



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



# Private School Inspection Report

Al Saad Indian Private School

Academic Year 2016 – 2017

Iqraa

Al Saad Indian Private School

|                                    |                   |    |                   |
|------------------------------------|-------------------|----|-------------------|
| <b>Inspection Date</b>             | February 13, 2017 | to | February 16, 2017 |
| <b>Date of previous inspection</b> | May 11, 2015      | to | May 13, 2015      |

| General Information                |                                                                  |
|------------------------------------|------------------------------------------------------------------|
| School ID                          | 248                                                              |
| Opening year of school             | 2014                                                             |
| Principal                          | Saroja Sahadevan                                                 |
| School telephone                   | +971 (0)3 785 2232                                               |
| School Address                     | Plot No.11, Street 14, Al Bateen Sector, Al Ghadeer, Al Ain, UAE |
| Official email (ADEC)              | saadindian.pvt@adec.ac.ae                                        |
| School website                     | w.bhavansalain.com                                               |
| Fee ranges (per annum)             | Very low (AED 8,500 to AED 10,000)                               |
| Licensed Curriculum                |                                                                  |
| Main Curriculum                    | Indian                                                           |
| Other Curriculum (if applicable)   | ----                                                             |
| External Exams/ Standardised tests | International Benchmark Tests (IBT)                              |
| Accreditation                      | ---                                                              |

| Students                            |                  |      |
|-------------------------------------|------------------|------|
| Total number of students            | 273              |      |
| %of students per curriculum         | Main Curriculum  | 100% |
|                                     | Other Curriculum | ---  |
| Number of students in other phases  | KG               | 117  |
|                                     | Primary:         | 115  |
|                                     | Middle:          | 41   |
|                                     | High:            | 0    |
| Age range                           | 4 to 14 years    |      |
| Grades or Year Groups               | KG to Grade 9    |      |
| Gender                              | Boys and girls   |      |
| % of Emirati Students               | 0%               |      |
| Largest nationality groups (%)      | 1. Indian 99%    |      |
|                                     | 2. Pakistani 1%  |      |
|                                     | 3. ----          |      |
| Staff                               |                  |      |
| Number of teachers                  | 34               |      |
| Number of teaching assistants (TAs) | 3 in KG          |      |
| Teacher-student ratio               | KG/ FS           | 1:19 |
|                                     | Other phases     | 1:20 |
| Teacher turnover                    | 14%              |      |

## Introduction

| Inspection activities                  |                                                                                                                                                                                                                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of inspectors deployed          | 3                                                                                                                                                                                                                                                                                          |
| Number of inspection days              | 4                                                                                                                                                                                                                                                                                          |
| Number of lessons observed             | 80                                                                                                                                                                                                                                                                                         |
| Number of joint lesson observations    | 4                                                                                                                                                                                                                                                                                          |
| Number of parents' questionnaires      | 109; return rate: 40%                                                                                                                                                                                                                                                                      |
| Details of other inspection activities | Inspectors held discussions with the owner, principal, senior managers, teachers and other members of staff, students and parents. They reviewed a wide range of school documentation and students' work. They observed assemblies, school activities, arrivals, departures and intervals. |

| School                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| School Aims               | <ul style="list-style-type: none"> <li>• 'To develop self-awareness, a positive self-image and the confidence to take advantage of opportunities to develop their own talents and personality in order to live as independent and self-motivated members of the community.'</li> <li>• To comprehend information and communicate effectively through the appropriate use of language, numbers and graphics.</li> <li>• To promote the pupils' health and ensure their physical well-being.</li> <li>• To heighten awareness and understanding of the environment and environmental issues.'</li> </ul> |
| School vision and mission | <p>Vision<br/>'To prepare global citizens to provide leadership for future.'</p> <p>Mission<br/>'To make the students mentally developed, physically</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                                                                    |                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                    | strong, socially adjusted, emotionally balanced, and technically talented.'                                                                                                                                                                                                                                     |
| <b>Admission Policy</b>                                            | The school has an open and inclusive admissions policy.                                                                                                                                                                                                                                                         |
| <b>Leadership structure (ownership, governance and management)</b> | The governing body of the school comprises the chairman, a director and the school principal. The leadership team comprises the principal, an academic coordinator, three section supervisors (KG, primary and middle) and six subject heads (Arabic, English, Hindi, mathematics, science and social science). |

### **SEN Details (Refer to ADEC SEN Policy and Procedures)**

| <b>SEN Category</b>                        | <b>Number of students identified through external assessments</b> | <b>Number of other students identified by the school internally</b> |
|--------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| Intellectual disability                    | 0                                                                 | 0                                                                   |
| Specific Learning Disability               | 0                                                                 | 0                                                                   |
| Emotional and Behaviour Disorders (ED/ BD) | 0                                                                 | 0                                                                   |
| Autism Spectrum Disorder (ASD)             | 0                                                                 | 0                                                                   |
| Speech and Language Disorders              | 0                                                                 | 0                                                                   |
| Physical and health related disabilities   | 0                                                                 | 0                                                                   |
| Visually impaired                          | 0                                                                 | 0                                                                   |
| Hearing impaired                           | 0                                                                 | 0                                                                   |
| Multiple disabilities                      | 0                                                                 | 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) | 0                             |
| Social maturity and leadership                                      | 11                            |
| Mechanical/ technical/ technological ingenuity                      | 0                             |
| Visual and performing arts (e.g. art, theatre, recitation)          | 6                             |
| Psychomotor ability (e.g. dance or sport)                           | 6                             |

## The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

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

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

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

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

## The Performance of the School

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### Evaluation of the school's overall performance

The overall performance of the school is acceptable. This is the result of improving leadership and the dedication of senior leaders and staff. Students make acceptable progress because teachers provide greater structure in lessons and a wider range of learning opportunities, resulting in improved standards in most core subjects. Effective support for students' personal and social development is balanced appropriately with academic progress. Students respect the heritage and culture of the UAE and their understanding of Islamic values is an important strength. The school runs in a positive and effective way each day. This enables staff and students to enjoy friendly relationships and work together in a purposeful learning environment in which students are confident and happy. Parents' views are welcomed and leaders nurture and encourage students' maturity and sense of belonging as part of the school community.

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

The school has made acceptable progress since its last inspection. Realistic self-evaluation demonstrates that leaders know the strengths and weaknesses of the school. Effective monitoring of the quality of teaching and learning has resulted in improved teaching, more effective use of resources, and a broadened range of learning activities in most core subjects. The school now conduct the International Benchmark Test (IBT) to compare students' performance with international expectations. Teachers' use of assessment information has improved, but is not yet effective enough to lead to provision of appropriately challenging work for higher achieving students or students with special educational needs (SEN). Teachers now plan opportunities for students to develop their learning skills in lessons. Children in the KG now learn through a wider range of activities, although resources remain limited. The personal development, care, guidance and support for students is now good. There are enhanced opportunities for students to develop their understanding of Islamic values, UAE culture and heritage, and their own Indian culture. Overall, school leaders' capacity to improve the school is acceptable.

### Development and promotion of innovation skills

The school is beginning to promote innovation skills but has not yet embedded these across the curriculum. It provides several opportunities for innovation, including participation in the ADEC 'Innovation Week', and school-based projects, including, for example, creating games to represent joys and sorrows of life. The Young Entrepreneurs in the middle grades prepared stalls in the local mall to raise

funds for charity. Overall, across the curriculum, the school has yet to develop or teach effectively the skills which underpin innovation.

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

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- students' progress in core subjects
- the positive attitudes and behaviour of students and the school's strong relationship with parents
- the caring learning environment and the rich celebration of the culture and values of the UAE and India
- the purposeful and smooth day-to-day management of the school by senior leaders and staff.

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

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- use of assessment information to monitor whole-school performance and students' achievement
- learning resources in the KG and the library
- the quality of teaching to develop students' independence, critical thinking and innovation skills in lessons across the curriculum
- support for students with different learning needs, including those who have special educational needs and physical disabilities, and monitoring their progress.



## Performance Standard 1: Students' Achievement

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

The overall quality of students' achievement is acceptable. Teachers' continuous assessments indicate a very high standard of attainment in present CBSE coursework. IBT results indicate that most students are attaining standards below age-related expectations in English, mathematics and science. The school's high results in continuous assessments are not reflected in lesson observations and scrutiny of students' recent work, which show students' attainment and progress to be broadly acceptable. Boys, girls, and students who have special educational needs (SEN) and those who are gifted and talented (G&T) make similar progress to their peers.

Students' achievement in Islamic education is acceptable. Most students make acceptable progress from low starting points in Grade 1. By Grade 5, most can discuss rules related to ablution and daily prayers. They can recite short verses from Holy Qur'an in line with curriculum expectations. By the time they reach Grade 8, most students are able to recite longer verses following recitation rules and develop acceptable knowledge of the life of the prophet's companions such as Jaafar bin Abi Taleb in line with age-related expectations.

Students' achievement in Arabic as a second language is good. The majority of students attain standards above age related-expectations in reading, writing, speaking and listening in the primary and middle schools. Students make good progress from lower starting points in Grade 1. By Grade 5, the majority of students read text fluently and write short sentences correctly with good understanding. They follow many important grammar and language rules, such as 'Mad' and 'Tanween', and use them knowledgably. Students in Grade 9 read longer text fluently, understand the main points of a text, and answer questions accurately with complete sentences in correct classical Arabic. They can write well using accurate grammar in a level above age expectations.

Students' attainment in UAE social studies is acceptable overall and is in line with age-related expectations for most, and they make good progress. Students continue to build their knowledge as they progress from primary to middle school. For example in Grade 4, most students talk about museums in the UAE, the importance of preserving historical buildings and compare the museums in India with those in UAE. They make good progress across the grades, and by Grade 9 most students make links between different designs of ships and the decline of the pearl industry in the UAE. They consider a range of case studies that underpin these historical events.

Students' achievement in English is acceptable. Most students attain standards in line with age-related expectations and progress is acceptable in reading, writing,



speaking and listening. Most speak with average fluency and accuracy for their age, which enables them to access the rest of the curriculum. For example, children in the KG develop their early literacy skills in line with age-related expectations. This early foundation results in acceptable progress in primary and middle phases. Grade 5 students read and discuss characters in the story of Robin Hood fluently and answer comprehension questions accurately. By Grade 9, students study the poem 'Song of the Rain' and discuss the meaning of words and their interpretation of the writing at a level in line with age-related expectations.

Students' attainment in mathematics is acceptable. Most attain standards in line with age-related expectations and make acceptable progress. In KG, primary and middle schools students demonstrate acceptable understanding in the key areas of numeracy, space, shape, algebra and data handling. In numeracy, children in KG2 count from 1 to 20, and learn to add and subtract single digit numbers. By Grade 6, students solve problems relating to ratio and proportion and by Grade 9 they combine data handling and numeracy in their work on frequency and mean. They apply their skills in managing statistics in age appropriate ways.

Students' achievement in science is good overall. The majority of students attain standards which are above age-related expectations in all phases except KG, where their attainment is acceptable. Students make good progress overall. In KG children can identify seasonal changes. By the time they reach Grade 3, most students understand and measure real life objects such as books with accuracy for their age. Most Grade 6 students understand the importance of conservation of natural resources, for example to minimise water consumption and waste. By the time they reach Grade 9 almost all students understand the concepts of sound waves, and use formulae to solve problems related to frequency, working above age-related expectations.

Students' attainment in other subjects is acceptable overall and good in the middle phase. Most students attain standards in line with age-related expectations. Students make acceptable progress in the KG and good progress in the primary and middle schools. In additional languages such as Malayalam, Hindi, and French, students make acceptable progress overall in building their skills in reading, writing, speaking and listening. In the middle phase, where progress is good, Grade 6 students participate in role play and write the starting paragraph of a story, attaining standards above age-related expectations. Students in all grades make acceptable progress in developing their physical education (PE) skills in basketball, yoga and dance.

The quality of students' learning skills is acceptable overall. Most students enjoy



learning and are able to talk about what they have learned. They develop collaborative skills well as they work together in groups to solve problems and share learning. They display competent communication skills when given opportunities to discuss and present their work. Students are able to make connections between their learning in different subjects and relate this to their understanding of the world. They demonstrate mature attitudes in lessons and respect towards others. Students use creativity, critical-thinking, problem-solving and ICT skills appropriately when given the opportunity to do so in lessons. Enterprise and innovation skills are not addressed within most lessons.

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

Students' personal and social development is good. Students demonstrate very good attitudes and strong relationships with their peers and teachers, creating a warm, and positive learning environment. They engage effectively in learning, and are developing self-reliance in their work. Bullying is rare. Students demonstrate good understanding of safe, healthy lifestyles, for example by bringing healthy food to school. They show their enjoyment of school through good attendance, at 94%.

Students have good understanding of Islamic values and appreciation of UAE culture and heritage, alongside other culture. In assemblies, for example, they demonstrate a rich appreciation of UAE culture and heritage through traditional Arabic and Indian music and dance. Students recite verses from the Holy Qur'an, sing the UAE national anthem and salute the UAE flag with respect. They participate keenly in National Day and Flag Day. Displays of students' work and creative projects are celebrated in and around the school.

Students gain a good sense of social responsibility because the school builds their confidence to do so including, for example, through membership of the school council and through charitable activities. They organise 'Charity Stalls' and donate clothing and food through the Red Crescent and the school's League of Compassion Club. Students demonstrate their awareness of environmental issues through organising a 'Go Green' marathon, and Grade 7 students grow plants using gel to conserve water. Students are creative and innovative in initiating and contributing to community work, for example, they organise fun games and donate the funds received to charity. They have too few opportunities in lessons to apply and strengthen their innovation skills.

### Performance Standard 3: Teaching and Assessment

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

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

The quality of teaching and assessment is acceptable overall. Teaching is good in the middle phase. Most teachers have good subject knowledge, although their understanding of how students learn is less strong. They plan lessons, and manage their use of time and resources appropriately. Positive relationships and competent questioning result in attentive and engaged learners, particularly in middle phase. Higher achieving students are not challenged effectively in a minority of lessons and the progress of SEN students is not always secure. In stronger lessons students are set different tasks to match their abilities, for example in Grade 5 mathematics, where calculations of different complexity were given to work out the perimeter of a rectangle. The use of ICT in lessons is underdeveloped, particularly in KG. Students have too few opportunities to develop critical-thinking, problem-solving, innovation and independent learning skills in lessons. Teachers do not yet consistently promote deeper thinking, particularly when they do not provide sufficient time for students to reflect upon what they are learning.

The school's arrangements for assessment have improved and are now broadly acceptable, although much remains to be done. Students' attainment is regularly assessed and compared with curriculum standards to provide teachers with data on their progress. Teachers have a broad understanding of students' strengths and weaknesses. However, assessment information is not used effectively to monitor the progress of different groups of students or to set work which meets the learning needs of different abilities. Students are unsure how to improve further because they do not receive effective feedback on next steps in their learning.

## Performance Standard 4: Curriculum

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

The overall quality of the curriculum is acceptable. Its design and implementation are good. Subject provision meets the requirements of the Indian CBSE curriculum. Balance, compliance, continuity and progression are very good. Learning builds well on students' previous achievements. Curriculum planning establishes clear links between curriculum outcomes and ADEC's Student Competency Framework (SCF). Cross-curricular links are carefully planned so that students have a broad range of opportunities to develop key skills of literacy and numeracy and transfer their learning between subjects. Skills such as collaboration, research and problem solving are planned carefully, although teachers do not always provide opportunities in lessons for students to practise these independently. Leaders regularly review the curriculum to ensure good provision.

The adaptation of the curriculum is acceptable overall. The school plans appropriately to meet the needs of most students. Plans are not always adapted well enough in lessons to meet the specific needs of all groups and abilities. As a result, higher achieving students are not always challenged effectively, and lower achievers may have difficulty in learning as they do not receive sufficient support. Activities in wider aspects of the curriculum such as 'innovation week' promote students' enterprise and innovation skills. Although teachers are developing opportunities for students to work collaboratively, think critically, and solve problems more independently, the curriculum is not fully adapted to allow these skills to be embedded in everyday lessons. The curriculum is enhanced through additional options such as Hindi, social studies and Malayalam, which are offered with a broad range of extra-curricular activities. Good links enable students to develop clear understanding of the UAE's values, culture, and society, by participating in a variety of national and cultural celebrations and traditions.

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

The overall quality of protection, care, guidance and support for students is good. Approaches to ensure a safe and inclusive environment for students and staff are rigorous and secure. Routines for ensuring safety on buses and fire evacuation procedures are very clear and implemented consistently. Child protection and safeguarding procedures are shared with parents and students, and teachers receive relevant training. Security guards monitor visitors to the school premises well. Maintenance and record keeping are systematic and robust. The school's promotion of healthy lifestyles is good. The nurse provides good information about health and wellbeing for students, support staff and teachers. Facilities are cleaned regularly and students who are unwell are well cared for in the clinic. There is no provision in the premises for ramps and access to the building or to access the first floor for students with physical disabilities.

Care and support for students is acceptable. Good relationships between staff and students create an environment where students develop in confidence. The school has effective procedures to promote good attendance and punctuality. Parents are contacted readily when problems arise and most students feel they can ask teachers for help when they need it. The school's arrangements for identifying and supporting students who require additional learning support or specialised help are weak. There is no SEN coordinator Although procedures are in place to identify G&T students the school has yet to ensure that they are challenged adequately in all subjects. The school provides appropriate personal and academic guidance and support for most students.

## Performance Standard 6: Leadership and management

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

The overall quality of leadership and management is acceptable. The principal has established a vision for improvement and is supported by leaders and staff who are keen to raise standards. Relationships and communication are professional. Leaders understand that more priority has to be given to improving the consistency of teaching and learning across most subjects to raise achievement further.

Leaders involve staff, governors and parents in preparation of the school's self-evaluation form (SEF) and in school development planning, although the school development plan (SDP) for 2016-17 is not yet available. The SEF is used appropriately to prioritise further improvements, but self-evaluation is not yet based accurately on national standards. Leaders regularly monitor the quality of teaching, but do not yet focus sufficiently upon its impact on learning and progress.

The school's partnerships with parents and the community are good. The school provides regular feedback to parents on their child's progress, and their views on school improvement are welcomed. The parent council supports the work of the school. Good links with local community organisations such as the Red Crescent and the school's League of Compassion Club, help build students' values and their contributions to the community.

Governance of the school is acceptable. Governors gain a good understanding of the school's performance through meetings with the principal, document reviews, and school visits. Governors hold senior leaders accountable for the school's performance and provide the school with appropriate support.

Leaders ensure staff are suitably qualified and receive appropriate training. Although overall resources are sufficient to support adequate teaching, there is still a lack of ICT resources in the library and KG, for example, manipulative resources to support students understanding in mathematics are limited. The school runs well each day.

## What the school should do to improve further:

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1. Raise students' achievement by:
  - i. ensuring that prior attainment data is analysed and made available to all teachers to plan learning for all ability groups and targeted individuals
  - ii. providing training on the use of data to plan activities which meet the needs of all students
  - iii. developing strategies to help teachers organise ability groups
  - iv. ensuring teachers' marking and assessment is of consistently high quality and provides students with useful feedback on next steps in their learning.
2. Improve learning resources, especially in the KG and the library, by:
  - i. increasing the quality of resources in the KG play stations
  - ii. providing further opportunities for the use of ICT by KG children
  - iii. providing computers in the library to enable students to carry out independent research
  - iv. increasing the range of manipulative resources to support children's learning in mathematics.
3. Improve the quality of teaching by:
  - i. refining teachers' plans to develop students' independence, critical-thinking and innovation skills in lessons
  - ii. blending opportunities for independent and collaborative group learning alongside teachers' direction of learning
  - iii. providing opportunities for teachers to plan together and share successful strategies
  - iv. ensuring all teachers participate fully in monitored evaluation of the impact of their teaching on students' learning and progress.
4. Increase the support for students with additional learning needs by:
  - i. making provision for a SEN coordinator
  - ii. accurately identifying students who have special learning needs
  - iii. identifying and providing for the additional needs of students with physical disabilities
  - iv. providing individual educational plans which provide effective support in class and accurate monitoring of individuals' progress



- v. securing high-quality training for teachers on how to provide appropriate class activities and support for these students.