



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



Private School Inspection Report

Repton Foundation School

Academic Year 2015 – 2016

lqraa

Repton Foundation School

Inspection Date	February 29, 2016	to	March 3, 2016
Date of previous inspection	May 5, 2014	to	May 7, 2014
General Information		Students	
School ID	236	Total number of students	503
Opening year of school	2013	Number of children in KG	282
Principal	Robert Relton	Number of students in other phases	Primary: 221 Middle: 0 High: 0
School telephone	+971 (0)2 507 4800	Age range	3 to 8 years
School Address	PO Box 45016, Reem Island, Abu Dhabi	Grades or Year Groups	Foundation Stage – Year 3
Official email (ADEC)	Repton.pvt@adec.ac.ae	Gender	Mixed
School website	www.reptonabudhabi.org	% of Emirati Students	18%
Fee ranges (per annum)	Very High: AED 55,000 – AED 67,000	Largest nationality groups (%)	1. British 17% 2. Indian 8% 3. Pakistani 6%
Licensed Curriculum		Staff	
Main Curriculum	English National Curriculum (ENC)	Number of teachers	36
Other Curriculum	-----	Number of teaching assistants (TAs)	23
External Exams/ Standardised tests	Progress in English (PiE), Progress in Mathematics (PiM), Single Word Reading Test (SWRT), Single Word Spelling Test (SWST)	Teacher-student ratio	FS 1:22 Primary 1:20
Accreditation	Independent Association of Prep Schools (IAPS)	Teacher turnover	11%

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	68
Number of joint lesson observations	2
Number of parents' questionnaires	85; (response rate: 42%)
Details of other inspection activities	The team completed observations, conducted several meetings with senior staff, leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies, surveys and other documents. The leadership team was fully involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	'We aim to give all our pupils the educational tools to succeed in whatever field they choose to further their path of learning. Through our encouragement of achievement and, equally important, independence of thought as well as action, pupils will develop a sense of personal responsibility and readiness for the demands of a rapidly changing world.'
School vision and mission	'To be the premier technology school in the UAE ensuring that all our pupils are equipped and stimulated to engage in our ever more technical world with confidence and flair.'



	To ensure that Repton learners attain the highest levels of digital literacy and academic achievement at school and beyond. To maintain a strong identity with the values and ethos of Repton UK. To establish a unified and continuous educational plan for all children from 3 through to 18.'
Admission Policy	The admission policy is non-selective and fully inclusive; on entry baseline assessments are used to provide information on students' starting points.
Leadership structure (ownership, governance and management)	Governance is provided by the sponsor and governing board. The governing board includes a parent representative. The active parent committee provides feedback on developments and was involved in the school's development plan. The head teacher is supported by a senior leadership team comprising the deputy head teacher, and heads of early years and key stages.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	0	19
Emotional and Behaviour Disorders (ED/ BD)	0	33
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	0	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	1	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	12
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	8

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

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

The Performance of the School

Evaluation of the school's overall performance

The overall performance of Repton Foundation School is very good. The school is in its third year of operation and has responded most effectively to the challenges of a quickly expanding student population from a range of nationalities and cultures. Key strengths are the students' strong personal and social development, nurtured by the high quality of protection, care, support and guidance in this inclusive community.

The large majority of students make better than expected progress and the majority of students attain levels above curriculum standards. Achievement is highest in English where most students demonstrate skills and understanding above appropriate curriculum standards and their progress is better than expected. In the subjects taught in Arabic, attainment levels are generally acceptable and progress is good in relation to appropriate curriculum standards. Students throughout the school demonstrate well-developed learning skills. The progress made by Emiratis and by students with special educational needs (SEN) is very good.

The quality of teaching is generally very good. The school uses comprehensive assessment processes and thorough analysis at all levels to inform planning for learning and effectively meet the needs of all students. The curriculum is well planned, adapted and implemented to actively engage students in learning, particularly in subjects taught in English. In all year levels, teachers and students make highly effective use of technology as a tool to enhance teaching and learning.

The quality of leadership and management at all levels is very good. The head teacher and deputy head teacher demonstrate skilled strategic leadership and a strong commitment to distributive leadership and teamwork at all levels. This results in staff and parents who are extremely supportive of the senior leaders, the school's aims and vision, and who are committed to continuous school improvement. Self-evaluation is accurate and leads to well-prioritised and regularly reviewed school development planning. Professional development is continuous and has a very positive impact on the quality of teaching and learning. Governance provides very good accountability and supportive strategic guidance.

Progress made since last inspection and capacity to improve

The school has made good progress on the recommendations from the previous inspection. Continuous professional development (CPD) involves all staff and is tailored to address identified needs. Planning is well monitored to ensure the careful planning of a range of activities to engage students' interest and challenge

all learning levels. In most lessons time is used effectively and activities are balanced. The expanded senior leadership team (SLT) closely monitor the quality of teaching and learning. Comprehensive performance management processes include peer observations and regular walkthroughs in all subjects, in order to support targeted improvement in the effectiveness of teaching and hold staff accountable for continuous progress.

Self-evaluation is closely aligned to the inspection framework. Assessment processes are consistent and analysis is rigorous. Assessment data is used extremely well to track the progress of different groups of students in relation to curriculum expectations and develop action plans for groups and individuals to ensure that their learning needs are addressed. The timetable now ensures appropriate teaching times for Arabic.

Development and promotion of innovation skills

Senior and middle leaders work to ensure that staff promote a culture of innovation that is integrated throughout all aspects of school life and is focussed on developing high quality teaching practices and improving students' learning opportunities and achievement. As part of the Journey of Discovery launched by ADEC, staff purposefully plan for the development of innovation, and opportunities for students to enhance their skills are evident in curriculum planning and its modification at all levels. Students have been effectively supported in looking at recycling as part of their enterprise activities, saving money for charity by re-using materials. Initiatives such as creating photo books to sell for charity help develop their entrepreneurial skills. They have creatively used recycled materials to make bird-feeders in the eco-garden. The school holds events such as 'Appy Sunday' to encourage children to write programmes and design webpages. Despite their young age, students have taken part in a careers day where they investigated the various roles of parents in the world of work.

Learning technology is fully integrated as a tool for teaching and learning and even the youngest children are confident in their independent use of iPads. The school has initiated action research projects that involve students, as in the imaginative use of an App in Year 2 by which children monitor their punctuality at the start of the day.

Teaching focusses on promoting critical thinking, and 'how' and 'why' questions are central to discussions. Almost all lessons have elements of meaningfully independent and collaborative learning. As a result, students work confidently and relevant skills are well developed. Children are frequently asked for their views and invited to hypothesise and discover, for example in working out the similarities and differences between plants and animals in Year 1.

The inspection identified the following as key areas of strength:

- students' outstanding achievement in English and their well-developed learning skills
- students' very positive attitudes towards, and enjoyment of, school
- students' strong personal and social development, nurtured by all staff in this caring and inclusive community
- highly effective assessment processes and thorough analysis to inform planning for learning to meet the needs of all students
- highly effective use of technology to support teaching and learning
- the commitment of all staff to continuous school improvement
- the head teacher and deputy head teachers' skilled strategic leadership, and their commitment to distributive leadership and teamwork at all levels.

The inspection identified the following as key areas for improvement:

- students' attainment and progress in subjects taught in Arabic, in order to consistently match achievement in other subjects
- consistency in teaching for effective learning in all subjects and year levels
- students' punctuality at the start of the day.



Performance Standard 1: Students' Achievement

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



Students' achievement is very good overall; attainment is good, levels of progress are very good and learning skills are very well developed. Baseline assessment tracking demonstrates that from relatively low starting points on entry children make very good progress in all areas of learning. Attainment is very good in subjects taught in English, where the large majority of students attain levels above expected curriculum levels. The majority of students attain levels above curriculum standards in subjects taught in Arabic, with higher attainment in Islamic education and Arabic as a first language (FL) in Years 1-3.

Scrutiny of student work and observations in lessons demonstrate that overall the large majority of students make better than expected progress in subjects taught in English, including core and other subjects. Achievement is outstanding in English and in Foundation Stage (FS) science. The majority of students make at least good progress in mathematics. Achievement in other subjects is very good in relation to expected curriculum levels. The majority of students make better than expected progress in relation to expected curriculum levels in Islamic education and Arabic FL in years 1-3. Most students make expected progress in Arabic in FS and in social studies in years 1-3. Average performance levels overall in internally marked standardised assessments are good compared to age-related expected levels. They are good in FS and years 1-3 in English and mathematics. They are acceptable in FS in Arabic and good in Years 1 and 2. Assessment data show that the number of students attaining at least expected levels or above is higher than UK averages in English, mathematics and science. Attainment data demonstrates that overall Emiratis and students with identified special educational needs (SEN) make very good progress as a result of thorough planning, additional support, and interventions designed to meet their particular needs. Tracking of students who have been with the school for over two years demonstrates very good progress.

Learning skills are well developed in most subjects and year levels. Students make excellent use of learning technology as a tool to support and enhance learning, as in the confident use of iPads in all year levels for research, self-assessment or creative brain-storming. They work well in collaborative groups, sharing ideas and listening attentively to others. They are able to persevere in learning activities, independently of teacher direction, for sustained periods, for example during a creative Year 2 reading activity. Students in most lessons demonstrate well-developed creativity and critical thinking skills that reflect secure modelling by teachers, as in the creative addition of adjectives into sentences by Year 1 students.

In English, the large majority of students speak English as an additional language (EAL). They make significant gains in relation to lesson-based learning objectives, and use language skills confidently when listening, speaking, reading and writing. In FS2,

children use creative spellings and develop secure phonic understanding when they write and build words. By Year 3, most students use a wide vocabulary in accurate and well-developed sentences to explain their ideas, for example when students confidently described the actions of protagonists and antagonists in a story setting. Writing skills show significant progress as a result of focused interventions and constructive feedback.

In mathematics, children in FS develop basic numeracy skills and in Years 1 and 2 know number bonds very well. A minority of students lack the skills to apply these in new situations, for example in bridging operations with higher numbers. In Year 3, students show stronger understanding in data and shape than they do in number and calculation. Almost all develop a very good knowledge of shape and measure. They have good reasoning skills. A large majority competently use mathematical vocabulary to explain their learning.

In science, FS children use focus vocabulary accurately, and their investigative and observational skills are developing well, for example when they confidently communicate with each other as they dig in the sandpit to discover pieces of a crashed rocket. Students in Years 1-3 show practical understanding, secure investigative skills and a facility with scientific language. They master difficult concepts, for example through creative experiments to test shadow formation in Year 2.

In Islamic education, students demonstrate secure knowledge through memorization. The majority demonstrate confident understanding in their application of Islamic values to real-life scenarios. This is evident not only in students' very good behaviour, but also when Year 1 students model the actions of Salah, and Year 3 students explain their knowledge of fasting.

In Arabic, FS children memorise letters and words, and use them accurately. Their listening, speaking and reading skills are more limited due to limited opportunities for practice. In Years 1-3, first language speakers demonstrate secure listening comprehension skills and respond accurately. Reading skills are developing well, for example when Year 3 students read words and sentences, they lack fluency and do not read short and long vowels accurately. Students predominantly speak in dialect instead of standard Arabic. The large majority of additional language speakers confidently memorise words but they do not yet have the skills to read words by bringing sounds together.

Students demonstrate a curriculum-appropriate knowledge of social studies concepts; their understanding and application of knowledge is more limited. Year 1 students know the traditional dress of the UAE and Year 2 students are able to name the seven Emirates and identify the services the UAE government provides its citizens.

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

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

Students' personal and social development and their innovation skills are very good. They have enthusiastic attitudes towards school and in most subjects are motivated and very keen to participate in learning activities. They are curious and enjoy learning. Students' attendance levels are very good at 96%, and most students are punctual at the start of the day. Lateness is largely as a result of difficulties with traffic congestion related to building development outside the school. Students are well behaved in and out of lessons and demonstrate high levels of self-reliance, for example when managing their own group games during break-time. They are courteous with adults and maintain friendly interactions, mixing in harmonious groups. Students demonstrate a practical understanding of healthy foods. They enjoy physical exercise and make safe choices, for example when moving into safe spaces in physical education (PE) lessons.

Students have a secure age-appropriate appreciation of Islamic values; this is reflected in their positive behaviour and harmonious interactions with each other and adults. They show respect for each other and adults during the school day. One such example was seen during the inspection week when after the student meeting when a Year 3 student carefully leads FS children back to their classrooms. Their cohesive and friendly interactions demonstrate the enjoyment students take in mixing with others. Students demonstrate an age-appropriate appreciation of Emirati heritage and culture, encouraged by the range of special events in school and related field trips, as well as by the connections made during lessons. Students enjoy a variety of opportunities to develop responsible leadership skills, as elected members on the pupil council in Years 1-3 and as class leaders and monitors.

Students throughout the year levels and subjects demonstrate very positive approaches to work in school and obviously enjoy the activities. In more effective lessons, they work purposefully and persevere to complete tasks. In FS they show creativity in imaginative play and in the majority of lessons are creative when suitable opportunities are given. In FS, children very responsibly tidy up before moving to a new learning centre; throughout the school students take care of the facilities and equipment. Students are proud of their achievements in looking after the school, as when they encourage peers to take care of hula-hoops at break-time. The student council has taken the initiative in raising awareness of recycling through a campaign and a focus day involving re-using paper from the print room. The eco club also initiates activities to raise awareness. Parents have been central in helping children to actively support community action, as in raising money for the Yemen Appeal through a non-uniform day.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment is very good. The quality of teaching observed by inspectors ranged from outstanding to acceptable. The majority of lessons were deemed to be very good or outstanding. Examples of effective teaching were seen in all subjects and year levels, and there was particularly effective teaching in English, science and other subjects.

Teachers' knowledge of their subjects is secure in all year levels. Particularly in subjects taught in English, they demonstrate a clear understanding of how students learn most effectively. This is evident in the engaging range of strategies employed, and the clear explanations given when students ask questions. In many classes, this is further enhanced by very good use of learning technologies. As a result of well focused professional development, teachers have developed very strong skills in the teaching of English and make very effective use of a range of strategies so that children as first and additional language learners develop very good language skills. In subjects taught in Arabic, lessons are sometimes teacher-driven: the teacher does

most of the talking and students are less well motivated. Throughout the school, teachers have a clear awareness of the need for practical activity to support learning, and particularly in FS they have a very sound understanding of the need for children to see the links between areas of learning. Classroom assistants are knowledgeable: they display the skills needed to provide effective support to individuals and groups in most lessons. Their lack of Arabic language limits the range of support in subjects taught in Arabic.

Throughout the school, teachers have created stimulating learning environments that make effective use of a wide range of easily accessed resources. In subjects taught in Arabic, resources, visuals and prompts are well used. Teachers make use of technology for example in student reading on iPads. In more effective lessons, display celebrates student achievement and provides useful prompts for future learning. There are examples of exceptional classroom organisation and display. Lessons predominantly move at a good pace to ensure purposeful learning and secure progress.

Thorough planning by teachers takes good account of students' prior learning and the range of different learning needs. This includes differentiation by teaching, planned activities and expected outcomes. Teachers purposefully plan to develop skills in independent and collaborative learning and this leads to well-developed self-reliance. Learning objectives help focus lessons, and students clearly understand and refer to them.

Teachers maintain very positive and respectful relationships that encourage students to present their ideas freely. In a Year 1 mathematics class the teacher enabled a lively and productive dialogue whilst students were fully involved in a collaborative, technology-based activity. Teachers use a range of effective questioning skills to encourage students to develop and share ideas, and to stimulate deeper thinking and understanding. In most lessons, including those with the youngest children, teachers used open-ended questions. There are many examples of problem solving in all subjects taught in English, including PE and swimming lessons, and in the application of Islamic values to real life. In mathematics, problem-solving activities are more frequently an extension activity for higher ability students or those who work most quickly. In practical learning tasks, students are mostly given developmentally appropriate activities. In the most effective lessons, students perform at an exceptional level, for example in Year 3 English when they are able to debate the best use of adjectives. In FS, there is effective use of play to support children's learning, and activities challenge them to investigate; children enjoy tackling problems such as those involved in creating imaginative rocket models.

Internal assessment processes are consistent and well linked to curriculum standards. The school performs comprehensive and thorough analysis of assessment data from standardised and internal assessments in order to benchmark students' performance and to regularly track the progress of different groups. This is used well to identify levels of attainment in relation to expected curriculum levels, cohort-based strengths and weaknesses, and individual student progress. The wealth of assessment information is used to inform and modify long-term curriculum planning, individual lesson planning and individual target setting. Through this process most teachers develop a good knowledge of their students and are therefore able to more fully support student learning.

Assessment for learning is used very effectively in planning and to make well-focussed interventions during lessons, particularly in challenging high achievers. Peer- and self-assessment are effective strategies and used by students with confidence. Internal assessment is regular and meaningful. It consists of the ongoing marking of students' work, in-class interactions, and in particular the use of iPads by students as individuals and a whole class to give an overview of each response. In very effective lessons, students are asked to look at and challenge their own responses, thereby taking responsibility for their own learning. Feedback to students in lessons helps them to improve their work. Marking of workbooks is regular and includes the making of constructive comments.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good		
Curriculum adaptation	Very Good	Very Good		

The quality of curriculum design, implementation and adaptation is very good. The core curriculum is broad and balanced and enhanced by other subjects including French, physical education, swimming, art, music, personal social and health education (PSHE) and humanities. The curriculum complies with the requirements of the authorised curriculum and is appropriately modified for the local context. For example, design and implementation take account of the development of English language skills for learners of all levels and of the use of technology to enhance learning skills.

The design of the English curriculum is particularly strong. The elements of phonics, spelling and writing are scaffolded very effectively through detailed schemes of work and have been the focus of staff professional development. In Arabic, in a few lessons, curriculum expectations are not high enough, for example in FS when Arabic first language and additional language learners are taught. Schemes of work underpin planning and implementation and ensure activities engage students' interest and provide continuity and progression, as seen in science where both Year 1 and Year 3 were working on magnetism but at very different levels. In addition, the Year 3 teachers made an analysis of prior learning before beginning the project.

The school provides many opportunities for curricular choices, in particular through the wide range of extra-curricular activities, which are very well attended by all year levels. Additionally, in the FS, there are many opportunities for curricular choices during the day as children are able to move around the interactive learning environment to take advantage of the opportunities provided for both thinking and enjoyment. Much of the teaching is delivered through thematic planning which involves significant cross-curricular linkages between core and other subjects. Most of the themes are connected to field trips, visitors in school or special events to further enrich the curriculum, such as Heritage Day and Science Week. There is cross-curricular planning across the languages. The curriculum is reviewed and updated regularly as part of the development planning process. A thorough review of the Year 3 curriculum has been undertaken in order to prepare for the move to Year 4 in the next school year.

Throughout the school the curriculum has been modified to provide significant focus on the developing language skills of the majority of EAL students, as well as on meeting the learning needs of all students. Documentation indicates that there is significant modification of the curriculum to make it appropriate for all groups of students. For example, staff are required to analyse the suitability of materials, resources and their implementation with reference to their cultural sensitivity. The timing of curriculum delivery is carefully considered so that students who need additional help are allocated appropriate withdrawal sessions, and also gain from in-class support. The development of themes adds interest to the curriculum and it engages most students very successfully.

The curriculum provides opportunities for enterprise and creativity, for example in science, where Year 3 students design their own reporting mechanism. During the school year, planning ensures that meaningful links are made in most subjects in order to promote students' knowledge, understanding and appreciation of the culture and heritage of the UAE. These are frequently reinforced by field trips, visits and special events.

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

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

The school makes very good provision for the protection, care, guidance and support of students. Student wellbeing is a priority for all members of the staff community. Staff at all levels display caring and encouraging interactions with students and provide them with very effective guidance and support. The school has rigorous procedures for the safeguarding of students and staff, including child protection, site evacuation, student abduction prevention and lock down. The school ensures that it provides a very safe and healthy environment, which is rigorously monitored by the staff tasked with this responsibility. Risk assessments are ongoing for different safety matters such as precautions during sports day, the delivery of hot food and the inclusion of a falcon during National Day celebrations. Thorough processes ensure that students are in a secure environment.

The school premises are high quality and buildings are very well maintained and hygienic. The clinic is well equipped with appropriate medical equipment and the qualified nurse provides prompt and caring medical attention. Audits are completed regularly and thorough records are maintained by the facilities manager. The school's effective promotion of safe and healthy living is reflected in the quality of lunches provided for students and permeates various aspects of school life including science lessons and the health and education awareness programme provided by the school nurse.

The pastoral system thrives on the nurturing and constructive student-teacher relationships. Behaviour management is through positive behaviour reinforcement and a reward system that is consistently used by all staff. The school successfully promotes high levels of attendance and keeps thorough records. A range of initiatives targets improvement in punctuality at the start of the day.

The school is inclusive, and comprehensive procedures for the identification of students with special needs (SEN) including emotional and behavioural difficulties (EBD) and gifts and talents (G&T) are highly effective. Parents play an integral part in the identification, support and monitoring of a student's progress and development.

They are trained by the special educational needs coordinator (SENCO) on how to provide support for their child using the resources of the reinforcement programme. The school also communicates regularly with parents on their child's progress and addresses any issues that may require additional parent support. The school counsellor provides well-focussed support, including parent workshops on topics such as how to deal with tantrums, set limits and follow rules.

Interventions are very effective in achieving secure progress by students with SEN students and G&T. The SENCO plans and works closely with classroom teachers to provide a range of teaching strategies that can support individual students' progress. In a few diagnosed cases, for example a student with autism, a shadow teacher, appointed by the parents, supports the student at all times. This additional support is closely monitored by the SENCO. The counsellor works closely with students and the classroom teacher to suggest behaviour strategies for students with EBD so that there is a community of shared practice to ensure effective support. Support for gifted and talented students is provided through invitation to the 'Hot Skills Club' which caters to ICT research and presentation skills, a Literacy Club for FS2 students, and Math Problem Solving Club for Year 2. The SENCO works closely with the classroom teacher to ensure that adequate support is provided for staff to meet the differing needs of SEN and gifted and talented students.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good
The quality of leadership and management is very good. Guided by the extremely effective head teacher, senior leaders have been very successful in establishing and developing a high-performing school that has grown considerably in size since it opened. The head teacher and deputy head teacher demonstrate confident educational leadership and they have created a strong team ethos in which all leaders and staff are committed to the school's vision and strategic direction, with students	

firmly at the centre of all developments. Leaders at all levels demonstrate a thorough understanding of curriculum and best practice in education. Together with staff they have created an inclusive approach that successfully nurtures personal development and ensures purposeful learning for all groups of students. Senior leaders encourage innovative practice in all areas of the school's performance, for example in the Year 2 action research project. Relationships among all members of the community are professional and encouraging, and leaders hold staff accountable for ongoing improvement and high standards.

Self-evaluation processes are systematic and involve all staff. Comprehensive analysis of student performance is used well to evaluate progress and inform development planning. The school development planning documentation and process are comprehensive, and very effective in driving improvement in all aspects of the school's performance. Rigorous performance management procedures involve all levels of leadership. They include formal observations as well as walkthroughs and peer observations that focus on the quality of teaching and its impact on learning. Professional development opportunities are well aligned to identified needs, and take into account teachers' suggestions. The school has successfully addressed the recommendations from the previous inspection report.

In meetings and the parent questionnaire, parents show themselves to be very supportive of the school. They participate in a variety of ways, for instance through membership of the active parent council, as regular parent readers with students, and in their enthusiastic support for assemblies and special events. The school uses a wide range of effective communication methods to maintain close contact with parents. These include the use of technology and teacher communication books. Parents appreciate the ease of access to staff and their responsive communication. Reporting is regular and detailed, providing information on both students' academic and their personal development. The school has developed a range of partnerships to enhance student learning, including curriculum-related visits and links with other schools and community organisations.

The governing board includes a parent representative. The board employs a range of methods to seek and take note of parents' views. The board closely monitors the performance of the school and holds the head teacher firmly accountable for achieving development targets and quality. The governing board is supportive and provides strategic guidance.

The school is highly organised and runs efficiently on a day-to-day basis. The movement of students around the school is well organised and supervised so that any loss of learning time is minimised. There are sufficient well-qualified staff to deliver the curriculum. Classroom assistants demonstrate secure understanding of good

practice and provide effective support to student learning. Professional development includes all staff and is well aligned with school priorities and identified needs. The premises are of high quality and offer a range of specialist facilities, for example the eco-garden and inside sports facilities, which are used effectively to enhance learning. The school provides a wide range of resources that are matched well to the curriculum and used successfully to motivate and engage students.

What the school should do to improve further:

1. Strengthen the effectiveness of teaching in the subjects taught in Arabic, so that attainment and progress match those in other subjects by:
 - i. sharing more widely the effective practices already in place in other core subjects, particularly in FS
 - ii. ensuring that teachers make more effective use of assessment for learning to inform planning, and deliver lessons that take account of students' prior learning
 - iii. ensuring that teachers make effective use of a range of engaging methods to provide appropriate challenge for all students
 - iv. closely monitoring the quality of teachers' lesson planning
 - v. evaluating the impact of teaching so as to recognize priority professional development needs and provide continuing support in those areas.
2. Increase the consistency of highly effective teaching in the subjects taught in English in order to raise student achievement still further by:
 - i. ensuring that successful teaching approaches are shared more widely among staff
 - ii. enabling highly effective teachers to influence and help develop their colleagues' practice through modelling successful strategies, team teaching and targeted peer observations
 - iii. continuing to monitor, evaluate and support the work of teachers through a cycle of regular observation, developmental feedback and target-setting.
3. As a priority, consolidate plans to resolve the problem of traffic congestion at the start of the day to reduce students' lateness.