



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

# Inspection Report of Emirates Private School, Al Ain

**Overall Effectiveness: Acceptable**

**Academic Year 2017 – 2018**



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

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## School Information

|                     |                                  |      |                             |                                                                          |                             |
|---------------------|----------------------------------|------|-----------------------------|--------------------------------------------------------------------------|-----------------------------|
| General Information | Inspection date:                 | from | 12 February 2018            | to                                                                       | 15 February 2018            |
|                     |                                  | from | 26th Jumada Al-Awwal, 1439h | to                                                                       | 29th Jumada Al-Awwal, 1439h |
|                     | School name                      |      |                             | Emirates Private School, Al Ain                                          |                             |
|                     | School ID                        |      |                             | 155                                                                      |                             |
|                     | School address                   |      |                             | School Road, Al Manaseer Al Ain                                          |                             |
|                     | School telephone                 |      |                             | +971(0)37679322                                                          |                             |
|                     | School official email            |      |                             | <a href="mailto:Emiratesaa.pvt@adec.ac.ae">Emiratesaa.pvt@adec.ac.ae</a> |                             |
|                     | School website                   |      |                             | <a href="http://www.epsalain.com">www.epsalain.com</a>                   |                             |
|                     | School curriculum                |      |                             | Ministry of Education and British                                        |                             |
|                     | School phases                    |      |                             | KG To High                                                               |                             |
|                     | Fee range and category           |      |                             | Very Low to Low: AED 8,000–AED 13,000                                    |                             |
|                     | Number of lessons observed       |      |                             | 136                                                                      |                             |
|                     | Number of joint lessons observed |      |                             | 14                                                                       |                             |
| Staff Information   | Total number of teachers         |      |                             | 118                                                                      |                             |
|                     | Turnover rate                    |      |                             | 18%                                                                      |                             |
|                     | Number of teaching assistants    |      |                             | 20                                                                       |                             |
|                     | Teacher- student ratio           |      |                             | 1:15                                                                     |                             |
| Student Information | Total number of students         |      |                             | 1828                                                                     |                             |
|                     | % of Emirati Students            |      |                             | 6 %                                                                      |                             |
|                     | % of Largest nationality groups  |      |                             | 1. Egypt 28 %                                                            |                             |
|                     |                                  |      |                             | 2. Jordan 16%                                                            |                             |
|                     |                                  |      |                             | 3. Syria 14%                                                             |                             |
|                     | % of SEN students                |      |                             | 1%                                                                       |                             |
|                     | % of students per phase          |      |                             | KG: 19%                                                                  | Middle: 16%                 |
| Primary: 44%        |                                  |      |                             | High: 20%                                                                |                             |
| Gender              |                                  |      | Boys and girls              |                                                                          |                             |



## The Performance of the School

|                                                                                                                                                                                        |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance Standard 1</b><br><br>Students' Achievement<br><br>                                    | <b>Performance Standard 2</b><br><br>Students' personal and social development, and their innovation skills<br><br> |
| <b>Performance Standard 3</b><br><br>Teaching and Assessment<br><br>                                | <b>Performance Standard 4</b><br><br>Curriculum<br><br>                                                           |
| <b>Performance Standard 5</b><br><br>The protection, care, guidance and support of students<br><br> | <b>Performance Standard 6</b><br><br>Leadership and management<br><br>                                            |



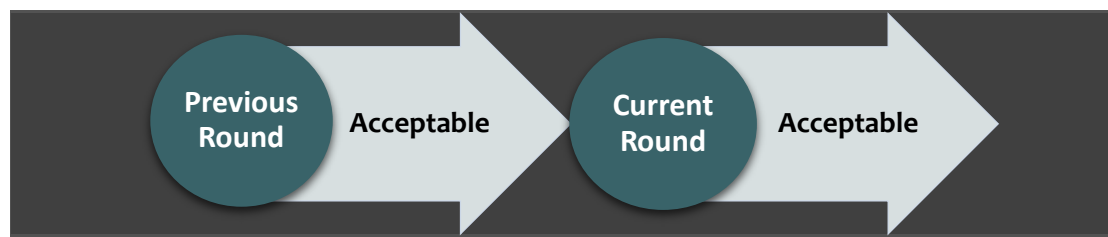
## Evaluation of the school's overall performance

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- The overall performance of the school is acceptable. The principal was appointed after the last inspection. Staffing turnover was unusually high last year because a number of staff without the correct qualifications had to leave the school.
- Achievement is acceptable overall. Students' progress and learning skills are acceptable, and improving in Kindergarten (KG) and high phases.
- Students' personal and social development is good. Respect for the heritage and culture of the UAE and Islamic values contributes to their good behaviour, relationships, and attitudes to learning. Attendance is outstanding.
- Teaching and assessment are acceptable overall. Teachers have secure subject knowledge and plan appropriate lessons which interest students. School data analysis systems are adequate. Teachers do not consistently use assessment data to plan learning activities which fully meet all students' needs, particularly those who are most able.
- The curriculum is acceptable. It is planned appropriately and reviewed carefully. It prepares students appropriately for the next stage in their education.
- The overall quality of protection, care, guidance and support is good. Procedures for child protection, security and health and safety are effective. Special educational needs (SEN) and gifted and talented (G&T) students are identified effectively. Teachers do not consistently take full account of their needs when planning lessons.
- The overall quality of leadership is acceptable. The principal has a strong vision which has engaged parents successfully as partners. Middle leadership and governance is not yet as effective in driving improvement. Self- evaluation is not yet used systematically to inform improvement planning. Senior managers ensure that day-to-day management of the school is effective.



## Progress made since last inspection and capacity to improve



- Since the last inspection the school has made acceptable progress. Students' personal and social development, and their protection, care, guidance and support are now good due to well-judged improvements introduced by the new principal. Senior leaders have ensured the school has made progress in addressing most of the recommendations in the previous inspection report.
- Teaching remains acceptable overall. Its effectiveness and consistency have been strengthened by the principal's new lesson planning strategy. Good teaching and progress is now evident in most English lessons in KG and most English and mathematics lessons in high school. Reading and writing in English in primary and middle phases have been slower to improve.
- Teachers are beginning to provide further opportunities for students to carry out independent research and develop critical thinking skills. Students now have improved opportunities to collaborate, particularly in KG and high school lessons.
- Systems to accurately identify SEN and G&T students are strengthened. Personalised support and challenge for these students is now provided through effective additional classes but it is not yet fully developed in lessons.
- School leaders now collect and analyse a range of assessment information. Information about students' progress is not yet sufficiently accurate and detailed or used effectively to inform teachers' planning.
- The progress made in strengthening teaching, improving progress in English and mathematics, and raising standards in key aspects of the school's life indicates that, overall, school leaders' capacity to improve the school is acceptable.



## Key areas of strength and area for improvement

### Key areas of strength

- The principal and senior leaders have a strong vision and direction that is improving the school.
- Students' personal and social development and the quality of protection, care, guidance and support.
- The quality of partnerships between parents, staff and students.
- Students' understanding of Islamic values, and appreciation of Emirati culture.

### Key areas for improvement

1. Raise achievement in all subjects by:
  - i. improving English reading in all grades by providing opportunities for pupils to read beyond text books.
  - ii. increasing the opportunities for extended writing in English, particularly in primary and middle phases, and Arabic
  - iii. planning activities that require students to apply their knowledge and skills to different contexts and across subjects.
2. Improve teaching by:
  - i. developing teachers' use of assessment information in planning to precisely meet the needs of all students, including SEN, G&T and more able students
  - ii. improving the quality of teachers' feedback to students, including the setting of clear next steps in learning, so they understand how to improve their work
  - iii. providing more opportunities for students to develop their learning skills in lessons, including those of independent learning, enquiry, critical thinking, problem-solving, innovation and enterprise.
3. Develop leadership further by:
  - i. improving the accuracy and detail of the information on students' progress made available to teachers
  - ii. improving the accountability and effectiveness of middle leaders in their monitoring of teaching and learning
  - iii. ensuring self-evaluation becomes a systematic part of the school improvement process, including by middle leaders in their areas of responsibility
  - iv. increasing the impact of governors on school performance by developing their knowledge of the school's strengths and areas for development.



## Provision for Reading

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- The school has an adequate library for Grades 1 to 12, which is appropriately stocked with Arabic books. The number of English books is more limited. The school has invested in an on-line library that students can access, but only a few use this service.
- The library has free open access during student breaks and after school, and teachers regularly book classes into the library for lessons. The school has recently improved the environment for reading beyond the library through provision of a new 'outside reading' bus.
- The school's annual plan for reading is focussed on developing KG students' early reading skills in Arabic and English. It does not develop a common approach to reading across all phases. Students read in Arabic and English lessons once a week. English reading is well taught in the recently introduced KG phonics scheme. Teachers in KG have acceptable training to improve their pedagogical knowledge.
- Students' reading skills are developed through the Macmillan English and Ministry of Education schemes but reading is not promoted after KG by encouraging students to read beyond the subject text books. Their higher order reading skills are not routinely developed across the curriculum.
- Comprehension skills are developed through appropriate opportunities for reading in Arabic and English lessons. These are not integrated across all subjects and extra curricular activities. The school's assessment of students' progress in reading in English and Arabic medium subjects is in its early stages.



## Performance Standard 1: Students' Achievement

| Students' achievement Indicators |            | KG         | Primary    | Middle     | High       |
|----------------------------------|------------|------------|------------|------------|------------|
| Islamic Education                | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Arabic (as a First Language)     | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Arabic (as additional Language)  | Attainment | n/a        | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | n/a        | Acceptable | Acceptable | Acceptable |
| Social Studies                   | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| English                          | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Good       | Acceptable | Acceptable | Good       |
| Mathematics                      | Attainment | Acceptable | Acceptable | Acceptable | Good       |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Good       |
| Science                          | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Other subjects (Art, Music, PE)  | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
|                                  | Progress   | Acceptable | Acceptable | Acceptable | Acceptable |
| Learning Skills                  |            | Acceptable | Acceptable | Acceptable | Acceptable |



### Overall achievement

- The overall quality of students' achievement is acceptable.
- Students' work seen during inspection indicates acceptable attainment overall across subjects. Most students make acceptable progress across the school. Progress is good in English in KG and high phase. Attainment and progress are good in mathematics in high phase.
- External Measure of Student Achievement (EMSA) data in 2017 indicate that attainment overall is very good across grades in Arabic reading. Arabic writing is outstanding in Grades 5 and 7, and weak in Grades 9 and 11. Recent International General Certificate of Secondary Education (IGCSE) results indicate weak attainment in all subjects. International Advanced Subsidiary (AS) level examinations show acceptable attainment in information and communication technology (ICT) and chemistry, and weak attainment in biology, maths and physics. International Advanced (A) level qualifications, for the very small cohort of students, show acceptable attainment in mathematics and ICT and weak attainment in biology and chemistry. The school's internal data indicates that students' attainment is outstanding. This was not borne out by work seen during the inspection.
- SEN and G&T students make similar progress to their peers from their starting points, as do boys and girls.

### Subjects

- Students' achievement in **Islamic education** is acceptable. Most attain in line with curriculum standards. Students make acceptable progress in reciting verses of the Holy Qur'an, reading Hadith, relating Islamic values to their daily life and reflecting upon their behaviour.
- Students' achievement in **Arabic** as a first language is acceptable. Most attain in line with curriculum standards. Skills in speaking, listening, understanding and reading are more fully developed than skills in extended writing. Students' use of standard Arabic and Tashkeel is acceptable.
- Students' achievement in **Arabic as a second language** is acceptable. Attainment in all phases is in line with curriculum standards and they make expected progress in lessons. Overall, their speaking and writing skills are not as well developed as their reading and listening skills.
- Students' achievement in **social studies** is acceptable. Most attain in line with curriculum expectations. They make acceptable progress across grades in their



understanding of UAE history and geography.

- Students' achievement in **English** is acceptable overall. Progress is good in KG and high phases. Most students attain in line with curriculum expectations. They make acceptable progress overall in developing their language skills, including those of listening, understanding, and speaking. Skills of reading and writing are relatively less developed, particularly in primary and middle phases.
- Students' achievement in **mathematics** is acceptable overall and good in high phase. Most attain in line with curriculum expectations. They make acceptable progress overall in developing an appropriate range of mathematical skills. Their problem-solving and reasoning skills are relatively less developed.
- Students' achievement in **science** is acceptable. Most attain in line with curriculum expectations. Students make acceptable progress across phases in developing their understanding of scientific concepts and skills of enquiry, experimenting, researching, and reporting.
- Students' achievement in **other subjects** is acceptable overall. In KG children make acceptable progress in developing physical skills of jumping and landing. Students make acceptable progress in art in developing their creative skills in a range of mediums including acrylic and charcoal, and in French in developing their language skills.

#### Learning skills

- Students' learning skills are acceptable overall. Most have positive attitudes to learning and work collaboratively and share ideas confidently. In the majority of subjects students make few connections between areas of learning. Students carry out basic research with teacher direction. Their skills of enquiry, innovation, critical thinking and problem solving are underdeveloped.

#### Areas of Relative Strength:

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- Students' progress in English, in KG, and high phase, and attainment and progress in mathematics in high phase.

#### Areas for Improvement:

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- Students' achievement across subjects, particularly in the primary and middle phases.
- Students' learning skills.



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

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

- Students' personal and social development is good overall, and the development of their innovation skills is acceptable.
- Students' attitudes to learning are positive. Their behaviour is good and relationships between themselves and with staff are based upon mutual respect. Bullying is rare.
- Students follow a safe and healthy lifestyle. Attendance is outstanding at 99% and students are usually punctual to school and to lessons. A minority of those who travel by car arrive late to assemblies.
- Students' clear understanding of UAE culture, heritage, Islamic values and other world cultures is demonstrated by the tolerance, acceptance and respect which pervade the school.
- Students are aware of their community responsibilities. They enjoy contributing to projects and activities in school and within their local community as volunteers. Students contributed scientific projects to this year's Abu Dhabi innovation exhibition. In lessons their skills of innovation and enterprise are less well developed.
- Students have good environmental awareness, which they demonstrate in keeping their school clean and participating in recycling and other activities which promote sustainability.

### Areas of Relative Strength:

- Positive attitudes, good behaviour and outstanding attendance.
- Understanding of UAE heritage and culture, Islamic values, and other world



cultures.

- Social responsibility and environmental awareness.

### **Areas for Improvement:**

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- Students' skills of innovation and enterprise in lessons.
- Punctuality of a minority of students who travel to school by car.



### Performance Standard 3: Teaching and Assessment

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

- The quality of teaching and assessment is acceptable overall. Teachers demonstrate secure subject knowledge and plan lessons appropriately using the newly introduced school-wide proforma. The learning environment is acceptable, and good in KG.
- Teachers' interactions with students are positive. Questioning is acceptable but does not yet fully probe students' knowledge and understanding. Teachers use strategies adequately to meet the needs of most students. They do not yet fully challenge those who are more able.
- In most classes there are too few opportunities for students to take responsibility for their learning and develop their innovation and problem-solving skills. Over-reliance on the subject textbook limits students' ability to apply their knowledge in different contexts, write at length and read widely.
- Internal assessment processes are generally consistent and linked to curriculum standards. The school benchmarks academic outcomes against external expectations. It analyses assessment data to provide acceptable information about students' progress, but this is not yet sufficiently accurate or detailed.
- Most teachers do not yet use assessment information to plan precisely to meet the needs of all groups of students, particularly those who are more able. Teachers mark work regularly. Their feedback to students is not yet effective in supporting them to improve their work.

#### Areas of Relative Strength:

- Teachers' secure subject knowledge and improved lesson planning.
- The positive interactions between staff and students.

#### Areas for Improvement:

- The effectiveness of feedback in supporting students to improve their work.
- Use of assessment information to plan precisely to meet the needs of all



groups of students, particularly those who are more able.

- The development of students' skills of independent learning, applying their knowledge, extended writing, innovation and problem-solving.



## Performance Standard 4: Curriculum

| Curriculum Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | KG         | Primary    | Middle     | High       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|------------|
| Curriculum design and implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Acceptable | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"><li>The overall quality of the curriculum is acceptable. The school's implementation of the British and MoE curriculum is broad, balanced and relevant. Continuity and progression are acceptable.</li><li>Curricular options are acceptable. Cross-curricular links are planned, for example in KG, and between mathematics and science. The curriculum is reviewed carefully. Opportunities for students to read beyond text books have not yet been comprehensively planned across grades.</li><li>Teachers modify the curriculum to adequately meet the needs of most students, but the more able are not yet sufficiently challenged in lessons.</li><li>Weekly innovation sessions provide opportunities for enterprise, innovation and creativity. Such opportunities are inconsistent in lessons across the school. The range of extracurricular activities is adequate, and KG children enjoy trips to the zoo and local farms.</li><li>A good range of activities promote Emirati and UAE culture across most subjects.</li><li>The school has introduced the new Moral Education programme appropriately. Adequate teaching results in students understanding the importance of distinguishing right from wrong and promoting moral values in society.</li></ul> |            |            |            |            |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            |            |            |            |
| <ul style="list-style-type: none"><li>Curriculum breadth and balance.</li><li>The range of the extra-curricular activities.</li><li>Links with Emirati and UAE culture across subjects.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            |            |            |            |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |            |            |            |            |
| <ul style="list-style-type: none"><li>Modification of the curriculum during lessons to meet needs of all students, particularly the more able.</li><li>Increased opportunities for innovation, enterprise and creativity.</li><li>Planning opportunities across grades for students to read beyond text books.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |            |            |            |            |



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Good | Good    | Good   | Good |
| <ul style="list-style-type: none"><li>The overall quality of protection, care, guidance and support is good. The school has effective arrangements for safeguarding, including the child protection policy. Staff, students and parents are fully aware of these.</li><li>Safety checks are regular and thorough, and supervision is effective. The premises are safe, hygienic, secure and well maintained. They meet the needs of all students. Records are accurate and secure. Awareness of safe and healthy living is consistently built into school life.</li><li>Systems for managing students' behaviour are successful. Those promoting attendance are highly successful. Effective procedures monitor punctuality between lessons but a minority of those who travel by car arrive late to assemblies.</li><li>The school accurately identifies SEN and G&amp;T students and has taken some actions to meet their needs by providing planned withdrawal from lessons for SEN students in the new learning support department and weekly after school classes for G&amp;T students. However, teaching is not yet sufficiently personalised to meet the needs of all students in lessons.</li><li>Guidance and support for all students are good. Close links with universities encourage students to make informed decisions on future study both in the UAE and abroad.</li></ul> |      |         |        |      |
| <b>Areas of Relative Strength:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |         |        |      |
| <ul style="list-style-type: none"><li>Provision for students' health and safety, including safeguarding.</li><li>Guidance and support for all students.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |         |        |      |
| <b>Areas for Improvement:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |         |        |      |
| <ul style="list-style-type: none"><li>Support and challenge for all SEN and G&amp;T students in lessons.</li><li>The punctuality of a minority of students.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |         |        |      |



## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Good       |
| <ul style="list-style-type: none"><li>• The overall quality of leadership and management is acceptable.</li><li>• The principal, supported by senior leaders set a clear vision for raising standards. Morale is positive. Leaders have maintained adequate school performance and improved important aspects of the school.</li><li>• Self-evaluation and improvement planning processes are acceptable. The self-evaluation form (SEF) is realistic and linked appropriately to the adequate school development plan (SDP). Senior leaders' monitoring and evaluation of teaching is accurate but does not yet fully involve middle leaders. Self-evaluation is not yet systematically embedded into improvement planning, especially by middle leaders.</li><li>• Partnerships are good. Effective communication engages parents as partners in their children's learning, for example through attending meetings on curriculum choices. Reporting is regular and clear. Partnerships with the community are effective.</li><li>• Governance is acceptable. It represents most stakeholders. Governors' limited knowledge of the schools' strengths and weaknesses restricts their influence on school improvement. They ensure that adequate resources are made available.</li><li>• Management, staffing and resources are good. Day-to-day management is well-organised. The school is appropriately staffed and offers regular and effective professional development to teachers. A wide range of technology and resources support acceptable standards of teaching.</li><li>• The school is preparing students appropriately for the Trends in International Mathematics and Science Study (TIMSS), through the 'question a day' strategy in Grades 3 and 7 and through monitoring student progress in critical thinking questions weekly.</li></ul> |            |



### **Areas of Relative Strength:**

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- The vision of the principal and senior leaders for the school.
- Partnerships with parents.

### **Areas for Improvement:**

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- Middle leaders' contribution to monitoring teaching.
- The impact of governors on school improvement.
- Ensuring self-evaluation is systematically embedded in improvement planning.