



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



Private School Inspection Report

Rosary Private School

Academic Year 2016 – 2017

lqraa



Rosary Private School

Inspection Date	January 30, 2017	to	February 2, 2017
Date of previous inspection	February 16, 2015	to	February 26, 2015

General Information	
School ID	114
Opening year of school	1969
Principal	Sister Lina Khamis
School telephone	+971 (0)2 445 2500
School Address	Al Mushrif – East 22, Abu Dhabi
Official email (ADEC)	rosary.pvt@adec.ac.ae
School website	www.rosaryuae.com
Fee ranges (per annum)	Very Low to Low Category: AED 7,400 – AED 16,200
Licensed Curriculum	
Main Curriculum	Ministry of Education (MoE)
Other Curriculum (if applicable)	----
External Exams/ Standardised tests	MoE Standardised Exams Grades 1 – 12.
Accreditation	----

Students		
Total number of students	3085	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	448
	Primary:	1458
	Middle:	711
	High:	468
Age range	4 to 18 years	
Grades or Year Groups	KG – Grade 12	
Gender	Boys: KG– Grade 5 Girls: KG– Grade 12	
% of Emirati Students	2%	
Largest nationality groups (%)	1. Jordanian 29%	
	2. Syrian 27%	
	3. Egyptian 15%	
Staff		
Number of teachers	213	
Number of teaching assistants (TAs)	10	
Teacher-student ratio	KG/ FS	1:11
	Other phases	1:15
Teacher turnover	14%	

Introduction

Inspection activities	
Number of inspectors deployed	8
Number of inspection days	4
Number of lessons observed	200
Number of joint lesson observations	10
Number of parents' questionnaires	276; returned rate: 9%
Details of other inspection activities	The team conducted several meetings with senior 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 and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	• 'Upbringing generations guided by spiritual values derived from the holy books. • To educate generations in an integrated comprehensive human way • Upbringing of good-mannered generations based on well-defined values • Bringing up open- minded generations that can communicate with all world cultures and races • Bringing up generations that value and respect oriental norms and culture • To bring up generations that are keen on acquiring knowledge and whatever is new in a fast evolving world'



School vision and mission	‘Build a knowledgeable generation that sets an example of commitment to morality and authentic eastern traditions. Teamwork and overcoming religious and social differences. Upbringing a generation with strong and balanced personalities that set an example gives pride to our nation. Provide the suitable atmosphere for students to express their creativity and skills.’
Admission Policy	Student admission procedures include formal written assessments of ability in Arabic, English and mathematics, together with an interview with parents and student.
Leadership structure (ownership, governance and management)	The school leadership includes: the principal supported by two academic advisors and four heads of section. The middle leadership includes ten supervisors of subjects. The school is governed by a board of trustees and includes: a parent, lawyer, accountant, owner’s representative, teacher and the principal also attends the meetings.

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 internally
Intellectual disability	2	0
Specific Learning Disability	0	15
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	0	0
Speech and Language Disorders	4	0
Physical and health related disabilities	8	0
Visually impaired	0	0
Hearing impaired	3	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	10
Subject-specific aptitude (e.g. in science, mathematics, languages)	181
Social maturity and leadership	10
Mechanical/ technical/ technological ingenuity	12
Visual and performing arts (e.g. art, theatre, recitation)	57
Psychomotor ability (e.g. dance or sport)	20

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)

The school was judged to be:	Band A	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						
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The Performance of the School

Evaluation of the school's overall performance

Rosary Private School provides a good quality education. The achievement of most students is good in most subjects. It is acceptable in Arabic in primary, middle and high school phases. By high school, students demonstrate very well developed high order learning skills and can successfully apply their knowledge to solving problems. Most students demonstrate good levels of commitment to and interest in their learning. Their attitudes, behaviour and attendance are very good and they become increasingly self-reliant as they progress through the school. Parents are supportive of the school, praise the caring ethos and welcome the improving education their children receive. Leadership and management of the school are good. Senior and middle leaders, together with the teachers, create a warm, caring and supportive ethos throughout the school.

Progress made since last inspection and capacity to improve

The school has successfully addressed most of the identified areas for improvement from the last inspection. The improved provision in kindergarten (KG), is now providing an effective starting point to accelerate students' progress as they move through the school. Leadership has developed a consistent and effective approach to monitoring classroom provision. They now make good use of this information, together with assessment data, to plan interventions and identify areas of learning to be addressed. The result is an improvement in teaching across the school since the previous inspection. Assessment is used more effectively to match work to most students' needs. Students who find learning more difficult are now well supported in lessons. High achieving students are still often insufficiently challenged. There is significant improvement in the variety of strategies employed in lessons to promote learning. Students now have many opportunities to work independently and collaboratively in most lessons. Improvements have been achieved in enhancing library facilities and science resources. The school has good capacity to continue its improvement.

Development and promotion of innovation skills

Senior leaders are committed to promoting innovation. The school organises an innovation week each year, which includes a range of creative activities for students. Innovation is at an emerging stage and is more effectively promoted in additional activities and projects than in the regular subject programme. They recently presented a workshop to heads of faculty (HoFs) to help them better understand what is involved in promoting and planning for innovation. They

cascaded this training to subject teams, with clear expectations set for the promotion of innovation within lessons.

Innovative enhancements of the curriculum are emerging, most successfully to engage students identified as gifted and talented (G&T), and through the French programme when students make strong cross-cultural links. This was evident when Grades 4 to 9 experimented and developed perfumes. This was then included in a book shared with schools in other countries.

The inspection identified the following as key areas of strength:

- students' progress in most subjects, particularly in KG and upper grades
- students' very good attendance, positive attitudes to learning and the harmonious relationships throughout the school
- students' very good levels of knowledge and respect for Islamic values and the heritage and culture of the UAE
- the very caring, nurturing and safe environment for learning.

The inspection identified the following as key areas for improvement:

- attainment and progress in core subjects, through effective use of assessment information at all levels
- further development of students' skills in independent learning, enquiry, critical thinking and problem solving
- the quality of teaching to match learning needs of all groups of students, particularly the SEN, G&T and high achievers
- the rigour of procedures for the identification special needs and gifted and talented students
- sharper focus of monitoring and evaluation on the impact of teaching on students' learning outcomes.



Performance Standard 1: Students' Achievement

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



Achievement is good in all phases of the school and in most subjects. In KG, children's attainment and progress are never less than good in all subjects. In the primary, middle and high school phases, for most students, attainment compared to curriculum expectations is good overall in Islamic education, social studies, English, mathematics; it is acceptable in Arabic and science. In external standardised assessments, internally marked in Grades 1 to 11 and externally marked in Grade 12, most students attain levels that are above national standards in all core subjects. Results over three years show consistent performance at this level in core subjects. Progress for a majority of students in almost all subjects, is better than expected. Most students with special educational needs (SEN) and gifted and talented (G&T) students make similar rates of progress to other student groups in relation to their starting points.

In Islamic Education, students' attainment is good in KG, primary, middle and high school phase. Progress is good across the school. In all grades, most students demonstrate clear knowledge and understanding of Islamic concepts. In KG, children know about the pillars of the faith. In primary, they are able to talk about the Prophet's childhood and family. Students are able to read prescribed chapters of the Qur'an and explain their meaning. By middle phase, a large majority of students have a securely developed understanding of 'Halal' and 'Haram', acts that are permissible and those which are forbidden. They show their understanding by giving many examples from real life. By Grade 12, students read the Qur'an with well-developed skill; they apply the required recitation rules, and understand the significance of the verses.

In Arabic, students' attainment and progress are good in KG and acceptable in other phases. In all grades, most students demonstrate well-developed listening and speaking skills. In KG, most children show good comprehension and confidently answer questions. They pronounce letters correctly and accurately link letters to objects and names. In primary, the majority of students use standard Arabic to express themselves in language appropriate for their age-levels. Their handwriting is well-formed and neat. The majority of middle school students' reading skills are well-developed and they understand a range of different texts. In primary and middle phases, most students' skill in dictation is less well-developed. By high school, most students reading skills progress to a more advanced level and they confidently identify the main ideas in text and poems. Skills in extended creative writing are less well developed for the majority of students in primary, middle and high school phases,

In social studies, students' achievement is very good in KG and good in other phases. In KG, children connect their learning well in all subjects to develop a strong



understanding of national Identity; for example, they know names of the Emirates and they confidently talk about the name of the leader, capital city and main attractions. In primary, most students are able to identify the main industries of the UAE of the old days, namely fishing, and pearl diving. They recognise the strategic location of the UAE and the different countries who occupied it in the past and their reasons for doing so. In middle school, students identify countries on a world map, such as China, its location and borders. They appreciate the role of landmarks such as Burj Khalifa, its significance within the UAE and its image throughout the world. By high school, the majority students are able to analyse the reasons behind the Sawafi occupation and their appreciation for the Qawasem in defending their country. A few can confidently discuss the importance of alternative energy sources for the future of the UAE.

In English, students' attainment and progress are good, in the primary and the high school phase; it is acceptable in the middle school. Attainment is good and progress is very good in KG. Most students develop confident listening, speaking and reading skills in all grades. By KG2, most children demonstrate secure knowledge of letter names and sounds. They form letters correctly. Most can create simple sentences, understand basic punctuation and make good use of phonic knowledge to spell correctly. In primary grades, students speak confidently using a range of vocabulary to express themselves in increasingly complex sentences. They read with expression and comprehension. In middle school grades, students competently make notes while other students are speaking and collate their ideas together. By high school, students can skim read and scan a complex text and find relevant, accurate information. They are confident, articulate speakers with a very good command of a wide range of vocabulary. They understand and use both colloquial and formal English. They are fluent readers who can elicit relevant information from a complex text. Students' skills in extended writing are less well-developed.

In mathematics, most students' attainment is very good in high school phase, good in KG and middle school, and acceptable in primary. Progress is good across KG, primary and middle school, and it accelerates in the high school phase. Across the school, students are confident using number operations. In KG most students are able to recognise and use the numbers in real life examples such as naming the 7 Emirates and the 7 days of the week. In primary grades, students understand the concept of ascending and descending numbers. They are able to combine quantities and complete number sentences using addition. Older students are able to factorise simple algebraic expressions. They demonstrate the ability to represent inequalities on a number line and then combine the inequalities into a single expression. By Grade 12, the majority of students use their knowledge well to solve problems. For example, they demonstrate good knowledge of the application of calculus for



finding gradients of curves.

In science, students' attainment and progress are very good in KG, good in high school grades and acceptable in the primary and middle phases. In all grades, most students demonstrate secure knowledge and understanding, and use terminology confidently. In KG, children observe carefully when they identify the parts of a plant; their drawings and models are accurate. Older students are developing investigative skills such as hypothesising, experimentation, observation, recording, and reflection. In primary, students demonstrate secure classification skills. Most students are able to describe the processes of evaporation and condensation and relate it to the water cycle. In middle school, most students are able to identify factors that increase air pollution and CO₂ in the air. They can identify adequately global warming causes. By high school phase, students refer to the periodic table to write chemical reactions and equations with neutrons and protons. Their investigative skills are well developed and they are able to draw secure conclusions from experiments.

In other subjects, most students' attainment and progress are good throughout the school. In KG, children demonstrate secure physical and creative development in the range of activities provided in the programme. A large majority of students make good progress in information and communication technology (ICT); for example, Grade 4 students make comparisons between the human and robotic brains, demonstrating secure use of terminology such as sensors, input and output. In art, by Grade 8, a large minority of students demonstrate highly developed skills in freehand drawing when they create intricate Mandala pattern art. Students in all phases enjoy music. Grade 1 students maintain the rhythm with percussion instruments to enhance the tuneful singing of the whole class. Grade 7 students understand and are able to read basic music notation. Throughout the school, students enthusiastically participate in physical education (PE), and develop secure, age-appropriate skills in a range of activities such as basketball, football, running and dance. They take on leadership roles including high school students acting as referees. In French, students focus on developing vocabulary and conversation skills and by Grade 8 they understand and use simple sentences.

Most students' learning skills are well developed throughout the school. Most students work well independently and collaboratively as active learners. They are confident in articulating and demonstrating their learning. Students are enthusiastic, engaged and communicate well in most lessons. The majority of students can express their opinions eloquently and think critically about others' responses. For example, in a high school grade English lesson, students took turns to contribute during a debate on the pros and cons of studying at overseas or local universities. In KG, children confidently make guided choices in their activities and apply their knowledge and skills in everyday practical activities. In Islamic education, throughout

the school, students show persistence and sustain concentration well. When given the opportunity, particularly in the older grades, students take responsibility for their own learning; younger students are more reliant on teacher direction. In the most effective lessons, students make connections with real life situations. For example, in a Grade 4 mathematics lesson, students represented fractions using pictures of a pizza. Students' use of technology to support their learning in lessons is not as well developed as a result of limited opportunities. Critical thinking, enquiry and creativity are stronger in KG and the upper grades. In Grades 10 to 12, students prepare power point presentations, research information on a variety of sports and use a range of resources independently.

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	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

Students' personal and social development is very good. In most classes, students have positive attitudes to learning and by middle and high school grade levels, they are developing increasing self-reliance, taking ownership and responsibility for their learning. Most students show enthusiasm, interest and enjoyment in working collaboratively to share ideas and solve problems. The behaviour of most students is very good during lessons and at break times, with students showing high levels of self-discipline, particularly in the middle and high school phases. Students show great pride in their school and sensitivity in their relationships with one another. Relationships throughout the school community are very warm, friendly and supportive. A large majority of the students have a very good knowledge and understanding of healthy lifestyles and how to stay safe. This is evidenced in the healthy choices students make in the food they bring to school. Attendance is very



good at 97%.

The majority of students demonstrate a very good understanding of the Islamic values in the UAE. The school promotes these values regularly during Islamic education lessons and encourages students to participate in various competitions, such as Qura'n Recitation and the Hadeeth. The students have very good knowledge and understanding of the UAE's heritage, culture and history. The school promotes the national identity and culture of the UAE very well through different events, assemblies and lessons. They also emphasise and promote positive harmony between a student population from a diverse range of cultures and backgrounds. There is a strong caring, family atmosphere throughout the school.

Students' social responsibility skills are good. The school has a students' council in each section who contribute ideas and volunteer to help at events and functions. Classroom group leaders contribute well in a minority of classrooms by assisting teachers in distributing resources. Almost all students show pride in their school. Most have a positive work ethic and enjoy and engage well in a variety of activities. Innovation initiatives are still relatively new and at an early stage of development. They include projects involving information and communication technology (ICT), creative writing competitions, innovation day and science day. Students care about their school environment and keep it free of litter. In KG, children enthusiastically and willingly take responsibility of their own environment by clearing up at the end of their activities. The school has well established recycling projects and environmental awareness programmes. A minority of students make hospital visits, take part in competitions and volunteer to help others.

Performance Standard 3: Teaching and Assessment

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

Teaching and assessment across the school are good. During the inspection, teaching was acceptable or better in almost all lessons observed, good in a large minority and very good in a minority. Effective teaching is evident in most subjects. Teaching is not as strong in the primary and high school Arabic lessons, although it is never less than acceptable. Teaching is very good in middle school social studies; KG and high school English; and high school mathematics and science.

All teachers' have a thorough knowledge and confidence in their own specialist subject areas. For example, English teachers in high school model accurate pronunciation very effectively. KG lessons are very well planned to provide activities that motivate children well and provide strong developmental support for independent learning. As a result of careful planning, the rapid pace in activities stimulates children's interest and sustains learning. Across the rest of the school, most teachers plan effectively for the organisation and use of time in lessons; expected learning outcomes are shared with students. Planning for the development of students' writing skills is not as strong as in other subjects. In KG2, there are low expectations for extended writing, with short sentences being accepted. Opportunities for extended writing in English lessons are infrequent, particularly in Grades 4 to 9. Evidence from portfolios is restricted to exemplar rather than regular work. In Arabic there are limited planned opportunities to practise skills in creative writing and extended reading.

Most teachers have positive and supportive interactions with students. They use questioning well and promote dialogue through paired and group discussions as well as allowing students to present their ideas and solutions to problems. Effective use of questioning results in younger students sharing experiences and explaining them well. Most teachers challenge students through probing questions which encourages them to think more deeply; for example, in an English lesson, a teacher asked students to define the differences between 'live and alive' and explain each in context. Students undertake leadership roles in presenting their work to the class. This supports students' progress and deepens their understanding.

KG teachers use interactive whiteboards very effectively in lessons. They use a range



of well-resourced strategies to help reinforce children's learning. For example, they use singing very well to encourage children when revising numbers in ascending and descending order. Younger students are motivated to learn through the use of interesting starter activities, good pace and scaffolding of the lesson as appropriate.

Most teachers create positive and exciting learning environments where students are highly engaged. In a minority of lessons, the planned activities are ineffective in meeting students' different learning needs. In some cases, the activities are too narrow to provide appropriate challenge for higher ability students. Most students with SEN receive enough support in lessons to enable them to cope with their work and progress at a fast enough pace.

The school has effective data systems that are used well to monitor students' progress across all subjects, grades and classes. National benchmarking is undertaken for Grade 12, with all other grade level tests administered and marked internally. The use of assessment is good in most subjects. In KG, teachers continuously assess the children's knowledge, progress and how they learn. They observe their learning needs in a daily diary and address them effectively to ensure good progress. Teachers' on-going records form part of the whole school continuous assessment programme. In science, students in the higher grades track their own progress through rubrics specifically during lessons in the laboratory. In most subjects, there is inconsistent use of assessment to identify students' prior knowledge and skills in order to provide accurate starting points for learning of different groups.

Performance Standard 4: Curriculum

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

The broad and balanced curriculum provides good support for students' learning throughout the school. It has a clear rationale and derives its strengths from the Ministry of Education (MoE) curriculum with its focus on knowledge, skill development and educational outcomes. It provides effectively for the development of students' knowledge and skills through a variety of learning experiences. The school ensures continuity and progression in students' learning through its structured review and development procedures undertaken by subject leaders and academic advisors. For example, Grade 4 students learn about robots, studying sensors, output and inputs. In Grade 6, the level of learning is expanded progressively with investigation of how a robot reacts to bar-codes. In KG, the curriculum is designed effectively to promote the development of children's independence, curiosity and basic skills in literacy and numeracy through interesting and engaging practical activities.

The design of the curriculum derives its balance from the range of subjects provided across the phases. The development of links between subjects is a notable feature of the KG curriculum where key knowledge and skills are continually reinforced through different subjects. In primary, students study French, music art, physical education (PE) and ICT in addition to the core subjects; middle phase students study French, art, ICT and PE. High school students have good range of options through the advanced or general curriculum pathways to enhance their opportunities for future university and college placements. The school has good systems in place for regularly reviewing the curriculum in relation to students' achievement. Major annual reviews take place before the start of each school year.

The curriculum is adapted well to cater for the varying needs of most students. This is not yet reflected in practice as a routine feature of the majority of lessons. Opportunities within the curriculum for students to initiate projects, show enterprise or develop innovative skills are too limited. The school provides for additional student engagement across a range of activities including Girls Guides, Boy Scouts and voluntary activities to support the Red Crescent organisation

initiatives. Students engage in a variety of public competitions; including reading, photography, music, creative writing and debating. The development of knowledge and understanding of the UAE's heritage, culture and history is promoted well through many different events, assemblies and lessons. Links with the UAE are prioritised in teachers' lesson planning and permeates all aspects of school life.

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	Very Good	Very Good
Care and support	Good	Good	Good	Good

The school's procedures for the protection, care, guidance and support of students are very good overall. There is a very respectful and caring culture throughout the school. The school has a child protection policy. All staff have been fully trained and are well aware of their responsibilities and the procedures to follow in cases of suspected abuse. Students are confident in talking to teachers about any academic or personal concerns. There are very good safety procedures in the school. Security guards are vigilant. CCTV cameras, covering all parts of the school, add another very good level of security. The school building is adequate in allowing for variety in the learning opportunities for students. A few classrooms are small for the number of students in the class; particularly in the older grades. The school is extremely clean and well maintained. The health and safety team ensure that rigorous checks are made and recorded for all equipment and regular evacuations are in line with required standards. The school nurse provides very good health care for students. The five social workers support students well when they have personal or academic issues. They provide an effective and valuable link between the school and families. Safe and healthy lifestyles are promoted very well through talks from the school nurse, the PE programme and through the healthy food served in the canteen. The school provides very good opportunities for students to learn about health issues through talks on subjects including obesity, heart disease, diabetes, the benefits of walking and breast cancer. The transport arrangements are managed very well by



the school and buses are in good condition, safe and secure.

Relationship between students and staff and students themselves is very strong and supportive. The school has well managed procedures to encourage positive behaviour and students fully understand the expectations. Supervisors in each section ensure students' safety within the building and effectively deal with any behavioural and academic concerns. Very good routines and behaviour management strategies are in evidence in almost all classrooms. School procedures are very effective in promoting very good attendance. There is insufficient rigour in procedures for the identification of students with SEN or G&T. The process involves nomination by parents and class teachers and is often restricted to achievement as reflected in the regular assessments of progress. All identified students with SEN have Individual learning plans (IEPs), developed by the special needs coordinator (SENCO) and class teachers. Withdrawal sessions for students identified with SEN are effective. A range of additional activities provide good opportunities for G&T students to develop their talents and interests; the challenge provided for G&T students in lessons in all subjects from Grades 1 to 12 is not as effective. All students are supported well by the teachers, social workers and section supervisors. Older students receive good guidance on university and college entry requirements, through in-school guidance, visits, visiting speakers and a university event.

Performance Standard 6: Leadership and management

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

Leadership and management are good. The principal provides clear direction and calm effective leadership in ensuring the school achieves its vision and aims. Middle leaders work closely with their subject teachers across all phases to ensure consistency of planning and teaching at grade level. They create a positive and caring learning environment in almost all classrooms; resulting in good teaching and effective learning in most lessons. Good communication ensures that teachers are well informed on key initiatives and day-to-day administration. School leaders at all levels have successfully addressed the key areas from the previous inspection report and have demonstrated sustained improvement over the past 2 years.

The self-evaluation form (SEF) is well-structured, provides evidence and helpful references to supporting documentation. The SEF was compiled by senior leaders and supervisors, with helpful consultations with teachers to hear their views. The SEF uses extensive data analysis drawn from the monitoring of attainment and progress of students across the school. Consistent procedures are in place for monitoring the quality of teaching. Regular lesson observations and informal classroom visits lead to the identification of improvement areas for teachers. The observations are more weighted towards teacher compliance and insufficiently focused on the effectiveness of students' learning. The common strands identified for improvement are used well to inform the whole school professional development programme. The programme is not sufficiently differentiated to match the individual needs of teachers

The school development plan (SDP) addresses improvement areas identified in the previous inspection report. The SDP is supplemented by an operational plan that effectively sets out clear improvements across all aspects of the school's work, with responsibilities devolved to small committees of senior leaders and teachers. The SDP has good links with the SEF, particularly for mapping the improvements since the last inspection. In a few instances, the school's evaluation of progress in



addressing recommendations is focused on action taken rather than the impact achieved.

Parents are supportive and there are good procedures for engaging them in the life of the school. A parent sits on the Board of Trustees to represent parents' views. A parents' council provides good support for the school at events and functions. Monthly newsletters and weekly homework schedules provide valuable information for parents. School reports each trimester and parent and teacher meetings twice a year keep parents well informed about their children's progress. The open door policy the school operated gives parents confidence in their views being taken into account.

Governance is very good. The work of the school is overseen by the Congregation of the Rosary Sisters of Jerusalem. The Board of Trustees is the local committee with responsibility for monitoring and supporting the school. There is a good system in place for reviewing the work of the school, with the Congregation representative visiting every 3 to 4 months. She meets with groups of parents and students, together with sending out questionnaires, to receive their views. She visits lessons to provide an effective independent view of the quality of classroom provision. The principal and other members of the senior leadership have clearly defined goals set by the Board that are measurable and focussed on improving the educational provision of the students.

The school operates well on a day-to-day basis. The principal maintains a daily checklist for ensuring that all essential operational elements are functioning well. For example, she checks attendance, health and safety, cleanliness of the school, the clinic and many other essential areas. The school is fully staffed and all teachers appropriately qualified. The buildings are appropriate for the number of pupils. A few classrooms are small for the number of students in the class.

What the school should do to improve further:

1. Increasing students' attainment and progress in core subjects, through effective use of assessment information at all levels by:
 - i. continuing to rigorously analyse the outcomes of internal and external assessments
 - ii. map the achievement of individuals and groups of students across the school against start points and curriculum standards.
2. Further developing of students' skills in independent learning, enquiry, critical thinking and problem solving by planning for a greater range of opportunities, which support the development of students' initiative and enterprise.
3. Improving the quality of teaching to match learning needs of all groups of students, particularly the SEN, G&T and high achievers by:
 - i. improving the quality of lessons so that curriculum plans are fully implemented
 - ii. ensuring that assessment is used consistently in lesson planning to match learning activities to the needs of all groups of students.
4. Increasing the rigour of procedures for the identification special needs and gifted and talented students.
5. Sharpening the focus of monitoring and evaluation on the impact of teaching on students' learning outcomes by evaluating more rigorously the progress made by all students against learning objectives in lessons.