



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



Private School Inspection Report

Al Manhal International School

Academic Year 2015 – 2016

lqraa

Al Manhal International School

Inspection Date	January 25, 2016	to	January 28, 2016
Date of previous inspection	April 21, 2014	to	April 24, 2014

General Information	
School ID	93
Opening year of school	1979
Principal	Mohammed Abu Kassab
School telephone	+971 (0) 2 499 8777
School Address	Street 26, Al Mushrif, Abu Dhabi
Official email (ADEC)	almanhalint.pvt@adec.ac.ae
Official email (ADEC) School website	www.almanhalschool.ae
School website Fee ranges (per annum)	Very Low to Low range: AED 9,000 – AED 16,900
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum	-----
External Exams/ Standardised tests	MoE
Accreditation	-----

Students		
Total number of students	2,498	
Number of children in KG	233	
Number of students in other phases	Primary:	811
	Middle:	829
	High:	625
Age range	4 years 8 months to 20 years	
Grades or Year Groups	Kindergarten – Grade 12	
Gender	Mixed	
% of Emirati Students	4%	
Largest nationality groups (%)	1. Jordanian 27%	
	2. Syrian 24%	
	3. Egyptian 15%	
Staff		
Number of teachers	158	
Number of teaching assistants (TAs)	0	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:15
Teacher turnover	18%	

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	150
Number of joint lesson observations	5
Number of parents' questionnaires	237 returned, (response rate: 9%)
Details of other inspection activities	The team completed observations, conducted several meetings with senior staff, leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies, surveys and other documents.

School	
School Aims	• 'Respect • Loyalty • Develop self control • Cooperative'
School vision and mission	• 'High quality education • Interesting education environment • Active community involvement • Creative and belonging generation To provide excellent learning experience for the purpose of preparing a generation that is committed toward his religion, belonging to his country, creative in his thinking and skills, via an educational system and with a community involvement.'
Admission Policy	The admission policy is non-selective and fully inclusive; an interview and baseline assessments are used to provide information on students' starting points.
Leadership structure (ownership, governance and management)	The school is owned by the Bin Aweidha group of companies. The Board of Trustees includes the two representatives of the owner, principal, vice-principal, parent representative and teacher representative.

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	16	0
Specific Learning Disability	3	10
Emotional and Behaviour Disorders (ED/ BD)	8	2
Autism Spectrum Disorder (ASD)	8	0
Speech and Language Disorders	1	2
Physical and health related disabilities	3	0
Visually impaired	1	0
Hearing impaired	12	0
Multiple disabilities	4	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	30
Social maturity and leadership	8
Mechanical/ technical/ technological ingenuity	13
Visual and performing arts (e.g. art, theatre, recitation)	59
Psychomotor ability (e.g. dance or sport)	29

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

The Performance of the School

Evaluation of the school's overall performance

The overall effectiveness of Al Manhal International School is acceptable. Key strengths are the students' personal development and the quality of care, welfare, guidance and support. Most students attain levels in line with curriculum expectations. In Islamic education and Arabic, the majority of students attain levels that are above curriculum expectations. There is inconsistency in the quality of teaching and the impact it makes on learning; more consistently effective teaching is found in Islamic education, Arabic and social studies. Assessment processes are uniformly applied and performance results are carefully evaluated; this analysis is not used with sufficient thoroughness to inform planning, adapt the curriculum and deliver lessons that meet the different learning needs of all groups of students.

Staff, parents and students are committed to the school's development, and purposeful links are cultivated between all the stakeholders. Self-evaluation appropriately involves senior and middle leaders and helps identify priorities for improvement. Observations of teaching and evaluation of its effectiveness take place regularly; these are not sufficiently rigorous in monitoring the quality of teachers' planning and their effective use of assessment during lessons. Professional development is regular and has a positive impact on the quality of teaching. Senior leaders demonstrate a clear understanding of good educational practice and have established an inclusive school with good staff morale and students who are keen to learn. Leaders at all levels are committed to further improvement.

Progress made since last inspection and capacity to improve

The school has made satisfactory progress on the recommendations from the previous inspection. Provision in the Kindergarten (KG) has improved. Professional development has helped teachers set specific targets for children, and planning is monitored appropriately to ensure it reflects children's assessed needs. The outdoor play area has been developed to include more activities, and children have opportunities to choose and learn through planned play; there are more limited opportunities for child-directed investigation. This is an area for further development. The quality of teaching has improved, particularly in Islamic education, Arabic and social studies. As a result of focused professional development, teachers regularly mark students' work, carry out assessments and plan for class targets. Analysis of summative and formative assessments is not used sufficiently well. Social workers supported by teachers develop individual educational plans for students identified with special educational needs (SEN). These lack detail and rigorous monitoring for effective implementation. Lesson

planning remains largely focused on one ability level and does not give enough attention to meeting the learning needs of high and low achieving students. This continues to be an area for development.

The principal, senior and middle leaders have demonstrated a satisfactory capacity for further improvement.

Development and promotion of innovation skills

Senior leaders have begun to encourage the promotion of innovation by teachers. The principal has led workshops to ensure all staff are aware of the meaning of the concept and the scope for innovation in learning. The development of innovative skills is at an early and emerging stage in the curriculum and in teaching and learning. Generally, the school follows ADEC guidance within which they have invited speakers in and have taken representative groups of students to a range of events including the science festival and the science outreach programme. A few teachers and students are beginning to develop an emphasis on critical thinking and innovative approaches to learning through their involvement in the 'Journey of Discovery' and 'Innovation Week'. Students' positive attitudes towards learning, opportunities provided during lessons and the initiative shown by individual students demonstrate promotion of innovation skills. For example, a few teachers provide opportunities for students in middle and high school to undertake research in mathematics, biology, English and Islamic education and to present their findings to their class, successfully undertaking the role of student-teacher. Another student, taking on the role of teacher, delivered an interesting report on photography as a career. Grade 12 students have on their own initiative established the role of supervisor-support to help manage the conduct of middle and high phase boys during break-times. Participation on the student council gives students a voice and they indicate that their views and suggestions are taken into account.

The inspection identified the following as key areas of strength:

- the principal's high visibility and the clear direction he provides which, with the help of the vice principal, lead to good staff morale and positive student attitudes
- Grade 12 students' high attainment in MoE examinations
- students' attentive listening and their confident speaking skills in Arabic and English
- respectful classroom relationships and effective behaviour management strategies that support learning in most lessons
- the quality of care, welfare, guidance and support of students provided by staff.

The inspection identified the following as key areas for improvement:

- consistency in student achievement in all core subjects
- opportunities for students to develop skills in innovation, critical thinking, problem-solving, creativity and independent learning
- consistency in teaching for effective learning especially for the more able and those who find learning difficult
- provision of resources to facilitate the adaptation and modification of the curriculum to provide challenge and support for students of all abilities
- rigorous monitoring of teachers' planning and effective use of assessment during lessons.



Performance Standard 1: Students' Achievement

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



Achievement overall is acceptable. Most students in most subjects and throughout the school, attain levels in line with curriculum standards, and a few reach levels above that. In Islamic education and Arabic, the majority attain levels that are above expected levels. Progress levels are acceptable overall and good in Islamic education and Arabic. Data analysis demonstrates that in Grade 12 externally marked MoE examinations, average performance levels by students in core subjects are outstanding and above national standards. Data analysis also shows high average performance levels in internally marked MoE examinations by students from Grade 1 to 11. In the KG, children's attainment is acceptable overall and they make good progress in most areas of learning, particularly Islamic education, mathematics and English.

In Islamic education, students demonstrate good knowledge and understanding. Memorisation and recitation skills are strong throughout the school. KG2 children memorise short verses from the Holy Qur'an with facility and in Grade 9 students are able to analyse the Hadiths. Students securely link Islamic values with real life situations, for example when Grade 2 students talk about their respect for neighbours and adults. In Arabic, students demonstrate secure listening, speaking and reading skills. They use standard Arabic and a wide vocabulary to express themselves. Students understand and use grammar accurately, as shown when Grade 5 students are able to select and apply appropriate rules of grammar. In primary, students' writing skills are developing well and most are able to write short paragraphs with accurate use of language conventions; in primary and middle school, extended writing skills are less well-developed.

In mathematics in KG, the majority of children make better than expected progress: they work with numbers from 1 to 20 and recognise different shapes and matched colours. In primary and middle school phases, students are stronger in arithmetic skills and less secure in basic algebra and geometry. In high school, by Grade 12, students can communicate an understanding of complex and abstract mathematical concepts in a variety of ways and they demonstrate accuracy in their use of mathematical terminology.

Throughout the school, students' critical thinking and problem-solving skills lack sufficient development. In sciences, the large majority of students demonstrate a basic knowledge and understanding of scientific concepts, especially in middle and high phases. For example, Grade 4 students understand the underlying causes of the four seasons and can give examples, and Grade 12 students are able to comprehend the mechanism which causes the knee to reflex, and to explain the process accurately using the proper scientific terminology. Students in all phases do not have enough opportunity to develop confident skills in problem-solving and practical investigation.



In social studies students develop satisfactory knowledge and understanding of the history and heritage of the UAE. For example, in Grade 1 students identify the different school buildings and the purpose of each. As students progress through the school, they have an appropriate knowledge of the UAE's culture and values and appreciate the diversity within their society.

In English, students' listening comprehension skills develop well, as do their speaking skills. Children in KG listen attentively. They recognise letter sounds and can identify the first letters of the names of objects shown to them. By the end of primary phase, most students can articulate simple responses clearly, using the correct word order, and they can read complete sentences aloud using appropriate tone and emphasis. Their writing is less well developed. By Grade 9 most students can use spoken English to state and explain their opinions. They are competent in reading aloud with understanding and expression. Writing continues to be relatively undeveloped. In high school phase, most students demonstrate a fairly extensive vocabulary. Most can acquire information from complex texts. Writing meets expectations by Grade 11: it is mostly well constructed and provides simple and accurate accounts and persuasive opinions.

Learning skills are acceptable overall. Students in all phases are motivated and eager to learn; they are engaged and work co-operatively. They respond positively to their teachers' questioning, and when given the opportunity can assess their own and others' work. They interact and communicate well, and work collaboratively, especially in the primary phase and in the girls' section. Students in all phases have limited opportunities to work independently of the teacher, take decisions, or use information and communication technology (ICT). When given the opportunity, middle and high school phase students are able to make clear connections between different areas of learning. They complete basic research with teacher direction, and use instructional technologies in limited ways to facilitate their learning. In the more effective lessons and more consistently in Islamic education, students demonstrate the ability to think critically and explain their answers. Problem-solving and critical thinking skills are mostly evident in high school. Overall, innovation, research, critical thinking and problem-solving skills are still developing features of student learning.

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	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 and their innovation skills are acceptable. They have positive attitudes to education and enjoy school. They are developing age appropriate levels of self-reliance and self-discipline. Students behave well during lessons and assembly and most follow the expected behaviour code appropriately when in transition between lessons and at the end of break. A few older boys are overly boisterous at these times. Students maintain friendly relationships with each other and are respectful towards adults. The multi-national student community mixes harmoniously in and out of lessons and is considerate towards the needs of students with special needs, particularly outside lessons.

Students demonstrate their understanding of safe and healthy lifestyles and most make appropriate choices; primary students are particularly confident when expressing their understanding of healthy living. They participate in activities that promote safe and healthy lifestyles, for example by bringing fruit during the healthy eating focus week. Attendance is very good at 96% and students generally arrive at school and lessons on time; a few older boys are slow to start the day and return to lessons after break-time.

Students have a clear understanding and appreciation of Islamic values and the influence these have on a modern UAE society; this is reflected in their behaviour and in discussions during lessons. For example, each day students respectfully read verses from the Holy Qur'an and attend prayers. Students demonstrate a secure knowledge of and respect for the heritage and culture of the UAE. This is evident in assemblies and the variety of cultural activities, for example during preparations to celebrate National Day.

Students are aware of their responsibilities in the school and they participate in volunteer activities. These are mostly initiated by school staff, and outside of lessons students have more limited encouragement to creatively develop independent projects. For example, students take leadership roles during group activities in lessons, they maintain the school in a clean condition, and they fund-raise to support people in need. This social contribution has included Grade 11 students organising a local blood donation campaign, and all students raising funds for digging wells in Somalia. Students are aware of environmental concerns and possible actions to protect and conserve the environment. The school has recently implemented an ‘eco-club’, and recycling activities are evident in some classes.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment is acceptable. The quality of teaching observed by inspectors ranged from very good to weak. Most lessons were deemed to be of acceptable or better quality. Examples of effective teaching were seen in all subjects and phases, most consistently in Islamic education, Arabic and social studies.

Teachers have secure knowledge of their subjects and most understand how students learn effectively. In KG, the school offers an attractive and engaging learning environment. In primary and the girls’ section, the display in corridors and classrooms is colourful and celebrates, in particular, UAE culture and heritage. Less attention has been given to display in the boys’ section and students’ work is not sufficiently celebrated around the school.

The school uses a common planning format that results in generally appropriate planning and purposeful lessons. There has been progress in developing more meaningful learning outcomes in all subjects and these are almost always shared at the start of each lesson. Most teachers manage their classes well so that they proceed in an orderly and productive manner. Most teachers are aware of their students’ strengths and weaknesses and ensure they are sufficiently engaged. Only a few lessons, the set work effectively matches learning tasks to the needs of the high achievers and those students who find learning difficult. Relationships between

teachers and students and between students are mostly good and result in lessons where students are engaged and responsive.

In the most effective lessons, individually targeted questions probe understanding and promote considered responses. In these lessons, teachers plan the work to match the needs of students at different levels of attainment. Skilful questioning to promote understanding and critical thinking is used inconsistently by teachers in all subjects and grade levels. Questioning is too frequently closed, with teachers asking only for factual information. Very few questions enable students to develop higher order thinking. In most subjects, students are not given enough opportunities to be creative, develop critical thinking and solve problems independently.

In KG, effective teaching strategies, matched carefully to the learning needs of young children, promote good progress in personal development, Islamic education, English and mathematics. More limited opportunities are provided for children to make guided independent choices in investigative play activities. In Islamic education, Arabic and social studies classes, teachers use a variety of strategies to make the lessons interesting. The most effective teaching in these subjects develops students' ability to think critically and solve problems, while working independently of the teachers. The majority of teachers in other subjects use only a narrow range of strategies to deliver syllabus requirements. Teacher-student interactions in these lessons are frequently limited to work from the textbook, and question and answer sessions.

School-wide systems for recording internal assessments are well established and applied consistently in all subjects. The school benchmarks its students' average performance in MoE examinations against those achieved in similar schools. There is no benchmarking in place for children in KG. Supervisors and subject coordinators analyse the results of regular assessments and identify any trends as well as differences between boys and girls. The analysis is discussed with teachers; high and low performing students are identified and plans discussed to match lesson activities to their needs.

Teachers do not carry out sufficient analysis of assessment information to identify weaknesses in students' performance or to group them by ability so that activities can be adapted to meet individual needs. In the more effective lessons, students assess their own and one another's work, for example in the majority of lessons in Arabic, Islamic education and social studies and in a minority of science and mathematics lessons. Students are given ongoing oral feedback on their work; this is most effective in the KG. Teachers' marking of written work is regular, mostly very brief, and gives little commentary or advice about how the work could be improved.

Performance Standard 4: Curriculum

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

The quality of curriculum design, implementation and adaptation is acceptable. It is aligned to MoE guidelines which provides breadth and balance. The core curriculum is supplemented by a range of other subjects including physical education (PE), art, music and computers in the primary and middle school phases, and a broader range of options and choice in Grades 11 and 12. Planning within grade levels in each subject, particularly in the girls' section, provides coherence. The curricular structure provides progression and continuity, with students building incrementally on their knowledge, understanding and skills as they move from one year to the next. As a result, students are prepared adequately for the next stage of their education.

In KG, the curriculum has continued to develop: learning targets are now more appropriately matched to the age of the children and they are given opportunities to make choices from a range of outdoor, play-based activities. In KG, there is good focus on phonic awareness and number skills, preparing children well for their move to Grade 1.

The school has an expectation that cross-curricular teaching will take place across the curriculum. The development of links between subjects is at an early stage. It is more effective within the KG curriculum. For example, the development of children's speaking skills in English and Arabic is well integrated into learning throughout the day.

Implementation of the curriculum does not sufficiently enable students to become independent learners and enquirers who are able to confidently carry out research and apply critical thinking across the curriculum. In all cycles in Islamic education, Arabic and to a lesser degree in social studies and science, implementation provides some opportunities for students to develop and engage in problem-solving and critical thinking activities. This is inconsistently provided by all teachers. The curriculum is kept under regular review to ensure that the academic and personal needs of most students can be satisfactorily met.

The school has made modifications to the curriculum, more evidently in Islamic education, Arabic and social studies. Throughout the school there is not enough attention given to fully meeting the needs of students with gifts and talents and those

with SEN. Teachers' planning makes reference to the needs of students with different abilities, including those with SEN; these plans lack detail and are inconsistently delivered. Therefore, for a few individuals and groups of students, the quality of provision does not sufficiently support progress. The school had begun to introduce innovation into the curriculum and it is not yet a common feature across the phases; opportunities for innovation, creativity and enterprise are limited. Information and communication technology (ICT) skills are not always used to effectively support learning in the classroom.

The school provides a number of extra-curricular activities in the form of clubs, with extended activities to promote students' personal interests and enhance learning. For example, students are taken on a wide range of outings which engage them in relevant experiences, from book fairs to oil and gas fairs to visits to a safari park. Links with local companies are not well-developed. Appropriate learning experiences are integrated through various areas of the curriculum to enable students to develop a clear understanding of the UAE's values, culture and society.

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	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

The school makes good provision for the health, safety, support and guidance of students. It gives high priority to the health and safety of students. Staff cultivate a positive ethos of care and establish respectful and often friendly relationships with students, particularly in KG, primary and the girls' section. Effective child protection procedures are understood and followed by all teachers, and students indicate that they feel safe in school and are able to make contact with a member of staff if they have any concerns. Security procedures are thorough, and staff are vigilant throughout the day. The premises and buildings are suitably maintained; inspection procedures are thorough, risk assessments are appropriate and emergency evacuation drills are regular and well organised. Staff understand their responsibilities for the safe use of transport by students, and follow procedures

carefully at the end of the day, and supervision is effective. Premises and facilities provide a safe, inclusive environment that supports the school's curriculum. Outdoor areas are all shaded and the school promotes student awareness of healthy lifestyles. Staff maintain respectful relationships inside lessons and around the school. There is a well-established behaviour policy that is shared with all students and consistently implemented. Teachers generally use effective behaviour management strategies throughout the day to support learning and personal development. During transition times and end of break-times for boys in the high school phase, there are a few occasions when the school's approach is not sufficiently effective in managing boisterous behaviour. Procedures are in place to maintain the high attendance levels; the school is less effective in ensuring the punctuality of a few older boys in starting the day and returning to lessons after break. Identification of students with SEN in KG is good and the support they receive leads to satisfactory progress. Across the school, social workers manage systems to identify students with SEN and G&T and these are largely effective. The support given to these identified students is inconsistent and dependent on teaching effectiveness. Students with SEN have individual education plans (IEPs) and in general, teachers provide support to motivate and include them in class activities. Social workers, supervisors and staff monitor students' well-being and personal development carefully. In high school phase, systems are in place to provide academic and personal guidance to support the selection of subject options and further education choices for a chosen career path.

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	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
The quality of leadership and management is acceptable. The principal's high visibility and the strong guidance he provides, together with the vice principal, lead to good staff morale and positive student attitudes around the school. Leaders cultivate positive relationships with staff and parents. Leaders at all levels know their school	

and are aware of priority areas for improvement; they are committed to further development. Middle leaders understand the requirements of the curriculum well; they are developing a more secure understanding of best practice in teaching, learning and assessment.

The principal has implemented a structure whereby all senior and middle leaders are involved in self-evaluation and school development planning. A more distributive leadership structure has led to greater accountability for middle leaders who are responsible for lesson observations, with oversight by the principal and vice principal. In discussions, self-evaluation by senior leaders is realistic and mostly accurate. The school development plan is closely linked to the recommendations from the previous inspection report and is regularly reviewed. It includes appropriate actions and achievable goals. Student performance data are readily available and evaluated. The analysis is used to inform improvement planning at school and department levels. It is not used sufficiently well to produce adaptations to the curriculum in order to develop differentiated targets for individual and groups of students.

Performance management of teachers is systematic and includes a regular lesson observation cycle, with improvement targets, largely conducted by supervisors and subject leaders. The lesson observation process lacks sufficient rigour in the monitoring of the quality of teachers' planning, their use of assessment during lessons, and in the evaluation of the impact of professional development on the effectiveness of teaching. The principal, supported by other leaders, conducts regular professional development for all staff members. This is focused on identified school needs with a focus on improving the effectiveness of teaching.

The school uses a range of effective methods to communicate with parents and keep them informed about school developments, events and their children's progress. In meetings, parents indicated that their opinions are sought regularly through surveys, meetings and an open-door approach, and that their feedback is given attention. Parents actively support the school through participation on the parent council and attendance at regular meetings; parents themselves indicate they feel a close involvement with the school.

The Board of Trustees comprises the owners' representatives and representation from the school community including a parent and teacher; together they have an informed view of the school. They take into consideration the views of parents, students and staff in strategic planning through strategies such as surveys. The owners' representatives hold the principal appropriately to account for school improvement.

Efficient management and administration structures support the smooth day-to-day running of the school. Teachers are sufficient in number and appropriately qualified

to deliver the curriculum. The lack of teaching assistants in KG impacts on the support for learning and the range of activities provided for children during lessons. Premises are largely adequate and specialist facilities mostly support the acceptable delivery of the curriculum; outdoor physical education space is shared and that fact restricts options and movement. Resources such as interactive whiteboards (IWBs) in every classroom generally support teaching and learning. With the exception of KG and IWBs, resources to enable purposeful adaptation and modification of the curriculum are limited.

What the school should do to improve further:

1. Strengthen the leadership and management of supervisors and subject leaders by more rigorously monitoring:
 - i. the quality and impact of teachers' planning to ensure that learning outcomes are specific and measurable, and provide challenge for all students
 - ii. the effective use of ongoing assessment in lessons, in order to provide well-planned activities that meet the learning needs of all students
 - iii. precise and accurate target-setting, based on more focused lesson observations, to help teachers improve their practice
 - iv. regular and thorough evaluation of the impact of new initiatives on student learning.
2. Increase the consistency in the quality of teaching and learning so that achievement in most lessons is at least good, by ensuring that:
 - i. planning is detailed and takes account of students' prior attainment levels, using the results of ongoing assessment to more effectively challenge and support all students, especially the more able and those who find learning difficult
 - ii. teachers share good practice between subjects and grades.
3. Strengthen planning, adaptation and delivery of the curriculum by:
 - i. providing a wider range of resources to support modification, enhancement and innovation
 - ii. ensuring effective use of available resources to challenge and support students of all abilities

- iii. developing more opportunities to promote students' skills in innovation, critical thinking, problem-solving, creativity and independent learning
- iv. providing more opportunities for KG children to choose and investigate within structured and purposeful learning activities.