



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of Zakher Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

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School Information

General Information	Inspection date:	from	10-Safar-1439	to	13-Safar- 1439
		from	30-Oct-17	to	02-Nov-17
	School name	Zakher Private School			
	School ID	AD 9174 BD 7174			
	School address	Abu Dhabi – Falaj Hazaa			
	School telephone	+971-7811810 +971-7810818			
	School official email	zakher.pvt@adec.ac.ae			
	School website	www.zakherprivateschool.com			
	School curriculum	British National Curriculum Ministry of Education (MoE)			
	School phases	FS 1 and 2, phases 1, 2 in BD (mixed) Phases 1,2 and 3 in AD (boys)			
	Fee range and category	4,900 AED to 8,700 Very low (Arabic Division) 10,100 Dhs to 11,200 AED low (British Division)			
	Number of lessons observed	100			
	Number of joint lessons observed	9			
Staff Information	Total number of teachers	45			
	Turnover rate	10%			
	Number of teaching assistants	12			
	Teacher- student ratio	1-20			
Student Information	Total number of students	849			
	% of Emirati Students	43 % (Arabic Division) 5 % (British Division)			
	% of Largest nationality groups	1. Syrian 14%			
		2. Philippines 2%			
		3. ???????			
	% of SEN students	2%			
	% of students per phase	KG: 18%		Middle: 20% 15%AD 5% BD	
		Primary: 42% 35%BD 7% AD		High: 22%	
Gender	AD boys BD boys and girls				



The Performance of the School

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 



Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Standards in the Arabic Division (AD) have reached an acceptable level. Performance in the British Division (BD) is good. The principal of AD and headteacher of BD have been in post for several years. Over time there has been little turnover in staff, particularly in the AD.
- Students' overall achievement is acceptable. It is good in BD where students make good progress in all subjects, including Arabic as a second language and Islamic education. The majority of children in the Foundation stage exceed age-related expectations and the remainder meet the expected goals. Progress and attainment in AD have improved. Attainment in all subjects has improved from weak to acceptable.
- Students' personal and social development are good overall. In both divisions almost all enjoy coming to school. Students demonstrate positive attitudes in almost all lessons. They are considerate and respectful and have good relationships with teachers and their peers.
In BD independent learning and innovation skills are well developed across the school.
In AD students' independent and innovative skills are less well developed because there is insufficient challenge to support independent research and to develop students' learning beyond the acceptable expectations set in lessons.
- Teaching and assessment are acceptable overall and good in BD. In this division, teachers promote students' critical thinking and develop their language skills well. The use of assessment to ensure teaching meets the needs of lower and-higher-achieving students is effective. In the Foundation stage students are making good progress in their learning and personal development. They still do not have sufficient opportunities to choose activities for child-initiated play, particularly when they arrive in the morning. The use of the open spaces and free zone are also under-developed for the Foundation stage.
Teaching in the AD is acceptable to cover curriculum content. Assessment is used to set tasks for different groups in a majority of lessons but expectations of students' in this division are still too low. Teaching does not yet provide sufficient challenge to raise attainment to a good level.
- The curriculum is acceptable overall. In almost all subjects in AD the curriculum provides an acceptable level of continuity and progression in



students' learning but is underdeveloped in terms of consistent challenge to students, in particular for Grade 11 and Grade 12 students.

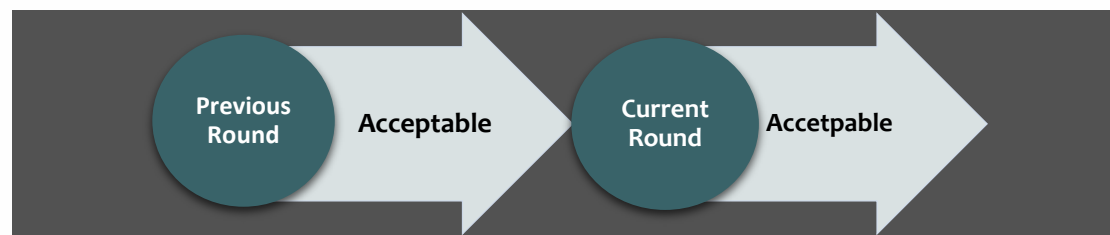
In BD teachers' use of the curriculum is well - developed to meet the needs of students effectively at each stage of their learning.

- The school's provision for the protection, care, guidance and support of students is good in both divisions where they provide a healthy, safe environment. Students are well looked after, including by the headteacher and principal. Provision for shade in AD is not sufficient for outdoor play or physical education.
- Leadership and management is acceptable overall. It is good in the BD where self-evaluation processes are reflective and have a positive impact on raising standards.

In the AD the principal is committed to raising standards and has brought about improvements in teaching and learning. Self-evaluation is not sufficiently rigorous or strategic in terms of prioritising training for staff so that they are able to develop their practice to raise standards further. The proprietor's vision for the school is not matched by his commitment to providing the required training or resources, in particular for reading materials.



Progress made since last inspection and capacity to improve



British Division

- BD senior leaders have fully addressed all of the recommendations of the last inspection. Achievement overall is good in all subjects including in the Foundation stage. There is a strong focus on developing students' language skills in Arabic and English. Teachers challenge students' in weekly mental mathematics, spelling and vocabulary tests resulting in attainment above age related expectations.
- Progress in meeting the needs of students with special educational needs (SEN) is good in BD. In the majority of lessons, good progress has been made with lower-achieving and-higher achieving students because teachers know their students and plan to build on their previous knowledge. For the high-achievers there is always challenge in the work planned for each lesson.
- Teaching in BD has improved to be good overall. The school has developed teachers' use of assessment, and adaptation of learning activities to meet the needs of almost all students.

Arabic Division

- AD senior leaders have addressed the recommendations but without consistent rigour. Curriculum adaptation and implementation and teaching for effective learning have improved in terms of resources for Grades 1 to 3 and ICT lessons for all classes. The quality of planning of teaching has improved in the approach to science teaching, for example but remains a key area for further development to improve the quality of students' learning further, particularly in terms of challenge for all grades, especially in high phase.
- Overall, leaders' capacity to improve the school ranges from acceptable in AD to very good in the BD. The progress made in BD since the last inspection towards improving standards, together with clear and ambitious plans for future development, demonstrates leaders' good capacity to achieve further improvement. In AD there is acceptable capacity to improve the school further.



Key areas of strength and area for improvement

Key areas of strength

BD

- The highly positive commitment of the headteacher and middle leaders.
- The dedication of the teaching staff to achieve the best outcomes for students.
- The positive attitudes of the students to each other and to all aspects of their learning.
- The use of assessment to inform the next steps in learning and the on-going adaptation of the curriculum.
- The stimulating learning environment that challenges students thinking and supports effective learning.

AD

- The improved behaviour and positive attitude of students across the phases.
- Developments in the approach to teaching and learning in science.
- Understanding of UAE culture in social studies in primary phase.

Key areas for improvement

BD

1. Develop the overall quality of teaching further by:
 - i. ensuring that teachers plan time to allow all students to complete and reflect on their learning.
2. Extend teaching and learning in the Foundation classes by:
 - i. providing opportunities for children to play and learn together freely, particularly when they arrive in the morning
 - ii. ensuring adults allow children to make choices about their play and learning
 - iii. using all of the open spaces and free zones more often for child-initiated activities.

AD

1. Develop the quality and effectiveness of teaching and learning to raise standards in all subjects by:
 - i. improving teachers' knowledge and understanding of best practice for promoting students' learning in all phases
 - ii. ensuring students record their work and can reflect on their progress and learning
 - iii. ensuring students are able to review learning during and at the end of lessons to know what they have achieved and what they still need to learn



- iv. ensuring sufficient challenge and high expectations in all lessons to raise standards.

2. Strengthen leadership and management by:

- i. ensuring self-evaluation of all performance standards is accurate to identify key priorities and to target areas for improvement more effectively.
- ii. improving the effectiveness of performance management, through lesson observations that provide rigorous feedback and targets for teachers who are accountable for their work
- iii. providing further training for subject leaders and teaching staff to improve the quality of the curriculum planning and teaching
- iv. monitoring teaching and learning more effectively and on a regular basis
- v. providing reading resources and promoting reading more effectively for research, innovation and independent learning across all subjects.



Provision for Reading

BD

- Provision for reading is good. The school is well resourced with reading books and well equipped with computers to enable students to develop their independent research skills.
- In BD the reading plan has been well developed and is ongoing as part of the school improvement plan. It includes effective targets and monitoring to ensure it is reviewed and refined to raise students' achievement in English and Arabic reading.
- The school offers regular professional development to teachers which includes clear guidance for the effective teaching of reading in Arabic and English.
- Teachers plan and deliver regular reading lessons in English and Arabic for all students, and include reading in lessons for social studies and Islamic studies. Leaders provide challenge through competitions for individuals and for whole classes. Prizes are awarded and celebrated in assemblies.

AD

- In AD the library has limited resources in Arabic, particularly in Arabic literature. Teachers encourage students to take part in Arabic reading competitions and have outings to Mohammed Bin Khaled Centre for Reading to spend a whole day in viewing and reading books. Kitar Al Maarefa is a programme developed at school for students to read books at home. Reading resources for English are limited. Reading in English is not promoted sufficiently. Students have the appropriate text books for each subject.
- The school is adequately equipped with computers and older students have been encouraged to complete research work for Arabic reading.



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Performance Standard 1: Students' Achievement over both divisions

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



Overall achievement

BD

- In BD the examination results indicate that students are working above grade-related curriculum expectations. The results indicate that students' achievement is good and for a few, very good in all subjects. External assessment data analysis indicates that students' attainment over the past three years has improved in all subjects.
- The school's continuous assessment results indicate good attainment for the majority and very good attainment and progress in most subjects for the remaining few.
- The inspection found that students' achievement in BD is good overall with improvements increasing the pace towards very good in English and mathematics. A large majority of students make good progress in their knowledge, understanding and learning skills which are above curriculum expectations. Good progress and learning skills were observed in almost all subjects.

AD

- Students' overall achievement is acceptable in the AD. Progress and learning skills are acceptable. A large majority of students make acceptable progress in their knowledge, understanding and learning skills in line with curriculum expectations.
- The examination results in AD indicate that students are working above grade-related curriculum expectations. The results indicate that students' achievement is very good in all subjects, with weaker results in Grade 12 in English. External assessment data analysis indicates that students' attainment over the past three years has improved in all subjects.
- The school's continuous assessment results indicate very good attainment and progress in most subjects.
- High results, and the very good attainment indicated in internal assessments, have not been borne out consistently in the lessons observed during the inspection. Students show good levels of attainment in Islamic education and social studies and attain acceptable standards in English, mathematics, science and other subjects. Acceptable progress and learning skills were observed in almost all subjects.
- The few students who have joined the AD division this academic year with little



knowledge of English or Arabic are making slow progress from their low starting points.

Subjects

- Students' overall achievement in both divisions in **Islamic education** is good. Students show good understanding of the meaning and interpretation of the verses and interpretation of the Hadith. The recitation memorization and of the Surah and some verses from the Holy Quran is good, particularly so in high phase. They show good understanding of the biography, message and of the prophet and his companions. They demonstrate good understanding of the Islamic values and ethics.
- Students' achievement in **Arabic** as a first language in the AD is acceptable. Fluency in reading and listening is in line with curriculum expectations for primary and middle phases and above expectation levels in high. Speaking and writing is developing adequately across all phases. Students use Arabic language effectively and as a result their speaking skills are developing well. Students' extended writing is underdeveloped.
Students' achievement in **Arabic** in BD as a second language, particularly in listening and fluency in reading is above curriculum standards. Speaking and writing skills are developing well. Students in grade 6 write short sentences which are accurate and connected. Students' progress is above expected curriculum standards. A majority of students are confident in applying their speaking skills in familiar contexts.
- Students' achievement in **social studies** is good in both divisions. Most students achieve standards in line with grade-related curriculum expectations. The majority of students have a good understanding of UAE union values. Students in AD primary phase and in BD demonstrate good knowledge and understanding of the UAE culture and heritage.
- Students' achievement in **English** is good in BD and acceptable in AD. In both divisions most students build their speaking and listening skills progressively; this is particularly evident in the lower grades and in FS 1 and 2 in BD. Reading skills are above expected standards for the majority of students in this division and writing skills are improving well in accuracy and fluency for the majority of students.
In AD students do not record their work sufficiently to be able to see their



progress or to know where to improve. Students in Grades 10 to 12 in AD are too satisfied with writing only a few sentences. There is insufficient challenge for high phase students. Progress in speaking is in line with expectations in AD and above age-related expectations in BD for most students. Reading skills are in line with curriculum expectations for most students in AD and

- Students' attainment in **mathematics** is good in BD and acceptable in AD. In BD Foundation Stage levels of attainment are good with a sound introduction to basic number, shape and space. The majority of students make good progress in lessons in BD, increasing the breadth and depth of their mathematical knowledge to include other measurement, probability and data handling. Students make acceptable progress in AD but do not record their work consistently to enable them to reflect on their learning. Students are under challenged to improve their work and are not sufficiently aware of their progress and strengths as learners.

Students' overall attainment in **science** is acceptable. Progress in BD is acceptable overall. Rates of progress improve as students move through the school and take part in cross-curricular work that includes challenge, exploration and investigation.

- In AD students make acceptable progress because the approach to teaching includes opportunities for use of digital technology, explanations and demonstrations. Students work well collaboratively to help each other develop their knowledge and understanding when set questions. Progress is acceptable overall but the level of challenge to raise students' attainment to a higher level is still under-developed.
- Students' achievement in **other subjects** is acceptable in AD and good in BD. Students in the BD division benefit from cross-curricular links in lessons and in Thursday clubs which cover a wide range of creative arts, music, dance, drama and physical education skills. Students in AD enjoy physical education and develop adequate skills. Opportunities to engage in extra-curricular clubs and activities to broaden their learning experiences are less well-developed.

Learning skills

- Students' learning skills are good in BD and acceptable in AD. In both divisions students have positive attitudes to learning. They engage well with each other to



work collaboratively when given the opportunity. Students' independent learning, creativity and innovation skills are in line with curriculum expectations in AD and good in BD. In this division, opportunities for the children in the Foundation Stages to choose activities to lead their own learning is still underdeveloped.

Areas of Relative Strength:

- Students' positive attitudes which support a positive learning environment in both divisions.
- Good levels of achievement in Islamic education in both divisions.

BD

- Achievement in Arabic as a second language, and students good progress in all subjects in this division.
- The good progress in children 's overall learning in the Early Years Foundation Stage.
- The good learning skills students gain from participating in the wide range of extra-curricular clubs and activities.

AD

- Improved progress in student's learning in English and science.

Areas for Improvement:

BD

- Increased opportunities for children in the Foundation Stage to freely choose activities to enhance their play and learning.

AD

- Development of students' recording and completion of work to improve continuity and progression in learning,
- Raising students' understanding of higher expectations in all areas of their learning, in particular in writing
- Participation in extra- curricular activities to broaden experiences and apply learning in different ways.



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	Acceptable	Acceptable

- Students' personal and social development are good in both divisions. Innovation skills are well developed in BD but less so in AD.
- Positive relationships with staff and other students, and well-established routines across the school enable students to feel safe.
- Students are keen to learn. They are resilient and most respond with enthusiasm to the activities and tasks set. In AD older students show less enthusiasm because they are not challenged at a level that maintains their engagement consistently.
- Most students enjoy coming to school and this is reflected in their punctuality and attendance. Attendance at 95% is good.
- Students' awareness of the importance of healthy living and staying safe is good. They have a secure understanding of the concept of healthy eating and the importance of physical exercise and keeping fit. Students do not have regular opportunities to extend their physical development outdoors.
- In AD students have physical education lessons but planning does not give sufficient attention to learning about 'fair play' and the development of a collaborative team spirit.
- Students' understanding of Islamic values and their appreciation of UAE culture and heritage are good. Students have a good sense of social responsibility and a good awareness of other nationalities and cultures in both divisions.
- In BD students' innovation, enterprise and problem-solving skills are good. The curriculum promotes practical enquiry and independent tasks in lessons to promote this aspect of learning.
- In AD students' innovation skills are less well developed because they have



fewer opportunities for practical enquiry and research to develop their skills.

Areas of Relative Strength:

- Respect between students and teachers in both divisions.
- Good attendance in both divisions.

BD

- Students' positive attitudes towards learning, their good relationships with teachers and their enthusiasm for extracurricular activities creates a harmonious learning environment full of prosperity and competition.

AD

- Students' knowledge and understanding of Islam and participation in cultural activities and national events.

Areas for Improvement:

BD

- Increased opportunities for outdoor activities.

AD

- Students participation in outdoors activities.
- Students' innovation skills in lessons.



Performance Standard 3: Teaching and Assessment

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

- The overall quality of teaching and assessment is acceptable.
- Teachers' subject knowledge is good and almost all understand how students learn. In AD, English teachers' fluency is acceptable. A few teachers in AD do not fully understand how students learn.
- All classrooms in BD provide a stimulating learning environment. Resources are plentiful and planning includes their good use as active learning aids. Teaching in the Foundation Stage does not yet ensure a fully effective balance of adult-led, child-initiated learning.
- AD classrooms have limited examples of students' work to encourage reflection and pride in their achievements.
- Effective use of questions in BD is well embedded in teaching, with cross-curriculum integration a regular feature of learning.
- In AD there are improvements in the approach to teaching particularly in science but there is insufficient challenge in almost all lessons to raise standards further. Teachers do not insist on students recording and keeping their written work. They are keen to develop their teaching practice if provided with professional development opportunities.
- Positive relationships between staff and students ensure students work well together in groups and independently often without direct teacher oversight in BD.
In AD students are keen to learn but expectations set by teachers are too low and do not extend students' learning to raise achievement. Teachers are not sufficiently imaginative in developing their teaching to include practical resources to make learning more meaningful to students.
- Detailed, well-informed consideration of student's learning needs give rise to teaching strategies which almost always meet the needs of individuals and groups well in BD. Extended opportunities for children in the FS to initiate their own work are less well embedded in practice.
- Problem-solving, critical thinking and independent learning skills are well promoted through all subjects in BD. This is less well developed in AD.
- Analysis of assessment data is used well from all available sources to make



judgements about how best to improve individuals' and groups' performance in BD. This is underdeveloped in AD. In this division, use of assessment information to set differentiated tasks that meet the needs of all groups of students is not consistent.

In BD, students' progress is measured carefully from assessment information to plan appropriate activities for the next stage of learning. Students are able to learn from their starting points and build on previous knowledge. There is insufficient planning for monitoring students' work to check continuity and progression in AD.

Areas of Relative Strength:

BD

- The consistent approach to teaching to support continuity and progression.
- The use of assessment to set differentiated tasks to enhance students' learning.

AD

- Improvements in the approach to teaching science.
- Teachers' willingness to learn when offered professional development.

Areas for Improvement:

BD

- The balance of adult-led, child-initiated learning to better support children's active learning.

AD

- Teachers' fluency in English to further raise students' achievement.
- The level of challenge and consistent use of assessment to inform teaching and raise standards of achievement.
- Raising teachers level of expectation for students' completion of tasks and checking of their work to support progression and continuity in learning.
- Use of the learning environment to inspire and motivate students.



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Acceptable	Acceptable
Curriculum adaptation	Good	Good	Acceptable	Acceptable
- The implementation of the curriculum is good in BD and acceptable in AD. The timetable meets curriculum requirements. - Arrangements for students' progression through each grade are acceptable in AD and very well planned in BD to help to prepare students for the next stage of their learning. In the BD Foundation stage all the learning and development areas are covered. Child-initiated choice of activities to support learning is less well developed. - The implementation of the curriculum is reviewed systematically to ensure the quality of lesson planning is consistent across subjects in BD. In AD teachers rely on the textbooks almost entirely and do not have an established system to review or revise the curriculum to inform ongoing planning. - Adaptation of the curriculum to address students' different learning needs is well developed in BD. Lessons often begin as a whole class but teachers develop the lesson with activities for students of different abilities enabling all to make good progress in almost all subjects. - Adaptation of the curriculum in AD to meet the needs of all students is underdeveloped in most subjects. - Opportunities for students to develop skills in enterprise, innovation and creativity are well developed in BD. Cross-curricular links across most subjects, and extra-curricular activities are well established in BD and underdeveloped in AD. - Provision for promoting Islamic values and the heritage and culture of the UAE is effective across both divisions. - Moral education has been introduced to the curriculum in both divisions. Students are encouraged to discuss and share their learning in groups which deepens their understanding of the values of respect, tolerance, inclusivity and community.				



Areas of Relative Strength:

- Programmes that develop students' knowledge, understanding and appreciation of the heritage of the UAE, including Emirati traditions in both divisions.

BD

- The well-planned curriculum which is reviewed and revised regularly to support students' learning.

AD

- The adaptation of the science curriculum to encourage an enquiry-based approach to science teaching.

Areas for Improvement:

BD

- Child-initiated choice of activities to enhance learning and development.

AD

- The review, revision and implementation of adaptations to the curriculum to meet the needs of all students.
- Developing curriculum provision in all subjects to deepen students' knowledge and extend learning.



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	Acceptable	Acceptable
Care and support	Good	Good	Acceptable	Acceptable

- The overall quality of protection, care, guidance and support is good. Clear procedures offer students a safe, secure and mostly supportive environment. Child protection policies are comprehensive and shared with students and parents. Both divisions value the contributions and views of parents.
- The school's procedures for managing student safety are effective. The maintenance of safety around the buildings is good.
- Effective strategies promote good behaviours, good attendance and punctuality in both divisions.
- The school promotes healthy lifestyles. Students are encouraged to make healthy choices to support their well-being.
- Buildings are bright, spacious and well maintained in BD. Facilities to extend FS children's independent play and learning are not used to their potential. In AD, the classrooms have few examples of students' work. The provision of shaded areas outside for play and physical education are insufficient.
- Students with special educational needs are well supported in class and higher-achieving students are challenged sufficiently in BD. In AD, students who are new to the school and arrive with little Arabic or English are not sufficiently well supported to develop their learning.
- The academic guidance and support for students' transition to the next stage of their schooling is well developed in BD. Most students remain in AD for the remainder of their education. Guidance for progression beyond school is still developing.

Areas of Relative Strength:

- The overall quality of care in both divisions.
BD
- The identification and support for students with SEN



AD

- The positive impact of strategies to improve attendance, which is now good.

Areas for Improvement:

BD

- Further developing the use of the facilities to extend FS children's independent play and learning.

AD

- Support for new students and for those with learning difficulties in lessons.
- Provision of shaded areas for outdoor play and PE



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management of the school is acceptable. In BD it is good. Leaders in BD provide clear direction and share an ambitious vision for improvements in the school with staff and parents. - Self-evaluation processes are reflective and evaluative in BD. The collaborative approach of senior leaders contributes well to the completion of the Self-Evaluation Form (SEF). In AD self-evaluation is overly optimistic and unattainable without further provision for resources, ongoing training and monitoring of teaching staff to raise standards. - The quality of teaching is good in BD because senior leaders identify staff training needs and provide appropriate professional development. They have improved the quality of teaching through revision and review of the curriculum to include clear lesson planning and focused questioning. This has accelerated progress and is raising attainment further. In AD there are positive improvements in teaching, but overall teachers do not have sufficiently high expectations to extend students' learning further, deepen their knowledge and raise achievement. - Governance in the BD is very good. The board are aware of the needs of the school and support senior leaders extremely well. In AD the proprietor has positive ambitions for the school. This is not exemplified in support for the principal in establishing ongoing training for staff or in the provision of resources to improve the quality of the learning environment. - The monitoring of students' learning to ensure students' learning is developing at an appropriate pace is consistent across the BD. - Monitoring and reviews of students' learning is less well developed in the AD. - Relationships with parents and the community are good in both divisions. Both provide regular feedback to parents and have their support.	



- Day-to-day management of both divisions is smooth. The principal has a visible presence around the school in AD as is the headteacher in BD. Displays of students' work create a welcoming and stimulating environment in classrooms and around BD.

Areas of Relative Strength:

BD

- The clear leadership and strategic direction supports ongoing improvement in students' welfare and education.
- The curriculum review and revision to improve teaching and learning .

AD

- Leadership which has supported improvement in the approach to teaching, particularly in science.

Areas for Improvement:

BD

- Ongoing development of the Foundation stage practice in BD, in particular to promote child -initiated learning more consistently.

AD

- Accuracy of self- evaluation.
- Professional development opportunities for teachers and increased provision of resources to raise standards further in all subjects.
- More effective use of the school environment to stimulate, support students' learning and to encourage them to take pride in their work.
- Increased levels of challenge to students to raise their expectations of what they are able to achieve.