



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



Private School Inspection Report

Al Najah Private School

Academic Year 2015 – 2016

Iqraa

Al Najah Private School

Inspection Date	26 – 29 October 2015
Date of previous inspection	11 – 14 November 2013

General Information		Students	
School ID	197	Total number of students	2,554
Opening year of school	1995	Number of children in KG	438
Principal	Cherie Renee Litwiller	Number of students in other phases	Primary: 1,147 Middle: 667 High: 302
School telephone	+971 (0)2 553 0935	Age range	3 years 8 months - 18 years
School Address	PO Box 284, Mohamed Bin Zayed City, Abu Dhabi	Grades or Year Groups	Kindergarten 1 – Grade 12
Official email (ADEC)	alnajah.pvt@adec.ac.ae	Gender	Mix
School Website	www.alnajahschool.com	Percentage of Emirati Students	8%
Fee ranges (per annum)	AED 13,500 – AED 28,500	Largest nationality groups (%)	1. Egyptian 35% 2. Jordanian 19% 3. Syrian 15%
Licensed Curriculum		Staff	
Main Curriculum	English National Curriculum	Number of teachers	144
Other Curriculum	Intl Baccalaurate (IBDP)	Number of Teaching Assistants (TAs)	17
External Exams/ Standardised tests	Cambridge: IGCSE, AS, A level IB Diploma MoE Arabic and Islamic Education	Teacher-student ratio	19:1 KG/ FS 20:1 Primary 16:1 Middle 15:1 High
Accreditation	-----	Teacher turnover	21%

Introduction

Inspection activities		
Number of inspectors deployed	6	
Number of inspection days	4	
Number of lessons observed	116	
Number of joint lesson observations	7	
Number of parents' questionnaires	262; (response rate: 10%)	
Details of other inspection activities	The team completed observations, conducted several meetings with senior staff, coordinators, 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. The leadership team was fully involved throughout the process and senior leaders conducted joint lesson observations with inspectors.	

School	
School Aims	To educate young men and women to be capable of initiative and critical thinking, who will serve as role models in a global society. The curriculum aims for excellence at all levels and embraces the education of the whole person. Graduates will have developed self-discipline, problem-solving abilities, social responsibility, self-confidence and awareness of, and respect for, the interdependence of nations in all their diversity.
School vision and mission	To inspire learners of today to be global citizen leaders of tomorrow.



Admission Policy	All students take an entrance examination. Admission gives priority to siblings and is non-selective.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, 5 heads of sections, and the head of operations. The principal is directly responsible to the owner. The school has not fulfilled plans to create a board of trustees.

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	0
Specific Learning Disability	0	11
Emotional and Behaviour Disorders (ED/ BD)	1	1
Autism Spectrum Disorder (ASD)	0	1
Speech and Language Disorders	1	1
Physical and health related disabilities	0	1
Visually impaired	1	1
Hearing impaired	1	1
Multiple disabilities	0	1

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

G&T Category	Number of students identified
Intellectual ability	5
Subject-specific aptitude (e.g. in science, mathematics, languages)	1
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	4

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 performance of Al Najah Private School is acceptable. Key strengths of the school are students' personal development and the quality of protection, health and safety procedures. Attainment in all core subjects is in line with curriculum standards, and by grades 10 to 12, the majority of students make strong progress. Attainment levels and progress in English language skills develop well throughout the school.

There is inconsistency in the quality of teaching and especially in the use of assessment to inform lesson planning in order to challenge and support students of all abilities and to track student progress. Curriculum implementation and adaptation appropriately meet the learning needs of most students.

Staff, parents and students are supportive of the school's aims and strategic direction. School self-evaluation appropriately involves all staff, is largely accurate, and guides priorities for improvement. Professional development is regular and has a positive impact on the quality of learning.

Progress made since last inspection and capacity to improve

The school was last inspected in November 2013 and has made satisfactory progress on most of the recommendations from that report.

Teachers of the subjects taught in Arabic are appropriately qualified and participate in regular professional development opportunities based on identified needs. This has enhanced the effectiveness of their teaching, and student attainment and progress have significantly improved. The majority of teachers plan lessons that provide some support for students identified with difficulties in learning or are high achievers. Implementation is inconsistently effective. The school has appointed a special educational needs coordinator (SENCo) and special needs teacher to provide guidance and support in the identification of, and the development of strategies to meet, students' specific needs. Senior leaders recognise that this continues to be a priority area for development.

The school undertakes baseline assessments. There are established internal assessment procedures that are closely aligned to the English National Curriculum (ENC) from grades 1 to 8, as well as standardised assessments for selected grades in primary and middle sections. Continued development of the moderation of internal assessments and consistently effective use of assessment to track student progress remain areas for development.

The school has made significant progress in ensuring all staff understand and follow the rewards and sanctions policy and take a consistent approach to behaviour management. Supervisors and senior leaders are highly visible and students are confident that administration of the policy is fair.

The school and the senior leadership team (SLT) have demonstrated satisfactory capacity for sustained further improvement. Senior leaders have created a distributed leadership approach that empowers middle leaders and builds confidence, subject leadership and capacity for further improvement.

Development and promotion of innovation skills

Senior leaders are aware of the need to plan for the promotion of innovation: there are whole-school initiatives as well as more regular opportunities for students to develop innovation skills evident in departmental and teacher planning. The development of learning skills and a positive work ethic, curriculum adaptation and the provision of leadership opportunities demonstrate effective promotion of innovation skills. For example, opportunities to develop and showcase new ideas are presented in information and communication technology (ICT) through student participation in science, technology, engineering and mathematics (STEM) and especially when they present 'big ideas' in 3 minute videos through the TED-Ed club. Students in Grades 7 and 8 research 'flipped' learning tasks at home and report back their ideas in class. Project activities enhance students' capacity to guide their own learning and show community responsibility, as in Islamic education when students research how to be good citizens and visit local hospitals. In the more effective lessons, teachers in all sections promote critical thinking with probing questions that require students to reflect and justify responses. This is particularly evident in English, where students' work ethic is strong and communication, critical debate and reflection are well developed, particularly in the older grades.

Participation on the school council gives students leadership opportunities and they appreciate the attention that is given to their views and suggestions, for example in regular school-wide focus days like the Breast Cancer Awareness Day.

The inspection identified the following as key areas of strength:

- high attainment in external examinations and good progress made by students in grades 10 to 12
- students' confident spoken English
- students' positive attitudes to learning and enjoyment of school
- positive classroom relationships and effective behaviour management strategies
- the calm atmosphere and attention given to students' health, safety and security
- staff commitment to the school's vision and continuous improvement
- efficient organisation and management
- effective collaborative leadership fostered by senior leaders.

The inspection identified the following as key areas for improvement:

- attainment levels in all core subjects, particularly for students who find learning difficult and the more able
- use of assessment to inform planning and deliver lessons that challenge and support students of all abilities
- baseline assessments, standardised testing and moderation of internal assessment, to ensure effective tracking of student attainment and progress
- provision of regular opportunities in all KG classes for children to learn through making choices in independent and purposeful learning activities within a resource rich environment
- thorough systems to identify and provide effective support for students with SEN and G&T
- rigorous performance management that includes sufficient focus during lesson observations on the quality of learning
- establishing a representative governing board.



Performance Standard 1: Students' Achievement

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



Student achievement is acceptable overall. Evidence from lessons and scrutiny of students' work indicate that most perform at age-appropriate standards, leading to attainment and progress at expected and higher levels in all subjects. In relation to benchmarks used by the school, most students' assessments and external tests for students from Kindergarten (KG) to Grade 9 demonstrate achievement that is at least in line with international standards. The majority of children have little English on entry to the school and make acceptable progress in the acquisition of English language skills in KG and good progress from Grade 1 onwards. Progress in all subjects accelerates in grades 10 to 12 and the majority of students' work, as measured against the school's curriculum levels, is above age-related standards. Performance in IGCSE, AS and A-Level examinations by students following the British curriculum shows that most attain levels that are above international standards. The small cohort of students who take the IB diploma achieve levels that approximate to international averages.

In English, KG children's skills in language and communication develop steadily; they listen carefully and most respond confidently with single words and phrases. As students progress through the school, spoken English develops well and speaking skills become fluent. By Grade 12, they debate using highly articulate language to express and justify opinions. Students' knowledge of grammar develops well over time; the rules of grammar are less effectively implemented when they write. By middle and secondary grades, students read fluently, with expression and comprehension, for example Grade 9 students successfully reading for information.

In Arabic, a large majority of students have well developed handwriting and reading. In middle and secondary grades creative writing develops well and Grade 12 students confidently write short essays and make links to real life situations and issues. Creative writing is less securely developed in younger students. Many students do not consistently use, and lack confidence when speaking standard Arabic. In Islamic education, a large majority of students show secure knowledge and understanding of Islamic values and they know how to relate them to daily life and behaviour. In the middle and secondary sections, students lack confidence using grammar rules to read the Holy Qur'an, and recitation is not well developed. In social studies, students have sufficient knowledge of the history, heritage and values of the UAE. For example in primary grades, they understand and appreciate individual rights and what the country provides for its citizens. As they move through the school, they develop greater appreciation for the culture and values of the UAE and the achievements of leaders in developing the country.

In mathematics, from a low starting point, students develop confidence in basic numeracy skills. In KG, they are able to count accurately to 10 and by Grade 5 they are

able to devise varied mental strategies in multiplication. As they move through the school, students develop the ability to use more abstract mathematical concepts, and in secondary grades they apply concepts to real life situations, for example a very good knowledge of the application of Newton's Laws in Grade 11. In science, students' develop the knowledge and understanding of concepts appropriately through the grades and older students demonstrate high levels of understanding, for example of the properties of hydrogen in Grade 8. Throughout the school, students do not demonstrate sufficient practical and investigative skills as a result of the limited opportunities provided.

Students enjoy their work and have positive attitudes towards learning. KG children demonstrate a more limited development of self-reliance. In the older grades, they take increased responsibility for their learning and by grades 11 and 12, purposefully pursue examination-related goals. Students collaborate effectively when given the opportunity, such as when Grade 6 students work in friendly cooperation to create invitations in social studies. Students' use of learning technologies is more limited. They conduct research confidently, most usually directed by class teachers, and they demonstrate appropriate critical thinking skills, for example, when Grade 10 students carry out an investigation related to how flower colours attract insects.

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

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Good

Students' personal and social development is good and innovation skills are acceptable. Most students have a positive attitude towards their learning and enjoy school life. This is reflected in the good attendance rates of 95% and the general punctuality of students to school and lessons. Students are self-disciplined and behave well inside classrooms and during break time. They maintain good relationships with each other and appreciate the opportunity to interact with the

wide range of cultures and nationalities. They are courteous and respectful towards adults. Students from Grades 1 to 12 enjoy and responsibly take advantage of the leadership opportunities they are given in class and around the school, for example as prefects, ushers and members of the student council. Secondary students consider the council to be an effective link between them and the administration and report that senior leaders value their views. Students have an appropriate awareness of the advantage of a healthy lifestyle; older students confidently explain the benefits of exercise and healthy food on quality of life.

Most students have a good understanding of Islamic values and the impact these have on daily life in the UAE. They are familiar with the culture and heritage of the UAE and in older grades appreciate the country's economic achievements and historical influences. Most students show respect for the UAE flag and participate appropriately during the National Anthem.

Students enjoy opportunities to support their school community, as in older students reading with younger students. They show appropriate levels of responsibility towards and consideration of the needs of others, for example when they raise money for wider community projects or arrange whole school awareness days. Younger students show less awareness of social responsibility largely as a result of the fewer opportunities provided for them to plan and lead initiatives. Students enjoy taking part in class activities; their work ethic develops well and is particularly strong in almost all English lessons and secondary subjects. Students work hard, pay attention and contribute very well to class questioning, debate and discussion. Students have an appropriate awareness of environmental issues such as recycling. Younger students pay less attention to controlling litter around the school.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Good
Teaching and assessment is acceptable. The quality of teaching observed by inspectors ranged from outstanding to weak. Almost all lessons were deemed to be acceptable or better. More effective teaching was observed in almost all secondary subjects, and in English and Islamic education in most grades.				



Teachers have satisfactory subject knowledge and a majority demonstrate secure understanding of how students learn most successfully. In the more effective lessons, teachers' explanations increase students' knowledge and understanding, and the range of methods used promotes effective learning. This was evident in English lessons that were purposeful, captured students' interest and maintained good pace. In primary and middle lessons, learning activities are often teacher-dominated, with too few opportunities for student led learning within which they can share their ideas, problem solve, and work independently or in groups.

Lessons are planned effectively and objectives shared and understood by students. In some subjects, planning does not take sufficient account of the differentiated needs of students. This was evident in some mathematics lessons where all students had the same task. In the KG, lesson planning is inconsistent in targeting the academic and social developmental needs of individuals and groups of children. Teaching strategies are not sufficiently focused on increasing children's independent learning and decision-making skills, and this slows the pace of learning. Teachers mostly make adequate use of resources and many create their own to better support the curriculum.

Teachers' interactions with students are positive and support learning. Teachers more confidently use a developing range of strategies as a result of targeted professional development. Regular use of meaningful group work is emerging, and especially in English group, work is well structured and all students have identified roles. Teachers' questioning is generally good, probing understanding as well as seeking factual accuracy. This prompts good and extended responses from students, and in middle school social studies, some questions used to assess students' understanding encourages students to think for themselves. In the secondary grades, there is very good challenge in most lessons; this develops students' problem-solving, high-order and critical thinking skills to an elevated level. In less effective lessons in all subjects, expectations are too low and lack challenge, and this slows the pace of learning.

Teachers undertake regular assessments, such as the 'I can' statements aligned to the ENC that are consistently used in primary and middle sections. The use of these is not yet sufficiently moderated to ensure consistency and produce valid measures of student progress. The school uses a range of external tests at various grade levels to benchmark the performance of students against international age-appropriate expected levels. These range from the newly implemented use of National Foundation for Educational Research baseline assessment in KG2 and the Cognitive Abilities test in Grades 3, 6, 9 and 11, to IGCSE and IB examinations in secondary grades. Analysis is used effectively to monitor group performance. Recording of data is organized efficiently and the results are readily accessible to staff. The use of data

analysis of all assessments in order to track student progress is underdeveloped. Additionally, data analysis is not used consistently to plan and deliver lessons that align learning activities to students' identified needs.

The quality of marking is inconsistent across the school: it often consists of no more than ticks with dates. In more effective practice, constructive comments let students know how well they have done and how to improve their performance. Students are not expected to respond to feedback. In the most effective lessons, students are given opportunities to assess their own and others' work. This was particularly evident in English and middle school computer lessons.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
The quality of curriculum design, implementation and adaptation is acceptable. The core curriculum is reasonably broad and balanced and enhanced by other subjects including French, music, physical education and a range of options in the secondary grades. Regular planning and collaboration between senior leaders, heads of department across grade levels and subject teachers provides coherence, and the curricular structure leads to appropriate continuity and progression within subjects. Students are satisfactorily prepared for the next phase in their education, particularly in Grade 12 from which all students in the previous school year gained entrance to university. Cross-curricular links are established effectively in the subjects taught in Arabic and within some KG and primary themes. Planning ensures that older students identify transfer of learning between subjects such as mathematics and science. Planned opportunities for independent learning, research and critical thinking are more limited in primary and middle grades. The school regularly reviews the curriculum and some modifications are made to ensure coverage of essential knowledge, and understanding at appropriate levels. Implementation does not always ensure that the needs of all students are met, particularly in the case of students who find learning				

difficult, and also high achievers. There is an over-emphasis on textbook use in some subjects, such as Arabic.

The curriculum provides more opportunities for older students to develop skills of innovation and in community action, for example through participation in robotics competitions and helping in younger classes. Generally, too few opportunities are planned in lessons for all students to engage in activities that promote independence, creativity and social contribution. A range of extra-curricular activities is available during and after the school day. Special events and field trips locally and overseas enhance student learning. Activities are carefully planned in subjects taught in Arabic to ensure that students develop a satisfactory understanding of Emirati culture and heritage.

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	Good	Good	Good	Good
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school makes good provision for the health, safety and protection of students, and acceptable provision for their support and guidance.

School staff cultivate a calm and caring atmosphere. There are effective procedures for the care, welfare and safeguarding of students. Training has been provided in child protection and procedures are widely understood by staff, students and parents. Procedures for routine health, hygiene, safety and security checks, and for maintenance, are thorough. Risk assessments are appropriate and emergency evacuation drills are regular and well-organised. Senior leaders, supervisors and teachers provide attentive supervision throughout the day and students report that they feel safe; supervision is also effective on buses. The premises, equipment and resources generally provide a suitable learning environment to support the curriculum for all students, including those with SEN and children in KG. However, some classrooms are too small for the number of students, and disorganised placement of bags creates trip hazards. There is adequate shading, healthy food

choices in the canteen, and themed weeks such as ‘Go Green’ and ‘Live Healthy Week’ are successful programmes that the school uses to promote healthy life styles and establish links with the community.

Staff relationships with student are respectful and often friendly. Behaviour management procedures are consistently implemented by all staff. Implementation of rewards and sanctions is well supported by supervisors and senior leaders, and effective. Good procedures are in place to maintain and improve attendance levels. The school is in the early stages of developing an SEN department. The SENCo does not have sufficient time and systems are not in place to identify student needs accurately and provide sufficient additional support. Students’ well-being and personal development are monitored, and information gained is used to provide acceptable personal and academic support; procedures are informal, and dependent on the homeroom teacher.

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	Weak
Management, staffing, facilities and resources	Acceptable
The quality of leadership and management is acceptable. Senior leaders, with clear direction from the incoming director, collaborate as an effective team to maintain supportive leadership and management. Senior leaders are knowledgeable regarding the curriculum and best practices in teaching and learning, and are very visible around the school. All staff have clear job descriptions that are aligned to school priorities. There is a strong commitment to distributive leadership with support and guidance in order to develop educational leadership and confidence in middle leaders. All stakeholders have been involved in creating the updated mission and vision for the school; there is commitment to the school’s aims and strategic direction, and staff morale is positive. The senior leadership team (SLT) demonstrate a clear awareness of the priority areas for improvement and a commitment to addressing them. Their expectations are high	

and procedures hold staff appropriately accountable for improving performance levels. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Systematic self-evaluation processes include input from all stakeholders, and inform school improvement planning. Judgments in the school's self-evaluation document (SEF) are mostly realistic and accurate. The school development plan (SDP) is linked to the recommendations of the previous inspection and the SEF, and is regularly reviewed. Senior leaders review improvement priorities to identify progress as well as further actions required. Performance management processes have been recently reviewed. These include regular evaluation of teaching and learning that provides improvement targets, with monitoring and support to raise expectations of all staff in relation to the quality of teaching and learning. There is not sufficient emphasis on student learning in these processes.

School staff cultivate respectful relationships across the community. A range of strategies are implemented to sustain effective communication links with parents, such as the parent portal, information meetings and regular surveys. The views of parents are sought through regular surveys and an open door policy. Parents receive regular reports and participate in regular teacher meetings to discuss the progress of their children. Written reports are limited to final grades and do not include comments regarding academic progress or personal and social development. The school has developed some useful local and international links to enhance student learning, for example, visits by a variety of organisations including universities and curriculum related class visits.

The owner holds the director and SLT adequately accountable for the continuing development and the quality of the school's performance through weekly meetings. There is no fully functioning governing body: governance is provided by the owner. The school seeks and considers parents' views regularly and the owner has a realistic and accurate understanding of the school's priority development needs. The owner has made a recent and significant contribution to the strategic direction of the school through the careful selection of a new director.

The school is well organized and its operations are efficient, particularly considering the number of students and the compact nature of the school premises. Staff and students follow expected routines effectively to maximize learning time. Teachers are sufficient in number and appropriately qualified to deliver the curriculum. A programme of continuous professional development for all teachers and leaders targets identified needs and has had an impact on improving the quality of teaching, learning and student outcomes. Classroom assistants are dependent on professional development input from class teachers. Premises are mostly adequate and provide

specialist facilities to support the curriculum. There are a large number of students in some classrooms, and some of those do not provide sufficient space for teachers to engage students in an active learning programme. Resources are generally sufficient and matched appropriately to curriculum implementation; they are too limited in KG classes to support the delivery of a high-quality, activity-based early years curriculum.

What the school should do to improve further:

1. Strengthen the effectiveness of teaching so that lessons promote consistently good progress and improve student attainment in all subjects by:
 - i. sharing more widely the good practices already in place
 - ii. ensuring teachers make more effective use of assessment to inform planning, deliver lessons that take account of students' prior learning, and provide support and challenge for all students, particularly the more able, and those with SEN and who find learning difficult.
2. Strengthen curriculum planning and implementation in KG by providing regular opportunities for children to make choices, explore, solve problems, be creative and develop independence through purposeful learning activities in a resource-rich environment.
3. Strengthen leadership and management at all levels by:
 - i. improving the impact of performance management by focusing to a greater extent, especially during lesson observations, on the quality of learning
 - i. implementing thorough systems to identify and provide effective support for students with SEN and G&T
 - ii. making effective use of baseline assessments, standardized testing and moderation of internal assessment in order to track student attainment and progress.
4. As a priority, establish a governing board to include representation as per the Organising Regulations of Private Schools in the Emirate of Abu Dhabi.