



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



# Private School Inspection Report

Al Khalil International School

Academic Year 2016 – 2017

lqraa

Al Khalil International School

|                             |                   |    |                   |
|-----------------------------|-------------------|----|-------------------|
| Inspection Date             | February 13, 2017 | To | February 16, 2017 |
| Date of previous inspection | October 27, 2014  | To | October 30, 2014  |

| General Information                |                                                               |
|------------------------------------|---------------------------------------------------------------|
| School ID                          | 143                                                           |
| Opening year of school             | 2006                                                          |
| Principal                          | Yousef Al Tarawneh                                            |
| School telephone                   | 03 782 0676                                                   |
| School Address                     | Al Khaldiah – Al Aqabiah<br>52 <sup>nd</sup> Street<br>Al Ain |
| Official email (ADEC)              | Alkhalilint.pvt@adec.ac.ae                                    |
| School website                     | www.alkhalilschools.com                                       |
| Fee ranges (per annum)             | Very low to low<br>(AED5,450 to AED12,900)                    |
| Licensed Curriculum                |                                                               |
| Main Curriculum                    | Ministry of Education (MoE)                                   |
| Other Curriculum (if applicable)   | -----                                                         |
| External Exams/ Standardised tests | MoE exams                                                     |
| Accreditation                      | -----                                                         |

| Students                            |                   |      |
|-------------------------------------|-------------------|------|
| Total number of students            | 1210              |      |
| %of students per curriculum         | Main Curriculum   | 100% |
|                                     | Other Curriculum  | ---- |
| Number of students in other phases  | KG                | 75   |
|                                     | Primary:          | 330  |
|                                     | Middle:           | 438  |
|                                     | High:             | 367  |
| Age range                           | 3 to 18 years     |      |
| Grades or Year Groups               | KG to Grade 12    |      |
| Gender                              | Boys and girls    |      |
| % of Emirati Students               | 2%                |      |
| Largest nationality groups (%)      | 1. Jordanian: 40% |      |
|                                     | 2. Syrian: 31%    |      |
|                                     | 3. Egyptian: 9%   |      |
| Staff                               |                   |      |
| Number of teachers                  | 82                |      |
| Number of teaching assistants (TAs) | 4                 |      |
| Teacher-student ratio               | KG/ FS            | 1:25 |
|                                     | Other phases      | 1:17 |
| Teacher turnover                    | 15%               |      |

## Introduction

| Inspection activities                  |                                                                                                                                                                                                                                                                                               |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of inspectors deployed          | 5                                                                                                                                                                                                                                                                                             |
| Number of inspection days              | 4                                                                                                                                                                                                                                                                                             |
| Number of lessons observed             | 122                                                                                                                                                                                                                                                                                           |
| Number of joint lesson observations    | 11                                                                                                                                                                                                                                                                                            |
| Number of parents' questionnaires      | 31                                                                                                                                                                                                                                                                                            |
| Details of other inspection activities | Inspectors held discussions with the principal, senior leaders, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' coursework. They observed assemblies, school activities, arrivals, morning breaks and departures. |

| School                    |                                                                                                                                                                                                                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Aims               | 'To encourage and recognise the excellence of students and staff. To provide a supportive environment while maintaining current teaching strategies using state-of-the-art technologies and philosophies. To promote community involvement in a competitive global economy.'                                        |
| School vision and mission | 'Al Khalil International Private School aspires to have each and every student achieve his or her individual potential in a safe, positive and nurturing environment to become vibrant global citizens who are capable of leading the way courageously, whilst taking pride in their heritage and cultural values.' |
| Admission Policy          | The school has an inclusive admissions policy. There are no examinations or entry tests. The school admits students who have special educational needs (SEN).                                                                                                                                                       |



|                                                                            |                                                                                                                                        |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Leadership structure<br/>(ownership, governance and<br/>management)</b> | The school's leadership structure comprises the owner, the board of trustees, the principal, the vice principal and the academic head. |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

### 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 internally |
|--------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------|
| Intellectual disability                    | 0                                                          | 0                                                            |
| Specific Learning Disability               | 0                                                          | 0                                                            |
| Emotional and Behaviour Disorders (ED/ BD) | 0                                                          | 0                                                            |
| Autism Spectrum Disorder (ASD)             | 0                                                          | 0                                                            |
| Speech and Language Disorders              | 3                                                          | 4                                                            |
| Physical and health related disabilities   | 9                                                          | 9                                                            |
| Visually impaired                          | 0                                                          | 2                                                            |
| Hearing impaired                           | 3                                                          | 3                                                            |
| Multiple disabilities                      | 0                                                          | 0                                                            |

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

| G&T Category                                                        | Number of students identified |
|---------------------------------------------------------------------|-------------------------------|
| Intellectual ability                                                | 50                            |
| Subject-specific aptitude (e.g. in science, mathematics, languages) | 76                            |
| Social maturity and leadership                                      | 30                            |
| Mechanical/ technical/ technological ingenuity                      | 20                            |
| Visual and performing arts (e.g. art, theatre, recitation)          | 20                            |
| Psychomotor ability (e.g. dance or sport)                           | 0                             |

## The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

|               |                                                        |
|---------------|--------------------------------------------------------|
| <b>Band A</b> | High performing (Outstanding, Very Good or Good)       |
| <b>Band B</b> | Satisfactory (Acceptable)                              |
| <b>Band C</b> | In need of significant improvement (Weak or Very Weak) |

|                              |        |            |
|------------------------------|--------|------------|
| The school was judged to be: | Band B | Acceptable |
|------------------------------|--------|------------|

|                                                                                                   | Band A<br>High Performing |           |      | Band B<br>Satisfactory | Band C<br>In need of significant improvement |           |
|---------------------------------------------------------------------------------------------------|---------------------------|-----------|------|------------------------|----------------------------------------------|-----------|
| Performance Standards                                                                             | Outstanding               | Very Good | Good | Acceptable             | Weak                                         | Very Weak |
| Performance Standard 1:<br>Students' achievement                                                  |                           |           |      |                        |                                              |           |
| Performance Standard 2:<br>Students' personal and social development, and their innovation skills |                           |           |      |                        |                                              |           |
| Performance Standard 3:<br>Teaching and assessment                                                |                           |           |      |                        |                                              |           |
| Performance Standard 4:<br>Curriculum                                                             |                           |           |      |                        |                                              |           |
| Performance Standard 5:<br>The protection, care, guidance and support of students                 |                           |           |      |                        |                                              |           |
| Performance Standard 6:<br>Leadership and management                                              |                           |           |      |                        |                                              |           |

|                                                         |  |  |  |  |  |  |
|---------------------------------------------------------|--|--|--|--|--|--|
| Summary Evaluation:<br>The school's overall performance |  |  |  |  |  |  |
|---------------------------------------------------------|--|--|--|--|--|--|

## The Performance of the School

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### Evaluation of the school's overall performance

The overall performance of the school is acceptable. Students show positive attitudes and behave well. They help to make their school a pleasant environment where everyone can learn together. Teachers plan lessons which meet the needs of most students although they do not always assess their work accurately. Middle leaders and teachers regularly review the curriculum to ensure that it meets the needs of all students. A range of extra-curricular activities, including community projects, foster students' creativity and enterprise. The school provides an acceptable level of care and support for students, including those who have special educational needs (SEN) and those who are gifted and talented (G&T). School leaders have made steady progress in bringing about a number of improvements since the last inspection, but more remains to be done to raise achievement further. Staff, students and parents share a common purpose to maintain and develop the school's inclusive and caring learning community.

### Progress made since last inspection and capacity to improve

The school has made acceptable progress since the last inspection. Students' achievement is now broadly acceptable, although weaknesses remain in English, social studies and science. The quality of teaching is broadly acceptable although teachers do not always plan tasks that suitably challenge all groups. Teachers do not always use assessment well to track and review students' progress, and to influence planning. Improved resources, and the new building with many specialist facilities, are used appropriately by teachers. Professional development has strengthened teaching, especially in Arabic. Most subject leaders have developed adequate leadership skills. School leaders' evaluation of the school's performance is not yet as rigorous as it should be. Overall, school leaders' capacity to improve the school is generally acceptable.

### Development and promotion of innovation skills

The school is beginning to promote innovation skills well for older students but not as effectively for those in KG and primary phase. In the innovation club, for example, enthusiastic students participate in projects such as 3D projectors for phones and a solar cell car. Students know how to use new technologies to model systems for irrigation. Younger students in the middle phase prepare for this kind of experimentation by learning to write programs for robots using bar codes. The school has made an effective start but, overall, across the curriculum, has yet to develop or teach effectively the full range of skills that underpin innovation.

### **The inspection identified the following as key areas of strength:**

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- students' overall progress in a number of core subjects.
- students' positive attitudes and behaviour in class and around the school
- the constructive way in which students and staff work together to create an inclusive and caring school community
- the extra-curricular projects which motivate students to want to be more innovative.

### **The inspection identified the following as key areas for improvement:**

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- students' achievement across the curriculum, and especially in English, social studies and science
- the quality of teaching and assessment to meet the needs of all groups of students effectively in every lesson
- the pace at which school leaders address the strengths and weaknesses identified through self-evaluation to improve the quality of teaching and students' achievement.

## Performance Standard 1: Students' Achievement

| Students' achievement Indicators                                                                                        |            | KG         | Primary    | Middle     | High       |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education                                                                                                       | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Arabic (as a First Language)                                                                                            | Attainment | Good       | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Good       | Acceptable | Acceptable | Acceptable |
| 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 | N/A        | Weak       | Acceptable | Acceptable |
|                                                                                                                         | Progress   | N/A        | Weak       | Good       | Good       |
| English                                                                                                                 | Attainment | Weak       | Weak       | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Weak       | Acceptable | Acceptable |
| Mathematics                                                                                                             | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Science                                                                                                                 | Attainment | Acceptable | Weak       | Weak       | Acceptable |
|                                                                                                                         | Progress   | Acceptable | Weak       | Weak       | Acceptable |
| 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 | Acceptable | Acceptable |

The overall quality of students' achievement is acceptable. There are no formal tests or assessments in KG but children's coursework indicates they are attaining broadly in line with age-appropriate expectations. In the recent Grade 12 MOE examinations, students' attainment was outstanding in Islamic education, Arabic, English and biology, but below curriculum standards in mathematics, physics and chemistry. In the teacher-assessed MOE tests, students attained above age-related expectations in Islamic education and in line with curriculum standards in Arabic and English. Inspection activities show most students' attainment in mathematics to be broadly in line with age-related levels. In science students' attainment is acceptable in high and weak in primary and middle phases.

Students' achievement in Islamic education is acceptable. Students across phases show that they understand important Islamic values such as kindness and tolerance. In the primary phase, most students have a basic understanding of mercy, gained from their understanding of the Qur'an. Their understanding develops as they learn how the Islamic value of mercy influences the UAE's humanitarian work. By the time they reach Grade 3, most students can explain how Islamic values are part of everyday life. Students grow in confidence when they recite the Qur'an. A minority of older students demonstrate recitation skills which are above age-related expectations when they follow carefully the rules of 'Tajweed'.

Students' achievement in Arabic is acceptable overall and good in KG. Children in KG make good progress from their starting points. They learn to read and recognise words which begin with the same letter. The majority are soon able to read all the letters of the alphabet and find words and objects that start with different letters. Their progress slows slightly as they move through primary and middle phases because too much of their time is spent completing worksheets. By the end of the middle phase, most students can read, write and speak formal Arabic at a level in line with age-related expectations. By Grade 12, most students can read text fluently, and analyse it to provide examples of metaphors and similes, demonstrating acceptable grammar skills. Their speaking and writing continue to develop in line with curriculum standards.

Students' achievement in social studies is weak in the primary phase and acceptable in middle and high phases. Students' progress is weak in the primary phase because teaching does not provide students with enough opportunities to do challenging and interesting work and questioning is not focused to promote deeper learning. Older students make good progress in lessons because they make good use of their learning skills including personal research, collaboration and discussion, to promote their understanding of topics. In the middle and high phases, most students can explain relationships between the UAE and other countries, compare the past and

present of the UAE, and talk about the countries that trade with the UAE, demonstrating knowledge and understanding in line with age-related expectations.

Students' achievement in English is broadly acceptable, except in the primary phase where it is weak. KG children have a weak understanding of English when they enter but they make acceptable progress as they learn to say and read letters and simple phrases. In the primary phase, students' rates of progress slow, because they spend too much time listening and not enough time finding things out for themselves. They make better progress in middle and high phases, because they have many more opportunities to read, listen and speak. Students communicate their views confidently. In Grade 9, for example, students justified their views about on-line shopping clearly when their teacher took a different view. Throughout the school, skills in writing are developing steadily but are generally below age-related expectations for the large minority.

Students' achievement in mathematics is acceptable. Children start school with average levels of understanding. When they leave KG2, most match the number of objects to written numerals and recognise basic shapes. Students make acceptable progress through the primary phase. By the end of Grade 5, most students can recognise and build on patterns and establish rules between numbers. Students achieve in line with curriculum expectations across the middle phase. Grade 9 students, for example, demonstrate that they understand algebra as they solve equations. By the end of Grade 12, most students understand and use differential calculus to solve equations, in line with age-related expectations.

Students' achievement in science is weak overall. It is acceptable in the high phase where students make better use of the school's specialist facilities, including the physics garden. When they leave KG2, children can name and identify different parts of the body. The large majority of students in Grade 3 cannot always explain their learning in lessons, because they have not gained understanding of the necessary scientific terms. Achievement accelerates in the high phase where students have more scope to develop scientific skills. From Grades 10 to 12, most students achieve in line with age-related expectations. By Grade 12, for example, they can investigate and describe hydraulic systems using appropriate scientific language.

Students' achievements in other subjects are broadly acceptable. In PE, students improve their team skills when they play games. In music, primary students make acceptable progress as they learn the melodies of new songs in line with age-related expectations. A few older students demonstrate performance skills above age-related expectations when they sing or play instruments in assembly.

Students' learning skills are acceptable. Most can work independently without the

direct guidance of their teachers. Students usually collaborate effectively and use their communication skills to share ideas. They can make connections between subjects and apply their learning to the real world. Students use information and communications technology (ICT) competently, for example in researching positive role models in social studies. Students do not develop their research, innovation and critical-thinking skills as much as they should because lessons are too teacher-dominated.

## 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                                                        | Good       | Good       | Good       | Good       |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good       | Good       | Good       | Good       |
| Social responsibility and innovation skills                                 | Acceptable | Acceptable | Acceptable | Acceptable |

Students' personal and social development is good. Most have positive attitudes to learning and to other school activities. They behave very well in school because their relationships with other students and with staff are strong. Bullying is rare. Students are knowledgeable about safe and healthy lifestyles and practise them, for example by eating healthy snacks. They enjoy coming to school and at 99% their attendance rates are outstanding. The minority of students arrive late and miss assembly, although very few are late for lessons.

Students have a good understanding and appreciation of Islamic values, UAE culture and heritage. The demonstration of these values in their school lives is often stronger than their progress in related lessons. In assemblies, students show respect during the national anthem and Qur'an recitation and speak confidently. For example, students spoke confidently about the impact of Sheikh Zayed's life and work, based on their own research. They demonstrate a good understanding of different cultures when they participate in national day celebrations and theme days about different countries.



Students are aware of their social responsibilities and contribute to school life through planned activities. They serve on the school council, help to maintain high standards of behaviour as 'young teachers', and donate food and clothes to the Red Crescent. They commit themselves to caring for the school environment through preparing the physics garden for science experiments, and decorating the playground walls. Students' skills of enterprise and innovation are underdeveloped overall.

### Performance Standard 3: Teaching and Assessment

| Teaching and Assessment Indicators | KG | Primary | Middle | High |
|------------------------------------|----|---------|--------|------|
|------------------------------------|----|---------|--------|------|

|                                 |            |            |            |            |
|---------------------------------|------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable | Acceptable |
| Assessment                      | Acceptable | Weak       | Weak       | Weak       |

The overall quality of teaching is broadly acceptable, and assessment is generally weak. Most teachers demonstrate secure subject knowledge and use resources appropriately so that students meet lesson objectives. Only the minority take sufficient account of the different needs of their students when planning, or use a range of practical tasks to interest and motivate them. In a few lessons in the high phase, teaching challenges students well through opportunities to research topics and use a range of learning skills. For example, students in English use a range of sources, including websites, to research the life of Sheikh Zayed. Most teaching, particularly in the primary phase, is over-directed by teachers, with few opportunities for students to take the initiative for their learning. Higher achieving students often finish work quickly and wait for instruction, while lower achieving students do not always understand their task. Many teachers use questioning effectively, although the majority miss opportunities for using focused questions to probe students' understanding because they move on too quickly to the next theme. Neither is questioning always used effectively enough to ensure all students have to think deeply about their answers in the majority of lessons.

The school uses assessment to measure students' attainment against curriculum standards. Internal assessment systems are becoming more robust, but do not yet compare attainment against benchmarks across grades. Teachers have a broad understanding of students' individual strengths and weaknesses. However, assessment information is not yet consistently and effectively used to measure and track progress over time, set targets that meet the needs of individual students, or inform lesson planning. Although most marking is regular, it is rarely used to show students how to improve their work. Students are not yet involved sufficiently in assessing their own or each other's work. As a result, they do not have the depth of understanding needed to further their learning independently.

## Performance Standard 4: Curriculum

| 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. It is broad and balanced. The school has responded effectively to recent changes required by the new MoE curriculum and careful planning has minimised disruption to students' learning. Learning progresses smoothly in each subject. Options offered to high phase students provide them with some choice in their studies. Cross-curricular links are planned in all phases to assist students in transferring their learning between subjects. In a Grade 7 ICT lesson, for example, students used their social studies learning to discuss the importance of technology to the UAE. Middle leaders and teachers regularly review the curriculum to ensure the needs of most students are adequately met.

The school makes adequate modifications to the curriculum to meet the needs of most groups of students. It has not yet been adapted sufficiently to ensure that students of all abilities are fully engaged and challenged by an appropriate range of opportunities to learn in lessons. The needs of SEN students are met through individual planning and support. The curriculum provides an appropriate range of extra-curricular opportunities including ICT, heritage, and musical activities, and a few extra-curricula projects motivate students to want to be innovative. In class, opportunities for students to think critically, work creatively, and be innovative and enterprising are limited, however, as development of these skills has not yet been routinely embedded in the planning and delivery of subjects. Acceptable provision is made for developing students' understanding of UAE culture and history, for example through their art and craft work exploring life and work in the past.

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

| The protection, care, guidance and support of students Indicators | KG | Primary | Middle | High |
|-------------------------------------------------------------------|----|---------|--------|------|
|-------------------------------------------------------------------|----|---------|--------|------|

|                                                                             |            |            |            |            |
|-----------------------------------------------------------------------------|------------|------------|------------|------------|
| Health and safety, including arrangements for child protection/safeguarding | Acceptable | Acceptable | Acceptable | Acceptable |
| Care and support                                                            | Acceptable | Acceptable | Acceptable | Acceptable |

The overall quality of protection, care, guidance and support for students is acceptable. Staff, students and parents are aware of the school's child protection procedures, and students are confident that they can seek help and advice from adults. Students are taught how to stay safe. The building and its facilities are clean and well maintained. Arrangements to ensure security, health and safety, including supervision of students' use of school transport, are effective. Administrative procedures are efficient and records secure. The school promotes safe and healthy living regularly, through the work of the school nurses and attention given to the importance of healthy eating and exercise in many lessons, including in KG.

Most staff have courteous relationships with students. Students are familiar with, and support, the school's behaviour management systems, partly because their views were listened to when these were designed. Positive action by staff has reduced bullying to very low levels and they take effective action if any occur. Systems for managing attendance and punctuality are effective. The procedures which identify SEN students are adequate. They are supported appropriately by teachers working with the social worker to set suitable tasks and targets. The school provides acceptable levels of support for gifted and talented students, mainly through challenging tasks in extra-curricular activities in after-school and weekend clubs where, for example, they use technology to design home heating and irrigation systems. Students' wellbeing and personal development are regularly monitored by the social worker, who is particularly alert to changes in their behaviours or attitudes, and plans intervention programmes accordingly.

## Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is broadly acceptable. The principal's vision sets a clear direction in line with UAE priorities. School leaders have a clear commitment to school improvement and to providing an inclusive school community. Relationships are professional and morale is positive. Leaders have improved aspects of the school and worked to gain compliance with statutory and regulatory requirements. Their understanding of the use of assessment to help students improve their achievement has yet to be fully developed or applied to good effect.

Self-evaluation and improvement planning are broadly acceptable. The school development plan (SDP) identifies appropriate priorities, goals, and actions for improvement. The self-evaluation form (SEF) contains a lot of important evidence and is helpful to the school in setting its priorities, but the grades it contains are not yet based accurately on the SEF standards and indicators. Middle leaders' focus on observing lessons has led to improvements in teaching. This is an important step forward which underpins the school's capacity to improve further. Leaders recognise that they have yet to sharpen their focus directly on identified weaknesses which remain in English, social studies, and science in the minority of lessons.

Partnerships with parents and the wider community are good. The school regularly communicates with parents over their child's learning and development, and considers their views when setting priorities. Reporting is regular and constructive and parents value the information they receive. Parents of children who have special educational needs are particularly well involved in their child's education.

Governance is acceptable. The board includes representation from the majority of stakeholders. School trustees have had a positive impact on the overall performance of the school, for example by building and suitably equipping the new campus. Their questions hold school leaders to account but do not yet focus sufficiently on



academic achievement.

The school is organised efficiently on a daily basis and school life is orderly and purposeful as a result. The school has sufficient suitably qualified staff who receive appropriate professional development. Classrooms and other areas are well-maintained and with sufficient resources.

## What the school should do to improve further:

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Raise students' achievement across the curriculum, and especially in English, social studies and science, by:

- i. identifying the weakest aspects of attainment in each subject and targeting these for planned interventions, including classroom visits from school leaders and scrutiny of lesson plans
- ii. planning lessons which challenge students to use a range of learning skills, including new technologies
- iii. asking focused questions in lessons and using students' answers to probe their thinking and to challenge them further
- iv. providing students with accurate feedback about what they need to do to improve, and requiring them to assess their own and each other's work
- v. improving the accuracy of written marking.

1. Improve the quality of teaching and assessment by:

- i. using assessment information effectively to plan activities that fully meet the needs of all students
- ii. planning work which stretches the highest achieving students in every lesson
- iii. providing targeted support for low-achieving students so that they fully understand what they have to do to make progress
- iv. increasing the scope for students to take sufficient responsibility for their own learning by reducing overly teacher-led approaches.

2. Increase the impact of school leadership on school improvement by:

- i. ensuring that areas identified as weak in the SEF and in the inspection report are prioritised for action in the school development plan
- ii. improving all leaders' understanding of how to use assessment data to drive improvements in learning and teaching
- iii. providing suitable data from internal and external assessments to bring more rigour to teachers' planning for all groups of students
- iv. increasing the effectiveness of senior and middle leaders by focusing on learning and progress in lessons and giving high-quality feedback to staff
- v. increasing the pace of improvement by setting clear, time-specific success criteria for each action and gauging progress towards them.