



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



Private School Inspection Report

Ashbal Al Quds Private School

Academic Year 2015 – 2016

lqraa

Ashbal Al Quds Private Secondary School

Inspection Date	16 - 19 November 2015
Date of previous inspection	27 - 30 January 2014

General Information	
School ID	19
Opening year of school	1986
Principal	Omayya Abdel Hafeez
School telephone	+971 (0)2 586 1440
School Address	Shakhboub City, Street 25 Zone West 11, Abu Dhabi
Official email (ADEC)	ashbalalquds.pvt@adec.ac.ae
School Website	-----
Fee ranges (per annum)	AED 10250 – AED 17600

Licensed Curriculum	
Main Curriculum	Ministry of Education
Other Curriculum	N/A
External Exams/ Standardised tests	
Accreditation	Not applicable

Students	
Total number of students	2527
Number of children in KG	240
Number of students in other phases	Primary 819 Middle 650 High 818
Age range	3 – 18 years
Grades or Year Groups	KG to Grade 12
Gender	Mixed
% of Emirati Students	28%
Largest nationality groups (%)	1. Jordanian (22%) 2. Syrian (16%) 3. Palestinian (14%)

Staff	
Number of teachers	114
Number of TAs	15
Teacher-student ratio	1:24 KG 1:21 Other phases
Teacher turnover	7%

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	182
Number of joint lesson observations	3
Number of parents' questionnaires	653; (response rate: 26.1%)
Details of other inspection activities	Inspectors conducted lesson observations in all grades throughout the school. Inspectors joined the assemblies and watched children entering and leaving school. Meetings were held with senior and middle leaders, other teaching staff, parents and a governor. Work completed by students was sampled in a large majority of lessons. A wide range of documents were scrutinised including parental surveys and data provided by the school.

School	
School Aims	'Achieve international standards in education in a safe environment and create a citizen who is capable of innovation to serve his country.'
School vision and mission	'Ashbal Al Quds Private School strives to be the region's leading school educationally, scientifically and administratively within the school environment sophisticated and distinctive in all of modern scientific methods and continue civilized and keep up with the challenges of the times while maintaining the values and heritage of the UAE. Recruitment of students' abilities and development in order to create a generation able to bear responsibilities and believe in his homeland and principles with the external beneficiary of the rapid



	scientific and technological developments in a safe environment conducive to teaching and learning.'
Admission Policy	The school follows the terms contained in the private schools policies issued by Abu Dhabi Education Council (ADEC).
Leadership structure (ownership, governance and management)	The school has one owner and a governing body that includes two parent governors. The senior leadership team comprises principal, vice principal, Head of Arabic, Head of English and an administrator

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	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	2
Visually impaired	0	4
Hearing impaired	0	5
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	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	0
Psychomotor ability (e.g. dance or sport)	0

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
--------------------------	-----------------	-------------------

	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 school's overall performance is acceptable. Attainment in all subjects and all phases is at least acceptable. In the Kindergarten (KG), attainment and progress is good in Islamic education, Arabic and social studies. Students make satisfactory progress throughout the school. The most continuous progress in learning is in KG and Grades 10, 11 and 12. This is because teaching is better matched to individual ability. In almost all classes, students engage in lessons, work together and acquire knowledge. They have less well-developed research and enquiry skills. This is one of the reasons why progress is relatively slower in the primary and middle phases. Attitudes to work are good and behaviour in lessons and other activities is acceptable. An orderly environment fosters positive relationships and attitudes to learning. In the KG, children's learning skills are good. Students' understanding of the values of Islam and respect for the culture of the UAE is good. Teaching, while acceptable overall, lacks consistency. Weaker lessons are not planned well enough to meet the needs of all abilities. The school has good arrangements to ensure students are kept safe, secure and healthy. Communication with parents is good. Leadership and management are acceptable. Senior leaders have an acceptable understanding of how well the school is performing.

Progress made since last inspection and capacity to improve

Overall improvement since the last inspection is acceptable. There has been improvement in all the recommended areas for improvement, some more than others. Good improvement has been made in the curriculum for the KG, leading to better progress. This is because the school has provided well targeted professional development for staff. Teachers now understand how to provide opportunities for play based learning and this is evident in many lessons. Self-evaluation is now broadly accurate although the action points do not always refer specifically to how students learn. The monitoring of teaching is regular and is used to help teachers improve their performance. The school knows that this still needs to be more precise, particularly in the primary and middle phases. As a result, professional development is already underway to improve teaching and learning in these phases and teachers value the support offered. The improvements made since the last inspection and the strategic planning for the school demonstrate that all leaders, including the governors, have the capacity to improve the school.

Development and promotion of innovation skills

The school recognises the need to ensure students become independent and thoughtful learners. However, this is not promoted well enough in lessons. When given the opportunity, students are able to take initiative, enjoy research and actively participate in problem-solving. They are not always given this chance. A large minority of lessons in Grades 1 to 9 are based around gaining, rather than deepening knowledge. For example, in one lesson students were learning how to use a branded search engine but did not have the opportunity to use a computer to try this out. Much of the research work that students undertake is completed at home rather than school. Consequently, students do not recognise this as a valuable part of the learning process at school.

The inspection identified the following as key areas of strength:

- an orderly learning environment due to the positive relationships and attitudes of students, staff and parents
- the improved progress of children in the Kindergarten since the last inspection
- students' appreciation of the values of Islam and their respect for the culture and heritage of the UAE
- arrangements for keeping students safe and healthy.

The inspection identified the following as key areas for improvement:

- consistently good teaching across all grades and subjects
- more opportunities during school time for students, particularly in Grades 1 to 9, to work independently on research and problem-solving
- teachers' use of the assessment data so that lessons provide the highest levels of challenge for all students
- adequate adaption of work for both lower and higher achieving students that ensures all make good progress.

Performance Standard 1: Students' Achievement

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



Attainment is in line with the age expected outcomes when measured against other schools using the same curriculum. The progress of students has improved. It was unsatisfactory at the last inspection and is now acceptable. School based testing shows that there has generally been an upward trend in attainment and progress over the last three years. The level of attainment in tests is similar to that seen in lessons and workbooks. Over the last three years there has been an increasing proportion of students achieving higher scores and fewer not reaching the expected level. However, further improvement is required to ensure that both the low and high achieving students achieve their potential.

The good attainment in Islamic education, Arabic and social studies for children in the KG is due to good opportunities for them to reinforce and recite verses and 'Hadeeth'. For example, most children can say the 'Hadeeth' appropriately and independently. As students move up through the school they can differentiate Qur'anic phonetics to recite them effectively. In Arabic, standardised scores from External Measurement of Student Achievement (EMSA) tests show that students reach above age expected levels. These tests also show that writing is a relatively weaker element in Grades 5, 9 and 11. In social studies, most students' attainment is in line with the expected levels of the curriculum standard. Students have learned good facts about the UAE's values and culture. For example, in Grade 2 they can talk about what the police force can do to help and protect people.

Progress in English is more rapid in the early stages of learning the language. Students quickly pick up simple sentences and phrases. Older students have less opportunity in lessons to develop their writing and reading skills and often learn facts rather than studying in detail. For example, they have secure knowledge about when William Shakespeare was born and where he lived but have little understanding of the themes of his plays. Nevertheless, students reach the age expected curriculum standards as can be seen in the results of diagnostic tests and through their work. In mathematics and science, attainment for most is in line with the curriculum standards. In the primary and middle phases, students follow the curricular workbooks and so make acceptable progress. However in these phases, there is a minority of students who quickly pick up the learning objectives of a lesson but do not always have an opportunity to extend this with more difficult work. Similarly on occasions, those who struggle with a new skill do not get reinforcement exercises to help them fully understand. In the high school, learning once again picks up due to the streaming of students and a smaller gap between the ability groups.

In other subjects, there is acceptable progress from grade to grade. The information and communication technology (ICT) suite is used by all classes. Reinforcement of the

key skills learnt is less evident in other lessons through research and enquiry. Much of this is completed at home.

There is a balance of positive and weaker features in the development of students' learning skills. Overall, progress is acceptable. A key feature of many lessons is the successful use of small group discussion about a topic and feedback to the class. Students become confident in talking to larger groups and work together well. On occasions, there is a palpable air of concentration. A large majority of students become increasingly able to use enquiry techniques but this is often superficial fact-finding rather than deeper learning. Problem-solving is also a weaker element of students' learning. When it occurs in a minority of lessons, students show they are capable independent learners. They become excited and animated but lack the full set of skills to make the most of the opportunity.

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

Almost all students have good attitudes towards their learning. This is evident in lessons and through their conscientious approach to homework. Even when teaching is weak, most students still want to learn and there is very little disruption. Consequently, behaviour is at least acceptable in most lessons and in a large majority of lessons is good. Attitudes and behaviour are better in the KG and high school. Students are eager to answer questions, become enthusiastic when others provide a particularly good answer and settle quickly to the tasks they are provided with. Students move efficiently and calmly around the school and, in discussion, say there is very little unpleasantness. This results in a generally harmonious community where relationships between students, and students and staff are good. Students greet their teachers and visitors with respect and politeness such as when entering a room.



Students know how to stay safe. There are some lessons which provide students with more understanding of healthy lifestyles although these are limited. A large minority of students can talk confidently about the meals they bring to school and the dangers that they are likely to see in later life if they adopt unhealthy lifestyles.

Attendance is good and punctuality is acceptable. Official attendance figures are relatively high overall at 98% but the data is variable. A minority of students in Grades 10, 11 and 12 have lower attendance, especially on Thursdays. Through careful planning by staff, most students efficiently arrive before the National Anthem is played. A minority, mostly girls, who have already arrived are reluctant to leave their classrooms at the start of the assembly.

Students have a good appreciation and understanding of Islamic values and respect the contribution these make to the UAE culture. Students are proud of their own identity and can see how their culture is similar to other Muslim countries. They understand the part that the UAE heritage plays. For example, KG children understood why they were finger painting with the four colours of the national flag. Assemblies reinforce these values. Students show respect for the National Anthem and the reading from the Holy Qur'an.

Students of all ages, both boys and girls, take school responsibilities seriously. For example, boys in Grade 11 and 12 confidently took on the role of senior leaders, social workers and teachers for a day and could enthusiastically explain the roles they were playing. In a large minority of day-to-day lessons, opportunities to take initiative are more limited. Students often rely on the teacher to direct their work. Because teaching often concentrates heavily on achieving the outcomes in the workbook, there is little opportunity for individual study around the topic being learnt. This inhibits students from becoming more innovative and thoughtful learners.

Students keep the school areas acceptably clean and tidy. There is a limited range of environmental activities that students undertake both in school and with the outside community.

Performance Standard 3: Teaching and Assessment

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

Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Weak	Weak	Acceptable

Teaching overall is acceptable; an improvement since the last inspection. Children are taught well in their first two years at school. This is due to the high level of professional development that has taken place and which has successfully developed teachers' classroom techniques and management. They now have a greater understanding of how young children learn. Play is an important part of this process as it makes learning fun and enjoyable. This continues to a lesser extent into Grades 1 and 2. Teaching in other grades is acceptable. There is little difference between the teaching of boys and girls; there is some variability in the way different levels of ability are catered for.

Almost all teachers have appropriate subject knowledge and are able to convey this acceptably with a large minority showing a real love of their subject. However, some subject specialists do not have a full understanding of how their planned differentiation for different abilities can be implemented. Lessons are conscientiously planned and based around books which reflect the age-related expectations of the curriculum standard. The planning records differentiation but this usually specifies how much will be completed rather than different tasks linked to the level of students' knowledge and understanding. As a result, some students quickly finish what is expected and are given another example to work on while others do not move on quickly enough to a new example. This is most evident in Grades 1 to 9 where there are mixed ability classes. In Grades 10, 11 and 12 ability levels are much closer and therefore differentiation is less of a problem. In KG, teachers differentiate work more carefully so many more children are challenged. Results show, however, that most students do achieve what is expected for their age in the various subject curriculum standards and a few achieve above this. There is acceptable basic classroom management of questioning, use of resources and behaviour strategies in most lessons. Many lessons are really enjoyed by the students because relationships are good. In the few lessons where teaching is weak, a contributory factor is poor classroom management combined with a lack of understanding about the different levels of ability. For example, in a science lesson, the teacher had correctly decided to use a practical session on planting seeds but had not thought out how this was to be

achieved in a room that was crowded. As a consequence, learning and progress were slow. These weaker lessons are not restricted to any one grade or phase.

In a large minority of lessons, there are not enough opportunities to consolidate the knowledge gained to produce deeper understanding. This is partly due to the adherence to the set textbooks and workbooks for each subject. Lessons are usually divided into three parts and include teaching input, individual or group work and a final discussion. However, this does not include enough time for real life problem-solving, research perhaps using ICT, or thinking critically about the learning objective. For example, older students learn standard algorithms in mathematics but not the concepts leading up to them. Therefore, they do not have the advanced skills needed for solving problems they do not recognise.

Teachers mark workbooks but there is little helpful commentary about what to improve and little target setting for individuals so they know what needs to be achieved. Generally, marking is limited to ticks and comments. In addition, the use of external testing for benchmarking is still at an early stage so teachers have little information to measure students' performance over time. Diagnostic tests, linked closely to the curriculum standards and on particular aspects of a subject, are better used. However, the information gained is not always used well enough by teachers, except in KG and in Grade 12. As a result, lessons are not always adapted to meet fully the needs of all the different ability levels or for when a student has not grasped a particular aspect. Despite these weaknesses, teachers do have a broad understanding of who does well and who needs support and often focus on these students. This is a significant improvement from the time of the last inspection.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

The school uses a commercial scheme of work based around the MoE curriculum for each subject and grade. This ensures that the curriculum is broad, balanced and has in-built progression. It leads to the large majority of students achieving their curricular standards. However, it is only recently that the school has started to adapt the curriculum to the individual abilities of the students. Each scheme is largely focused

on gaining knowledge and this is usually what is tested through exams. The weakness in the way the curriculum is implemented is that it restricts students' opportunities to develop their individual knowledge and understanding at a rate faster than the schemes allow. In addition, lower achieving students do not have sufficient opportunity to repeat areas they have failed to master. These weaknesses are not so apparent in KG where children have a continuous range of experiences and through much repetition are able to achieve mastery of skills. In addition, they often have opportunities to develop their own learning such as when children reinforce their understanding of numbers and letters through searching for them in a sand tray. This also provides them with cross-curricular opportunities to make links between areas of learning. This is not as clearly evident from Grade 1 upwards. In these grades, particularly the primary phase, most teaching is by subject specialists and so opportunities to see, for example, how mathematical knowledge is used in other subjects, are lacking.

The school has been reviewing and adapting the curriculum since the last inspection. This is now being conducted more regularly through the subject coordinators rather than being too dependent on senior management. In discussion, older students say that they feel the curriculum is preparing them in a much better way and they feel prepared for what lies ahead after they finish school. This is evidenced in the increasing numbers of students who move on to university.

The curriculum has a few innovative aspects such as when students perform plays or undertake deeper research in topic work. The school correctly recognises that these opportunities are too limited and further review is underway to modify the curriculum accordingly. There are some ad-hoc, but better links made within the curriculum to develop students' understanding of UAE culture such as through art.

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 has good, secure systems in place to ensure students are kept safe. Staff are carefully vetted before they start and child protection is taken seriously. Staff				

have up-to-date training on safeguarding and, should any incidents occur at school or at home, these are followed up well. Parents rightly feel this an area of strength within the school. Students are given lessons to enable them to be aware of any dangers such as cyber-bullying.

The school is maintained well. Areas are cleaned regularly through the day and there are supervisors on each corridor to ensure students are kept safe in and between lessons. Equally, students play their part by moving around the school in an orderly way and by recognising the need to help each other. When playing outside, most students, while being occasionally boisterous, know when this needs to stop and do so. All records of maintenance, health and safety are kept very well.

The large majority of students in this large school arrive on one of sixty buses. This is organised well. Many adults are around at the start and end of the day to ensure safe entrance and exit to the buses. Gates are closed when the transport is moving and older students are often seen helping younger ones. It is an orderly, although lengthy, affair. At the start of the day, not all students are in school, ready to start the assembly. Nevertheless, those that do arrive late are respectful should there be any reading from the Holy Qur'an when they walk in.

While procedures are good, teaching staff, the nurse and social workers do not provide a wide variety of extra activities to promote safe and healthy living and it is not systematically promoted through each grade as students become more mature.

Relationships are positive throughout the school and the principal in particular tries to ensure that everybody, including parents, feels part of the school family. Personal and academic development is monitored through each term. Systems to identify students with special educational needs are in place but are at an early stage. The school is aware of those students who need support, either physically or academically and is presently tracking how the provision for these students can be improved. It is at an early stage of development so support is not yet consistent. The upper floors of the school are not suitable for wheelchair access and this is noted when parents apply for a place. The current support for those identified with special educational needs is too erratic as there is no formal system to recognise when others might need help. For those students who may have a special gift such as in sport or art there is little formal promotion of their talents. The school has started to gather a list of potential students and their successes are celebrated through assemblies.

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 principal has set a clear vision for the school and is keen for it to improve. This vision is shared between all leaders and the staff and centres around everybody doing the best they can whether academically or in their personal development. Students are well known to staff and there is much mutual respect. There is an acceptable understanding of how to recognise good teaching and a commitment to ensuring all students receive a balanced education. Morale is good.

Senior leaders have shared their responsibilities more widely so that middle managers play an increasingly important role in monitoring and evaluation. The leadership structure is understood by staff who know where to go to for support and advice. Teachers are monitored at regular intervals and their performance is studied to see where improvements can be made. One successful outcome has been the more consistent planning of lessons. Monitoring information gathered by senior management has helped produce a generally realistic self-evaluation and school development plan with time limited action points. Some of these, such as the issues around students' progress, are too general and not informed well enough by qualitative and evaluative data. Nevertheless, they do mirror most of the recommendations from the previous inspection and especially look to improve the remaining weaknesses in particular phases of the school.

The quality of teaching, the progress of students, their personal development and, to a lesser extent, the curriculum and support for different ability groups have all improved since the last inspection. The school is keen to start work on the next set of recommendations. All this points to a school's whose leadership has an acceptable capacity to continue improving.

Parental satisfaction and involvement is good. Parents willingly support both their children and the school. For example, a parent experienced in the construction industry, has provided materials and used his workforce to build a heritage area for National Day. Another parent was keen to point out that he has been pleased with the



support his child has received since changing schools a year ago. Parents are kept up to date with reports and any concerns the school may have. Those talked to were full of praise. Technology systems are used to keep parents up to date although the school does not have a website to improve this further. There are a few opportunities to be involved within the local and national community.

Governors are playing an increasingly active role in supporting school improvement by means of visits to school, including classrooms. They meet parents, staff and students. They help school leaders to recognise improvements and address weaknesses. The proprietor meets regularly with the principal at certain times of the year.

The school's routines run smoothly on a day-to-day basis. The school has sufficient staff to fulfil the curriculum standards although there are some classes with high numbers of students. The premises are fit for purpose and staff are increasingly being offered better quality professional development. Resources are just sufficient and are complemented by many resources that the teachers make themselves.

What the school should do to improve further:

1. Improve teaching so that it is consistently good across all phases and classes by:
 - i. evaluating the quality of all teachers through robust monitoring
 - ii. evaluating where there are any subject weaknesses linked to teaching
 - iii. providing teachers with continuous professional development that will eliminate any weaknesses in classroom management
 - iv. providing teachers with opportunities for seeing best practice
 - v. reviewing how much the performance of students improves and eliminating any inconsistencies.
2. Improve students' independent learning during lessons in Grades 1 to 9 by:
 - i. providing students with more opportunities for problem-solving activities
 - ii. allowing students to use research and recording on the topics they are studying
 - iii. providing more open-ended questioning that makes students think hard
 - iv. providing tasks that make links between subjects.
3. Improve all students' progress through developing teachers' understanding of the importance and value of continuous assessment by:
 - i. providing training in the use of marking, commenting and effective day-to-day lesson assessment
 - ii. ensuring teachers use the assessment information to modify lessons, make them more challenging and provide the next steps in learning.
4. Improve the achievement of low and high attaining students by:
 - i. identifying the students in each class and subject that have low or high attainment
 - ii. providing them with different work that is more appropriate to their ability level
 - iii. checking and reviewing the progress they make and adapting the work in light of the results.