



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

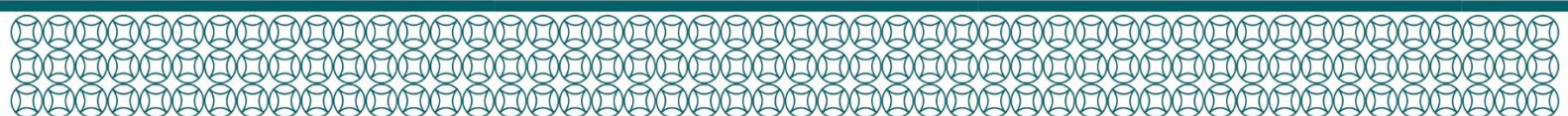
Inspection
Report of

Pakistan Community Welfare School

Overall
Effectiveness

Acceptable

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Pakistan Community Welfare School		
School ID:	9021	School phases:	KG to Middle
School Council: **	N/A		
School curriculum: *	Pakistani Federal Board of Intermediate and Secondary Education (FBISE)	Fee range and category*	AED 2,300 Very Low
Address:	Zone 206, Sector 21, Mussaffah		
Telephone:	+971 (2) 553 0532	Email:	pcwsuae@gmail.com
		Website:	www.pakcommunityschool.com

Staff Information			
Total number of teachers	23	Turnover rate	16%
Number of teaching assistants	4	Teacher-student ratio	1:15

Students' Information				
Total number of students	350	Gender	Boys: KG to Grade 5 Girls: KG to Grade 8	
% of Emirati students	0%	% of SEN students	1%	
% of largest nationality groups	Pakistani 93%	Afghani 7%		
% of students per phase	KG	Primary	Middle	N/A
	23%	66%	11%	

Inspection Details				
Inspection date:	from	25/02/1440	to:	29/02/1440
	m	04/11/2018		08/11/2018
Number of lessons observed:	74	Number of joint lessons observed:	9	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The principal has been at the school for 15 months, during which staff turn-over has been considerable. Staffing is now stable. The school was not allowed to admit students until the appointment of the new principal and approval of her school development plan (SDP). Children joined Kindergarten (KG) for the first time this September in KG1 and KG2.
- The overall performance of the school is acceptable because, overall, most students achieve in line with curriculum standards in all key subjects. Effective leadership and governance have rapidly improved teaching and the curriculum through strong processes of self-evaluation, school improvement, and staff development. Students are well cared for and are kept safe, but do not experience enough independence and challenge in their learning.

Performance Standard 1	Students' Achievement		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Achievement is now acceptable because attainment and progress have improved in all subjects from weak at the previous inspection. Progress is now good in English, mathematics and science. - Learning skills have improved and are good overall. Students' independent research, problem-solving and critical thinking skills are less well developed. - There are no significant differences in the progress of different groups of students.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Students' personal development is now good. Attitudes and behaviour are good, but attendance, while improved, is still only acceptable. - Students' social development has improved from weak to good. They take good care of their environment and respect the school. - Understanding of Islamic values and UAE heritage and culture are now good.		

Performance Standard 3	Teaching and Assessment		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Teaching has improved to acceptable. Teachers plan appropriately to provide general challenge and support, but they do not consistently develop students' higher order critical thinking skills. - Assessment has improved to acceptable. Recently-introduced processes are consistent and produce appropriate assessment data.		



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	Use of assessment information is not yet embedded within teachers' planning to meet the needs of all groups of students, especially the more-able.
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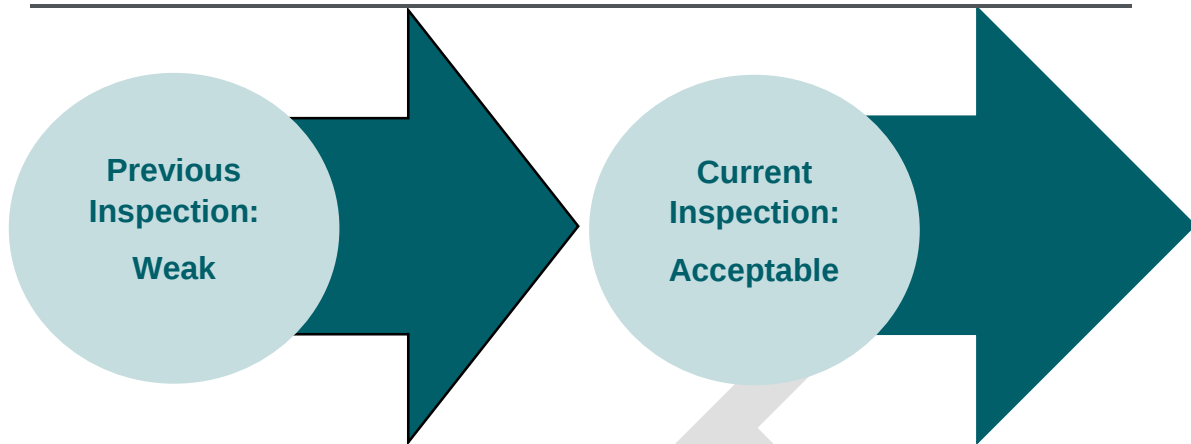
Performance Standard 4	Curriculum		
Judgment	Acceptable	Change from previous inspection	Improved
Justifications	- Curriculum balance, progression, choices and cross-curricular links are now acceptable, although the focus remains more on knowledge than skills. - The curriculum is now adapted appropriately to meet the needs of most students and provide opportunities for them to deepen their understanding of UAE culture and society. - Curriculum enrichment now enhances students' education appropriately, but children in the KG do not have enough opportunities to develop their independence, for example through play.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Arrangements for health and safety, including those for safeguarding, are now good. - Care and support for students have improved from weak to good. Support for special educational needs (SEN) students is a strength of the school. - Support for G&T and more-able students in lessons is not sufficiently well-developed.		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	Improved
Justifications	- Leadership and management have improved from weak at the previous inspection and are now good. - The principal has established a positive learning culture, set high expectations and, with senior leaders, monitors the impact of teaching on achievement, leading to a rise in school performance. - The principal, senior leaders and governors set a clear strategic direction, and involve parents well in their children's education. - The quality of self-evaluation and school development planning is now good, but middle leaders do not yet have a sufficiently well-developed role in monitoring and improving teaching.		



Progress made since last inspection and capacity to improve



- Achievement has improved across the school. Progress is now good in English, mathematics and science in primary and middle phases, and in Islamic education in middle phase. It is acceptable in all other core subjects and phases.
- Teachers have at least an acceptable subject knowledge. They plan lessons that engage students and use questioning well. Secure assessment procedures now provide a baseline against which to measure students' progress. A majority of teachers are using these to adapt work for students. Professional development, targeted at need, has improved teaching. There is now an effective induction programme for new teachers.
- The new information and communication technology (ICT) room and science laboratory have enabled students to use technology to support their learning and develop their experimental skills. In KG students use manipulatives appropriately to develop their mathematical skills.
- The curriculum has been adapted to enhance the knowledge-based approach with more opportunities for hands on learning and investigation. As a result, students' creative and innovative skills are beginning to improve.
- Students receive good guidance and support. The school provides a safe environment for them.
- Leadership is now stable. The permanent principal is developing the skills of the middle leaders. The school consistently meets statutory requirements for safety and hygiene. Leaders use the inspection framework increasingly to support the accuracy of self-evaluation.
- Much has been achieved in a short time. Leaders have made significant progress in addressing almost all the recommendations in the previous inspection report. Overall, school leaders' capacity to improve the school is very good.



Provision for Reading



- The school has converted a room into a new library with a reasonable stock of English books and a smaller range of Arabic readers. Library access is timetabled and it is well used for class, group and individual reading. During library sessions teachers hear students read and question them to help them understand the books they are reading and develop comprehension skills. The library is managed by teachers. Books are kept tidy and stored well despite being very well used.
- The teaching of reading has been a key focus for the school over the last 15 months. Staff have received training in Jolly Phonics, and Big Write. This has improved reading over the last year.
- The school has an annual plan to develop and improve the quality of reading. This is having a positive effect on raising standards.
- A lack of computers in the library restricts students' access to on line reading materials, although they are able to use the recently ICT room for this purpose.
- The school selects books for whole school study. A project on developing reading through the story of the Magic Fish has been particularly effective in promoting students' enjoyment of reading.
- The school has introduced the Burt Reading test to monitor progress.
- Availability of high-quality reading books is limited in classrooms. In KG and lower primary there are no well-stocked book corners to inspire students to read.



Key areas of strength and areas for improvements:

Key areas of strength

- Improvement in achievement since the last inspection, especially in English, mathematics and science.
- The involvement of parents in the education of their children and the relationships between students, parents and teachers.
- The improved leadership of the school.
- Support for SEN students.

Key areas for improvement

- Continue to raise standards in all subjects, and especially in Islamic education, Arabic and social studies by:
 - developing students' reading and writing skills in Arabic
 - developing cross-curricular links between Arabic, Islamic education and social studies
 - planning further curriculum opportunities which challenge the more able and develop all students' skills of innovation and creativity
 - developing the use of benchmarking against external expectations.
- Continue to improve teaching and learning by:
 - improving the use of assessment data by all teachers.
 - plan lessons which more precisely meet the needs of all groups, especially the more able and G&T students
 - ensuring teachers mark work regularly and provide high quality feedback to help students improve
 - encouraging students to take responsibility for planning, assessing and improving their learning independently
 - providing children in KG with more opportunities to learn through play
 - giving students more opportunities to develop their critical thinking, problem-solving, innovation, enterprise, creativity and independent learning skills
 - improving teachers' subject knowledge
 - developing middle leaders' skills in evaluating the impact of teaching on achievement and providing developmental feedback to staff.
- Accelerate progress of the more able students by:
 - providing additional tasks which make them think and develop their own learning strategies
 - ensuring that planned extension tasks are sufficiently challenging.



Performance Standard 1: Students' Achievement

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

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Islamic Education	- Students' achievement in Islamic education is acceptable. It has improved since the last inspection. - Attainment is acceptable overall and good in middle phase. Internal assessments, lesson observations, and students' work indicate that overall most students attain in line with curriculum standards. - Students make acceptable progress overall in the development of recitation skills and their understanding of basic Islamic concepts and the values of Quranic verses, noble Hadeeth and supplications. In middle school, they make good progress because teachers develop this knowledge and understanding effectively through discussion, dialogue and interactive tasks. - More able students do not always make enough progress because they are not given sufficiently challenging tasks.
Arabic	- Students' achievement in Arabic is acceptable. It has improved since the last inspection. - Attainment is acceptable overall. Internal assessments, lesson observations, and students' work indicate that most students attain in line with curriculum standards overall. - Students make acceptable progress in developing their language skills. Students make better progress in speaking and listening than in reading and writing because they are not given enough opportunities to read extensively and undertake open-ended writing tasks. - More able students do not always make enough progress because they are not given sufficiently challenging tasks.
Social Studies	- Students' achievement in social studies is acceptable. It has improved since the last inspection. - Attainment is acceptable. Internal assessments, lesson observations, and students' work indicate that overall most students attain in line with curriculum standards. - Students make acceptable progress in developing their knowledge and understanding of UAE history and geography. Their practical skills in reading maps and analysing geographical data are less well developed. - More able students do not always make enough progress as they are not sufficiently challenged.



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English	• Students' achievement in English is good. It has improved since the last inspection. • Attainment is acceptable in KG and primary and good in middle phase. Internal assessments indicate acceptable attainment, Lesson observations and students' work indicate attainment is acceptable in KG and primary where most students attain in line with curriculum standards, and good in middle, where the majority attain above. • Students make good progress overall in reading, writing, speaking and listening. Progress is acceptable in KG. It accelerates to good in primary and middle because teachers develop reading and writing skills effectively by building on the basic phonics skills students have acquired in KG. Good progress is sustained by opportunities for discussion, interactive tasks and, in Grade 8, interviewing using 'hot seating' techniques. ICT is well used to support learning and class tablets enable students to look up the meaning of words. • More able and G&T students do not always make enough progress due to lack of challenge and opportunities to write at length.
Mathematics	• Students' achievement in mathematics is good. It has improved since the last inspection. • Attainment is acceptable in KG and primary and good in middle. Internal assessments indicate acceptable attainment. Lesson observations, and students' work indicate that most students attain in line with curriculum standards in KG and primary, and the majority attain above in middle. • KG children make acceptable progress in developing an understanding of basic number facts though they do not have enough opportunity to learn through play and only the more able can perform simple addition tasks. Students make good progress in primary and middle phases in increasingly applying their basic number skills in mental mathematics and solving problems. • More able students do not always make enough progress because they are not sufficiently challenged to devise their own mathematical investigations.
Science	• Students' achievement in science is good. It has improved since the last inspection. • Attainment is acceptable in KG and primary and good in middle phase. Internal assessments indicate attainment is acceptable. Lesson observations and students' work indicate most students attain in line with curriculum expectations in KG and primary, and the majority exceed them in middle phase. • KG children make acceptable progress in learning basic scientific facts and concepts, but their progress is restricted because their choices of activity are controlled by teachers. In other phases, students make good progress in their use of scientific vocabulary and their scientific enquiry skills because they carry out investigations and plan their own work. • SEN students' individual education plans are well-used by teachers who are aware of their needs and plan special activities in almost all lessons.



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Other subjects	• Students' achievement in other subjects is good and has improved since the last inspection. Attainment is acceptable across phases. Progress is good in KG and primary, and acceptable in middle phase. • In art students produce increasingly complex work in 2D and 3D using a variety of media. There are a few talented artists who enter for regional competitions. • In physical education (PE) students develop their team skills well, but individual skills development is restricted by lack of basic PE equipment. • In ICT students develop good applications skills which they use to support other areas of learning. • In Urdu students, can hold simple conversations and read and write with increasing confidence. Their progress is slowed by lack of basic vocabulary and the need to revert to English if they do not know a word.
Learning Skills	• Students' learning skills have improved since the previous inspection and are now good overall. • Students have positive attitudes to their learning and can work for short periods on their own. • Students interact and collaborate productively. They develop the skills to communicate their learning as they move through upper primary and middle phase and by Grade 8 are confident to discuss what they have learnt. • Students make some connections between the different subjects they learn. This is particularly the case in English, mathematics and science. They understand how mathematics is needed to support their scientific work. • Students skills of enterprise, innovation, enquiry, research and critical thinking are acceptable. Their skills in using learning technologies are good. In older grades they use tablets to help with spellings and word meanings.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	Students' knowledge of Islamic concepts and recitation skills.	Progress of the more able.
Arabic	Speaking and listening skills.	- Reading skills. - Extended writing skills.
Social Studies	Students' basic knowledge and understanding of UAE history and geography.	Students ability to interpret data from charts, graphs and maps and link this to real life situations
English	- The development of phonics and early reading skills. - Speaking, listening and writing skills.	- Children's progress in phonics in KG. - Extended writing skills.
Mathematics	Basic number skills, mental mathematics, and problem-solving skills	- Progress in understanding of number and basic operations in KG. - Further engagement in mathematical investigations.
Science	- Ability to communicate learning using scientific vocabulary. - Knowledge of scientific facts and concepts.	Opportunities for students in KG to explore science through investigative play.
Other subjects:	- The quality of students' art work across the school. - Students' team skills in PE.	- Developing vocabulary in Urdu. - Development of individual skills in PE.
Learning skills	- The ability of students to interact and collaborate with each other in upper primary and middle. - The connections students make between English, mathematics and science.	The development of students' skills of enterprise, innovation, enquiry, research and critical thinking.



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

Indicators:	KG	Primary	Middle	
Personal development	Good	Good	Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	

- Overall, students' personal and social development are good. Their social responsibility is also good, but their innovation skills are acceptable.
- Students enjoy school and have positive attitudes. They behave well. Relationships with one another and with staff are respectful and bullying is rare.
- Students know the importance of healthy eating. They enjoy taking part in the daily 'jogging' session and enjoy PE. They know how to stay safe. Attendance has improved since the last inspection but remains only acceptable at 93%. Almost all students arrive on time.
- Students' understanding of Islamic and Emirati heritage is good. They participate enthusiastically in assemblies and a range of Islamic and national celebrations. They are less aware of cultures outside the UAE.
- Students make a positive contribution to school through the student council. Members lead assemblies and special events such as 'Flag Day'. Students have some opportunities to contribute to life outside school through inter-school visits and cultural outings.
- Students enjoy active and engaging work, but their skills of creativity, innovation and enterprise are not often developed in lessons. When given the opportunity, they plan their own learning although most need some teacher support. When marking includes developmental points students respond well and improve their work.
- Students enjoy taking care of the school environment. They take pride in caring for the school's garden.

Areas of Relative Strength:

- Respect and appreciation of Islamic values and UAE culture and heritage.
- Attitudes and relationships.
- Environmental awareness.

Areas for Improvement:

- Students' skills of innovation, enterprise, and creativity.
- Attendance.
- Awareness of cultures beyond the UAE.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Acceptable	Acceptable	Acceptable	
Assessment	Acceptable	Acceptable	Acceptable	
- The quality of teaching and assessment is acceptable. Teaching is stronger in primary and middle phase. Most teachers have secure subject knowledge and use resources to provide interesting environments which enable students to learn successfully. Teachers use questions appropriately to check students' knowledge and understanding. Where teaching is stronger, in English, mathematics and science questions are challenging and require students to think and reflect upon their answers, but this is not consistent across the school. Teachers plan activities that meet the needs of most students and provide appropriate support for the less able, but they do not always sufficiently challenge and extend the more-able. - Internal assessment processes are now acceptable. Data is analysed and used to track students' learning and achievement. Moderation has resulted in more reliable data in monitoring progress. The school has firm plans in place to benchmark academic outcomes against external expectations. - Assessment information is not yet used by teachers to adapt lesson activities to precisely meet the learning needs of all groups of students, especially the more able. Teachers have an appropriate knowledge of the strengths and weaknesses of individual students and they provide them with some challenge and support. Marking of work is not always regular and does not consistently provide high quality feedback to students on how they can improve.				
Areas of Relative Strength:				
- Teachers' use of questioning. - Support for SEN students - Teaching in primary and middle in English, mathematics and science.				
Areas for Improvement:				
- The quality of teaching in KG, especially learning through play. - Use of assessment data to plan lessons which precisely meet the needs of groups of students, especially the more able. - Marking of students' work.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	
Curriculum adaptation	Acceptable	Acceptable	Acceptable	

- The quality of the curriculum is acceptable. The school's implementation of the Pakistani Federal Board of Intermediate and Secondary Education (FBISE) curriculum has a clear rationale. It is reasonably broad, balanced and relevant, although the focus is more on knowledge than skills. The school has started to enhance the curriculum by encouraging 'hands-on' learning to address this. In KG children have limited opportunities for free play and to plan their own activities.
- Cross-curricular links are purposeful between English, mathematics and science. Mapping of provision helps to ensure adequate progression in learning for students. Termly curriculum reviews identify and address gaps in provision.
- Modification of the curriculum ensures the needs of most groups of students are met, although more able students are not sufficiently challenged. Planned opportunities for enterprise, innovation and creativity are limited.
- The curriculum is enriched by a range of commercial literacy programs. An appropriate range of clubs and educational trips enhance students' academic and personal development.
- Appropriate links are provided in subjects to enable students to successfully develop their understanding of UAE culture and society.
- Moral Education is taught appropriately as a stand-alone subject across Grades 1 to 8. Students learn about the rights and duties of being a citizen, the importance of telling the truth, taking turns and keeping promises. They understand how the UAE has evolved and its place in the world. Students set their own moral 'rules' and apply these in their day to day dealings with each other.

Areas of Relative Strength:

- Enrichment and enhancement of the curriculum through a range of visits and trips.
- Modifying the Pakistani curriculum to ensure rationale and balance.
- The introduction of a structured phonics programme.

Areas for Improvement:

- Developing cross-curricular links between Islamic education, Arabic and social studies.
- Providing more opportunities for children in KG to learn through play.
- Planning more opportunities across subjects to stretch the more able and develop skills of enterprise, innovation and creativity for all students.



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

Indicators:	KG	Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	
Care and support	Good	Good	Good	
- The overall quality of protection, care, guidance and support for students is good. The school has effective procedures for safeguarding students, including the child protection policy, which are known to staff, students, and parents. Students generally know how to keep themselves safe but are unsure about internet safety issues. - The school supervises students very well and provides them with a safe, hygienic and secure environment. The school clinic monitors students' health closely. Good systems are in place to follow any concerns and safe and healthy living and eating are well promoted. - Although old, the premises are well maintained and decorated. Staff keep accurate and secure records, including details of any incidents and subsequent actions. The learning environment is fit for purpose overall, but does not include a lift. - Staff-student relationships are good. Systems and procedures for managing behaviour are successful. Promotion of attendance and punctuality is adequate. - The school has good systems to identify SEN and G&T students. SEN students receive effective support and challenge in classes and have detailed Individual Education Plans (IEPs). G&T students have good opportunities to excel outside school, but are not always sufficiently challenged in lessons. - Students' well-being and personal development are carefully monitored to provide them with effective personal and academic guidance. Older students receive good advice about the next steps in their learning.				
Areas of Relative Strength:				
- Health, safety and safeguarding of students. - The identification and support of SEN students.				
Areas for Improvement:				
- Ensuring students are aware of the dangers associated with working on-line. - Approaches to further improving attendance. - Provision for G&T students in lessons. - The school does not have a lift.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance*	Good
Management, staffing, facilities and resources	Good

- The overall quality of leadership and management is good. The principal, well supported by senior leaders, has set a clear direction which is shared by the school community. Most leaders have a good knowledge of the curriculum and how children learn. They have established a positive learning culture. Relationships and communication are professional and effective. Middle leaders are given increasing responsibility to develop their subjects. Governors and leaders have a clear understanding of what needs to improve. In a relatively short time they have brought about a rapid rise in school performance.
- The self-evaluation form (SEF) uses data analysis to identify and analyse key priorities. The SDP contains well-focused goals and detailed actions which are time limited and assigned to key personnel. Senior leaders routinely monitor teaching and its impact on achievement. They provide effective feedback to staff on areas for improvement, aligned to professional development. The role of middle leaders in monitoring and improving teaching is as yet underdeveloped although a training programme is in place.
- The school has been successful in engaging parents. Parents are kept well informed about school life through effective communication systems and receive regular, clear reports. Parents of SEN students are fully involved in producing and monitoring their children's IEPs. There are some links with local and international schools, but these are not well developed.
- The board of trustees meets with parents and stakeholders and have a good knowledge of the school. They monitor school developments monthly and hold senior leaders to account for school performance. Trustees provide strong support to leadership. They ensure the school is adequately staffed and equipped.
- The school runs smoothly from day to day. It is appropriately staffed with suitably qualified and deployed teachers who benefit from regular professional development. Premises and facilities are old but fit for purpose and the creation of specialist rooms has ensured the school is now able to deliver a good education. Resources are sufficient overall to deliver the curriculum but would benefit from additional resources in PE.
- The school has recently revised its assessment policy and is aligning this with ADEK's attainment benchmark measures. External international assessments have been introduced and students will take the IBT and GL assessments. Teachers in KG have started to use Early Years Foundation Stage (EYFS) profiling. Baseline assessments are now secure but the school does not yet use these to make external comparisons. Students are being prepared for TIMSS by the question-a-day in grades 8 and 4.

Areas of Relative Strength:

- The rapid improvement made in the school in the last 15 months.
- The strategic direction set by the SLT and governors.
- The effectiveness of monitoring of teaching and provision for staff development.
- Relationships with parents.

Areas for Improvement:

- Partnerships with local schools.
- Middle leaders' skills in monitoring teaching.
- Enhancing the provision of equipment to deliver the curriculum, particularly in PE.

*Relevant for Private schools only