



دائرة التعليم والمعرفة
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AND KNOWLEDGE

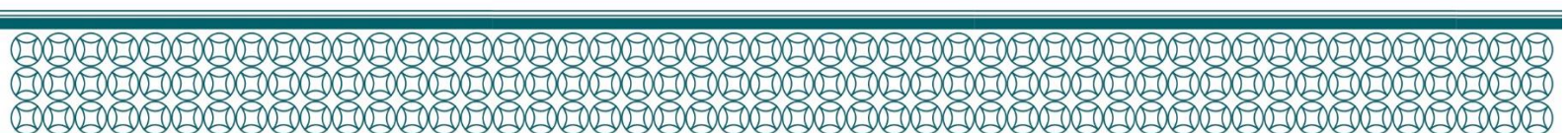
Inspection
Report of

Al Seddeeq Private School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Al Seddeeq Private School		
School ID:	9148	School phases:	KG-Middle
School Council: **	N/A		
School curriculum: *	MOE	Fee range and category*	AED 3,300 to AED 9,400: very low range
Address:	Central District, Al Ain	Email:	alseddeeq.pvt@adec.ac.ae
Telephone:	+ 971 (3) 764 3969	Website:	www.sdq-uae.com

Staff Information			
Total number of teachers	25	Turnover rate	24%
Number of teaching assistants	1	Teacher- student ratio	1:18

Students' Information				
Total number of students	441	Gender	Boys and Girls	
% of Emirati students	2%	% of SEN students	1%	
% of largest nationality groups	Syrian 29%	Egyptian 21%	Jordanian 12%	
% of students per phase	KG	Primary	Middle	N/A
	12%	58%	30%	

Inspection Details				
Inspection date:	from	29/05/1440	to:	02/06/1440
		04/02/2019		07/02/2019
Number of lessons observed:	78	Number of joint lessons observed:	12	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- A new principal was appointed shortly after the previous inspection. The senior leadership team has remained stable since. Student numbers have increased since the last inspection. KG and primary comprise almost 70% of the student body.
- Achievement remains acceptable overall but is now good in middle phase. Teachers have secure subject knowledge but frequently over-direct students' learning, particularly in KG and primary. Senior leaders set a clear strategic vision. However, the role of middle leaders in relation to monitoring teaching and student outcomes is not clearly defined. The SEF identifies clear priorities, but not all performance standards are aligned accurately with the inspection framework.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Progress and learning skills have remained acceptable overall in KG and primary, but are now good in the middle phase. • Students with special educational needs (SEN) and the more able do not always make the progress they should in lessons because they lack support and challenge. • Students demonstrate positive attitudes to learning. Overall, their skills in innovation, enterprise and use technology in lessons are under-developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	• Students have positive attitudes and their relationships are warm and respectful • Students reflect secure understanding of healthy living in their food choice and participation in daily exercise. • Students have a strong sense of social responsibility. However, their innovation and enterprise skills are less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Most teacher have secure subject knowledge but tend to overly direct learning, particularly in the KG. • Teachers interact well with students but they make insufficient provision for critical thinking, creativity and innovation in lessons. • Internal assessment processes are coherent but teachers are less successful in using this information to provide for effectively-differentiated teaching.		



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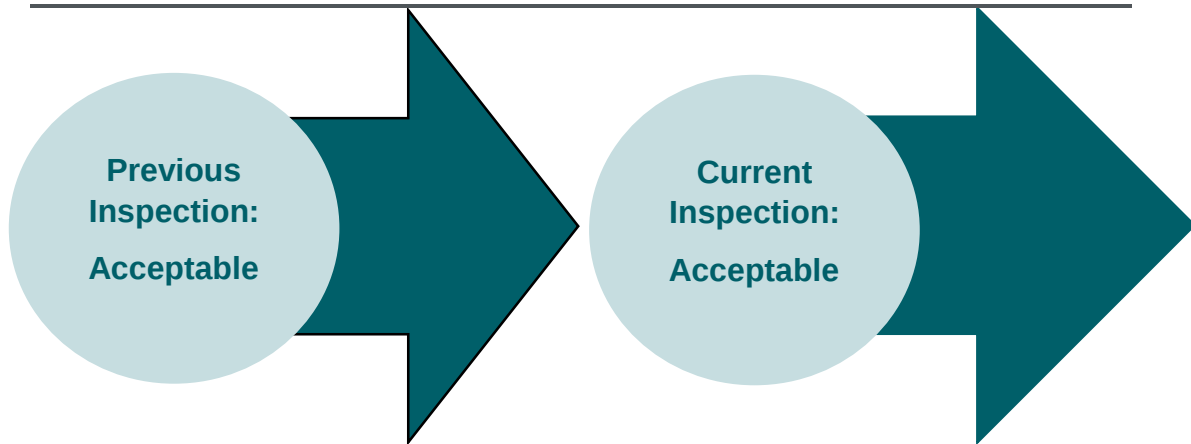
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum provides adequately for most students. It is reviewed regularly but is not modified sufficiently to meet the needs of more-able students. - The curriculum is largely textbook driven but provision for enquiry-based learning is more effective in middle phases. - Cross-curricular links are meaningful but provision for innovation. and enterprise skills in lessons in less effective.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Systems to promote good behaviour and attendance are very successful. - Procedures to identify students with SEN are thorough. However, support in lessons for them and for students who are G&T is inconsistent. - Students' pastoral needs are well support by caring and nurturing staff.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- Leaders have maintained acceptable achievement overall and improved overall achievement in middle phase. Effective partnerships with parents have supported school improvement. - The school development plan identifies key priorities and is informed by the Self Evaluation Form. However, SEF judgements are not always aligned accurately with the inspection framework. - Senior leaders undertake monitoring of teaching and learning. The role of middle leadership in this regard is not clearly defined.		



Progress made since last inspection and capacity to improve



- Overall, the school has made acceptable progress in addressing most of the recommendations of the previous inspection
- This has resulted in improved achievement in most subjects, and attainment is now good overall in the middle phase.
- A professional development programme has been put in place to promote better planning, teachers' questioning skills, enquiry-based learning and differentiation.
- Greater use of inquiry-based approaches have supported improvements in students' investigative skills in science including observations, recording and prediction skills. However, problem solving remains less well developed in mathematics in primary and middle phases.
- Achievement in English is now at least acceptable and science and social studies are now good across the school.
- All teachers are now licensed.
- Senior leaders now use MOE benchmarking tools and have better understanding of student performance. Middle leaders have started to engage in the analysis of data at whole-school level.
- Governance has supported increased provision of ICT resources, such as more-reliably Wi-Fi connectivity and a few smart boards. However, hand-held technology for student's use in classroom, and reading resources remain inadequate.
- Punctuality has improved and only a few students now arrive late to school. Attendance is now outstanding.
- Parental representation on the governing body has increased. Links with the immediate community remain under developed.
- The principal and vice-principal acknowledge the need to develop middle leadership to further improve overall performance. Overall, school leaders' capacity to improve the school remains acceptable.
- ICT provision has improved but students' ICT skills in KG and primary remain acceptable. Use of ICT by students in lessons to support their learning is limited.



Provision for Reading



- Students have regular access to the school's library, where they practise reading, access reference books and write book reviews. The library is not resourced sufficiently with books in Arabic or in English. There are reading corners in some classrooms. Displays around the school are print-rich and interactive.
- Reading for comprehension is practised during English and Arabic lessons and library time.
- Teachers of English in KG are improving their skills in teaching phonics. Professional development is provided for all teachers to enable them to support the development of students' reading and comprehension skills across subjects.
- Guided reading lessons are beginning to be used to improve students' reading and expand vocabulary in most subjects.
- Students' reading skills in English and in Arabic are assessed through direct observation and diagnostic testing.
- The school encourages the parents to support their children's reading at home.
- Students are encouraged to read at play times, on arrival to school and at home. The school also encourages students to read through engagement in number of initiatives and competitions, for example 'Reading Challenge' and 'Ibn Harmal Award for reading and writing'.



Key areas of strength and areas for improvements:

Key areas of strength

- Overall middle phase students' achievement, as a result of improved teaching.
- Students' improved attendance, their respect for others and for the heritage and culture of the UAE.
- Arrangements for the health, safety and security of students and procedures for the identification of students with SEN.
- Impact of senior leadership and parental partnership on improving school performance.

Key areas for improvement

- Further improve students' attainment in all subjects, particularly Islamic education, English, and mathematics by:
 - reviewing lesson plans to ensure tasks are linked to precise curriculum standards, and meet the needs of all groups of students, particularly in KG
 - teaching students subject-specific vocabulary more consistently
 - improving the quality of teachers' questioning, to support and challenge all groups of students
 - ensuring that all teachers have secure subject knowledge
 - enhancing provision for problem-solving, and application of learning to the real world, particularly in mathematics
 - focusing on extended writing, including correct use of grammatical structures, and note-taking
 - extending the provision for innovation in classes and making provision for enterprise.
- Develop the role of middle leaders to further support improving teaching and learning by:
 - providing them CPD to develop their evaluation skills in observing student learning in lessons
 - establishing systematic routines for monitoring and mentoring teachers in lessons
 - engaging them in the systematic analysis and use of data to evaluate student progress
 - participating in reviewing of the curriculum, particularly in KG and middle
 - supporting KG teachers to deliver more child-centered approaches in lessons.
- Further improve teachers' use of assessment to influence students' progress by;
 - teachers providing evaluative comments in students' note books to support their understanding of what they need to improve
 - ensuring students are enabled to use success criteria regularly to encourage self-evaluation and peer-evaluation
 - agreeing improvement targets for students based upon their initial diagnostic assessment and termly performance.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	
Islamic Education	Attainment	Acceptable	Acceptable	Acceptable	
	Progress	Acceptable	Acceptable	Acceptable	
Arabic (as a First Language)	Attainment	Acceptable	Good	Good	
	Progress	Acceptable	Good	Good	
Arabic (as additional Language) *	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Social Studies	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
English	Attainment	Acceptable	Acceptable	Good	
	Progress	Acceptable	Acceptable	Good	
Mathematics	Attainment	Good	Acceptable	Acceptable	
	Progress	Good	Acceptable	Acceptable	
Science	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Good	
	Progress	Acceptable	Acceptable	Good	
Learning Skills		Acceptable	Acceptable	Good	

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Islamic Education	• Students' achievement in Islamic education is acceptable and has not improved since the last inspection. • Internal assessment indicates at least acceptable assessment. In lessons and students' work attainment is acceptable because most students attain levels that are in line with the curriculum standards. • Most students demonstrate grade-appropriate knowledge and understanding of the Islamic teachings and values drawn from the assigned Quranic verses and noble Sunnah. A minority of students need to improve their application of recitation skills following Tajweed rules. • Students make expected progress in relation to learning objectives such as understanding and memorising the assigned Qur'anic verses and Hadith. However, more able students do not make better progress due to insufficient challenge.
Arabic	• Students' achievement in Arabic is good overall. It is acceptable in KG. • Internal assessment data indicates outstanding attainment. However, in lessons and in their recent work, students' attainment is good overall. This is because the majority of students in primary and middle demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. • The majority of students in primary and middle demonstrate good listening and speaking skills. They communicate well using accurate standard Arabic. They write well, but lower attaining students make mistakes in grammar. Higher attaining students can write lengthy pieces of personal writing. The majority of students read fluently and appreciate poetry. Lower attaining students need more support to improve their vocabulary, grammar and writing skills. • The majority of students in primary and middle make above the expected progress. Most children in KG make expected progress in listening, speaking reading and early writing in relation to their individual starting points; this results in acceptable attainment in these skills.



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Social Studies	• Achievement in social studies is good in all phases. • Internal assessment information indicates outstanding achievement. In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards. • The majority of students demonstrate knowledge and understanding above curriculum expectations of UAE and the other Gulf countries' history, geography, heritage and culture. They understand the concepts related to the environment and demonstrate understanding of how to sustain it. They can make comparisons between lifestyles in the past and nowadays. They are aware of the great efforts of the UAE leaders, particularly Sheikh Zayed and Sheikh Khalifa, and the great achievements they have made in all aspects of life. Their ability to read and interpret a range of maps is less well developed. • The majority of students make good progress in relation to curriculum expectations. However, the lower-attaining students in almost all classes need more practice and support to gain the expected levels of knowledge and understanding.
English	• Students' achievement in English is acceptable overall. It is good in middle phase. • Internal assessments indicate that students' attainment is outstanding. This was not borne out in lessons. Attainment is acceptable overall and is good in middle phase. Most KG and primary students' knowledge, skills and understanding are in line with curriculum standards. In middle, the majority of students achieve above MoE standards. • Most KG children and primary students' speaking, listening and reading skills are in line with curriculum expectations. KG children can sound and read phonetically based-words, such as cat. By grade 5, student interact appropriately and demonstrate age-appropriate comprehension skills. Grade 9 students are confident speakers, use partner work well to share ideas and opinions. They use 'mind maps' to organise their thinking for simple presentations to other groups. Note-taking skills and extended writing, including accurate use of punctuation, are less well developed overall. • Most groups of students make acceptable progress. Students in middle, make good progress overall. Insufficient opportunities for extended writing, recording of work and individual note-taking hinder students progress in writing.



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Mathematics	• Student achievement in mathematics is good in KG, and acceptable in primary and middle phase. • Attainment is good in KG and acceptable in primary and middle phase. Internal assessments results indicate very good attainment overall. • In lessons and in students' recent work, attainment is acceptable overall because most students attain in line with curriculum expectation. • KG students demonstrate good knowledge and understanding of number. In other phases, most students demonstrate knowledge and understanding of number, space and shape, and algebra in line with curriculum expectations. For example, most students in Grade 3 can apply the distributive and associative property of multiplication to find products. Most students in Grade 8 can calculate the displacement of an object, and in grade 9, most students can add and subtract linear expressions. Most students can use number operations to solve basic problems, for example, students in grade 5 can solve a multistep problem by ordering the operations. However, students problem-solving skills are less well- developed overall. Students' recording of their work in their notebooks is not always clear and methodical. • Students make good progress in KG and acceptable progress in primary and middle. In KG, individualised support in lessons and working in groups allows children to build on their conceptual understanding.
Science	• Students' achievement in science is good in all phases. • Internal assessments indicate outstanding attainment. However, in lessons and in students' work, attainment is good overall because the majority of student demonstrate knowledge, skills and understanding above curriculum expectations. • The majority of students are knowledgeable of physical, life, earth and space science. For example, in Grade 1, students can discuss weather conditions confidently and express them in words and drawings. Grade 5 student can discuss the characteristics of metals confidently. Students have the ability to draw conclusions and communicate ideas, However, their practical and experimental investigational skills are less well developed. Use of technology by students to support research and access simulations, in lessons is limited Most groups are making good progress in all phases.



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Other subjects	• Achievement in other subjects is acceptable overall and is good in middle phase. • In art, primary students use materials innovatively to design images in two and three dimensions. • In music, students learn to sing in tune and most are developing secure understanding of musical concepts such as rhythm. • In physical education, students make acceptable progress in basketball skills but are less effective in applying them in small team games. KG children make acceptable progress in developing gross motor skills such as jumping. • In computer science, students develop keyboard skills and use software. For example, Grade 9 students use HTML programming to design logos. • Middle phase students make good progress in art and computer science. • In art, computer science and PE, progress in lessons is acceptable in KG and primary and good in middle.
Learning Skills	• Students' learning skills are acceptable overall in KG and primary, and good in middle. • Students demonstrate positive attitudes to learning and have a strong work ethic. • In science, most students demonstrate effective investigative and prediction skills and apply their learning to real-life situations. These skills are less well developed in other core subjects. • Middle phase students demonstrate good collaboration skills and are present their work confidently. KG children's ability to make suitable choices and take responsibility for their learning are less well developed. • Overall students' skills of innovation, enterprise and using technology to research information and extend their thinking, are under-developed.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Students' improving knowledge and understanding of Islamic teaching and values.	- Recitation skills following Tajweed rules. - Challenge for more able students
Arabic	- Primary and middle phase students use of accurate standard Arabic - Higher-attaining students' ability to produce extended writing.	- Lower attaining students' vocabulary, grammar and writing skills. - Speaking, reading and early writing skills in KG.
Social Studies	- Students knowledge of geography - Students; knowledge of UAE history.	Ability to read and interpret a wider variety of maps.
English	- Students improving speaking and reading skills. - Middle phase students' collaboration and oral presentation skills.	- Reading skills, particularly in KG and primary - Note-taking, punctuation and extended writing skills
Mathematics	- Students' acquisition of number skills. - KG students' solving puzzles using numbering and counting.	- Recording of mathematics in their notebooks. - Mathematical thinking: formulating, employing and interpreting.
Science	- Ability to draw conclusions and communicate ideas. - Knowledge and understanding of scientific concepts.	Practical and experimental investigation skills.
Other subjects:	- Students' creativity in art. - Grade 9 students creativity using computer software.	Students' ball-handling skills, such as passing, dribbling and shooting,
Learning skills	- Student positive attitudes and work ethic. - Middle phase students effective collaborative and communication skills.	- Students' innovation and enterprise skills and use of technology to research information. - KG children's independent learning skills.



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

Indicators:	KG	Cycle 1	Middle	
Personal development	Good	Good	Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	
Social responsibility and innovation skills	Good	Good	Good	
- Students' personal and social development is good, and their innovation skills are acceptable. - Students demonstrate positive and responsible attitudes towards their learning. They have very warm and respectful relationships with one another and teachers. - Students have sound understanding of healthy life styles. They make healthy food choices and participate in physical activities willingly. - Attendance, at 98%, is outstanding and punctuality is improving, with only a few latecomers each morning. - Students have deep appreciation of how Islamic values impact on UAE society and their own daily lives. They participate in informative and purposeful activities related to Emirati traditions and heritage and are proud to live in the UAE., Students have a deep appreciation of their own culture; their understanding of other cultures world-wide is less well developed. - Students assume a range of leadership responsibilities in the school, including leading assembly and student council roles. They participate enthusiastically in charity activities to raise funds for those less fortunate. Students engage in a range of extra-curricular activities, such as science club, that promote innovation. Other than in art-design lessons, their creativity and innovation is less well developed in lessons. They have few opportunities to engage in enterprise. - Students demonstrate secure awareness of the importance of sustainability, through engagement in recycling project and conservation of energy. They understand environmental issues such as protecting endangered species, deforestation and global warming.				
Areas of Relative Strength: - Warm and respectful relationships. - Appreciation of Islamic values and Emirati heritage and culture.				
Areas for Improvement: - Understanding of other world cultures. - Innovation and enterprise skills.				



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Acceptable	Acceptable	Good	
Assessment	Acceptable	Acceptable	Good	

- The quality of teaching and assessment is acceptable overall. It is good in middle phase.
- Teachers have secure subject knowledge and most are aware of how students learn best, but this is less evident in KG
- Lesson planning is effective overall, however, activities are not always linked to learning outcomes in KG lessons.
- Teachers tend to overly-direct learning and do not make sufficient use of student-centred approaches to enhance students' learning skills. This limits students' engagement, particularly, in Islamic education, Arabic in KG, and primary and middle phase mathematics. Most middle phase teachers interact well with students and use questioning effectively to promote students' thinking skills and support overall good achievement.
- Teachers use strategies adequately to meet the needs of most groups of students. However, provision in lessons for students with SEN and those who are gifted and talented is inconsistent.
- Most teachers encourage students to think before responding, but opportunities for students to think critically and be innovative are less well developed in KG and primary. Greater use of inquiry-based approaches has supported improvements in students' investigative skills in science
- Internal assessment processes are coherent and consistent and are linked to MoE curriculum standards. The school benchmarks students' attainment levels appropriately.
- Teachers in the middle phase are beginning to analyse beginning-of-year assessment data and use it to support more effective planning.
- Marking of students' work is regular but does not always identify students' next steps for learning.

Areas of Relative Strength:

- Teachers subject knowledge and their improved understanding of how students learn best.
- Planning of different strategies that supports students' learning skills in middle phase.

Areas for Improvement:

- More child-centred approaches to teaching in KG.
- Questioning to deepen understanding and promote critical thinking.
- Marking of work to better inform students' next steps for learning.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	
Curriculum design and implementation	Acceptable	Acceptable	Good	
Curriculum adaptation	Acceptable	Acceptable	Good	
- The overall quality of the curriculum is acceptable. It is good in middle phase. - The implemented curriculum is aligned to MOE guidelines and the UAE National Vision 2021. Time allocation is balanced, and subjects are planned appropriately to develop students' skills and knowledge. - Teachers' planning facilitates progression in most subjects but is less effective in Islamic education and mathematics. - Meaningful and purposeful links are made between most subjects, particularly in middle phase. This deepens students' understanding and enables them to apply their learning. Subject-specific vocabulary in literacy, mathematics and science is not referenced sufficiently in KG and primary curriculum. - The curriculum is reviewed regularly and revisions ensure adequate provision in most subjects. - The curriculum is modified to meet the needs of most students. Insufficient provision is made to accommodate the needs of higher-achieving students. Planning for differentiation in lessons is inconsistent, particularly in KG and primary phases. - The curriculum is largely textbook driven. However, planning for enquiry-based learning is more effective in middle phase, and in some subjects such as social studies, English and science. A limited range of extra-curricular activities, such as sports and art and design, support students' interests. Students are enabled to participate in some events with other schools and support social causes such as the Red Crescent. However, provision for innovation and enterprise in lessons is less-well developed. - Most subjects, and during assembly, make effective links with UAE heritage, culture, and traditions. - Moral education is taught in discrete lessons. Core values are embedded in lesson-plans and constantly emphasised by teachers. Students' sound understanding of values such as respect and tolerance is reflected in their respectful relationships.				
Areas of Relative Strength: - Cross-curricular links. - Strong links with Emirati culture and Islamic values.				
Areas for Improvement: - Emphasis on subject-specific vocabulary, particularly in literacy, mathematics and science. - Provision for student-led initiatives, enterprise and innovation.				



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	
Care and support	Good	Good	Good	
- The overall quality of protection care, guidance and support for students is good. All staff, students and parents are informed of the clearly written procedures for the safeguarding of students, including child protection and cyber-bullying. - There are regular checks of premises to ensure good maintenance, and record keeping is systematic. The environment is caring, safe, healthy and secure and meets the needs of most students. However, there is no lift for disabled persons. - Healthy living is promoted through assemblies, guest speakers, and opportunities to play sports. - Trusting and respectful staff relationships with students are supported by successful behaviour management strategies. The school's approach to promoting attendance and punctuality is very successful. - Thorough systems are in place to identify students with SEN and less able students. Gifted and talented (G&T) students are also identified. Individual education plans to support students with SEN are shared with staff and parents. Classroom support for them and for G&T students is inconsistent, particularly in KG and primary classes. - Staff have established a caring and nurturing school atmosphere. The social worker is approachable and provides advice and support for all students.				
Areas of Relative Strength:				
- Very successful systems for promoting attendance. - Trusting and respectful relationships with students. - Identification of students with SEN and less-able students.				
Areas for Improvement:				
- More consistent support for students with SEN in lessons. - More comprehensive identification of G&T students and challenge for them in lessons.				



Performance Standard 6: 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 and vice-principal have established a clear vision which is shared by a caring and supportive the close-knit school community. Leadership is caring and respects diversity.
- Senior leaders demonstrate secure understanding of pedagogy and have been successful in raising student achievement in most subjects. Monitoring of teaching and learning is undertaken by senior leaders. The role of middle leadership in relation to monitoring teaching and student outcomes is not clearly defined.
- The school self-evaluation form (SEF) identifies key priorities accurately. However, judgments and not always linked accurately to the Framework. The school development plan (SDP), which includes timed targets, is informed by the SEF and the previous inspection report. Staff and governors have limited involvement in the school development processes.
- Communication with parents is nurtured actively by all staff. Parents receive regular and accurate reports on their children's progress and development, and have online access daily to what their children are learning. They are actively involved in the community life of the school.
- Governors include parent, teacher and community representatives. They are supportive of their school. Their monitoring of academic progress and improvement priorities is strengthening, but is not yet fully effective. Fees are low and this limits their provision of resources.
- The school's day-to-day management is well-organised. Staff are suitably qualified and supported by a comprehensive professional development programme. School facilities are of adequate quality. Resources such as reading materials and hand-held learning technology devices for classrooms are limited.
- To raise attainment in international assessment, the school actively promotes students' engagement with ADEK's 'Question-a-Day' initiative.

Areas of Relative Strength:

- Clear shared vision.
- Senior leaders' role in improving student achievement.
- Partnership with parents.

Areas for Improvement:

- Role of middle leadership in monitoring teaching and learning.
- More accurate alignment of SEF judgements with Framework.
- Middle leaders' role in school development processes.
- Additional reading materials and provision for students' use of technology in lessons.

*Relevant for Private schools only