



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



Private School Inspection Report

Ryan International School

Academic Year 2016 – 2017

Iqraa

Ryan International School

Inspection Date	November 7, 2016	to	November 10, 2016
Date of previous inspection	N/A	to	N/A

General Information	
School ID	260
Opening year of school	2015
Principal	Mala Mehra
School telephone	+971 (0) 2 5527525
School Address	P.no 02&03, Masdar City, Abu Dhabi
Official email (ADEC)	ryan.pvt@adec.ac.ae
School website	www.ryangroup.org/masda r
Fee ranges (per annum)	Low Category: AED 13,400 – AED 14,700
Licensed Curriculum	
Main Curriculum	Indian
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	ACER International Benchmark Tests (IBT)
Accreditation	-----

Students		
Total number of students	396	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	---
Number of students in other phases	KG	347
	Primary:	49
	Middle:	
	High:	
Age range	4 to 11 years	
Grades or Year Groups	KG - Grade 5	
Gender	Boys and girls	
% of Emirati Students	0%	
Largest nationality groups (%)	1. India 96.8 %	
	2. Pakistan 2.5 %	
	3. Bangladesh 0.50%	
Staff		
Number of teachers	32	
Number of teaching assistants (TAs)	16	
Teacher-student ratio	KG/ FS	1:22
	Other phases	1:3
Teacher turnover	13%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	70
Number of joint lesson observations	5
Number of parents' questionnaires	3; return rate: 1%
Details of other inspection activities	Inspectors conducted meetings with the principal, senior staff, co-ordinators, teachers, students, parents and governors. They attended assemblies, analysed test and assessment results, scrutinised students' work, and considered many of the school's policies and other documents.

School	
School Aims	1. 'Imparting all round education 2. Developing leaders 3. Providing safe, respectful & secure learning environment 4. Providing harmonious environmental in which students are encouraged 5. Promoting cultural diversity and love for local culture heritage.'
School vision and mission	'Our Vision is to be a premier global educational institution which develops the human resource for our dynamic and expanding community, the state, the nation, the region and the world at large. Through our Institutions, we will cultivate all round development of qualities in a student through excellence in education that shall foster academics, understanding, brilliance, spiritual well-being, physical development, physiological strengths, resourcefulness



	and creative skills, social responsibilities and concern for one's environment. 'The Mission of the Ryan International Group of Institutions blend high value deliveries with modern learning tools and ensure that each of the Institutions has a safe, healthy and positively emerging, intellectually challenging, learning and enjoyable environment, committed to engaging students in active collaborative and technology-based learning methodologies to develop formative and summative assessments of student learning.'
Admission Policy	The school has an open-door admission policy. There is no selection, but students and parents are interviewed. All students are baseline tested in English, mathematics and science.
Leadership structure (ownership, governance and management)	The Governing Body comprises: a Chairperson (the CEO), a Chief Operations Officer, two parent representatives, two senior leadership representatives and a teacher representative. The senior leadership team (SLT) consists of a principal, vice-principal and coordinators for KG1, KG2 and primary phases. Subject heads in the primary phase make up the middle leadership.

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	0	0
Specific Learning Disability	1	5
Emotional and Behaviour Disorders (ED/ BD)	0	2
Autism Spectrum Disorder (ASD)	2	1
Speech and Language Disorders	1	0
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	0	0

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

G&T Category	Number of students identified
Intellectual ability	2
Subject-specific aptitude (e.g. in science, mathematics, languages)	2
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	2
Psychomotor ability (e.g. dance or sport)	2

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 B	Acceptable
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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

Ryan International School provides an acceptable quality of education. The school was opened on the present site in new, purpose-built accommodation in September 2015. There were initially 210 children on roll in the kindergarten classes (KG). In September 2016, the school expanded to include over 100 new KG children and around 50 students in Grades 1 to 5. The current principal joined the school in January 2016. Twenty-four new teachers joined the school in September 2016, to facilitate the growth of student numbers. The attainment and progress of most students is at least acceptable in all subject areas, except in Arabic, where it is weak. The quality of teaching is acceptable overall. Students with SEN are well supported but the more able or those with G&T are not sufficiently challenged in their work. Students are keen to come to school. They behave courteously and well, and have developed very positive attitudes to learning. The standards of care and guidance in the school are good. High-quality resources and an attractive learning environment support the effective delivery of the curriculum. The principal has a clear vision for the school and enjoys the enthusiastic support of all staff.

Progress made since last inspection and capacity to improve

As this is a new school there has been no previous inspection.

The school leadership has an accurate understanding of its strengths and areas for development. Efficient and effective systems for record-keeping and day-to-day management ensure that the school runs smoothly. The school has good capacity to build on these solid foundations in the future.

Development and promotion of innovation skills

The school has begun to develop plans for the more effective promotion of students' innovation skills. There are innovative approaches in the way that children are assessed through anecdotal records and e-portfolios. Reading schemes give older students the opportunity to 'buddy' younger students in shared reading and building learning relationships. Inspectors observed some lessons, for example in mathematics and English, which provided opportunities for investigation, critical thinking and collaborative learning. This approach to encouraging innovation skills is not yet consistent in all areas of the school.

The inspection identified the following as key areas of strength:

- effective systems for day-to-day management, policy implementation, self-evaluation and future planning
- the school's provision of a safe, caring and supportive environment for students
- positive relationships within the school as shown in students' good behaviour and attitudes to learning.

The inspection identified the following as key areas for improvement:

- students' achievement in all subjects
- levels of challenge in lessons especially for the most able
- curriculum provision for innovation, extracurricular enrichment and learning choices in KG
- the role of middle management in leading the development of students' learning.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Arabic (as a First Language)	Attainment	N/A	N/A		
	Progress	N/A	N/A		
Arabic (as a Second Language)	Attainment	Weak	Weak		
	Progress	Acceptable	Acceptable		
Social Studies	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
English	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Good		
Mathematics	Attainment	Acceptable	Good		
	Progress	Acceptable	Good		
Science	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
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	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Acceptable	Acceptable		

The overall achievement of most students is acceptable. Almost all groups of students reach standards in most subjects that are broadly in line with expectations. Most make at least acceptable progress in relation to their individual starting points and the curriculum standards. KG children entering the school have slightly below average skills in literacy and numeracy. Their entry skills in Arabic are very low.

Attainment and progress in Islamic education is acceptable in both phases of the school. Most children in KG are developing knowledge and understanding at an appropriate level. Most are, for example, aware of Allah's power and oneness. Most Grade 1 students know the different daily prayers. Most students in Grade 3 have an appropriate understanding about the prophet's hadith related to cleanliness. In Grade 4, most students have learned the different stories of the important prophets. For instance, they are aware that the prophet Ibrahim built the Kaaba with his son Ismail. Throughout the school, the progress for most students in reading the Qur'an with 'tajweed' rules is slower than in other aspects of their learning in the subject. Most students in both phases of the school are making good progress in gaining knowledge of Islamic culture and values. In Grade 5, most students are aware of good and bad deeds such as unkindness, gossiping and the reward expected on judgment day.

None of the students in the school speak Arabic as a first language and for most, their attainment is weak. Students make acceptable progress as they move up through the school. Progress in speaking skills is hampered because teachers make too much use of English and students have too few opportunities to practise their emergent speaking skills. Most students are not confident enough to speak in front of their peers using Arabic language. A minority of children in the KG classes recognise a few Arabic letters and know a few words, but are not confident in writing them. The large majority of Grade 1 students find it difficult to write simple single words. Most students in Grade 4 cannot read basic sentences. There are few activities to challenge more able students in KG or the primary phase or develop higher-level skills in thinking.

Attainment and progress in social studies are in line with age-related expectations in KG and the primary phase. In the KG classes, children make acceptable progress in recognising features of the UAE, such as its flag and the music of the national anthem. Primary phase students make steady progress in learning about the environmental and economic issues related to the UAE such as the vital importance of palm trees to a desert economy. The majority of Grade 5 students are able to identify important features of sea routes around the UAE.



In English, attainment is acceptable in KG and the primary phase; progress is good for primary age students. Children enter the school with below average skills in English and literacy. Their confidence and competence in speaking, reading and writing accelerates as they move through the school. In KG2, most children can identify rhyming words and lead their classmates in reciting simple poems; the majority can write some initial letters and a few can write simple words. Grade 5 students can write appropriately for their age in a variety of contexts. Their skills in reading are shown in their effective work with Grade 2 students in shared reading lessons as they guide the younger students in recognising and learning new words.

In mathematics, children's numeracy skills on entry are weak. They reach standards appropriate to their age by the end of KG. They can identify numbers up to 100, work with currency and manipulate simple 2D and 3D objects. Attainment and progress are good in the primary phase. Most of the older students can perform operations to subtract decimal values. They can estimate the reasonableness of results with or without calculators. The rate of progress the students make is not fast enough because they have too few opportunities to apply their knowledge to problem solving or in activities to promote mathematical logic.

Attainment and progress in science are acceptable in both phases of the school. In all year groups, knowledge and understanding of scientific facts is stronger than skills in the use of scientific methods. Most children in KG can identify the characteristics of local weather. They can correlate the five senses with corresponding body parts. The majority of students in the primary phase develop a sound understanding of materials, forces and basic life processes. Some students recognise that evidence can support or refute ideas. Attainment and progress in science is not as strong as it might be because students undertake too little practical work and work in the scientific methods of hypothesis, experiment and evidence based testing.

Attainment and progress in other subjects are acceptable overall, with wide variations. All students benefit hugely from well-taught lessons in traditional Indian dance. Free play activities such as holding, balancing and pushing balloons help children to develop gross motor capability in KG. Grade 4 physical education (PE) lessons develop good underarm passing skills. Students make better than average progress in French and Hindi. Music lessons help students to grow in confidence and participate enthusiastically in group singing. Lessons in moral science and non-UAE social studies are acceptable. They introduce students to such varied concepts as happiness and the economic basis of date farming in the UAE. Standards in art are lower than they should be because the school has no dedicated art room. Students typically make slow progress in information and communication technology (ICT)

despite good equipment because of unchallenging teaching and poor curriculum design.

Most students' learning skills are acceptable. Almost all students in KG and primary phases are engaged and are motivated to learn. When given the opportunity, most demonstrate confidence while working independently; this is not a consistent feature of learning in the school and is weaker in KG classes than in the primary phase. The majority of students show only emergent problem-solving skills; critical thinking is a feature yet to be found in the majority of lessons. Most children in KG can share resources and equipment sensibly and communicate well with their peers. For example, a large majority of children in KG2 can identify rhyming words and lead other children in reciting simple poems. In the primary phase, Grade 5 students show maturity and good communication skills when sharing books with others from Grade 2. The application of students' learning to the real world is acceptable. For example, in the KG phase, children make connections to real life when learning about the weather and plants. In the primary phase, while learning the concept of subtraction in mathematics, they manipulate objects to make connections with the real life. From KG onwards, for most students, independent thinking skills are limited and as a result the majority of students struggle to solve problems themselves. Children in KG are not given any opportunities to make free learning choices. Most students in primary classes depend on the teacher for guidance and support. This is especially apparent in science lessons and students do not make sufficient progress in skills such as hypothesising, testing, and researching. A small number of extra computers in the library encourages students to use technology for research but the use of learning technologies is not a routine part of learning for most students.

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	Good	Good		
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good		
Social responsibility and innovation skills	Acceptable	Acceptable		

Students' good personal and social development is a strength in both phases of the school. Students have enthusiastic, positive attitudes towards learning. They are self-reliant and enjoy school life. The large majority of students behave well inside the classrooms, during break time and in morning assemblies. They are courteous and respectful to adults and to their peers. They are sensitive to the needs of students with SEN. Most students in the primary phase understand the reasons for making healthy eating choices and taking exercise. They can easily distinguish between healthy and unhealthy food. In KG and primary classes, the majority of them are keen to participate actively in PE. Attendance has risen sharply as a result of recent initiatives and is acceptable at 93%. Almost all students are punctual to school and lessons.

Most students from KG1 onwards develop a good appreciation of Islamic values and how they apply in contemporary UAE society. Their appreciation is reflected in responsible and respectful behaviour. In KG2, almost all children know about the national flag and a few Emirati traditions together with the elements of their own culture, such as traditional foods. The majority of students in the primary phase have a good understanding of the heritage and culture of UAE; this is supported by an appealing heritage room with bright and colourful displays. All classrooms have a heritage corner. During assemblies, all students throughout the school stand respectfully for the flag, and almost all join enthusiastically in singing the national anthem.

Most students are well aware of environmental issues, which are frequent themes in lessons and assemblies. Even the youngest children in KG are accustomed to recycling different products in different bins. As yet there are few opportunities for students to

show enterprise or entrepreneurship, or to develop economic awareness. Community involvement is limited, and students only have access to volunteering within the school for responsibilities within classrooms.

Performance Standard 3: Teaching and Assessment

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

Teaching for effective learning is acceptable. During the inspection, a large majority of lessons were deemed by inspectors to be acceptable or better in both phases of the school. A few lessons were weak in both phases. The strongest teaching is in English and mathematics in the primary phase. Most teachers in the primary phase have appropriate knowledge of their subject content and an understanding of how students learn. Lessons are planned effectively. Teachers share learning objectives with students so that the purpose of learning is clear. The majority of lessons provide a range of learning opportunities for students to work collaboratively as well as independently. In KG, there are no teachers with qualifications in early years education. Lesson planning is acceptable but opportunities to stimulate greater independence and faster progress for younger children are frequently missed.

Teachers work hard to develop harmonious and productive relationships with students. Most teachers do not use a range of questions to check understanding and too often accept answers shouted out by the whole class. This makes it difficult to assess if all students have made appropriate progress. The majority of teachers do not always leave enough time at the end of lessons to review how well each student has learned. Most teachers ensure that the specific learning needs of students with separate Individual Education Plans (IEPs) are met. Higher ability students are not regularly challenged or sufficiently extended in their work. Teachers in the primary phase provide a small number of good opportunities for critical thinking and self-reliance. For example, the scheme for shared reading encourages older students to think independently about how to motivate and engage younger members of the school in learning. Most lessons do not provide enough opportunities for students to develop their problem-solving, creative skills and initiative.

Teachers in KG use a variety of internal assessment techniques to measure children's progress. These include post-it notes, which is collected as an 'anecdotal record' and an e-portfolio. The results are shared with children and shared on the school's website portal with parents. Formal assessment data inside the school is limited to the CBSE continuous evaluation pattern in Grades 1 to 5. This has only been in use since April 2016; it is proving effective in helping teachers to determine levels of student attainment and progress. Students in Grades 3 to 5 are taking international benchmark tests in English, mathematics and science for the first time in November 2016. Teachers have an adequate knowledge of the strengths and weaknesses of their students; they do not use assessment data often enough to set targets for individual students. A large minority of students have begun to assess their own and others' work but this is not yet fully embedded in classroom practice. Most students are not aware of their strengths and weaknesses, and do not know clearly the next steps they need to take in order to improve their work. Most teachers mark notebooks regularly. There are brief comments but few informative notes to guide students on how to improve.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable		
Curriculum adaptation	Acceptable	Acceptable		
The quality of curriculum design and implementation is acceptable. KG provision is based on the English Early Years Foundation Stage curriculum. The strong emphasis on skill development means that there is less emphasis on the development of knowledge and understanding in core subjects. At the primary phase, the curriculum closely follows CBSE curriculum requirements; it is broad, offering various subjects and activities. Most subjects include creative, physical and practical experiences for students. In both phases of the school, the curriculum is designed to ensure that students build on their prior knowledge and progressively develop skills. Most lessons and projects do not systematically build links between areas of learning. Lessons occasionally refer creatively to other subjects. For example, some science topics link with numeracy and allow students to reinforce their learning of number				

and its application. This is not a regular feature of lessons. Middle leaders and teachers review the curriculum weekly on the basis of current assessments of students' progress and engagement in lessons.

The school has adapted the curriculum appropriately to meet the learning needs of the large majority of students. SEN students are well supported. Higher ability students are rarely offered enough challenge. Young learners in KG are offered a good variety of activities; they have no choice of activity as they are allocated by the teachers. As a result, children do not learn how to make meaningful choices. Innovative features include 'buddy reading' to promote language development and the 'grace garden' to provide practical experiences in environmental science. There is some attempt to develop problem solving skills. There are very few opportunities for students to develop skills in critical thinking, independent learning or innovation.

There are no extracurricular activities. Students make little use of ICT in lessons. Collaboration with other local, national or international communities is extremely limited. A large minority of lessons often incorporate the history, culture and contemporary circumstances of the UAE.

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	Good	Good		
Care and support	Good	Good		

Arrangements for the protection, care, guidance and support of students are a strength of the school. Procedures for student welfare and behaviour management are detailed, robust and embedded in the school's ethos. Parents place particular value on this. All staff, students and parents are made aware of the school's child protection policy and staff receive regular training. Almost all students state that they feel safe and are confident to ask for support whenever needed. The health and safety (H&S) manager and committee have responsibility for all H&S issues around the school. Systems are regularly reviewed. Safety and security in the school is well managed. Gate security is particularly effective. During arrival and departure times,

access to school buses is well managed by staff. All buses are well supervised by teaching assistants. The nurse is active in promoting students' awareness of personal hygiene, obesity and diet. There are regular medical check-ups. Medicines are kept safely in the well equipped clinic and records are meticulously kept. Students have ready access to fresh drinking water and good shading from the sun during break times.

All students and staff respect each other and relationships are very positive. Social workers are supportive and careful to keep details of students' cases confidential. Recent efforts to improve attendance have had a positive impact. Procedures for identifying students with special educational needs (SEN) are good. Identified students benefit from withdrawal sessions with the special needs co-ordinator and extra support in class. Students with disabilities such as hearing impairment receive extra help. Support for those with speech difficulty is currently only available in the English language. Planning for the needs of lower ability students is effective. The identification of gifted and talented students is also well developed. Support and challenge for these students is less advanced. School premises and facilities are accessible for all students, including those who are physically challenged. There are two lifts and many ramps to assist access.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
Leadership and management is acceptable. The principal provides vigorous and effective direction. This has led to the establishment of successful systems and processes in this newly established school. There is a strong sense of shared vision amongst staff of the school's aims and priorities. Educational leadership is primarily provided by the principal because there are no other leaders of learning in the upper levels of management; this limits the scope and impact of leadership activity. Staff say that they are consulted frequently and that there is effective teamwork.	

The school's self-evaluation is realistic and based on evidence gathered from a range of sources. Appropriate committees have been established to ensure that all staff are involved with the production of the self-evaluation form (SEF). As a result, between most staff, there is a shared and accurate understanding of the school's strengths and weaknesses. The school development plan (SDP) is tightly based on the SEF, and follows the ADEC guidelines in fine detail. It is updated on a termly basis. Leaders monitor staff planning weekly. Teachers cooperate extensively in the preparation of schemes of work, lesson plans and classroom activities. Teachers undertake documented peer observations of each other on a regular basis in order to share good practice.

Parents are extremely positive about the school. They feel that their views and concerns are listened to and praise the school's open and inclusive nature. Staff provide a daily informal access time for parents, and can also be contacted via email. Children's reports, e-portfolios and progress are available online via the school's web portal. One parent noted that the amount of information available made her feel "that I am in the class". There are currently very few partnerships with other organisations. The school is beginning to participate in wider community events.

The quality of governance is acceptable and governors are supportive of the school. The Governing Board meets once a month and the owner's representative visits the school weekly. There is a performance management programme for the principal. Governors attend school functions and seek out parent views. There is no direct parent representation.

The overall management of the school is smooth and well organised on a day to day basis. Procedures and routines are effective and efficient. Staff are enthusiastic and say that they are proud to be members of the school. There are no teachers with qualifications in the area of early years teaching, despite the large size of the KG. This makes it difficult to develop good early years practice with non-specialist staff. There have been some difficulties in retaining staff and there are currently shortages of teachers in Arabic and art. All teachers benefit from well-focused professional development, with two regular sessions per week.

The premises are brand new; they are of good quality, well-decorated and well-maintained. High quality displays of students' work enrich the corridors. There is no art room. Specialist rooms for science, library work and ICT are well-resourced. All classrooms have Wi-Fi enabled smart television boards. The well-equipped games areas include a 50-metre running track and a covered all-weather pitch. There is no direct access to outdoor areas from classrooms in the KG section of the school which limits opportunities for children to engage in play based learning.

What the school should do to improve further:

1. Raise the level of students' achievement in both phases of the school by:
 - i. providing KG children with increased opportunities for choice in learning
 - ii. increasing access to outside areas for KG children as part of ordinary lesson activities
 - iii. ensuring that teachers develop a wider range of questioning strategies to stretch individual and whole-class learning
 - iv. providing enough time at the end of lessons for teachers to review how well each student has learned
 - v. extending the levels of challenge for the more able students
 - vi. using teachers' assessment data to set clear progress targets for individual students.
2. Enrich learning and the development of innovation skills by:
 - i. using a wider range of strategies to engage and motivate students
 - ii. providing students with as many opportunities as possible to develop higher-order thinking skills, solve problems, carry out research, and learn independently
 - iii. building opportunities into the curriculum for students to engage in enterprise, entrepreneurship, and the development of economic awareness
 - iv. creating opportunities for students to undertake extracurricular enrichment activities.
3. Enhance the overall quality of the school's staff by:
 - i. appointing teachers with early years experience
 - ii. establishing a middle management tier of leaders responsible driving forward the quality of learning in the school.