



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



Private School Inspection Report

Darul Huda Islamic School

Academic Year 2015 – 2016

Iqraa

Darul Huda Islamic School

Inspection Date	18 – 21 October 2015
Date of previous inspection	2 – 5 February 2014

General Information		Students	
School ID	152	Total number of students	1846
Opening year of school	1988	Number of children in KG	267
Principal	Syed Ajmal	Number of students in other phases	Primary : 749 Middle : 554 High : 276
School telephone	+971 (0)3 767 7883	Age range	3 – 18 years
School Address	P.O. Box 15695, Flaj Haza, Al-Ain, UAE	Grades or Year Groups	Kindergarten to Grade 12
Official email (ADEC)	daralhuda.pvt@adec.ac.ae	Gender	Mixed
School Website	www.dhischool.com	% of Emirati Students	0%
Fee range (per annum)	AED 3,800 – AED 7,900	Largest nationality groups (%)	1. Indian 58% 2. Pakistani 21% 3. Bangladeshi 11%
Licensed Curriculum		Staff	
Main Curriculum	Indian Central Board of Secondary Education CBSE)	Number of teachers	102
Other Curriculum	----	Number of Teaching Assistants (TAs)	12
External Exams/ Standardised tests	CBSE	Teacher-student ratio	1:27 KG/ FS 1:20 Other phases
Accreditation	----	Teacher turnover	3%

Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	152
Number of joint lesson observations	12
Number of parents' questionnaires	333 (response rate: 18.6%)
Details of other inspection activities	The inspection team held meetings with the school proprietors, the principal, senior staff, subject coordinators, teachers, students and parents. They observed assemblies and other activities and analysed school documents, data, records and students' work.

School	
School Aims	'We aim at the development of intellectual, moral, spiritual and physical potential of the child.'
School vision and mission	'Each child is bred with with a unique set of potentials that yearns to be fulfilled as surely as the acorn yearns to become the oak within it.'
Admission Policy	The school's admissions policy is inclusive. It sets entry tests assessing students' numeracy and literacy skills. These are used for diagnostic purposes rather than entrance assessment.
Leadership structure (ownership, governance and management)	The school leadership team consists of the principal, 2 vice-principals and 3 supervisors (heads of section). The governing body consists of the 5 joint owners of the school, parental representatives and the principal as an ex-officio member.

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	7
Specific Learning Disability	0	5
Emotional and Behaviour Disorders (ED/ BD)	0	11
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	2
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	10
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	3
Psychomotor ability (e.g. dance or sport)	1

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

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

The school's overall performance is weak. While the principal and senior leaders have made some progress in raising attainment in the high school, it remains below expectations overall. Progress is inadequate because the teaching is not sufficiently effective in meeting students' learning needs. The school has a caring and positive ethos. Relationships are good and students behave well. The school provides a safe and secure environment; not all staff are fully vetted. The teaching does not enable students to become independent and proactive learners. Students with special educational needs (SEN) are identified but not supported well enough in class. Gifted and talented students are provided with appropriate extra-curricular activities; these tend to be one-off events rather than held regularly. Classrooms are cramped and poorly resourced. The leadership and management are weak overall because not enough is being done to improve teaching, learning and students' progress.

Progress made since last inspection and capacity to improve

There has been inadequate progress overall since the last inspection apart from the beginnings of improvement in students' attainment in the high school. There is still a lack of challenge in most primary lessons and a significant minority of middle school classes where tasks are too simple or repetitive. Students in the secondary section work collaboratively when given opportunities to do so and are beginning to develop independent learning skills. Teaching and questioning is focused on preparing students for the CBSE examinations and as a consequence students do well in these examinations. The exception is in mathematics where teaching is still far too teacher-centred and provides limited opportunities for students to develop their enquiry and innovation skills. Throughout the school, students are assessed regularly in tests and examinations but insufficient use is made of the data to guide to guide next steps in learning. Assessment of classwork is cursory and invariably involves just a tick and a congratulatory comment. Students are beginning to develop their information and communication technology (ICT) skills through the use of the virtual learning resources. The Kindergarten (KG) curriculum is still not developing children's literacy skills sufficiently to prepare them for the next stage of their education. Children make better progress in mathematics and Arabic. The curriculum has been enriched with some extra-curricular clubs and activities for gifted and talented students. Classroom resources in KG, and around the school, are still limited. The school leaders lack the expertise to implement changes that will have a significant impact, particularly in improving the quality of teaching.

Development and promotion of innovation skills

The school is aware of the importance of this initiative in Abu Dhabi schools and has made some progress in its club activities to promote innovation skills. The skills are not yet embedded in lesson planning and delivery. A minority of students are practising the skills through the Innovation Club and have already designed and developed a computerized model car. The Eco Club is developing innovative ways to present world issues such as hunger and poverty through their inspirational, student-led assemblies which involve role play and colourful artefacts.

The inspection identified the following as key areas of strength:

- easy accessibility of the principal and senior leaders to students, staff and parents
- the ethos and inclusivity of the school and the quality of relationships between staff and students, and among students themselves
- students' behaviour and positive attitude to their studies and the life of the school
- good attendance and punctuality of students
- students' involvement in the local community
- students' appreciation and understanding of Islamic values and the heritage, culture and aspirations of the UAE
- inspirational, student-led assemblies
- management of the school on a day-to-day basis.

The inspection identified the following as key areas for improvement:

- students' achievement in mathematics and Arabic across the school; English and science in the primary section; social studies and Islamic Education in the primary and middle sections
- classroom support for students with special educational needs
- teaching and learning which focuses more on student-centred activities and the development of learning and innovation skills
- the planning and delivery of lessons which cater for the needs of all groups of students
- use of assessment data to plan lessons, monitor the progress of individual students and inform school evaluation
- planning and resourcing the KG curriculum to meet the needs of all children and prepare them for the next stage of their education
- the academic guidance provided for individual students.



Performance Standard 1: Students' Achievement

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

Students' attainment in the core subjects is weak overall. In Arabic, students' attainment is below curriculum expectations. In science and English, attainment is weak in the KG and primary phases. It improves in secondary grades to become broadly in line with curriculum expectations. Attainment in mathematics is below expectations throughout the school. A better picture is found in Islamic Education and social studies where attainment is in line with national expectations. Grade 12 students perform well in CBSE examinations, except in mathematics where results remain weak. The above average results in other subjects are due to very direct teaching of the examination requirements. Students' progress varies across subjects and phases but overall too much of the progress is inadequate. Children are not developing appropriate literacy skills in KG. Boys' progress lags behind that of girls.

The school assesses students regularly and collects a comprehensive range of data on student performance. It does not use the data to track the performance of individual students over time. Too much emphasis is placed on inter-class comparisons and the varying levels of parental support for home learning rather than weak areas of students' learning across the whole grade. Students who have SEN are identified but in-class support for them is minimal and they do not make the progress of which they are capable. Older students are able to work collaboratively to good effect and many display the qualities of self-directed learners. Gifted and talented students are not given sufficient challenge in lessons and as a consequence their progress is reduced.

Students' Arabic literacy skills are weak across the school. They do not write and speak with accurate formulation and pronunciation. Lesson activities do not include dialogue, conversation or role-play activities to develop their speaking skills. Most of the Arabic teachers are non-native speakers and this often leads to inaccuracies in pronunciation. In Islamic Education, the large majority of students in the primary section can recognize the five main daily prayers and their names, and know the importance of prayer in their daily lives. In a Grade 8, most students recognize the reason behind Prophet Muhammad's emigration. This represents acceptable levels of attainment. Progress is slow overall as students do not explore their understanding in any depth. Only a minority understand the deeper connection between prayer, spiritual cleanliness and health.

Children in the KG make acceptable progress in mathematics where teaching, resources and planning are matched to the needs and abilities of the children. They have a sound grasp of numbers and basic arithmetic. This is not built upon adequately in the next stages of their education because tasks are too simple and repetitive. Students in the primary and middle sectors can make simple calculations; few students in the lower grades have a sound grasp of calculations involving fractions.



Most students in Grade 10 can define the common difference in a sequence and how it is calculated. In Grade 12, students develop an understanding of basic calculus and its application. They are not sufficiently confident in the mathematical skills expected at this level.

Children in KG start with a wide variety of home languages, none of which is English. They make acceptable progress in English but because of their low starting points they enter Grade 1 with reading, writing, speaking and listening skills that are below age-related expectations. The large majority of English lessons in the lower grades are repetitive and lack imagination or innovation and as a consequence students do not make the progress of which they are capable. Students in the secondary section make better progress as they have regular opportunities to develop their research and critical thinking skills. Older students show an appreciation of literature and a love of reading.

In science, students are presented with real life links in the primary section. When students do practical work in the laboratories they make good progress. This is also the case in the middle and secondary sections when students are allowed to take responsibility for their own learning and when they work collaboratively in groups. In social studies, the majority of students reach acceptable levels of attainment despite a severe lack of resources to promote their learning. Most students can speak about items found in museums and monuments and recognize different means of communication. They can define forestation and deforestation and the majority can recognize the reasons behind deforestation.

Students' attainment and progress in the non-core subjects is generally acceptable and meets or approaches international expectations. Students make good progress in Malayalam, one of three Indian languages taught, because they are completely engaged by the classroom activities. Progress in Urdu and Hindi is less secure because the language of instruction is different from the mother tongue and students do not always understand what is being said. In marketing and accountancy, students have a sound grasp of subject terminology and can apply these when describing real life scenarios. In a good Grade 12 economics lesson, students were able to measure and define elasticity of supply. In a business studies Grade 11 class, students linked business activity appropriately with social responsibility. Psychology consists of effective student-centred activities where students lead the class in applying psychology to real life scenarios. ICT is used well for cross-curricular links, for example between science and English. Older students have opportunities to use the virtual library and are developing greater confidence in its use. A few students make effective use of PowerPoint presentations when presenting their work. Attainment

and progress in PE for both boys and girls is acceptable and they are developing appropriate individual ball and team skills.

Students' learning skills, such as independent learning, critical thinking and problem solving are underdeveloped. This is largely due to a lack of challenge, teaching strategies that do not promote higher-order thinking skills and a lack of high quality resources that students can use. Older students work well collaboratively when given opportunities and appropriate tasks, and are developing as self-directed learners.

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

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

Students' personal and social development are good. Behaviour is good in lessons and around the school and students have a positive attitude to their studies and the school. Relationships among students and with adults are positive. They promote a stimulating and productive environment in which students can learn. Older students talk knowledgeably about how to stay safe, for example in regard to protecting their identity on the internet. They are aware of making healthy choices in their diet and the importance of exercise. The celebration of World Health Day and displays around the school promote students' awareness of global, environmental and health issues.

Students have a good understanding of UAE culture and Islamic values. They celebrate Islamic festivals like Arafah day, Eid Al Adha, Greeting Ramadan and their Holy Qur'an recitation is strong. Students show great respect in assemblies for the UAE anthem. They have contributed to the many relevant UAE displays around the building, including well-chosen quotes from Sheikh Zayed. Students are very respectful to both the UAE and Indian cultures.

The school offers a limited range of opportunities for students to be innovative or creative, apart from the occasional projects undertaken by the Innovation or Eco

clubs. The use of ICT by students to enhance their learning is developing. There is an over-reliance on worksheets and text books in the majority of lessons, limiting opportunities for students to develop higher order skills like critical thinking and problem solving. Leadership opportunities for students are provided through the Students' Council; there are limited opportunities in class. Secondary students are developing as confident, socially responsible young citizens with a good understanding of national and global issues. The Student Council organizes events and celebration activities and provides inspirational, student-led assemblies.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment are weak overall. Teachers have appropriate subject knowledge and most plan lessons with lesson objectives which are shared with students. The objectives are not always sufficiently challenging. Lessons are delivered enthusiastically and students respond with commitment to lesson activities. Teachers do not regularly plan and deliver lessons which meet the needs of different groups of students. Specifically, there is limited support for the less able and lack of challenge for those who are more able. As a result, too many students are not able to make the progress of which they are capable. Teaching in the primary section tends to be too teacher-led at the expense of student-centred activities which could develop students' higher order thinking skills or independent learning. This slows the progress. As does the frequent approach of students chanting answers together rather than responding to individual, targeted questioning which would provide a more effective way of checking understanding of the lesson content. Effective teaching occurs more frequently in older grades, particularly in the high school. In better lessons, students are fully engaged with stimulating and challenging activities. This is the case in English, for example. Practical activities in science promote students' learning more effectively than classroom-based theory lessons. A few teachers take advantage of the covered outdoor spaces to provide younger students with active learning such as role play. The majority of teachers do not use or have access to a range of high quality stimulating resources to promote effective learning in the classrooms. Lower ability students and

some students with SEN receive additional English support in small classes. This has limited impact on their progress because it is not challenging enough.

The use of assessment data to inform lesson planning and measure students' progress over time is inconsistent. Marking and feedback on students' work is minimal and often only consists of ticks and a cursory comment. As a consequence, students do not know how to improve their work. Most teachers use differentiated worksheets for identified low, middle and high achievers but show a lack of understanding of key strategies to promote progress for different abilities. There is relatively little use of high quality, differentiated resources. Worksheets in the primary section are invariably too similar in content, limited in the range of understanding being assessed and are too simple for many students. Teachers have a sound understanding of students' progress in the high school when preparing them for the external examinations. In KG, teachers regularly assess students' performance after lesson activities. These have limited impact. Students in KG and primary grades have weak language skills. These are not assessed accurately enough to provide a foundation for planning to meet their wider learning needs more effectively.

Performance Standard 4: Curriculum

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

The curriculum is weak because it is not adequately adapted to meet students' learning needs, particularly in lower grades. This undermines the teaching quality. The school follows the appropriate CBSE curriculum from Grades 1 to 12. Students in Grades 11 and 12 have the option of following the science or arts stream, both of which offer an appropriate range of optional subjects. A range of Indian languages are also offered which enable students to stay connected with their mother tongue when the subject is taught in that language. The school's timetable complies with the minimum number of teaching hours and curriculum requirements for core and non-core subjects except in Arabic in Grades 11 and 12 which have 2 rather than 4 periods per week. The school has developed a few cross-curricular links, for example between science and English which enable students to apply their literacy skills in a scientific environment. Moral science is taught to the non-Muslim students with a focus on

developing personal values. The KG curriculum does not prepare students well for transition to the primary grades, for example in the development of appropriate language skills, active learning and thinking skills. The content and delivery of the mathematics curriculum in primary and middle grades is set at too low a level and does not offer sufficient challenge or cater for the more able students. The primary English curriculum is not well balanced. There is an over reliance on vocabulary learning at the expense of extended writing and fluency. The Arabic curriculum across the school is not effectively modified to meet the learning needs of all students which hinders progress in the subject.

The school enriches the curriculum with a range of clubs and activities. These meet monthly and are appropriately student-led and teacher facilitated. A range of Islamic festivals, activities and competitions are organized both within school and in partnership with other schools. The curriculum provides opportunities for students to develop their understanding of the heritage and culture of the UAE, as well as important global themes like world poverty. The school does not comprehensively review the curriculum in the lower and middle grades. This is needed to better meet the academic and personal development needs of all groups of students.

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

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The protection, care, guidance and support for students are acceptable. The school provides an environment where students are well looked after. However senior leaders have not ensured all staff are appropriately vetted before employing them in the school. Students feel safe and secure and as a consequence enjoy school. There is a consistent and effective behaviour management policy which has the support of the whole community. A wireless scanning system ensures students' entrance and exit to school are effectively monitored. The school's three counsellors provide appropriate support for students with personal or school issues. They work effectively with parents to support students' personal and social development. The

two nurses provide medical screening and support for students to ensure their health is closely monitored. This is followed up with appropriate advice and liaison with parents. Safety measures in the science laboratories are appropriate to ensure students' safety when engaged in practical work.

There is limited academic support and guidance for individual students to ensure they are all making the progress of which they are capable, although the performance of class groups is effectively compared and analysed. The school identifies SEN and gifted and talented students but additional targeted support for them in and out of class is inconsistent. Students with SEN have individual education plans but these do not always provide sufficient, explicit guidance for teachers on how to support their learning in the classroom. Attendance (94%) and punctuality are monitored effectively and as a consequence they are both good across the school.

Performance Standard 6: Leadership and management

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

Leadership and management are weak overall. The principal and school leaders lack the capacity to drive through improvements without effective external support, particularly in improving the quality of teaching. They do not have a clear enough understanding of what constitutes effective teaching and how to develop it.

Senior leaders effectively promote an ethos of inclusivity and deep respect for the UAE culture, heritage and aspirations. The positive relationships among staff and the middle and senior leaders ensure a harmonious and positive learning environment. Senior leaders and section heads work collaboratively to ensure that the school functions efficiently on a day to day basis. Procedures are in place for identifying SEN students but in-class support for them is minimal or inconsistent. School leaders ensure that the school is compliant with all regulations apart from having 15 members of staff currently teaching without an appropriate security clearance. This is a clear breach of regulations.



The Self-Evaluation Form (SEF) is extensive and appropriately linked to the previous report's recommendations. It correctly identifies improving teaching as key to raising students' attainment. However, the actions to achieve this are not adequate. The School Development Plan (SDP) refers to current key school initiatives to promote creativity and innovation but there is little evidence of these in lessons. The SDP has not been effectively reviewed. The school leadership structure has been strengthened through the allocation of specific committees to address each of the inspection performance standards. Their work has had minimal impact as yet. The use of internal and external data to inform development is inconsistent, despite the school having an extensive range of attainment data.

Communication channels with parents are effective. Parents receive regular updates on their children's academic and social progress through report cards and 'Open House' days. Students benefit from a range of appropriate community links which promote their understanding and appreciation of the wider environment and their social responsibilities. These include visits to hospitals, old people's homes and various awareness days like World Food Day. The school has an effective governing board, which includes two of the owners. This meets regularly and provides guidance for the work of the school. The board also holds the principal and senior leaders to account for the school's performance. It does not ensure that the school is appropriately resourced. There is a Parents' Council which meets regularly, represents parents' views and provides useful input to the work of the school.

Whilst the premises are large enough to support the numbers on roll, classrooms are cramped for the numbers of students using them. Students sometimes sit three to a bench designed for two. The school has two appropriately equipped ICT laboratories and three science laboratories. There are no specialist facilities for music and art and there are no indoor PE facilities. A large external artificial sports pitch has recently been laid which is extensively used by the boys at break time. The library has sufficient text and reading books. The majority of classrooms have little student work on display but most have suitable posters referring to the heritage and culture of the UAE, Islamic values and healthy lifestyles. There are few or no resources in classrooms apart from a data projector. The school has a sufficient staff but some Arabic teachers are not appropriately qualified in the language. The school employs three counsellors, a social worker, a health and safety officer and two nurses, all of whom have a positive effect in promoting the health and well-being of students. As a consequence, students feel secure and well looked after. The school employs an external organisation to supplement its internal training and professional development for teachers. The impact of this in improving the quality of teaching is minimal. Teachers are paid on time and their contracts are honoured.

What the school should do to improve further:

1. Improve students' attainment and progress in the core subjects, particularly in mathematics and Arabic across the school; English and science in the primary section; social studies and Islamic Education in the primary and middle sections; by:
 - i. ensuring more effective monitoring of lessons to improve the quality of learning
 - ii. setting specific subject targets for individual students
 - iii. ensuring that the progress of individual students is effectively monitored
 - iv. providing effective marking and guidance for students on how to improve their work.
2. Improve the support given to SEN students by:
 - i. detailing more precisely the classroom support needed for these students in lessons
 - ii. adapting activities and resources to meet their needs more effectively.
3. Improve the quality of teaching and learning by:
 - i. planning and delivering lessons which develop students' learning skills, particularly those which help students become innovative and self-directed learners
 - ii. using a range of high quality resources and learning technologies which stimulate and engage all students.
4. Improve the planning and delivery of lessons by:
 - i. adapting teaching to meet the needs of all students, particularly focusing on activities which provide challenge
 - ii. developing teachers' questioning skills and the range of strategies they use in order to accelerate students' progress.
5. Make more effective use of student assessment data by:
 - i. analysing the data more thoroughly and using it to track improvements in whole school performance
 - ii. using the data in planning lessons that cater for the needs of all groups of students, and monitoring the progress of individuals over time.

6. Improve the KG curriculum to more effectively meet children's needs and prepare them for the next stage of their education by:
 - i. having a specific focus on raising literacy levels
 - ii. ensuring lessons always cater for the range of children's abilities
 - iii. developing a wider range of high quality KG resources.
7. Improve the academic guidance provided for individual students by:
 - i. ensuring regular and systematic monitoring of their progress across all subjects
 - ii. providing regular meetings with a designated member of staff who has responsibility for monitoring their progress.