



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



Private School Inspection Report

Al Maali International Private School

Academic Year 2015 – 2016

lqraa

Al Maali International Private School

Inspection Date	2 – 5 November 2015
Date of previous inspection	3 – 7 November 2013

General Information		Students	
School ID	441	Total number of students	1794
Opening year of school	2009	Number of children in KG	289
Principal	Khadijah Al Sayyar	Number of students in other phases	Primary 783 Middle 571 High 151
School telephone	+971 (0)2 559 1000	Age range	3-19 years
School Address	ME12, Near bus terminal, Mussafah, MBZ City, Abu Dhabi	Grades or Year Groups	KG to Grade 12
Official email (ADEC)	Almaali.pvt@adec.ac.ae	Gender	Mixed
School Website	-----	% of Emirati Students	12.8%
Fee ranges (per annum)	MoE: AED 8,400 – AED 15,000 US: AED 10,800 – AED 17,400	Largest nationality groups (%)	1. Egyptian 15% 2. Sudan 11%
Licensed Curriculum		Staff	
Main Curriculum	Ministry of Education	Number of teachers	123
Other Curriculum	American	Number of teaching assistants (TAs)	12
External Exams/ Standardised tests	MOE	Teacher-student ratio	1:16 KG/ FS 1:20 Primary 1:17 Middle 1:19 High
Accreditation	-----	Teacher turnover	24.3%

Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons of observed	100
Number of joint lesson observations	1
Number of parents' questionnaires	180; (response rate: 11%)
Details of other inspection activities	Lesson observations, meetings with parents, students, staff, senior managers, and the owners. Work scrutiny, analysis of documentation.

School	
School Aims	'A qualitative, progressive educational environment that produces a generation capable of contributing effectively to society'
School vision and mission	'Al Maali International school seeks to provide excellent education to its learners; education that copes with the challenges of today, based on empirical experiment and generation of knowledge, with an eye on culture and national identity, and inculcation of modest religious and moral values.'
Admission Policy	Interview.
Leadership structure (ownership, governance and management)	The leadership team comprises of the principal, two Academic Coordinators the primary and middle-high phases of the school, two Academic coordinators in KG, one with Arabic responsibility and one with English responsibility, and two Arabic coordinators for respectively the primary and middle-high phases of the school. There is no longer a vice principal in post, as he did not have the necessary approvals. At Middle leadership level, there are heads of department for key subjects, and two social workers; one for boys and one for girls.

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	3
Specific Learning Disability	0	4
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	1
Speech and Language Disorders	0	0
Physical and health related disabilities	0	1
Visually impaired	0	0
Hearing impaired	0	1
Multiple disabilities	0	1

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)	25
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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 (C)	Very weak
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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						
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The Performance of the School

Evaluation of the school's overall performance

The quality of education provided by the school is very weak. The lack of a clear focus and direction by senior leaders means that there is much discontent amongst the staff, students and parents. The school has not effectively addressed recommendations to improve the school performance, due to a lack of understanding and capacity by leaders and governors.

The achievement levels of most students are below both national and international standards and show no signs of improvement over time. The quality of teaching is very weak; one of the reasons for this is the high turnover of teachers. The delivery of the curriculum is not modified to meet the needs of most students, particularly the more able and those with special educational needs (SEN). Almost all students are unable to meet their potential and develop their independence, due to the lack of high expectations across the school.

Students' appreciation and understanding of the Islamic values, and UAE culture are developed well.

Progress made since last inspection and capacity to improve

The school has addressed the health and safety concerns highlighted at the last inspection. There has been negligible improvement in the provision of resources or the quality of teaching to improve learning and thereby raising attainment and progress. The school had some external support last year for professional development and monitoring the quality of teaching, but there is still a complete unawareness of how students learn effectively and make progress amongst most staff. Leadership at all levels does not have the capacity or the competency to make these improvements without further external help, and the appointment of a replacement vice-principal.

Development and promotion of innovation skills

The promotion and development of innovation and skills is very limited. Senior leaders are not aware of the need to plan for the promotion of innovation. A small proportion of boys and girls in the upper grades take part in a national initiative 'Think Science'. This project, led by the lab technician, encourages true innovation; students consider solutions to real problems, create prototypes and present their ideas to a committee at the World Trade Centre in Dubai. In 2013/14 students from the school were finalists, and this year an entry to solve the issue of accounting for students getting on and off buses is now being used in Dubai government schools. One student from the school was selected as ambassador for science in

America in 2013/14 and this year in North Korea. Outside of this, most students have very limited opportunities to engage in activities that promote creativity and social contribution across the curriculum; extracurricular activities are very limited and students have no opportunities to volunteer or play a part in the local community.

Teaching style limits opportunities for students to develop their innovation skills. The large majority of lessons are teacher directed, restricting the opportunities for developing independent learning skills, initiative and higher order thinking to express ideas. Cross-curricular links are non-existent and learning is rarely related to real world applications. There are no opportunities to use learning technologies within lessons and specialist information and communication technology (ICT) lessons do not promote any creativity, enquiry or research. Students are given projects for homework, but the level of enquiry seen from the work set is very rudimentary and does not add to their knowledge or research skills.

The inspection identified the following as key areas of strength:

- acceptable attainment and progress in Arabic as a second language across the school
- acceptable attainment and progress of children in Kindergarten (KG) across the majority of key subjects
- girls' engagement in learning, particularly in the high school
- students' appreciation and understanding of the Islamic values of UAE culture.

The inspection identified the following as key areas for improvement:

- the arrangements to ensure effective care, guidance and protection of all students
- low standards of attainment in most key subjects from the primary phase onwards
- standardised testing to track and analyse students' progress over time and against international standards
- teachers' understanding of how students learn best and make progress
- opportunities in lessons to develop independence and higher order thinking skills
- the level of expectations set and pace of lessons that hinder progress of all students, and in particular the high achievers
- the provision of support for students with SEN
- clarity of focus and direction from senior leaders and governors in communicating the vision and ethos of the school
- the capacity of middle leaders to monitor teaching, learning and progress, and its impact on students' skills and understanding
- the need for adequate progress in meeting the recommendations from the previous inspection to improve the school's performance.

Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Arabic (as a First Language)	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Weak	Weak	Weak
	Progress	N/A	Weak	Weak	Weak
English	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Mathematics	Attainment	Acceptable	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Science	Attainment	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
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	Weak	Weak	Weak	Weak
	Progress	Weak	Weak	Weak	Weak
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak	Weak	Weak

Student achievement is weak overall. The school does not administer any international tests, and so attainment cannot be reliably measured against international comparators. All tests, summative and formative, are prepared and assessed internally; as a result, the reliability and validity of the data is limited. The trend data produced by the school shows no consistency or improvement over time and does not provide any evidence of progress throughout the school or for different groups of students. The data is not analysed, nor is it used by subject leaders to improve the outcomes for students in their subject area or phase, or indeed, by school leaders to judge against national and international standards.

The data for different classes shows that, in general, girls perform better than boys. In lessons it was noted that girls' engagement in learning, particularly in the high school was much better than the boys'. There is no specialist provision for students with SEN, as a result, their progress is very limited in lessons. Gifted and talented students are not given the necessary stretch and challenge needed in lessons to achieve their potential. All students learn English as an additional language (EAL) and most have low literacy skills, which hinder their progress in all subjects. Apart from Arabic for second language speakers, students' attainment in all core subjects is well below age-appropriate expectations. Most students do not demonstrate the knowledge, skills, and understanding that are in line with curriculum expectations. Progress is weak for all groups of students, as a result of the very weak quality of teaching.

In Arabic, standards in reading, writing, expression and the rules of the Arabic language are weak and below curriculum expectations. In KG, the majority of students are unable to match letters and pictures and find it difficult to read letters. In Grade 5, the majority are unable to read or write sentences accurately and there are weaknesses in spelling and pronunciation. In Grade 10, the majority of students are unable to read a passage with correct intonation. Students' attainment and progress in Arabic as an additional language is acceptable. Students gain confidence in their reading and listening skills and are able to differentiate between letters and pronounce some words. In Islamic education, older students are able to recite long verses from the Holy Qur'an with correct intonation and accuracy. Younger students understand the pillars of Islam and pillars of faith. In social studies, students relate what they learn to their culture and country and have sufficient knowledge of the history, heritage and values of the UAE.

In English, children begin KG with very limited skills because all are EAL speakers. Their progress is acceptable because they are immersed in the English language, but they do not have strategies for decoding words. Standards of attainment in reading

and writing are below curriculum standards in other phases of the school. For example in Grade 8, students learn about nouns and adjectives and in Grade 4 students are not able to read simple words like ‘dream’ and ‘shoe’. Few students are able to communicate with confidence in spoken English in the primary phase; this improves in the higher grades. The low expectations of teachers alongside a lack of opportunity for creative or extended writing means that progress is weak. Teachers model poor language skills.

In mathematics, students demonstrate very basic skills and their use of subject vocabulary is weak: In Grade 4 almost all students are unable to accurately estimate subtraction in relation to money, in Grade 9 the majority of students are unable to properly use a geometry set to construct a reflection of a parallelogram, and in Grade 11 most students were unable to define the inverse function accurately using proper mathematical terms. In KG, most students are able to identify shapes and the numbers 1 to 20 and in grades 2 and 3 they can create graphs with some accuracy.

In science, attainment is weak because of an overreliance on the textbook and a lack of scientific thinking, investigative work and the application of higher order thinking skills in lessons. The ‘Think Science’ project promotes an innovative approach, research, critical thinking and problem solving for the few students involved. Girls in high school construct scientific models, which are put to acceptable use in lessons. Attainment and progress in ICT skills are very limited because of the lack of opportunity for use in lessons and the very weak and uncreative specialist lessons. Progress in physical education (PE) and ICT are constrained by lack of resources and facilities.

Almost all students are passive in lessons and rely heavily on the teacher for direction. As a result, students lack initiative and their independent learning skills are weak. In KG, children wait patiently for their turn and most are engaged and interested in their learning. Student engagement in, and responsibility for, their own learning is much better in girls’ classes in the higher grades where they work collaboratively, ask questions and take on leadership roles. This is rarely the case in boys’ classes. The large majority of students have difficulty in applying their knowledge to the real world because they are usually just given factual content. Students rarely reflect on the quality of their learning and are not encouraged to do so by teachers, as a result they do not know how to improve. Teachers have low expectations and do not provide challenge or support particularly for the more able and those with SEN.

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
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Personal development	Acceptable	Weak	Weak	Weak
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills	Weak	Weak	Weak	Weak

Students' personal and social development and innovation skills are weak. Most students have an acceptable understanding of Islamic values and the impact these have on daily life in the UAE. A majority of students, whom the inspectors spoke to did not enjoy school and highlighted the many grievances they had regarding the quality of teaching, the leadership's inability to deal with issues, the building and resources and in a few cases their relationships with teachers. Students sought out inspectors at every opportunity in the hope they would be listened to. Their dissatisfaction is reflected in the very weak attendance rates at 88%. The large majority of students are compliant and willing to learn, particularly in the younger grades and girls' section where they demonstrate responsible attitudes and are developing self-confidence. A minority of students, especially boys, have difficulty remaining on task, particularly when lessons are not engaging and the class teacher does not effectively manage behaviour. Student behaviour during breaks, in corridors and in class is acceptable. They generally respect and follow school rules and contribute to a safe and orderly learning community. Students have some understanding of safe living and healthy eating.

Students generally show respect for the heritage and culture of the UAE and have an understanding and appreciation of their own and a few other world cultures. In assemblies, a few boys display disrespect for the proceedings. National flag day was celebrated during the inspection and the majority of students joined in with enthusiasm and older girls prepared traditional food. Students have no opportunity for community involvement, volunteering or social contribution other than occasionally raising money for charity. Students are encouraged to use recycled materials for science projects, but there is lack of awareness of environmental issues generally. There are no opportunities for students to enhance their personal development through enterprise or entrepreneurship.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Very Weak	Very Weak	Very Weak	Very Weak
Assessment	Very Weak	Very Weak	Very Weak	Very Weak

Teaching and assessment are very weak. A large majority of lessons were deemed to be less than acceptable. More effective teaching was observed in KG where teachers made some attempt to provide varied challenges for different groups and were more successful in engaging children.

Almost all teachers do not understand how students learn most effectively. Lessons are content based, rather than focused on progress and skills development towards the lesson objectives. Teachers have improved their use of activities in lessons, but these rarely contribute to enhanced progress and understanding. For example in a French lesson, Grade 3 students were blowing up balloons and writing French numbers on them, which did nothing to improve their knowledge of the numbers, and in fact they had already learned this in Grade 1. Group work happens regularly, but usually involves direction from the teacher from the front, thereby losing its value. Objectives rarely refer to the learning expectations of the lesson, and only a minority of teachers mention them. Students are unaware of what exactly they would need to do to achieve success. Teachers' planning, time management and use of resources are ineffective and learning environments are bleak and uninspiring.

Planning has improved, but this is not translated into practice. Most lessons progress at a very slow pace and students spend too much time doing nothing, waiting for their turn. Teachers have low expectations; they do not provide challenge for the majority of students, in particular the most able. Support for the least able and those with SEN is lacking except in KG where better use is made of teaching assistants. In two specific lessons observed, the students with SENs, identified by the school internally, were completely ignored and as a result made no progress. Questioning is not sufficiently challenging and does not build learning; as a result there is a lack of dialogue to engage students effectively. There are few opportunities for students to collaborate effectively and think deeply for themselves. Teachers do not develop students' critical thinking, problem-solving, innovation and independent learning skills routinely in lessons. There is very little application of learning to the real world.

The assessment of students' progress is entirely based upon internal tests that do not provide accurate measures of progress. The validity of these tests is questionable because they are not moderated for consistency. Assessment information regarding learning skills and competencies are not kept by teachers, so that progress cannot be measured. There is a very little analysis of assessment data and this is not used by teachers to inform their teaching or curriculum planning to meet the needs of individual students. This was evident in the lack of progression seen in lessons, where students were covering the same topic in different year groups. No targets for improvement are given and students do not know what they need to do to increase their skills. Students are rarely involved in assessing their own or the learning of others. The quality of marking, when present, is weak, and often consists of no more than ticks with dates, with no feedback to students regarding how to improve.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
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Curriculum design and implementation	Weak	Weak	Weak	Very Weak
Curriculum adaptation	Weak	Weak	Weak	Weak

The quality of curriculum design, implementation and adaptation is weak. The school follows two different curriculum frameworks; the American Common Core curriculum textbooks and the Ministry of Education (MoE) curriculum. The curriculum complies with MoE requirements for Arabic, Islamic education and social studies in all phases. The curriculum in both streams is mainly dictated by textbooks and is not adapted to promote innovation. Subjects such as French, art, ICT and PE enhance the core curriculum, but there are no opportunities for cross-curricular links. In the MoE curriculum, students in the higher grades are offered two streams; science and humanities, but there is no choice of any subjects for students in the American section. As a result, there is a lack of continuity and progression. For example students would not be able to attend the French university in Abu Dhabi if they wished to, because there is no provision for French in the higher grades in school in order to access the language of instruction.

In the primary and middle phases, students are not well prepared for the next stages in learning mainly due to weak writing, reading and spoken skills in English. In higher classes, students are not sufficiently prepared for their SAT, TOEFL or IELTS

examinations which are taken externally. The school does not hold data on these exams. Almost all students do go on to university in the UAE or other parts of the world.

There is little evidence that the school reviews and modifies the curriculum to meet the needs of all groups and students say their views are not listened to. The school has recently introduced the Common Core textbooks, but teachers are not familiar with the delivery of this curriculum. In the Arabic section, MoE English textbooks have been introduced but the low standards on which they are based are resulting in even weaker English skills. There are no modifications in the delivery of the curriculum to meet the needs of particular groups of students; those with weak language skills have no support, more able students are not challenged and the least able insufficiently supported. Planning does not show how the different groups of students' needs will be met. Students have very limited opportunities to engage in activities that promote creativity and social contribution across the curriculum or through extracurricular activities and there are no meaningful links with outside agencies.

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	Weak	Weak	Weak	Weak
Care and support	Weak	Weak	Weak	Weak

The school makes weak provision for the protection, care, guidance and support of students. A caring atmosphere does not prevail in school, other than in KG, as evidenced by the numbers of students wishing to speak to inspectors about their discontent, including incidents of alleged corporal punishment. There is a safeguarding policy and training has been provided in child protection and procedures, which are understood by most staff. Students are not always aware of these and the school is ineffective in always protecting students from bullying. Arrangements to ensure the health, safety and security of students are ineffective. Safety checks are irregular, supervisory procedures inconsistent and there is one nurse available to care for over 1,700 students. Some parts of the building are

unhygienic, students' talk of dirty toilets with no water or paper, despite their improvement during the inspection. Some classrooms have poorly functioning air conditioning and are generally uninspiring places to be. The boys' area designated as playground, assembly and PE area has inadequate shading.

In KG, staff are considerate of students and show appropriate levels of concern for their safety. In other parts of the school, particularly the primary phase and girl's section, this is also the case. Systems and procedures for managing students' behaviour are inconsistent and sometimes staff, particularly in the boy's section, are not considerate towards students. Attendance levels are well below average. Although there is adequate tracking of day-to-day and monthly class absence the school is not active enough in promoting the importance of attendance. The school does not have an SEN specialist and has ineffective systems to identify the needs of students with SEN accurately. There is limited support for these students, who, as a result make weak progress. The well-being and personal development of most students are not closely monitored. Whilst older students receive presentations from universities there is little careers guidance and support. The school is currently trying to forge links with Jackson University in Mississippi.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very weak
Self-evaluation and improvement planning	Very weak
Partnerships with parents and the community	Very weak
Governance	Weak
Management, staffing, facilities and resources	Weak
The effectiveness of leadership at all levels is very weak. There is a lack of clear focus and direction by senior leaders in communicating the vision and ethos of the school. Staff morale is low and turnover is high. Many staff, particularly middle leaders', workload is so high that they are unable to fulfil the requirements of their job effectively. The school has recently lost two key people at senior leadership level, and the principal does not have a clear awareness of the urgent priorities for improvement, or the capacity to address them. The areas for development identified in the previous inspection have not been addressed adequately and the school has	

not improved.

Self-evaluation is limited and the school has an entirely unrealistic view of its own performance. The quality of information provided has limited validity due to the lack of standardised assessment data, alongside a lack of clear understanding of the school inspection framework. School improvement plans have been written in conjunction with an external advisory service and focus on the areas for improvement identified at the last inspection. Unfortunately, there is no evidence of any progress towards these goals over the past two years, because review procedures are inadequate and ineffective. Action planning does not focus on the quality of students' development and learning experiences and there is no evidence of any impact on students' attainment and progress. Lessons are monitored, but with little impact on improving the quality of teaching. The focus tends to be on the teacher, rather than students' learning. Heads of department have little capacity to monitor teaching and learning effectively and follow up is inadequate so that teachers do not improve as a result of the feedback they receive.

Parents were eager to speak to inspectors and express their discontent. They said that communication with them rarely happens unless they are proactive in seeking out teachers, or there is a problem. Whilst the school is very happy to speak to parents when they contact the school, there is a lack of regular communication and parents say they do not receive regular reports regarding their child's progress unless they ask. There was no evidence of particular communication with parents regarding students with SEN. Parents' views are sought, but they feel these are not acted upon. The school invites universities to speak to Grade 12 students; there are few useful local and international links to enhance and broaden students' learning.

The governing board is established and has a range of stakeholders represented. In practice, the minutes of regular meetings show that parents do not attend. It is evident that governors have some knowledge of the running of the school including the issues with staffing, but there is little regard for student attainment and progress. The owner does not hold the principal adequately to account for the quality of the school's performance. Equally, the school ownership has been unsuccessful in removing the barriers that limit the school's development. The owner has provided limited guidance and direction other than by providing external professional development.

Daily routines and management of the school are adequate so that the school runs relatively smoothly on a day-to-day basis, but too much learning time is lost between and during lessons. Teachers are sufficient in number and all have teaching qualifications, but they are not appropriately qualified to deliver the American curriculum. The significant turnover of teachers has a negative impact on student

outcomes and affects the continuity and quality of provision. Most teachers lack an understanding of how students learn and are unable to meet their different needs. The premises are tired and in need of some repair, and classroom learning environments are not conducive to innovative learning. The range of resources is too limited in quantity and quality to effectively support independent learning and students have insufficient access to technology.

What the school should do to improve further:

1. Urgently address issues pertaining to health and safety and ensure eradication of bullying and corporal punishment from school.
2. Raise standards of students' achievement by:
 - i. introducing external and standardised internal testing to measure and analyse attainment and progress in relation to international standards
 - ii. using robust tracking systems that allow analysis of the skills and progress of different groups of students and establish specific measurable targets
 - iii. ensuring teachers make more effective use of assessment to plan lessons that provide support and challenge for all students, particularly the more able and those who find learning difficult.
3. Improve the effectiveness of teaching by:
 - i. ensuring teachers fully understand the requirements of the American Common Core curriculum
 - ii. focusing on clear objectives and differentiated success criteria to help students make rapid progress in every lesson
 - iii. providing students with opportunities to use their initiative, develop their critical thinking and problem solving skills and work independently and collaboratively.
4. Improve leadership and management by:
 - i. communicating a clear vision and direction for the school that teachers, students and parents understand and can identify with
 - ii. ensuring the governing board holds leaders to account for the strategic development of the school
 - iii. addressing the issue of high staff turnover and low morale
 - iv. developing middle leaders' capacity to effectively monitor the quality of teaching, learning and progress
 - v. regularly evaluating progress towards targets set in the school's action plan.