



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of Al Maali International Private School

**Overall Effectiveness: Weak**

**Academic Year 2017 – 2018**



## Contents

|                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------|----|
| School Information.....                                                                                 | 3  |
| The Performance of the School.....                                                                      | 4  |
| Evaluation of the school's overall performance .....                                                    | 5  |
| Progress made since last inspection and capacity to improve .....                                       | 6  |
| Key areas of strength and area for improvement .....                                                    | 7  |
| Provision for Reading .....                                                                             | 9  |
| Performance Standard 1: Students' Achievement.....                                                      | 10 |
| Performance Standard 2: Students' personal and social development, and their<br>innovation skills ..... | 13 |
| Performance Standard 3: Teaching and Assessment .....                                                   | 15 |
| Performance Standard 4: Curriculum.....                                                                 | 16 |
| Performance Standard 5: The protection, care, guidance and support of students.....                     | 18 |
| Performance Standard 6: Leadership and management .....                                                 | 20 |



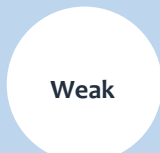
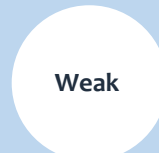
دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

## School Information

|                     |                                  |      |                |                                                                                      |               |             |  |
|---------------------|----------------------------------|------|----------------|--------------------------------------------------------------------------------------|---------------|-------------|--|
| General Information | Inspection date:                 | from | 10 Safar 1439  | to                                                                                   | 13 Safar 1439 |             |  |
|                     |                                  | from | 30-Oct-17      | to                                                                                   | 02-Nov-17     |             |  |
|                     | School name                      |      |                | Al Maali International Private School                                                |               |             |  |
|                     | School ID                        |      |                | 441                                                                                  |               |             |  |
|                     | School address                   |      |                | ME12, Mussafah, MBZ City, Abu Dhabi.                                                 |               |             |  |
|                     | School telephone                 |      |                | +971(0)2 559 1000                                                                    |               |             |  |
|                     | School official email            |      |                | almaali.pvt@adec.ac.ae                                                               |               |             |  |
|                     | School website                   |      |                | www.almaali.sch.ae                                                                   |               |             |  |
|                     | School curriculum                |      |                | American Ministry of Education                                                       |               |             |  |
|                     | School phases                    |      |                | KG, Primary, Middle, High                                                            |               |             |  |
|                     | Fee range and category           |      |                | MOE: AED 8,400-AED 15,000 (very low to low)<br>American: AED 10,800-AED 17,400 (low) |               |             |  |
|                     | Number of lessons observed       |      |                | 97                                                                                   |               |             |  |
|                     | Number of joint lessons observed |      |                | 5                                                                                    |               |             |  |
| Staff Information   | Total number of teachers         |      |                | 58                                                                                   |               |             |  |
|                     | Turnover rate                    |      |                | 33%                                                                                  |               |             |  |
|                     | Number of teaching assistants    |      |                | 2                                                                                    |               |             |  |
|                     | Teacher- student ratio           |      |                | 1:15                                                                                 |               |             |  |
| Student Information | Total number of students         |      |                | 877                                                                                  |               |             |  |
|                     | % of Emirati Students            |      |                | 14%                                                                                  |               |             |  |
|                     | % of Largest nationality groups  |      |                | 1. Sudan 19%                                                                         |               |             |  |
|                     |                                  |      |                | 2. Syrian 17%                                                                        |               |             |  |
|                     |                                  |      |                | 3. Egyptian 14%                                                                      |               |             |  |
|                     | % of SEN students                |      |                | 1%                                                                                   |               |             |  |
|                     | % of students per phase          |      |                | KG: 5%                                                                               |               | Middle: 27% |  |
|                     |                                  |      |                | Primary: 50%                                                                         |               | High: 18%   |  |
| Gender              |                                  |      | Boys and girls |                                                                                      |               |             |  |



## The Performance of the School

|                                                                                                                                                                                        |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Standard 1</b><br><br>Students' Achievement<br><br>                                    | <b>Performance Standard 2</b><br><br>Students' personal and social development, and their innovation skills<br><br> |
| <b>Performance Standard 3</b><br><br>Teaching and Assessment<br><br>                                | <b>Performance Standard 4</b><br><br>Curriculum<br><br>                                                           |
| <b>Performance Standard 5</b><br><br>The protection, care, guidance and support of students<br><br> | <b>Performance Standard 6</b><br><br>Leadership and management<br><br>                                            |



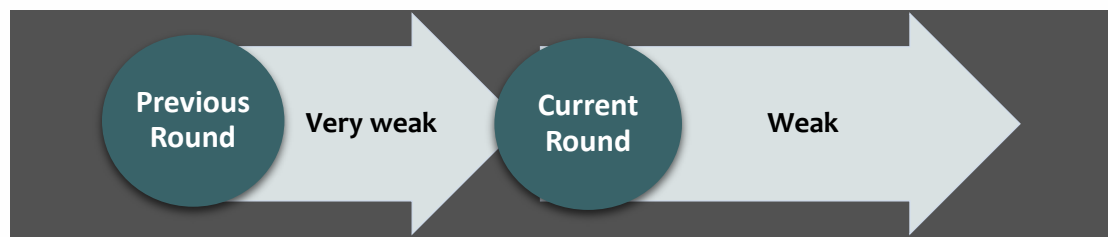
## Evaluation of the school's overall performance

---

- The overall performance of the school is weak. An instability in leadership has impacted on the school's capacity to address issues raised by the previous inspection report. The school principal, in post for thirteen years, has resumed her leadership responsibilities after an absence of one year.
- Achievement is acceptable overall, and weak in Islamic education and social studies. Students' achievement in the American curriculum section is stronger overall in most subjects than the MoE section.
- Students' personal and social development is acceptable overall, but their innovation skills are less well developed. Students have a positive attitude to learning and want to succeed. Their understanding of Islamic values, Emirati culture and heritage is evident in their work on display. A minority of students do not feel safe in the school.
- The overall quality of teaching and assessment is acceptable. Teachers benefit from a professional development programme. They plan acceptable lessons in which the purpose of learning is clear.
- The implementation of both curricula is acceptable in providing breadth and balance for most students. Modifications are made to ensure students' needs are met. However, there are gaps in provision in the high phase.
- The overall quality of protection, care, guidance and support of students is weak. Students enjoy school and attend regularly, but the school fails to promote punctuality effectively. Supervision and safety checks lack rigour and do not meet the needs of all students
- Leadership and management are weak. Although standards in teaching have improved due to the determined efforts of a few, leadership overall is ineffective.



## Progress made since last inspection and capacity to improve



- Assessment procedures are now in place and provide a measure of student attainment against curriculum standards. The attainment of students in the American curriculum section is not measured against international standards. However, the school prepares the Grade 12 students for university adequately by providing them opportunities to sit for SAT and IELTS exams.
- Teachers now plan lessons, manage time and use resources appropriately. Higher-order and critical-thinking skills are developed in Arabic, mathematics and English lessons in high and middle phases, and in science in middle phase. In the primary and KG phases, this is not yet evident. Most boys now have more positive attitudes to learning and are more engaged in lessons.
- Policies to promote the health, welfare and safety of students, including child protection, are now in place. Although most students report that they feel safe, a few voice concern and this has not been resolved. The perimeter of the school is not yet sufficiently secure, and the quality of supervision inconsistent.
- The provision for students with special educational needs (SEN) has been improved. Students are identified and plans are produced to address their specific needs.
- Whilst recent changes to the school's governing board have addressed important financial matters and regained the confidence of staff, the effectiveness of leadership remains weak. Therefore, the capacity of the school to continue to improve is weak.



## Key areas of strengths and areas for improvements

### Key areas of strength

1. The capacity of middle leaders to raise standards in the quality of teaching.
2. Strong promotion of UAE culture and heritage in all phases.
3. Student's willingness to learn, and their confidence and ability to articulate their learning.

### Key areas for improvement

1. Raise students' attainment by;
  - i. providing a more active learning environment for KG children
  - ii. developing critical thinking, problem-solving and innovation skills across the school
  - iii. increasing opportunities for independent learning and research work in primary phase.
  - iv. improving the quality of teaching in Islamic education overall, and social studies in the primary phase
2. Improve the quality of teaching by;
  - i. training teachers on the use of assessment to inform short-term planning
  - ii. raising teachers' expectations regarding the quantity and quality of writing in English and Arabic.
3. Ensure appropriate curriculum provision in the high phase by;
  - i. providing sufficient suitably-qualified staff and resources.
4. Improve the arrangements for the safety and security of students by;
  - i. implementing strategies to promote student punctuality
  - ii. ensuring the security of the site
  - iii. enhancing the quality of supervision in middle and high phase.



5. Develop the effectiveness of leadership by;
  - i. ensuring the Governing Board holds leaders to account for the strategic development of the school
  - ii. ensuring sufficiency, deployment and development of suitably-qualified staff.



## Provision for Reading

- The school has two libraries. These contain a range of books in Arabic and English which are well matched to the needs of students. In KG section, age-appropriate texts are available for students to access independently. Access to a free, online electronic library service extends the range of reading material available to students and parents.
- Students make frequent use of the libraries at break times and they borrow books. They participate in the National Reading Challenge and in the school's initiatives: 'You Must Read Program' for G 5-12 boys, and 'Free Reading in the Garden,' run by the school librarian.
- Every student in the primary section has an individual reading log which is monitored by the school librarian and shared with parents. Reading for comprehension is supported through the American Common Core State Standards (CCSS).
- Leaders have identified reading as an area of priority. Teachers and other staff attend weekly professional development sessions.
- The school promotes reading at home by hosting reading workshops for parents and providing them with details of relevant websites. All parents are invited to attend the annual book fair which sell books in Arabic and in English.



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

## Performance Standard 1: Students' Achievement

| Students' achievement Indicators   |            | KG         | Primary    | Middle     | High       |
|------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education                  | Attainment | N/A        | Weak       | Weak       | Acceptable |
|                                    | Progress   | N/A        | Weak       | Weak       | Acceptable |
| Arabic<br>(as a First Language)    | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Arabic<br>(as additional Language) | Attainment | N/A        | Acceptable | N/A        | N/A        |
|                                    | Progress   | N/A        | Acceptable | N/A        | N/A        |
| Social Studies                     | Attainment | N/A        | Weak       | Acceptable | Acceptable |
|                                    | Progress   | N/A        | Weak       | Acceptable | Acceptable |
| English                            | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | 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<br>(Art, Music, PE) | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                    | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Learning Skills                    |            | Acceptable | Acceptable | Acceptable | Acceptable |



### Overall achievement

- The overall quality of students' achievement is acceptable.
- 2016/17 end-of-year internal school assessment data indicates overall outstanding results in all subject in both MoE and American curriculum sections. 2016/17 MoE term 3 exam for Grade 12 indicates outstanding attainment for Arabic, English, and social studies, and acceptable in mathematics and science.
- Students' attainment in American curriculum section is not measured against international standards except for Grade 12 where students sit for SATs.
- Trends of attainment over the past three years, based on 2016/17 term 3 MoE exams for grade 12, indicate outstanding results in all core subjects except for mathematics and science where it is mostly acceptable.
- All groups of students, including students with special educational needs (SEN) and gifted and talented (G&T) students, make expected progress.

### Subjects

- Students' achievement in **Islamic education** is weak. It is acceptable in high phase where learning skills are more developed and students are active learners. Learning skills are weak overall.
- Students' achievement in **Arabic** as a first language is acceptable overall. It is less developed in primary and middle phase. Students' skills in speaking, listening and reading are acceptable, and in line with curriculum standards. Writing is less well developed. In **Arabic** as a second language, it was not possible to observe lessons in the middle or high phase due to timetabling constraints. Students' achievement in Arabic as a second language is acceptable overall in primary phase. As the main focus in lessons is on reading and pronunciation of words, most students' reading and speaking skills are more developed than their writing. In writing, the students produce simple three or four-word sentences and do not appear to engage in extended writing.
- Students' achievement in **Social Studies** is weak overall. In middle and high phase, students make acceptable progress in understanding national values and citizenship of the UAE. Students' achievement in primary phase is weak.
- Students' achievement in **English** is acceptable overall. Progress is strongest in KG and middle phase. Students' skills in speaking, listening and reading are in line with curriculum standards. Writing is less well developed.
- Students' achievement in **mathematics** is acceptable overall. Most students



make expected progress in numeracy, measures, shape, space and handling data. Progress is strongest in high phase where students are well motivated.

- Students' achievement in **science** is acceptable overall. Middle and high phase students progress at a greater rate as a result of applying their investigative and practical skills.
- Students' achievement in **other subjects** is acceptable. Attainment in computer science, physical education (PE), art and music is in line with curriculum standards. Progress is strongest in computer science where students are well motivated. Students have positive attitudes and enjoy being creative.

### Learning skills

Most students can make presentations, and communicate their learning clearly. They work together in groups, but tasks are not always shared equally, and the quality of work produced varies. In mathematics in American curriculum section, middle and high phase students apply their problem-solving skills effectively to real-life issues. Students engage in research work in the high and middle phases. However, the use of learning technologies and the provision for innovation, and enquiry is limited in the primary and KG phases.

### Areas of Relative Strength:

- Students' ability to communicate their learning clearly.
- High and middle-phase students' learning skills in mathematics.

### Areas for Improvement:

- Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies in KG and primary phase.
- Achievement in all subjects, particularly Islamic education and primary-phase social studies.
- Writing skills in Arabic and English.



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

- Students' personal and social development skills are acceptable overall. Throughout the school, most students demonstrate positive behaviour and follow school rules. They are courteous to staff.
- Students report that bullying is rare, and incidents are dealt with effectively. However, a few students feel they cannot approach staff for support in case of need. Students are overly reliant on their teachers to resolve issues.
- Students are aware of the importance of maintaining healthy lifestyles. They discuss healthy choices and participate in events organised by the social club to promote healthy eating. Students are sensitive to the needs of others, particularly those with physical disabilities. At 94%, student attendance is good.
- Emirati culture is celebrated by all students. Students assume responsibility and leadership roles during morning assembly, where they read verses from the Qur'an and Hadeeth. Art work throughout the school reflects students' pride in Emirati culture. Students understanding of other cultures is less well developed.
- Students enjoy assuming volunteer roles in the school. Older students support community events through collaboration with the civil defense and community police. They also volunteer to lead maths club for younger students.
- Acceptable provision is made for promotion and development of innovation skills in the high phase. Appropriate guidance enables a few students in the high phase to identify problems related to local environmental challenges for which they design innovation solutions. However, students' innovative skills in other phases are less well developed.



**Areas of Relative Strength:**

- Students' respect for Islamic values and their appreciation of UAE culture and heritage.
  - Students' sensitivity to the needs and differences of others, especially to students with physical disabilities.
- 

**Areas for Improvement:**

- Students' innovative skills particularly in the KG and primary phase.
- Ensuring students receive support when needed.



### Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Most teachers have secure knowledge of their subjects. Regular attendance at workshops enables them to remain abreast of current pedagogy.
- Teachers plan and structure lessons appropriately. There is variation and sufficient pace in learning activities to engage students, particularly in American section. Teachers check students' understanding through questioning and dialogue.
- Teachers' use of group work in lessons engages students, particularly boys. Whilst they make some provision for differentiated activities, teachers are ineffective at personalising the learning for most students in order to further enhance their overall achievement. In lessons at the high phase, teachers promote discussion to foster critical thinking and problem solving. This is not yet consistent across the school.
- Internal assessment processes are consistent across the school. In the American curriculum section, the school does not benchmark students' outcomes against international standards, although students in Grade 12 sit for SAT to prepare them for the next phase of education.
- Formative assessment is not yet influencing teachers' weekly planning to meet the individual needs of students.

#### Areas of Relative Strength:

- Teachers' subject knowledge and planning.
- Wide range of strategies to engage students in the American curriculum section.

#### Areas for Improvement:

- The quality of teaching in Islamic education.
- The quality of assessment, to include the use of formative assessment techniques overall and the use of international benchmarks in the American curriculum section.



## Performance Standard 4: Curriculum

| Curriculum Indicators                | KG         | Primary    | Middle     | High       |
|--------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Weak       |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable | Acceptable |

- The quality of curriculum provision is acceptable. The school implements both the MOE curriculum and the American Common Core State Standards (CCSS). The implementation of each develops the acquisition of knowledge and skills acceptably.
- The curricula meet the needs of students in primary and middle phase. However, there is inadequate provision in science, mathematics and social studies in the high phase due to shortage of staff. Nevertheless, students in their final year are supported in conducting a research project that has links with local universities and companies.
- The school reviews and modifies the curricula regularly. However, it is not conducted effectively enough to meet the needs of all groups of students including those with SEN and G & T. In primary phase, lesson time for social studies has been extended to accommodate project work. Cross-curricular links are planned in mathematics. However, the transfer of learning across other subjects is not yet fully developed.
- Students are offered opportunities to develop skills through extra-curricular activities, for example baking and craft activities. An extra-curricular 'maths club' enhances students' academic development.
- An appreciation of Emirati culture and heritage is promoted in many areas of the curriculum. National events are celebrated.
- The Moral Education programme from Grades 1 to 9 is timetabled and delivered appropriately. Teachers are using resources effectively to stimulate students' interest and promote their understanding of moral values.

### Areas of Relative Strength:

- Links with Emirati culture in many aspects of the curriculum.



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

### Areas for Improvement:

- Provision in high phase for science, physics and social studies.
- Enabling students to transfer knowledge learnt in one subject to other.
- Curriculum adaptation to meet the needs of all groups of students.



## 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 | Weak       | Weak       | Weak   | Weak |
| Care and support                                                            | Acceptable | Acceptable | Weak   | Weak |

- The overall quality of care, guidance and support of students is weak. A child protection policy is in place, and staff are trained annually in its implementation. However, this is not done effectively enough to ensure the safety of all students. A few students reported that they were subjected to harm while in school.
- The perimeter of the school is not secure and there are areas where student safety is compromised whilst accessing the buses. Although supervision on school transport is appropriate, the quality of supervision across the school is inconsistent.
- The school nurse promotes healthy lifestyles with students and parents, and food provided by the school is generally healthy. The school does not yet promote punctuality effectively and a minority of students arrive late to school regularly.
- Students with SEN are identified appropriately. Support is provided in classroom settings, although it is inconsistent. Whilst the school has identified students who are gifted and talented, they are not provided with sufficient challenge in lessons to extend their learning.
- Guidance and support is offered to all students. However, not all students feel secure enough to confide their concerns to specialised staff. Grade 12 students receive appropriate career guidance which helps prepare them for the next step in their education.

### Areas of Relative Strength:

- The school's promotion of healthy lifestyles.



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

### Areas for Improvement:

- Arrangements for the safety and security of students in the school.
- Promotion of punctuality.
- Provision for students who are gifted and talented.



## Performance Standard 6: Leadership and management

| Leadership and management Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| The effectiveness of leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Weak       |
| Self-evaluation and improvement planning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Acceptable |
| Partnerships with parents and the community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Acceptable |
| Governance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weak       |
| Management, staffing, facilities and resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Weak       |
| <ul style="list-style-type: none"><li>• The overall quality of leadership and management is weak. Leaders, including the principal, have not been sufficiently focused on establishing a strategic direction for the school. They have not established clear direction to improve standards in the protection, care and guidance for all students. The school is not fully compliant with statutory requirements.</li><li>• An interim principal, during the official principal's absence, and middle leaders have had some success in improving aspects of the school, including the quality of teaching. However, the significant turnover of teachers challenges capacity to maintain the pace of school improvement initiatives.</li><li>• Self-evaluation has been the responsibility of middle leaders. Together, they have analysed aspects of performance and used the results to inform improvement planning. However, their efforts have been restricted by the lack of overall leadership, vision and direction.</li><li>• Partnerships with parents and the community are acceptable. Parents report that they feel involved in the school. Contact with parents is regular. Parents report concern regarding the impact of teacher absence on their children's learning.</li><li>• The new Governing Board has not yet had time to communicate its vision to stakeholders. Members have acted quickly to create an action plan, and remedy issues regarding the arrangements for health and safety in the school, and financial matters. They have not yet ensured senior leaders are held accountable for the quality of school performance.</li><li>• The day-to-day management of the school remains weak. The school's procedures regarding the security, safety, and supervision of students are not sufficiently rigorous.</li><li>• The school remains focused on academic performance, and is preparing students appropriately for the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Middle</li></ul> |            |



leaders have modified the mathematics curriculum to incorporate concepts from TIMSS.

**Areas of Relative Strength:**

- The capacity of middle leaders to improve the school.

**Areas for Improvement:**

- Establishment of a clear, strategic direction to guide school development.
- Systematic school improvement that informs school development planning.
- Governance of the school to ensure senior leaders are held to account for the quality of the school's performance.