives and a strong sense of responsibility.

Attainment and progress in most subjects is good. In Kindergarten (KG) classes, children achieve in line with curriculum expectations in mathematics, Islamic education and social studies. In all subjects students make good progress from low starting points and by the time they reach Grade 12, they are achieving above curriculum expectations. Students' speaking, listening and reading skills in Arabic and English are particularly strong. The quality of learning skills is acceptable in the large section of the KG and primary school. Learning skills are more effectively developed in the middle and high schools with students demonstrating a wider range of higher order and critical thinking skills in these phases.

The quality of teaching and assessment has improved and the majority of lessons are now good or better. Assessment information is available but not used consistently to plan effective lessons that support the needs of students who find learning difficult or those who are more able. The curriculum is adequately planned and enhanced to ensure progression and continuity in knowledge and skills.

The principal has set a clear and strong agenda for improvement and has introduced a number of new developments in the past two years. These improvements are making a difference but are not consistently applied to all phases and subjects.

Progress made since last inspection and capacity to improve

The school has made good progress since the previous inspection. Almost all of the areas identified for improvement in the previous inspection report have been addressed successfully. The school has introduced a wider range of assessment systems, including external standardised tests to enable them to measure attainment more accurately. This has helped to raise standards across most subjects. The information gathered from the monitoring of lessons has supported the school's self-evaluation process and helped the senior leadership team to accurately identify areas for improvement. The school's involvement in a pilot scheme using the ADEC Student Competency Framework (SCF) has led to the introduction of a range of teaching strategies being employed by a minority of

teachers to help develop students' critical thinking, questioning and reasoning skills.

Many of these initiatives are being trialled and are slowly becoming embedded into the daily practices. The senior leadership team (SLT) has a clear understanding of the school's performance and of the key improvements that would move the school to the next level. Their commitment and knowledge indicates good capacity to consolidate recent developments and make further improvements.

Development and promotion of innovation skills

The development of innovation skills has been a focus of the continued professional development provided for all teachers. This has been supported by the school's involvement in the ADEC SCF. Currently the school is targeting project activities at specific subjects and phases. This is having a strong impact in many classes where teachers are planning collaborative and independent research tasks to support students' thinking skills.

In many English lessons, students are routinely challenged to take the initiative, think critically and report their views and findings in a creative way. Students in these lessons are able to work independently and develop a high level of enquiry, critical thinking and reflection skills. In a minority of lessons, students who are more able are not challenged sufficiently to develop problem solving or investigational skills. The use of learning technologies in Arabic and English lessons is strong with students turning to Internet sources as easily as they do their textbooks or their teachers. In one Grade 5 lesson, boys confidently used Wikipedia sources to identify the size of a dinosaur and compare it to the size of a grown elephant. The school's strong commitment to the development of innovation skills is demonstrated by the many additional clubs and events that are very popular amongst students, such as the Robotics club and the water safety initiatives.

The inspection identified the following as key areas of strength:

- the strong educational vision and leadership provided by the principal
- students' attainment and progress in most subjects across the school
- students' exemplary behaviour, attitudes and commitment to learning
- the successful development of students' knowledge and understanding in how to live safe and healthy lives
- students' awareness of the environment, sustainability and conservation issues, especially in the upper grades
- the robust arrangements for ensuring the care and welfare of all students.

The inspection identified the following as key areas for improvement:

- the accurate and consistent use of attainment data by all teachers to set individual targets
- curriculum mapping to ensure consistency and equity of provision across all grades and subjects
- adaptation of the KG curriculum to better meet the learning needs of children
- planning to support the needs of less able learners and provide appropriate challenge for more able students
- consistency in the development of critical thinking, problem solving and a wider range of innovation skills throughout the school.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Arabic (as a First Language)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
English	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good
Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable	Good	Good

Students' achievement across most subjects is good. This is exemplified by the high scores they achieve in MoE tests. Students make good progress in most subjects from low starting points on entry to the school.

Attainment and progress are good in Arabic, English and science. The school's External Measure of Student Achievement (EMSA) data for 2015 confirms this. In Arabic students begin with letter sounds and formation and develop curriculum language very quickly as they move through the primary school. By the end of Grade 4 most students are able to confidently identify antonyms and synonyms and use scientific terms with accuracy. By the time they are in Grade 12, most students are able to analyse, compare and contrast texts, and discuss literary techniques. The large majority of students' speaking, listening and reading skills are above curriculum expectations. Almost all students are able to write for a range of audiences and demonstrate writing skills in line with expectations.

Almost all students learn English as an additional language (EAL). From low starting points in English when they arrive in school, students are able to read common sight words, spell simple words and write short sentences by the time they leave the KG. Students' reading skills develop steadily across the primary grades and by Grade 5 most are able to read unfamiliar texts and have good decoding skills to help them read unfamiliar words. Students' speaking skills are less well developed within this phase and many are only able to answer simple questions. The 2015 IOWA tests for Grade 5 show most students attaining at expected levels in English reading and writing skills compared to first language learners, with good attainment in the use of vocabulary. Students' speaking and listening skills are well supported in the high school through innovative methods of teaching and learning. A regular feature of their homework includes listening and responding to first language speakers of English, particularly through age appropriate Technology, Entertainment and Design (TED) talks. Their skills develop well through a range of opportunities to practise writing in different genres and for different purposes.

Attainment and progress in Islamic education is acceptable in the KG, primary and middle phases and better than curriculum expectations in the high school. In the KG children are able to talk about the value of supporting and helping one another. Primary and middle school students' knowledge of the life of Prophet Mohamed (PBUH) is secure but they are not always able to identify how to apply these teachings in their daily lives. Their attainment and progress is limited due to the inadequate opportunities they have in lessons to discuss what they are learning and to reflect upon the textbook passages. In the high school, students' achievements are above expectations and they demonstrate a deep knowledge and understanding of Islamic laws and ethics.

Attainment and progress in social studies is acceptable in the KG where students learn about the world around them through other subjects. Students in primary and the higher grades demonstrate a good understanding of the region and why people from around the world choose to migrate to the UAE, as well as the roles they fulfil.

Almost all students attain levels in science that are above MoE curriculum standards. Students have a good knowledge of scientific concepts and knowledge. This is reflected in the IOWA assessments for Grade 5 that show students achieving above average in the 2015 tests. The development of scientific investigation skills is less consistent. Students are provided a number of opportunities to make connections between their lives and scientific achievements and methodology. For example, in one Grade 11 class, students developed a new range of toiletries using their scientific knowledge and skills to create lotions.

Attainment in mathematics is acceptable in the KG where children are able to recognise and count numbers to 10 and complete 1-1 correspondence with numbers and physical objects. In the primary phase, the vast majority of students achieve good standards related to curriculum expectations and in many lessons observed a majority reach international standards. In the middle phase students continue to attain well and consolidate a good understanding of number bonds and their application to similar related mathematical themes within the MoE curriculum. High school students demonstrate the ability to apply and extend their learning and achieve very well with a majority reaching international expectations. Students' problem solving and investigation skills are less consistently developed. Progress is accelerated in the high school where students have the opportunity to work in ability groups. In other subjects across the curriculum, most students make appropriate progress in line with curriculum expectations.

Students' learning skills are acceptable for large majority of students that make up the KG and primary phases. Almost all students are keen to learn and engage eagerly in activities organised by the teacher. Many are able to make connections between their prior and current learning and between areas of learning. Across the primary phase students work well in pairs and in small groups. In the middle and high school, in the majority of English, Arabic and mathematics lessons, students make effective use of tablet computers to research facts about their areas of study or as an assessment tool. In many lessons the provision of collaborative activities, such as the jigsaw method, enables many students to participate in activities and learn from one another. Students in the high school are routinely challenged to conduct their own investigations and enquiries in a range of different areas, helping them to develop higher order thinking skills.

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

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	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Good	Very Good	Very Good

Students demonstrate positive and responsible attitudes throughout the school day. They are supportive of and always willing to help one another. During school assemblies, almost all students are engaged and younger children's presentations are enthusiastically supported by everyone. Almost all students are self-disciplined and demonstrate very good behaviour. Bullying is rare. Staff and students share warm and considerate relationships resulting in a positive and caring ethos across the school.

Students demonstrate a very good understanding of how to live safe and healthy lives. There are several additional projects which support their health and safety awareness, including those that supports children in the KG to look after their teeth, special healthy eating weeks as well as safety campaigns such as the "My body is my property" and "Safety from Strangers". Students are generally on time to school and attendance, at 94%, is good.

Students' demonstrate a good understanding of Islamic values and the impact of religion on their lives. For example, in a KG lesson about the Rainbow Fish one child was able to confidently point out that supporting others is a key Islamic value. Older students' participation in a national identity programme has enabled them to develop their understanding of their country as well as their faith. One group has created an area where younger students can experience going on Haj. Most students develop a good understanding and appreciation of the heritage and traditions of the UAE and of other Arab countries. Grade 11 students are involved in a detailed comparison between the UAE and the countries that their parents originate from. In this way, the

school actively promotes an awareness and respect for the countries that the students' families originate from.

Students' environmental awareness and the actions they take to improve their environment are very good. Older students have participated in a water conservation project resulting in a comprehensive audit of water consumption in all areas of their school. Their detailed analyses and recommendations have resulted in all toilets being fitted with low consumption switches and a good awareness across the school of conservation issues. Students won first prize in this environmental awareness project across the region. The older students have also supported younger students in creating an environmental garden for the school.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Acceptable	Good	Good	Good
Assessment	Good	Good	Good	Good

The quality of teaching ranged from very good to a few lessons that were weak. Teaching and learning was deemed to be good or better in the majority of lessons. Teachers' subject knowledge is strong and most teachers know how to build good learning sequences and help students to make links. This is particularly evident in Grade 5 and with specialist teachers in the high school. The majority of teachers in the KG have insufficient expertise and knowledge of how younger children learn best and as a result, activities are knowledge focused and teacher led and demonstrated, at the expense of children having hand on experiences.

Lessons are generally well planned with clear learning objectives. They follow a standard pattern which ensures a consistent approach across subjects. Lesson plans do not focus sufficiently on the needs of the most and least able students through planning for effective differentiation. Consequently, all students do not consistently make the progress that they are capable of. In a minority of Islamic education classes, in the primary and middle phases, planning is limited and there is an over reliance on textbook tasks. Time is well managed in most lessons leading to good pace and moving learning forward appropriately. A characteristic of all good lessons is the relational support offered to students by caring teachers who make learning

interesting and reinforce positive behaviour. Consequently, there is very little disruption in lessons and positive behaviours for learning are being consistently developed.

Most teachers use a range of effective strategies to involve and engage students. This includes the use of information and communications technology (ICT) to motivate students to link their learning to real life situations. ICT is very effectively used in English lessons to promote active research and interest. Teachers' questions engage students' interest but do not always probe understanding sufficiently or require students to think critically.

The majority of teachers employ a range of effective strategies to achieve the objectives of their lesson. Many of these are imaginative and promote collaborative solutions. For example, in a Grade 5 class, the teacher made very effective use of a 'Jigsaw' strategy which involved groups of students working together to solve a problem connected with the calculation of areas of regular polygons. The groups were swapped several times so that they could learn from other group discussions and take on new learning from their peers. In a few lessons, there is an over-reliance upon one strategy that does not always meet the learning needs of all individuals, particularly the more able, who are then restricted to working at the level of the least able in the group.

The assessment of students' attainment and progress is good. Internal assessments are thorough and data accumulated from MoE examinations is analysed in each subject. In response to recommendations from the previous inspection report, the school has introduced a range of external assessments including EMSA for Arabic and IOWA tests in English, mathematics and science. In many lessons, students are encouraged to self-assess. In a Grade 1 English class, students were encouraged to assess their progress in writing through the use of a simple pro forma which required them to grade their use of capital letters and simple punctuation. Curriculum leaders and class teachers do not always use assessment information effectively to inform their teaching or curriculum planning. Assessment for learning is limited in lessons. The recording of student's work is not consistently used as a purposeful means to assess progress of individual students. Work is not always marked regularly and there are no next steps development or information for students on how to improve their work. Consequently, students do not always know if their work is correct and misconceptions are not always adequately addressed.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The curriculum is acceptable. It has a clear rationale and adheres to MoE requirements and regulations. Sufficient time is allocated for all key subjects. Learning builds on students' previous achievements for the majority of students and they are well prepared for the next stages of their education.

The curriculum is reviewed regularly by senior and middle management teams to ensure that themes of work are regularly refreshed and maintain their relevance to the interests of the students. The curriculum is not sufficiently adapted to meet the need of all students. In the majority of lessons, less able students are not adequately supported through tasks being made more accessible for them. More able students are not routinely challenged in lessons.

The KG curriculum is knowledge focused with teacher led lessons where many teachers demonstrate activities for children to repeat. Children are given insufficient opportunities to explore the world around them, to make open choices or to engage in independent play or creative activities. Consequently there are inadequate opportunities for them to develop and practise robust strategies for learning. There are limited opportunities for children to work on independent tasks through the organisation of learning centres but these are restricted to specific times of the school day. The science curriculum focuses on knowledge development and does not plan adequately for the development of investigation or scientific enquiry skills. Cross-curricular links are not consistently planned to ensure that students make adequate links between subjects and areas of study.

The MoE curriculum is enhanced using a range of projects and extracurricular opportunities to support a wider range of skills. In the younger classes, science is taught in English as well as Arabic. The school successfully runs a range of enterprise and citizen development activities, particularly for older students. As part of a Red Crescent initiative, students in Grade 10 work closely with children and communities less fortunate than themselves. They have built close relationships with students with

physical and emotional difficulties which has led to an enhanced understanding of the issues those children face in their daily lives.

There are a vast range of extracurricular clubs and activities including drama, first aid, aerobics and subject specialist activities. These are not sufficiently well mapped against the planned curriculum objectives, including knowledge, skills and understanding, to ensure equity of provision for all students.

There are a range of activities and events that support students' understanding and appreciation of UAE tradition and culture. The school is keen to support students' personal identities through a range of activities emphasising shared values between the communities that make up the school community.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Good	Good	Good	Good

The school's policies and procedures for ensuring the care and safeguarding of students are rigorous and comprehensive. All students and staff are aware of their role in ensuring student safety, as are parents. The school environment is safe and secure and supervision of students is highly effective. Routine checks of school equipment and resources are thorough. Procedures for ensuring safety on school transport are well established. The building is very clean, well maintained with issues of hygiene and security given the highest priority. Students take an active role in ensuring the buildings are kept safe and clean. There are adequate areas including soft and hard play areas, as well as ramps and a lift to support students with special needs. The school effectively supports students' awareness of safe and healthy lifestyles and promotes these areas through special workshops and events. Parents are provided with clear information about healthy foods and regular checks are conducted of canteen food to ensure that students have access to healthy foods.

Good relationships prevail across the school. Systems for managing behaviour in almost all lessons are effective and consistent. The school is successful in ensuring

good attendance. There is a team of twelve staff responsible for identifying and supporting students with special educational needs (SEN). Systems are well established to ensure that these students receive professional identification and individual educational plans are developed for each identified student. Students who are less able, do not receive targeted support in lessons and tasks are not always sufficiently well planned to build on their prior understanding. As a result, these students do not always make the progress that they are capable of. The school provides good guidance for careers and further education options. The personal development and well being of students is well monitored and supported by class teachers and senior staff.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

The principal articulates a clear, strong vision which is shared by staff, students and the wider school community. Leaders at all levels are committed to the UAE's priorities and are focused on improvement. The principal and the SLT have a clear knowledge and understanding of good practices in teaching, learning and assessment. Educational leadership at middle leaders' levels is becoming established as the school begins to consolidate a number of new initiatives that have been introduced. Relationships across the school are very strong. The principal and senior leaders are visible and provide support and feedback to students and teachers on a regular basis. Morale throughout the wider school community is high.

There is a strong capacity for innovation as demonstrated by the many changes introduced in the past two years. There has been a clear focus from both the owner and the principal on retaining and training new teachers. The introduction and development of the student competency framework has led to a change in the ways that lessons are planned and conducted in a number of curriculum areas. The SLT has

been effective in identifying key processes and improvements required but do not always effectively evaluate the impact of these on student learning.

Systems for self-evaluation and school development planning (SDP) are good. The school's self-evaluation form is mostly accurate and has helped the SLT identify clear areas for improvement. Leaders at all levels observe lessons regularly. Teachers are provided with written feedback about what they need to improve. In the majority of lesson observations, senior leaders do not follow through on the improvements required, such as the need to plan for the different needs of students. Consequently, the monitoring of teaching and learning does not always lead to an improvement in student performance. Assessment data is not always used sufficiently well to identify strengths and weaknesses in individual students' performance. The information gathered is not always analysed precisely enough to result in changes to curriculum planning or teaching.

The school successfully engages parents in their child's education through regular communication and sharing curriculum information. Parents are very supportive and make the most of opportunities to meet with teachers to discuss their child's attainment and progress and discuss what their child needs to do to improve their work. Parents particularly value the additional support that individual teachers provide when their child is struggling with their homework. The school canvasses parents' views on a range of school issues through regular questionnaires and meetings. The school has developed a number of productive partnerships with community groups and other educational institutions.

The school's governance benefits from representation from the parents, staff, school leadership and the local community. The owner, who acts as the chairperson, operates efficient and effective systems for ensuring development priorities are supported financially and through the provision of appropriate training. The governing body regularly seeks the views of the wider community to acquire a wider understanding of the school's needs. The chairperson is highly supportive of the principal and staff and is aware of the school's key priorities as identified in the SDP. The chairperson undertakes limited formal monitoring of the school's educational performance and consequently exerts little influence in this area.

The management of staffing, facilities and resources is good. The school runs efficiently on a day-to-day basis. Systems and procedures are well organised and focused on student safety. The school is appropriately staffed and benefitting from the recent teacher retention campaign, led by the owner and the principal. This has also been supported by a clear set of job descriptions that enable staff to know their areas of responsibilities and work towards key priorities. However, the role of teaching assistants in KG classrooms to support learning needs is not established.

Staff benefit from regular professional development and the impact of much of this is evident in many classrooms. The premises are adequate for the curriculum on offer and staff make very good use of indoor and outdoor open spaces. Classroom resources are sufficient and allow students to fully access the curriculum.

What the school should do to improve further:

1. Improve the quality and organisation of learning in the KG by:
 - i. extending the current organisation of learning centres to ensure that children have more regular opportunities to explore the world around them by learning through play, working independently and developing their creative, social, and communication skills
 - ii. providing training for all KG staff so that they have a deeper understanding of how best to support children of this age.
2. Strengthen the effectiveness of teaching so that lessons consistently promote good progress and improve student attainment in all subjects by ensuring teachers:
 - i. make more effective use of assessment information to modify planning
 - ii. deliver lessons that take account of students' prior learning, and provide support and challenge for all, particularly the more able and those with SEN, and those who find learning difficult.
 - iii. mark students' work consistently and provide critical feedback to support further improvements.
3. Strengthen curriculum and lesson planning in order to ensure that:
 - i. students at all phases, and across all subjects, have equal access to a wider range of enrichment activities
 - ii. lessons provide opportunities for all students to develop critical thinking, problem solving and a wider range of innovation skills throughout the school.