



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

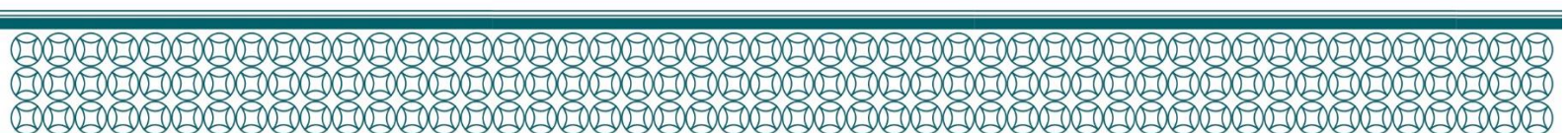
Inspection
Report of

Al Isra'a School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Isra'a Private school		
School ID:	9141	School phases:	KGHigh
School Council: **	----		
School curriculum: *	Ministry of Education (MOE)	Fee range and category*	AED5730 - AED11755 (very low – low)
Address:	Al Khabisi Area Al Ain		
Telephone:	+971(3) 761 2155	Email:	Alisraa.pvt@adec.ae
		Website:	www.alisraaps.com

Staff Information			
Total number of teachers	83	Turnover rate	5%
Number of teaching assistants	----	Teacher- student ratio	1: 16

Students' Information				
Total number of students	1215	Gender	Boys and girls	
% of Emirati students	0.2%	% of SEN students	1%	
% of largest nationality groups	Syrian, 20%	Jordanian, 19%	Palestinian, 17%	
% of students per phase	KG	Primary	Middle	High
	4%	33%	32%	31%

Inspection Details				
Inspection date:	from	<u>28/05/1440</u>	to:	<u>01/06/1440</u>
		03/02/2019		<u>06/02/2019</u>
Number of lessons observed:	123	Number of joint lessons observed:	14	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal has been in post for one year. A building opened in 2018 provides more classrooms, science and information and communication technology (ICT) laboratories, innovation rooms, an art room and libraries. There is a covered recreation area for KG children.
- The overall performance of the school is acceptable. Students' attainment and progress is acceptable in all phases. Children's achievement is good in Islamic education and English in KG. Good achievement is seen in Arabic in High phase. The quality of teaching is acceptable overall. School leaders have addressed most areas for improvement outlined in the previous inspection but self-evaluation is not always accurate because they have not fully aligned their self-evaluation form (SEF) with criteria outlined in the national framework.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- The overall quality of students' achievement is acceptable. Most students attain and make progress in line with curriculum expectations. In Islamic education and English in KG, student achievement is good. - The progress of different groups is acceptable. Students with special educational needs (SEN) make similar rates of progress to all others. There are no differences in the rates of progress made by boys and girls or students of different national backgrounds. - Students' learning skills are broadly acceptable, particularly their confidence as communicators. Students lack regular opportunities for working innovatively or creatively.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' personal and social development and their understanding of Islamic values are good. Their innovation skills are acceptable. - Students' positive behaviour and attitudes result in trusting relationships based on tolerance. Students understand how Islamic values influence modern UAE society. - Students take good care of their school environment and make a positive contribution to the wider community.		



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Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Teachers have secure subject knowledge and plan lessons which meet the needs of most students. - Teachers use a suitable range of resources to engage most students. They do not challenge higher attaining students sufficiently. - Teachers use information from assessment to meet the needs of most students but do not routinely adapt lessons to support lower achievers.		

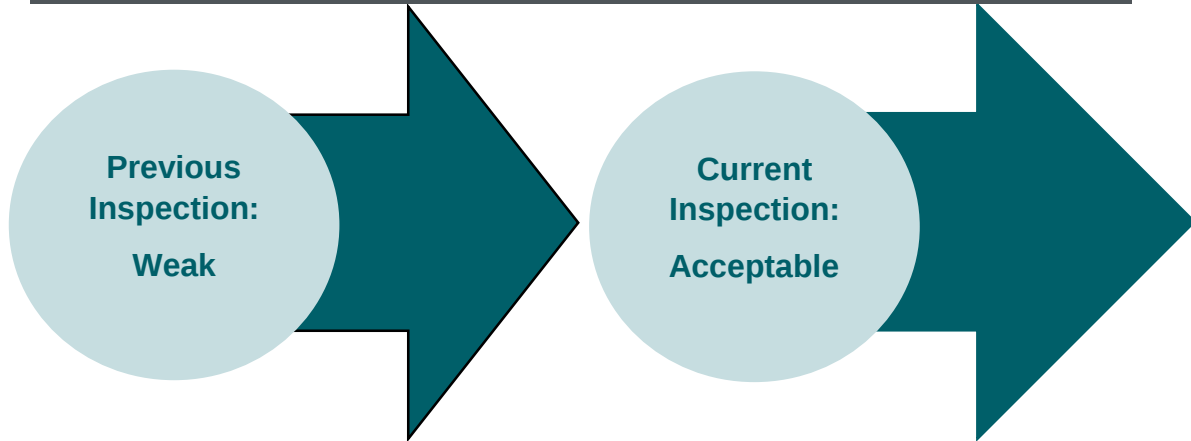
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Curriculum planning provides breadth and balance and prioritises the development of knowledge over skills. - The curriculum enables students to acquire a good understanding of UAE culture, heritage and society. - There is an inconsistent approach to planning for independent, innovative and creative learning.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	- Effective systems are in place for keeping everyone safe. They are understood by all stakeholders. - Attendance and punctuality are very effectively promoted. There is suitable focus on healthy lifestyles. - The school provides good challenge to gifted and talented (G&T) students in extra-curricular activities. Challenge and support for all students in lessons is inconsistent.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- School leaders have addressed weaknesses identified at the previous inspection. - Leaders understand most of the school's strengths and areas for improvement but they do not fully use national framework guidance to underpin evaluation. - Communication systems keep parents suitably informed of children's personal and academic development.		



Progress made since last inspection and capacity to improve



- Students' achievement has improved in Arabic and is now acceptable overall and good in high. Students' achievement in social studies has improved and is now acceptable. Students' achievement in English has improved, achievement is acceptable overall and good in KG. In mathematics and science, achievement has improved so that it is acceptable overall.
- School leadership and management have improved. The majority of middle leaders are now clear about their responsibilities and contribute to school self-evaluation by monitoring the quality of teaching. Improvement planning has led to more rapid improvements in students' personal development than their academic achievement.
- The quality of teaching has improved overall and is now acceptable as a result of improved subject knowledge and use of resources. Teachers' assessment and tracking of students' progress is inconsistent. Teachers' planning now meets the needs of most students.
- Provision for students with SEN has improved because specialist teachers now plan individual work and modify the curriculum. G&T students make good use of opportunities for working in innovative and creative ways when they engage in project work in innovation club.
- The overall capacity of the school to improve is acceptable. School leaders have improved key areas including student achievement and the quality of teaching.



Provision for Reading



- There are two suitably resourced libraries. Students visit weekly, a few older students help to manage the library by sorting resources. Students visit the heritage tent at breaktimes to read quietly.
- There is a good range of fiction and non-fiction books and magazines in English and Arabic in the library but limited provision of new technologies to enhance learning and enjoyment.
- In Arabic and English lessons, students read from different texts. They demonstrate understanding by completing comprehension exercises and discussing their reading with others.
- The school's plan for reading illustrates how students' skills are assessed. Teachers track progress using MOE national assessments and international assessments.
- Reading is suitably promoted through 'Young Reader' initiatives, daily reading activities in class and assembly. Students participate in local and national reading competitions.
- Professional development programmes provide specific advice on teaching strategies, such as teaching younger children or those new to English to blend letters together to form words.



Key areas of strength and areas for improvements:

Key areas of strength

- Students' understanding of the role of Islam in influencing UAE heritage and modern society.
- Students' achievement in Islamic education and English in KG and in Arabic in high, and their creative work in innovation clubs.
- Students' behaviour, attitudes and relationships, attendance and punctuality.
- The prompt actions taken by school leaders to address weaknesses identified at the previous inspection.

Key areas for improvement

- Improve students' overall achievement in all subjects, by:
 - focussing lesson monitoring on what students achieve as a result of teachers' planning
 - providing regular opportunities for students to complete extended writing exercises in Arabic and English
 - providing regular opportunities for students to research and enquire using a wide range of sources.
- Improve school leaders' evaluation of all aspects of the work of the school's performance so that there is equally strong improvement across all standards, by:
 - aligning the SEF with national framework terminology to provide a sharper focus on strengths and areas for improvement
 - ensuring that school leaders at all levels provide accurate feedback to teachers
 - facilitating peer observation so that teachers have regular opportunities to observe the work of high performing colleagues
 - ensuring that governors hold the principal and other leaders to account for improvement across all standards.
- Strengthen teachers' use of student tracking information, to inform planning to meet the needs of all groups and individuals, by:
 - ensuring that assessment information is used to provide individualised challenge and support
 - improving teachers' oral and written feedback following marking and assessments.
- Improve curriculum planning so that students have opportunities to work creatively and innovatively in all lessons, by:
 - increasing the emphasis on skill development through better use of specialist rooms and facilities
 - ensuring that planning (including planning for KG children) includes learning through investigation and experimentation
 - identifying and addressing remaining gaps, such as music
 - further modification to fully meet the needs of students of all abilities



Performance Standard 1: Students' Achievement

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

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Islamic Education	• Students' achievement in Islamic education is acceptable. In KG, achievement is good. • Internally marked MOE assessments show students' attainment as outstanding in all phases. In lessons, attainment is acceptable in primary, middle and high because most students attain in line with curriculum standards. In KG, the majority attain at levels above curriculum standards. • In KG, children show good understanding of etiquette such as rules to observe when entering someone's house. Primary students discuss Islamic teaching about humility and arrogance, middle students are aware of the rationale of permissions granted when travelling. High school students show appropriate understanding of the ethics of business relationships. Most students have acceptable recitation skills; however, only few students have very good recitation skills across all phases. • Most students make acceptable progress. Their good behaviour and positive relationship with others demonstrate understanding of what they have learned in lessons. They do not always link their understanding of Islamic teachings to world current affairs.
Arabic	• Students' achievement in Arabic is acceptable overall and good in high. Most students attain and make progress at levels which are in line with curriculum expectations. This represents an improvement since the previous inspection. • Internally marked MOE assessments show students reaching outstanding attainment levels. This is not seen in lessons and in students' recent work. • In lessons, most students' attainment is acceptable. Children in KG learn the alphabet and carefully write newly learned words. In primary, students read stories, understand their meaning and write summaries. In middle, most use correct intonation when reading and reciting. Students in high demonstrate good analytical skills when reading poetry or prose. They use rich vocabulary and grammatically correct sentences in discussions. • Most groups make acceptable progress through KG, primary and middle because they match age related expectations in listening, speaking, reading and writing. In high the majority exceed expectations. Students' extended writing skills and the application of grammatical rules in writing are under-developed in all phases.



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Social Studies	- Students' achievement in social studies is acceptable. Most attain and make progress in line with age related curriculum expectations. This represents an improvement since the previous inspection. - The outstanding attainment seen in internally marked MOE assessments is not found in lessons and recent work. - In lessons, most students' attainment is acceptable. In KG, children recognise famous UAE monuments. Primary students demonstrate a growing awareness of how renewable energies are used in the UAE. Middle students show age appropriate understanding of how social and economic factors facilitated the spread of Islam to different countries. In high, students debate topical issues, such as challenges faced by people with disabilities. - Most students make expected progress. Occasionally, they are too reliant on teachers' guidance in discussions.
English	- Students' achievement in English is acceptable overall and good in KG. Most attain and make progress in line with curriculum expectations. In KG, the majority attain and make progress above expected levels. - Internally marked MOE assessments show students' attainment as broadly outstanding in all phases. This is not replicated in lessons and in recent work. - Children in KG learn to read and write words by learning letter sounds and blending them together. Students improve speaking and reading skills in primary. They do not make steady improvements in writing because only a few develop a personal handwriting style, spelling is under-developed. In middle, a minority continue to print words when writing, although they develop confident oral skills when participating in debates. Older students use adequate sentence structure and pronunciation to discuss future career plans. - Most groups of students make acceptable progress in listening, speaking, reading and writing. Children in KG make good progress from their low starting points. Students have few opportunities to complete extended writing exercises.
Mathematics	- Students' achievement in mathematics is acceptable. Most attain and make progress in line with curriculum expectations. - Internal marked MOE assessments show that students in primary make outstanding progress. In middle and high, students make very good progress. - In lessons, most students' attainment is acceptable. Children in KG read and write numbers and learn to place them in order. Primary students improve addition, subtraction, multiplication and division as they convert written problems into mathematical equations. A few lack secure understanding of place value. Middle, students use algebra to solve problems, although a few do not understand how to calculate negative numbers. In high, students combine, interpret and simplify expressions using trigonometry. - Most groups of students make acceptable progress over time.



Science	- Students' achievement in science is acceptable. Most attain and make progress in line with age related curriculum expectations. - Internally marked MOE assessments show outstanding attainment in all phases. In Grade 12 advanced, attainment was weak in physics, good in chemistry and outstanding in biology. - In lessons and in recent work, students' attainment is acceptable. In KG, most children correctly identify the parts of a plant. In primary, students research different types of soil. In middle, students combine mathematical and scientific knowledge to calculate force, mass and acceleration. High school students experiment to create active magnetic fields. Students make acceptable progress in developing scientific thinking, enquiry and investigative skills - There are no differences in the rates of progress made by different groups. Students have insufficient opportunities for scientific investigation and experimentation in primary and middle.
Other subjects	- Students' achievement in other subjects is broadly acceptable. Most attain and make progress in line with curriculum expectations. - The school did not provide achievement data for other subjects. - In lessons and their recent work, students' attainment is acceptable. In art, a minority show good skills in cutting, tracing and pencil drawing. In physical education (PE), primary students follow circuit training and aerobic routines. Most older students participate actively in team and individual sports, though a few choose not to join in. In ICT, students learn to observe and create slow motion events, using software and hardware. Students do not make the best use of computers in ICT lessons because they spend too long listening to teachers' explanations. - All groups of students make acceptable progress from their starting points.
Learning Skills	- Students' learning skills are acceptable. The majority take appropriate responsibility for their learning, a minority rely too heavily on teachers' instructions. Most solve problems efficiently when working in groups and communicate their learning confidently. - Students' think creatively and innovatively in a few lessons and when completing projects in extra-curricular activities. They do not use these skills widely in all lessons. - Students use their understanding of everyday life to improve their learning. For example, in Islamic education, students link scholars' teaching on the need for moderation to making decisions about spending their own money. - Students have insufficient opportunities to think creatively or work innovatively. In too many lessons, they spend more time listening to teachers or completing worksheets than carrying out original research or using a range of resources, including new technologies, to solve problems.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- KG children's understanding and application of Hadeeth in their daily lives. - The recitation skills of a minority of students.	- Students' inconsistent application of Islamic values and principles in their learning about world affairs. - The recitation skills of a majority of students in all phases.
Arabic	- In high, students' use of good grammar to express opinions during discussions. - Students' identification of the key features of stories.	- Students' extended writing skills. - Students' application of grammatical rules in writing.
Social Studies	- Students' knowledge of UAE geography and history. - Younger children's recognition of famous places and monuments.	Students' contribution of original ideas to class debates about UAE history, geography and society,
English	- KG children's good vocabulary development and letter formation. - Students' overall progress in vocabulary and pronunciation.	- Handwriting in primary and middle. - Creative and extended writing skills.
Mathematics	- Students' use of algebra to solve problems. - Students' understanding of trigonometry in high.	- Primary students' understanding of place value. - Middle students' calculation of negative numbers.
Science	Older students' understanding of force, speed, acceleration.	Students' investigation and experimentation skills in primary and middle.
Other subjects:	- Students' tracing and drawing skills in art in middle. - Most students' enthusiastic participation in physically demanding exercise in PE.	- Students' use of hardware and software in ICT lessons to create their own projects. - The poor participation levels of a few in PE lessons.
Learning skills	- Students' collaborative working and problem-solving skills. - Students' creative approach to problem solving in innovation club.	- Students' over-reliance on text books and worksheets for finding information. - Students' use of new technologies to find things out for themselves.



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

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

- Students' personal and social development and their social responsibility is good. Innovation skills are acceptable.
- Students readily contribute to the school ethos 'be friendly and do well' by demonstrating positive attitudes and good behaviour. Relationships between staff and students are respectful
- Students say they feel safe at school. Students take good notice of lessons about healthy eating and take exercise in physical activities, in morning assembly and lessons. At 96%, students' attendance is very good. Almost all arrive on time.
- Students demonstrate clear understanding of Islamic values and provide examples of their influence on life in the UAE. Students visit the heritage tent and produce informative exhibitions illustrating traditional and modern features of society. Students demonstrate a clear understanding and appreciation of their culture but are not clear of similarities and differences in other cultures.
- Students proudly take on responsibilities as school councillors and they help to improve the school environment by keeping it clean and tidy. Students volunteer in the community, for example by raising money for charities on a sponsored walk. Most show a positive work ethic though they are not given sufficient opportunities to develop 21st century skills in lessons. Students in high demonstrate good creative and investigative skills when they complete technologically advanced projects in innovation club.
- Students demonstrate good environmental awareness in the school garden through recycling waste materials, and when they reuse shopping bags.

Areas of Relative Strength:

- Attendance and punctuality.
- Attitudes, behaviour and relationships.

Areas for Improvement:

- Understanding other world cultures.
- Better use of investigative and creative skills in lessons.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is acceptable. Good teaching is seen in Islamic education and English lessons in KG and in Arabic in High phase.
- Teachers have secure subject knowledge. Most teachers use examples from students' everyday lives to add relevance to learning. A few teachers have low expectations and rely too heavily on text books and worksheets.
- Challenge in lessons for the higher achievers is of inconsistent quality. Most teachers offer students a limited range of resources to develop as independent learners. Overall, there are too few opportunities for students to improve achievement through the use of new technologies.
- Teachers use questions to engage students in dialogue and to check understanding. They do not always provide personalised challenge by asking harder questions or encouraging students to think critically about problems. In lessons, teachers encourage students to communicate their learning confidently, through presentations.
- Teachers check progress regularly, by marking work, quizzes and assessments. Feedback is of inconsistent quality because it often lacks precise advice for students about how they should improve their work. Teachers benchmark students' achievements through participation in international assessments, national competitions and links with local schools.
- Procedures for assessing students' progress are not yet used consistently well to influence planning for the specific needs of highest and lowest achievers. In a few subjects, especially in high, students assess their own work and that of their peers and provide constructive feedback.

Areas of Relative Strength:

- Teaching in Islamic education and English in KG and Arabic in high.
- Use of students' everyday experiences in planning.

Areas for Improvement:

- Use of assessment information to inform planning to meet the needs of all.
- Work which provides focused challenge to higher attaining students.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is acceptable. The curriculum is broad, balanced and meets MOE requirements. There is stronger emphasis on the development of knowledge than on the development of skills. The school does not offer music in the curriculum.
- School leaders ensure progression by planning work which builds on previous learning. Students are adequately prepared for the next phase of education.
- Older students make limited choices when opting for courses in the advanced or general streams. Other students choose reading materials and the extra-curricular clubs they wish to attend. There are planned links between subjects, for example, between English and science to improve vocabulary, but cross curricular planning across other subjects is inconsistent.
- School leaders and teachers review the curriculum periodically to ensure it meets the needs of most students. They have not yet ensured that it provides sufficient challenge for G & T students or those who have SEN.
- The good creative and entrepreneurial skills seen in specialist innovation activities are not widely replicated elsewhere. Too often, curriculum planning is based on text books and uninspiring worksheets.
- The curriculum effectively promotes students' clear understanding of UAE values, culture and society. The school's 'Emirati and Proud' association ensures that national days and festivals are celebrated.
- Moral education is taught as a discrete subject. Recent planning, focused on the year of tolerance, has resulted in displays around the school demonstrating tolerant attitudes.

Areas of Relative Strength:

- Curriculum links with Emirati culture and society.
- Extra-curricular activities which enhance students' innovative skills.

Areas for Improvement:

- The development of 21st century skills across all subjects.
- Planning the use of more interesting, stimulating resources in all lessons.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
• The overall quality of child protection, guidance and support is good. Care and support are acceptable. Staff, students and parents are aware of the effective procedures for keeping everyone safe. Successful systems for managing behaviour are in place. Bullying rarely occurs and is efficiently dealt with. • Regular safety checks and good quality maintenance provide a hygienic, secure school. The new building provides good specialist resources. Other areas, including KG, are cramped, with limited facilities for exploration and creativity. Healthy lifestyles are effectively promoted in lessons, clubs and the canteen. • Effective supervision is in place, based on the trusting relationships which exist between students and staff. School procedures promote very good levels of attendance and punctuality. • There are acceptable systems for identifying G & T and SEN students. The recently introduced effective systems for supporting students who have SEN have led to improvements in specialist, small group teaching. They have not yet improved teachers' overall planning for the lowest achievers, in most lessons. • Students who are G & T are challenged appropriately in extra-curricular activities. In most lessons, they are not fully stretched through the provision of harder work. • Staff routinely monitor students' well-being and offer good guidance on personal and social development. The school hosts university information meetings and careers fairs. Parents say that the school provides a warm welcome for new students and families.				
Areas of Relative Strength:				
• The promotion of healthy lifestyles. • The quality of safety checks and maintenance work.				
Areas for Improvement:				
• Overall provision for students who have SEN or are G&T. • Provision of more space for creative and exploratory learning.				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is acceptable. School leaders set a clear vision, suitably aligned with UAE priorities which they communicate to the school community. Morale is positive. The principal and middle leaders have ensured that students' personal and social development have improved and that the school meets all statutory requirements.
- The SEF identifies strengths and areas for development. Leaders do not use guidance in the national standards framework consistently well, which results in judgements that are not always accurate. School leaders, including middle leaders do not yet focus sufficiently on the impact of the quality of teaching on students' achievement in their feedback to teachers.
- Leaders took prompt action to address weaknesses identified in the previous inspection and have raised overall student achievement and the quality of teaching, so that no area of the school's performance remains weak. They have not yet provided sufficient opportunities for all teachers to observe the work of high performing colleagues. The school development plan (SDP) contains appropriate and achievable goals for further improvement.
- Relationships with parents and the community have improved because of better leadership accountability and accessibility. Parents receive reports on their children's academic and personal development and consult teachers and school leaders regularly. There are links with other schools in the area mainly for sporting or cultural activities, but no international links at present.
- The school's owner ensures that parents and the community are represented on the governing body. Governors ensure resources are available for development and hold the principal to account. They have not yet focussed on the different rates of improvement between students' personal and academic achievement.
- School procedures run efficiently, time is used well throughout the day. The new laboratories, teaching areas and KG play area are used suitably to promote academic and personal development. The quality of resources is variable overall.
- School leaders provide students with support to complete the TIMSS 'Question a Day' programme. International assessments carried out in 2018 showed students working above national averages in reading, mathematics and science. School leaders use the information gained from assessments in limited ways, to provide additional challenge to a few high attaining students in extra-curricular activities.

Areas of Relative Strength:

- School leaders' actions to eradicate areas of weakness.
- Provision of improved facilities for science and ICT and covered recreation areas for KG children.

Areas for Improvement:

- Self-evaluation so judgements match the requirements laid out in the national framework.
- Rigorous monitoring of the quality of teaching and the impact it has on students' achievements.

*Relevant for Private schools only