



دائرة التعليم والمعرفة
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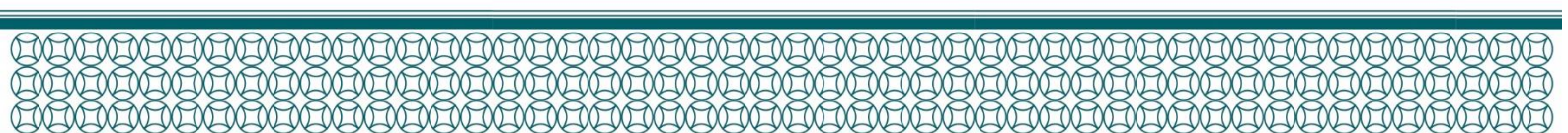
Inspection
Report of

Grace Valley Indian School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Grace Valley Indian School		
School ID:	208	School phases:	KG, Primary, Middle and High
School Council: **			
School curriculum: *	CBSE	Fee range and category*	AED 3,975-16,000 Very low - low
Address:	Falaj hazza, Al Ain	Email:	gracevalleyaa.pvt@adek.ac
Telephone:	+971(0) 3 7805511	Website:	www.gracevalleyschool.com

Staff Information			
Total number of teachers	88	Turnover rate	20%
Number of teaching assistants	12	Teacher- student ratio	KG: 1:22 Others: 1:17

Students' Information			
Total number of students	1,374	Gender	Boys and Girls
% of Emirati students	NIL	% of SEN students	3%
% of largest nationality groups	Indian 40%	Pakistani 32%	Afghan 22%
% of students per phase	KG	Primary	Middle
	22%	57%	19%
			Secondary
			2%

Inspection Details			
Inspection date	from:	20/01/1440	to
		30/09/2018	
Number of lessons observed:	114	Number of joint lessons observed:	5

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Grace Valley Indian School is an inclusive school that was established in 2010. The principal has been in position for three years. Teacher turnover is high at 20%, but has decreased from 30% since the last inspection. Student numbers are stable.
- The overall performance of the school is acceptable. In the KG and primary, which comprise almost 80% of the student body, students' achievement is acceptable in English and mathematics and good in all subjects except science, where achievement is very good in the KG. In the middle and high phases, students' achievement is at least good in all subjects. Teachers use a range of teaching strategies to engage and motivate students. However, teaching is not consistently good enough to bring about good progress overall in lessons. The senior leadership team, under the guidance of the principal, has displayed a commitment to development and improvement since the last inspection. The school implements regular and systematic self-evaluation. This informs the school development plan which contains realistic and measurable targets.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Student achievement is good in science and Arabic-medium subjects, and acceptable overall in English and mathematics. • Students are keen to learn. They make good progress in Arabic-medium subjects and at least acceptable progress in other core subjects. • Students' critical thinking and problem-solving skills, their exposure to systematic challenging tasks and linking their learning to real life are limited.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	• Students have very positive and responsible attitudes and their attendance is very good. • Students display a very good knowledge and understanding of Islamic values, UAE culture and heritage. • Students enjoy taking part in projects. However, their innovation and enterprise skills are less well developed.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	• Although most teachers have a good understanding of the curriculum, they do not always deepen students' learning and understanding through suitable questioning or activities, particularly for the more able.		



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	- Planned differentiated learning objectives are frequently not executed in lessons, and the pace of learning and time management are not always effectively managed in some subjects. - Assessment information is benchmarked and moderated by senior leaders. It is not yet used productively to inform future planning and enhance student learning.
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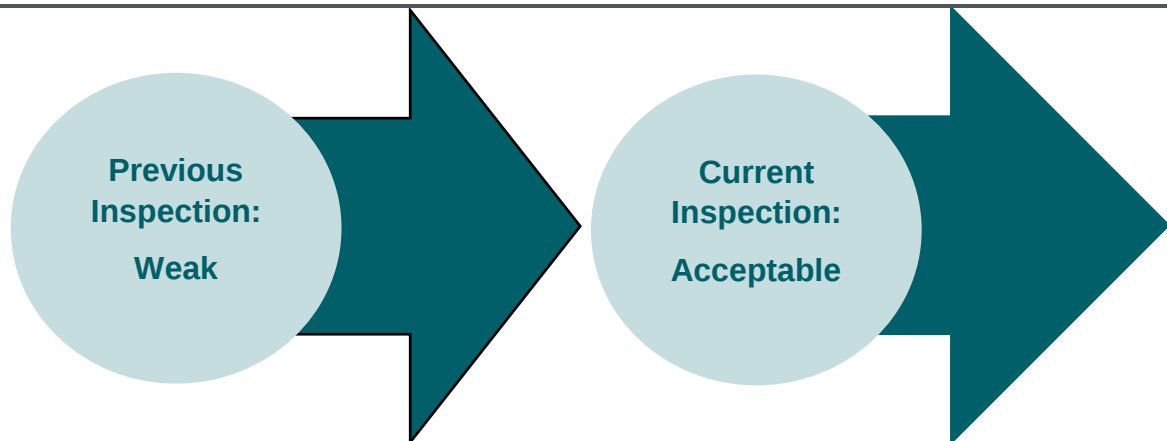
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The curriculum has a clear rationale aligned to the school's vision and the UAE national agenda. - The school has begun to modify its curriculum to meet the needs of most students, including those with special educational needs and gifted and talented students. - A good range of curricular choices is offered to older students. Evidence of cross-curricular links or planned differentiation is limited in most English-medium subjects.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Effective procedures are in place for the protection, care and safeguarding of students. - The premises and facilities provide a safe and secure physical environment. However, there is limited provision to accommodate mobility needs. - Support for students with special educational needs, and those who are gifted and/or talented is at an early stage of development.		

Performance Standard 6	Leadership and management		
Judgment	Acceptable	Change from previous inspection	No Change
Justifications	- The senior leadership team has a clear sense of purpose. Sustained improvements across the school are beginning to impact on raising student outcomes. - Procedures to monitor the quality of teaching are not yet sufficiently focused on student learning outcomes, progress and achievement. - The school has established effective, welcoming relationships with parents but they are not involved in the strategic development of the school.		



Progress made since last inspection and capacity to improve



- The school has made good progress in implementing the recommendations of the last inspection. Arrangements to ensure the health, safety and security of students are now good. A safe, hygienic and secure environment has been established. Safety checks are regular and thorough, and procedures and responsibilities are clear and effective.
- The school has made good progress overall in raising student achievement in all core subjects, and has worked hard to improve internal assessment processes. Assessments are linked to the school's curriculum and mostly provide valid data about students' progress. All teachers record results using a standard approach. Periodic tests are moderated carefully by a monitoring team. However, teachers are not sufficiently involved in the overall analyses of student progress and do not incorporate these into the planning-teaching-assessment cycle across the school. The school tracks individual student progress but systems to track whole cohorts of students coherently are not yet in place.
- The quality of teaching remains acceptable. Most teachers demonstrate secure knowledge of their respective subjects. Teaching is not yet good because planned differentiated learning objectives are frequently not executed in lessons. Insufficient opportunities are provided for students to be innovative and creative, and dialogue and questioning are limited. The leadership has engaged with external consultants to work closely with teachers in order to develop their skills and bring them into line with the school's expectations.
- The school has made good progress in improving the curriculum. A range of curricular choices are now offered to older students. Children in kindergarten have options to select activities of their choice within circle time and some lessons. Nevertheless, choices are limited within lessons across the school and students rely mostly on teacher guidance and direction.
- The school has also made good progress in enhancing the KG learning environment. Activity-based teaching approaches, circle time, music and adequate resources are now key features in a pleasant KG environment. However, the introduction of 'reading corners' and enhanced availability of a range of books would support and augment the development of languages.
- Based on the implementation of the previous recommendations, the school's capacity to improve further is good.



Provision for Reading



- The school has an adequate, varied stock of books in Arabic and in English that is replenished annually. The school library is well-organised and the distribution of books is managed by a librarian. Students from Grade 3 upwards have a weekly library time and a library card that enables them to borrow and exchange books. Grades 1-2 are allocated books for classroom reading corners. However, reading resources in classrooms are limited and the kindergarten section has a less than adequate supply of appropriate books.
- A variety of books is well-presented in 'reading zones' on two corridors. Students are encouraged to sit and read during break time. The school has a reading policy and implements some worthwhile initiatives, including 'Meet the Author', 'Book Week', 'World Book Day' and book fairs.
- Across the school, there is a focus on vocabulary acquisition and language comprehension. Children in KG begin to acquire the basic skills of identifying, segmenting and blending letters and words phonetically. Shared and guided reading are implemented.
- Students in the senior grades are exposed to a variety of texts and reading extracts through cross-curricular and integrated themes.
- Assessment systems include phonic awareness and high frequency word checklists in kindergarten. Reading logs, book reviews and activity files are organised for other classes.
- Although the school has provided some training and information sessions for teachers to enhance their understanding of how to teach reading, there remains a need to enhance this provision so that a culture of quality reading is embedded throughout the school.



Key areas of strength and areas for improvements:

Key areas of strength

- Improved overall outcomes since the last inspection.
- Students' appreciation of Islamic and UAE values.
- Improvement in the safety, protection and care of the students.
- The efforts of the senior leadership team to maintain sustained improvement over time.

Key areas for improvement

- Raising achievement across the school, particularly in mathematics and English at primary by:
 - implementing well-planned differentiated activities in lessons
 - offering more challenge to those students capable of achieving above curriculum standards
 - identifying and sharing best teaching practice across the school
 - improving the classroom dialogue and questioning approaches.
- Adaptation of the curriculum to better meet the needs of all students by:
 - providing all students in all classes with challenging, motivating and problem-solving activities
 - allowing students opportunities to think and work independently
 - prioritising the improvement of student speaking and reading skills.
- Further development of innovation, critical thinking and problem-solving skills across the school by:
 - providing greater opportunities for investigation and research appropriate to students' age
 - reducing the amount of teacher talk
 - allowing students to estimate, explore and experiment.
- Monitoring of lessons with a greater focus on the impact on students' learning by:
 - ensuring that teachers have high expectations in all lessons
 - engaging all teachers in data analysis in order to inform the teaching and learning cycle
 - tracking and monitoring student progress in cohorts.



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Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students' achievement in Islamic education is good and has improved since the last inspection. Attainment is good overall and very good in the higher phases. However, these students form a small proportion of the students in the school. In lessons and students' work, attainment is good overall. - Students make good progress in the primary phase, and very good progress in middle and high. In these two phases, teachers vary their teaching strategies more. - Students in Grade 12 can discuss national service and how they could serve UAE society. However, in the primary phase, the most able students are not always exposed to challenging tasks.
Arabic	- Overall the students' achievement in Arabic is good. Students' skills in listening, understanding the spoken language, reading and writing are well developed across the school. - Speaking, using standard Arabic, is developed progressively across the school. Students can use the vocabulary that they learn in lessons to express themselves in their daily life. They can re-tell the meaning of what they have read. - The students' hand writing is legible and neat. The children in KG2 produce well-formed Arabic letters. They are developing confidence to speak in Arabic. In high, students are able to use standard Arabic confidently while speaking.
Social Studies	- Students' achievement in social studies has remained good since the last inspection. Achievement in social studies is very good in the middle phase and good in primary. - Students make good progress in primary, and very good in the middle. For example, students in Grade 4 can categorize the natural features in the UAE. However, the most able students do not always make notable progress. - Student progress is enhanced by the majority of teachers' use of a variety of teaching strategies. However, some teachers do not always expose students to challenging tasks.
English	- Student achievement in English is broadly in line with the last inspection. Progress in KG and in primary is acceptable from students' starting points. Attainment and progress are good in middle and high. - Students' speaking skills are better in the higher phases. Ample opportunity to develop extended language is not always provided in lessons. This limits students' fluency and competence except in the high phase. - Most students display positive attitudes towards the language. A structured phonics scheme in KG promotes children's reading skills. Some good practices are being embedded in the school to enhance student progress. These include SMART lesson objectives, peer-assessment practice and the promotion of reading.



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Mathematics	• Student achievement in mathematics is acceptable overall. It is good in the middle and high phases. In high, Grade 10 CBSE exam results are acceptable. However, these examinations are taken by a very small proportion of the school. Work in lessons and students' coursework indicates that attainment is good in high. • Students' mental mathematics skills are good across the school. Students use mathematical vocabulary with understanding and most students can recall number facts. • Practical learning and problem-solving are common features of lessons. Problems are not always sufficiently challenging although this is better in the middle and high phases. However, students are largely dependent on adults to direct their learning in order to solve problems and communicate reasoning.
Science	• Students' achievement in science is good overall, consistent with the previous inspection. Children's achievement in KG is very good. • Attainment is good overall. In Grade 10, students' attainment in CBSE examinations is good. In Grade 11 internal exams, it is outstanding. However, these examinations are taken by a very small proportion of the students in the school. In lessons and in their recent work, attainment is good overall. In kindergarten, children are able to predict, investigate and record observations in relation to soluble and insoluble substances. Grade 12 students are able to construct and explain the unique features of a cloning vector. • The majority of students make at least good progress in all phases, as their scientific skills of enquiry and investigation are well developed. Students engage regularly in hands-on activities and experiments to find out facts and test substances. However, the level of expectations set allows limited scope to challenge the high achievers in lessons.
Other subjects	• In IT, students can confidently use desktop publishing to communicate and express their ideas clearly. The majority of students can programme and code with understanding. • In art, most students are able to draw pictures and make simple models using a range of different mediums. Students' independent creative and artistic skills are less well developed. • In music, most students sing in time and in tune. Students can play a range of instruments and read music at a basic level. Students are not always fully challenged to achieve their academic potential. • In physical education (PE), most students engage in physical activity, developing basic skills to be able to play games such as football. Students do not always apply their learning when playing whole class games. • In Hindi, students can communicate orally effectively and use age-appropriate vocabulary. Independent writing skills are less well-developed features of learning.



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Learning Skills	• Students' learning skills are acceptable in KG and primary, and good in middle and high. Most students are eager to learn and engage well in their work especially when they are interested in the topic. • Students in middle and high can work for extended periods without direct-teacher support. With guidance from teachers, they can evaluate their knowledge and skills, and take steps to make improvements. • Students enjoy working in groups and share their ideas and support one another. Older students, particularly in mathematics lessons, can give a critical analysis of other students' ideas and suggest improvements. • With teacher support, students can link their learning to the world outside school. In science, students link their learning about growing seeds with agricultural industries. Links to encourage students to transfer learning across subjects are under-developed, particularly to support English language development. • In some lessons, students enjoy using tablet computers for research tasks. However, their skills of innovation and enterprise, and their critical thinking skills are less well developed. This is partly due to a lack of opportunity in lessons to develop these skills.
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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	- The rate of progress of students in the high phase in researching and using their laptops. - Student interaction and engagement in collaborative work.	- Students' ability to apply what they learn in real life situations. - Challenging tasks for the most able students in primary.
Arabic	- The improvement in the students' listening, extended reading, creative writing and hand-writing skills. - Students' critical thinking skills and ability to link their learning to real life and daily practices.	Further opportunities for students in primary and middle to express themselves in Arabic.
Social Studies	- The rate of progress of students in understanding social study concepts. - Students' use of ICT, especially in the middle phase.	- In some lessons, students' ability to finish their tasks on time. - Students' ability to be innovative, enterprising and research in some lessons.
English	- The school's promotion of reading. - Students' fluency and competence in high.	- More opportunities for students to speak English and listen to good role-models. - Enhanced availability of a variety of books and better management of reading and story-time lessons to improve language skills.
Mathematics	- Students' mental mathematics skills and their use of mathematical vocabulary. - Application of mathematics to real-life and UAE culture and heritage.	- Greater sharing of students' mathematical reasoning, particularly in the KG and primary phase. - More challenging problem-solving tasks.
Science	- Attainment of Grade 10 students in CBSE examinations. - Students' engagement in lessons and collaborative learning skills.	Raising expectations and provision of adequate challenge to gifted and talented students.
Other subjects	- Students' IT skills in programming and coding. - Students' ability to read basic music notation.	- Overall, higher expectations of students' achievement in other subjects. - Students' application of skills taught in PE.
Learning skills	- Students' positive attitudes, commitment and enthusiasm for learning. - Students' engagement with collaborative and active learning activities.	- The development of students' critical thinking, independent and creative learning skills. - Higher expectations for students' learning and the promotion of more extended and challenging opportunities.



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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Good	Good	Good	Good
- The overall quality of students' personal and social development is very good. Their social responsibility and innovation skills are good. Students have very positive and responsible attitudes. They are enthusiastic, and participate and interact positively in learning and in activities. - Students behave very well. They show respect to their teachers, visitors and to one another. They help and support one another, at break times and in classrooms. - At 96%, student attendance is very good. Students arrive at school and to lessons on time. Students demonstrate a very good understanding of safe and healthy living. They know the importance of keeping their environment very clean and tidy. They participate well in sport activities, for example, football competitions with other Indian schools. - Students respect the UAE heritage and culture very well. They have a very good understanding of how Islamic values influence UAE society. - Students show good understanding of their responsibilities in the school; they participate in voluntary activities to help other students in their learning. They engage in charity activities for the Red Crescent, raising funds for Yemen. - Students develop leadership skills through, for example, their involvement in the students' council and Red Crescent team. However, they often rely on others when making decisions and rarely take the lead. Their innovation and enterprise skills are also less well developed.				
Areas of Relative Strength:				
- Students' positive attitudes and very good behaviour. - Students' appreciation of the heritage and culture of the UAE. - Adoption of safe and healthy lifestyles.				
Areas for Improvement:				
Students' leadership, innovation and enterprise skills.				



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is acceptable. It is good in the middle and high phase of the school.
- Teachers demonstrate secure subject knowledge and use a range of effective teaching strategies to engage and motivate students. They plan lessons that help most students make expected progress against curriculum objectives. In most lessons, time is well managed.
- In most lessons, teachers help students to make acceptable progress overall. Teaching is good in the middle and high phases of the school. However, lessons are not always challenging, particularly for those who are higher-achieving. Teachers' questioning does not consistently deepen students' thinking and understanding, particularly in the English-medium subjects.
- Problem-solving tasks are set in most lessons and subjects. However, in most subjects, students rely too much on adults for guidance and direction. Critical thinking, independent learning skills and innovation are not consistently well-planned across all subjects and phases.
- The school's assessment procedures are acceptable and have improved since the previous inspection. Assessment information is benchmarked and moderated by senior leaders. However, teachers are not yet involved in the analyses of student achievement. This precludes them from productively using the results to inform future planning and enhance student learning.
- Teachers are aware of students' strengths and weaknesses. However, provision is not matched closely to their needs, particularly for students with SEN and higher-achieving students.
- In most subjects, students are familiar with self-assessment. However, this is not a consistent feature in all lessons. Teachers now regularly mark work in almost all subjects. They provide next steps comments to help students to improve.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Improved assessment practices and procedures.
- Improved marking and feedback to students.

Areas for Improvement:

- Challenge in all lessons, particularly for the more able students.
- Support in lessons for students with SEN.
- Development of critical thinking, innovation and independent learning skills in lessons.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
- The overall quality of the curriculum is acceptable across the school in all phases. The curriculum, which is underpinned by Central Board of Secondary Education (CBSE) has a clear rationale aligned to the school's and UAE national visions. The curriculum provides for continuity and progression in the students' learning. - Curricular choices are good overall. Older students have opportunities to study economics, business studies, accountancy and psychology. Students of primary and middle grades are able to choose from languages such as French, Malayalam, Urdu and Hindi. Cross-curricular links are occasionally planned. - Provision through club and inter-house activities enables students to develop age-appropriate communication skills and build their confidence. - The school's curriculum committee meets regularly with the school development committee to plan and review the curriculum. The curriculum for KG children has been modified and is now more child-centred. - The school has begun to modify its curriculum to meet the needs and interests of students but lessons and other activities do not always match students' abilities and needs. Opportunities to develop innovation, critical thinking, enterprise and investigation are inconsistent. - The curriculum makes good provision for links with Emirati life and UAE culture though events, activities, assemblies and explicit references in lessons. - Moral Education is taught in English and in Arabic as a discrete subject and is also integrated well in other aspects of the curriculum. Almost all lessons ensure core competencies are developed and make clear links to the moral values being enhanced by a particular topic. This results in students developing a good understanding of moral values, and positive attitudes and behaviour. Areas of Relative Strength: - Curricular choices offered to students. - Links with Emirati culture and UAE society. Areas for Improvement: - Modifications to meet the needs of all groups of students including gifted and talented. - Opportunities to promote enterprise, innovation, creativity and social contribution.				



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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good
- The overall quality of protection, care, guidance and support for students is good. The school has effective procedures, including child protection, in place for the safeguarding of students. All staff, students and parents are informed of these. Fire drill evacuation takes place regularly. - There is good follow-up, with immediate action, for all issues concerning maintenance. The premises and facilities provide a safe and secure physical environment. However, there is limited provision for those with mobility needs. In line with the school's policy on the promotion of healthy choices, students are encouraged to bring their own healthy food from home. - Staff have positive relationships with all students. Systems and procedures for managing students' behaviour are successful. Mutual respect and trust between staff and students are evident both in class and during breaks. The school has been successful in promoting punctuality and attendance, and celebrates improvements. - The school is at a developmental stage in its provision for SEN students and high achieving students. A support team comprising SEN specialist, social worker and teachers has begun to identify the respective students and has initiated a school plan and policy. - The well-being and personal development of all students are monitored routinely. The information is used to provide effective personal guidance and support and, for senior students, careers' guidance.				
Areas of Relative Strength:				
- Well maintained buildings and equipment. - Routine monitoring of the well-being and personal development of students.				
Areas for Improvement:				
- Appropriate facilities to meet the needs of students with disabilities. - Policy and practice to support students with SEN. - Policy and practice to support students who are gifted and/or talented.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Acceptable

Governance*

Acceptable

Management, staffing, facilities and resources

Acceptable

- The quality overall of leadership and management is acceptable. The principal, together with the leadership team, has displayed a firm commitment to development and sustained improvement in the school. The vision for improvement, which is shared and valued by the large school community, is firmly embedded in the school's aim to provide an affordable quality education.
- The senior leadership team has a clear sense of purpose in promoting student achievement. Although processes and procedures are in place to monitor the quality of teaching, they are not yet sufficiently focused on student learning outcomes, progress and achievement.
- Relationships and communication within the school community are professional. Staff morale is high. Parents are welcome in the school and communicate with their children's teachers as required.
- The school implements regular and systematic self-evaluation, using both internal and external data, and gathers information from a range of sources. This informs the school development plan which contains realistic and measurable targets.
- The governing board meets regularly and provides some information to stakeholders. It includes some representatives from the school community. While many parents are involved with school events, celebrations and schemes, they do not have an involvement in policy formulation nor access to formal structures to represent or elicit parental views.
- The Governing Board periodically monitors the school's actions and holds senior leaders accountable for the quality of the school's performance.
- Most aspects of the day-to-day management of the school are well-organised. The premises are adequate. Resources are sufficient to support adequate teaching and learning although technology facilities are somewhat limited.
- The school benchmarks data against a wide range of external, national and international data. Students participate in mock PISA examinations, but do not promote students' preparation for TIMSS tests.

Areas for Relative Strength:

- Relationships and communication within the school community.
- Leaders' role in sustaining improvements over time across the school.
- The day-to-day management of the school.

Areas for Improvement:

- School development planning that is focused on improved student outcomes.
- Leaders' lesson observations to focus on student learning and achievement.
- Provision for eliciting and considering the views of the parent body.
- Provision of resources, including technology, to enhance learning.

*Relevant for Private schools only