



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



Private School Inspection Report

Shining Star International Private School

Academic Year 2015 – 2016

Iqraa

Shining Star International Private School

Inspection Date	January 25, 2016	to	January 28, 2016
Date of previous inspection	February 9, 2015	to	February 12, 2015

General Information	
School ID	241
Opening year of school	2014
Principal	Chitrakala Ramachandran
School telephone	+971 (0) 2 5599080
School Address	ME-12 Mussafah, Abu Dhabi
Official email (ADEC)	Shiningstarint.pvt@adec.ac.ae
School website	www.shiningstarinternationalschool.com
Fee ranges (per annum)	Very Low to Low: AED 3,821 to AED 15,500

Licensed Curriculum	
Main Curriculum	Indian (Central Board of Secondary Education)
Other Curriculum	-----
External Exams/ Standardised tests	CBSE at Grade 12
Accreditation	-----

Students		
Total number of students	2215	
Number of children in KG	715	
Number of students in other phases	Primary:	821
	Middle:	358
	High:	321
Age range	3 to 18 years	
Grades or Year Groups	KG - Grade 12	
Gender	Mixed	
% of Emirati Students	0	
Largest nationality groups (%)	1. Indian 91%	
	2. Pakistani 6%	
	3. Bangladeshi 1%	

Staff		
Number of teachers	141	
Number of teaching assistants (TAs)	10	
Teacher-student ratio	KG/ FS	24:1
	Other phases	13:1
Teacher turnover	23%	



Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	144
Number of joint lesson observations	5
Number of parents' questionnaires	201; (response rate: 15%)
Details of other inspection activities	The school runs two shifts with different students taking classes at different times in the school day. The range of inspection activities, including lesson observations, work scrutiny, review of documents and surveys, and meetings with staff and students, focused on covering both shifts in the school.

School	
School Aims	The aim is to be an institution of excellence and dedicated to producing leaders of the future. The school aims to focus on nine major life skills: decision-making, problem solving, critical thinking, effective communication, interpersonal relationships, self-awareness, empathy, self-esteem and coping with stress.
School vision and mission	The school's vision is of a robust, vibrant and holistic education grooming children into world-class global citizens. The school's mission is to provide an environment in which every student discovers and realizes his full potential.



Admission Policy	The school's admissions policy includes an oral interview for young children arriving in the KG and entrance tests for students arriving to join other grades.
Leadership structure (ownership, governance and management)	Chairman, Principal, Vice Principal and a Headmistress

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	6	3
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	0
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	1	0
Multiple disabilities	1	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)	10
Social maturity and leadership	2
Mechanical/ technical/ technological ingenuity	1
Visual and performing arts (e.g. art, theatre, recitation)	5
Psychomotor ability (e.g. dance or sport)	9

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 (C)	Weak
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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

The quality of education provided by the school is weak. The school has grown rapidly in the past year to almost double in student numbers, since it was last inspected. Consequently, the school's leadership has focused on the day-to-day management to successfully ensure a smooth transition and there has been insufficient emphasis and focus on planning and delivering effective strategies to improve student learning and raise academic standards across all phases and all subjects.

Students' achievement is inconsistent across subjects and phases. It is acceptable in Islamic education, social studies, Arabic and other subjects outside the core offer. Achievement is weak in English, mathematics and science for most students. The exception is in English where most Grade 12 students achieve in line with curriculum expectations in speaking and listening. The quality of teaching for effective learning is weak across the school. As a result, most students do not make the progress they are capable of, particularly those in the Kindergarten (KG) and primary sections. The curriculum is not sufficiently well planned and does not take into account students' prior learning or reflect their individual learning needs.

Most students are well behaved, have positive attitudes and demonstrate a commitment to learning. Relationships across the school are strong. Students have a strong sense of who they are, as citizens of the UAE and also of their home countries.

Progress made since last inspection and capacity to improve

The school was last inspected in February 2015 and has made limited progress in the short time since. There have been a number of staffing changes including a change in senior leadership, as well as considerable increase in student numbers.

The school has ensured that it is now compliant with the teaching hours for Arabic, Islamic education and social studies. The teaching of Arabic and Islamic education has improved in some phases through the recruitment of appropriately qualified teachers.

The school has invested a great deal in professional development for all staff. Approximately a quarter of the teaching staff have left the school since the provision of that training. There has been limited monitoring of the impact of this professional development on classroom practice. Assessment data is recorded more accurately but it is not analysed or used in a meaningful way to adapt the curriculum to meet the needs of students. Across the school, there has been

insufficient focus on the need to improve the core areas of attainment and progress, teaching and assessment. Teachers in the KG are still not familiar with how young children learn most effectively.

The school has not demonstrated that it has the capacity to make further improvements. The school's leadership team will require external support to make the necessary improvements in teaching and assessment to raise standards of learning.

Development and promotion of innovation skills

Students have insufficient opportunities to develop innovation skills. In KG, learning activities are tightly controlled by the teacher. Children are given short tasks that usually involve copying something that is demonstrated to them and completing it in exactly the same way. Children rarely have opportunities to develop wider learning skills. There are too few opportunities for students to develop fine motor skills, make any choices, or decide which media to use in their artwork.

In the primary and middle years, lessons are focused on students' gaining knowledge by completing tasks in textbooks and worksheets. Students do not develop the capacity to explore and investigate for themselves, because these activities are not encouraged. Too many students are passive learners and do not question sufficiently what their teachers do and say.

Through their homework tasks, participation in inter-school Olympiad events and assemblies, many students in the middle and high school demonstrate their ability to work independently, carry out research and communicate their understanding effectively. The school has developed a monthly co-curricular events format where students are encouraged to participate in a range of activities such as debates, speech writing and essay writing. Many students take part in these and prepare their entries at home using external sources of information. Students are rarely given opportunities to develop innovation and critical thinking skills in their lessons. In a Grade 9 English lesson, students used PowerPoint presentations based on Khalil Gibran's 'Song of the rain', effectively sharing their understanding of the poet's motivation. There are insufficient planned opportunities in science and mathematics lessons for students to develop problem-solving skills or to arrive at their own conclusions from the available facts.

The inspection identified the following as key areas of strength:

- well motivated and well behaved students who demonstrate a deep commitment to their learning
- students' speaking and listening skills in English by the end of Grade 12
- positive relationships between staff and students which are mutually respectful and support the ethos of the school
- students' knowledge, understanding and respect for the culture and values of the UAE and of their home countries
- students' good understanding and awareness of how to live safe and healthy lives
- the commitment of the principal in ensuring that a rapidly growing school runs smoothly on a day-to-day basis.

The inspection identified the following as key areas for improvement:

- students' attainment and progress in the core subjects, particularly in mathematics, science and in the KG
- consistency and quality of teaching for effective learning across all phases
- opportunities for KG children to take an active part in their learning
- assessment practices to accurately identify gaps in students' knowledge and the effective use of these to plan further learning opportunities
- curriculum and lesson planning to ensure high quality support for students who are less able and appropriate challenge for those who are more able
- opportunities for students to develop research, innovation and critical thinking skills
- the role of senior and middle leadership in accurately and rigorously measuring the school's performance.



Performance Standard 1: Students' Achievement

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

Students' achievement is weak, particularly in English, mathematics, science and other subjects outside the core curriculum. Achievement in the subjects taught in Arabic is acceptable. Most students speak English as an additional language (EAL) and the majority have limited skills in reading and writing on entering the school. They make limited progress from these low starting points during their time in the school.

Attainment and progress in Arabic as a second language is inconsistent across the phases but acceptable overall. In the primary and high school phases, students attain expected levels in their reading and writing skills. By the end of Grade 12, most students are able to read age appropriate texts with reasonable fluency. Their spoken language and communication skills are still limited. Students' attainment and progress in Arabic are weak in the middle school. There are low expectations and many students are unable to read simple sentences with accuracy or for meaning. Attainment and progress in Islamic education is acceptable across the school. By Grade 6, most students are able to reflect on their Islamic values and how to apply these in their daily lives. By the end of Grade 12, the majority of the students know about the four 'Imams' and the school of 'Fiqh'. In social studies, most students attain levels that are in line with curriculum standards. All students are reasonably knowledgeable about the culture and heritage of the UAE.

Students' attainment and progress in English is inconsistent. This affects their ability to access other areas of the curriculum. Students' listening skills develop well throughout the school. By the end of KG, many students are able to respond to simple requests. Knowledge of letter sounds and letter formation is weak across the KG and for most children; reading is limited to common sight words. Many teachers' incorrect use and pronunciation in English provides poor models for students to follow. Students' speaking skills develop inconsistently. In almost all lessons in the primary and middle school, students are given limited opportunities to express their views or discuss what they are learning. Students in the high school take more responsibility for their learning and access external role models for English. By the end of Grade 12, many students demonstrate the ability to interpret literature and appreciate its significance in the world. By the end of their time in school, the majority of students demonstrate speaking, listening and skills that are in line with curriculum expectations, as evidenced by CBSE results. Students' writing skills are less well developed due to an emphasis on low-level grammar and comprehension exercises. Students have insufficient opportunities to write imaginatively at any length.

In mathematics, attainment and progress are weak. Grade 12 CBSE examination results show achievement is below the expected levels. Students develop adequate numeracy skills through repetitive exercises from worksheets and textbooks. In most lessons, there is an emphasis on memorizing mathematical formulae and applying it



to identical examples. There are too few real life links made to support students' understanding of the application of their mathematical knowledge. A few teachers have begun to present tasks as problems; most of these are insufficiently demanding or open ended enough to challenge students' thinking.

Students' understanding of scientific concepts and methods is weak across the school. CBSE results show students attaining below expected levels in Grade 12. Practical experimentation and investigative skills are not well developed as a result of few opportunities for exploration and practical laboratory work. In many lessons, the main emphasis is on building knowledge content and scientific vocabulary. There are insufficient opportunities for students to plan their own investigations, develop hypotheses, reach conclusions and present their findings in a meaningful way. Progress in science lessons is low due to a lack of challenging activities that enable students to apply their scientific knowledge and understanding. Achievement in information and communications technology (ICT) skills is acceptable despite the limited access most students have to ICT in lessons. Many students use home computers for individual projects as well as homework tasks.

Most students demonstrate the capacity to work independently, both in lessons and at home. This is evident in their contributions to assemblies and whole school events. During the Republic Day assembly, two Grade 10 boys made impassioned well-researched speeches about India's history and its place in the world today. Their thoughtful presentations linked this to their current lives in the UAE and their hopes for a peaceful world. In most lessons, students are expected to repeat factual content or give single word responses to teachers' questions. This leads to an over reliance on adults, particularly in the younger classes, There are too few planned opportunities for students to challenge their perceptions, think critically or reflect on their learning.

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

Students' personal development is good. Most students demonstrate self-discipline and responsible attitudes towards others and their work. In KG, children are keen to help others and they understand and follow routines well. Across the school, behaviour is good in lessons and at all times during the day. In a few younger classes, children are sometimes restless due to the uninspiring activities that they are faced with. Older students model good behaviour and support younger students well. Bullying is rare. During the two unexpected fire alarms during inspection week, students managed the evacuation process safely, sensibly and efficiently, demonstrating good self-discipline. Relationships between staff and students are mutually respectful. Students listen well and do as they are asked. Students demonstrate a good understanding of how to lead safe and healthy lives. The school nurse is active in leading class discussions about health and diet and parents who have expertise in the area have led workshops for children in the KG. Attendance at 92% is acceptable.

Students have an acceptable understanding of Islamic values, of Emirati culture and are respectful of the heritage of the UAE. Most students also demonstrate a pride and knowledge in their own culture. Many are able to talk about how their home countries differ from the UAE and which aspects are similar in terms of values. Older students have a deeper understanding of what it means to be a citizen of the UAE and an appreciation of the freedom and opportunity they have to build better lives.

Students take a number of leadership roles around the school: as prefects, events' coordinators and class councillors. Their involvement in the local community is less well established. Their enterprise and entrepreneurship skills are weak due to a lack of opportunities. Most students demonstrate a positive work ethic. Older students

have more opportunity to participate in whole school events such as science exhibitions. Many older students are aware of environmental issues and take responsibility for conserving energy in the school and promoting eco-awareness. In one assembly, a Grade 6 student juxtaposed a quote about sufficiency by Mahatma Gandhi and led a discussion about the over-use of energy in the world today.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching is weak across the school. The majority of lessons observed by inspectors were deemed weak or very weak. A few good lessons were seen, mainly in English and Islamic education. The majority of the very weak lessons were observed in mathematics. Many teachers have secure subject knowledge, particularly in the older classes and relationships in lessons are positive. Lesson planning is limited to identifying a general objective, which is not always shared with the students. Lesson plans usually list activities, often a worksheet or page of a textbook, that all students are expected to complete.

In most lessons, progress is limited due to the low expectations of teachers, the lack of opportunity for students to apply their skills and the emphasis on learning facts instead of engaging at a deeper level with the concepts. Students who are less able, or have special educational needs (SEN), are not adequately supported with tasks that enable them to build on their understanding. More able students do not make adequate progress as extension tasks are not planned for them and often the work is too easy.

Teachers in the KG do not have the necessary professional knowledge of how young children learn most effectively. Lessons are mostly limited to naming the letters of the alphabet and numbers 1 to 10. Children are routinely expected to sit and listen for long periods of time. There are insufficient opportunities provided for children to learn through active play. Since the last inspection, the school's owners have provided a great number of additional resources; these are not used to provide first hand experiences for the children. The activity rooms, which have interactive



whiteboards and a host of manipulatives, are used as alternative classrooms where children are required to sit and watch adults use puppets and other resources instead of being allowed hands-on experiences. Most classrooms are uninspiring places with few areas for children to explore and develop an understanding of the world around them.

The quality of questioning is weak. Most teachers rely on closed questioning techniques, which do not encourage students to respond in detail. Even more confident teachers fail to give students time to think and reflect on their learning. In an English lesson in Grade 10, the teacher asked students to reflect on a poem and identify which famous quote would summarise the poem and then immediately gave the students the answer, denying them the opportunity to think more deeply about the poet's aims.

In most lessons, there is an expectation that all students will complete the same task, at the same speed. Teachers do not routinely identify students who require additional support or those who are more able. Most teachers inaccurately define differentiation as different activities and set a few tasks all at the same level, thinking they are providing differentiated learning tasks for the children. As a result, the work set in lessons rarely challenges the majority of the class, but particularly limits the progress of those who are more able. Students' confidence in working independently and in collaborative groups is not sufficiently well developed. Planned group work does not routinely require students to discuss a problem and come up with a shared solution. Tasks are usually directed too closely by the teacher, which weakens students' critical thinking skills.

The school has a range of assessment systems dictated by CBSE curriculum requirements. These are recorded as individual test marks and converted to termly grades that are shared with teachers and parents. There is no analysis undertaken of the data that identify gaps in students' knowledge and understanding at school, class or individual level. In lessons, students are not encouraged to self-assess. Teachers rarely return to the lesson objective to assess whether all students have met it or to identify those who will require further support. Teachers generally do not assess the progress individual students make and take effective action where they see a decline in standards and progress. Not all books are marked to identify errors. There are no formative comments made in students' books. As a result, students do not always know how well they are doing and what they need to do to improve further. There is limited personalised challenge or individual targets set to extend or support individuals.

Performance Standard 4: Curriculum

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

Curriculum design and implementation is weak. The school follows the CBSE curriculum, including advisory guidelines for the KG. Since the last inspection, it has increased its provision for Arabic subjects and now complies with the MoE requirements. A number of home languages are offered as most students return to their home countries for their further education. The school offers an adequate range of subjects in the science and commerce streams at secondary level. Cross-curricular links are not routinely planned to help students make connections between the areas of study.

The KG curriculum is knowledge focused with lessons often requiring children to listen and repeat what the teacher says. There are too few opportunities for children to engage in imaginative play, creative activities or physical challenges to support the development of fine and gross motor skills.

There is insufficient emphasis on the development of skills and understanding in most subjects. The curriculum is mainly delivered through National College of Research and Training (NCERT) textbooks and matching worksheets. It does not promote creativity or innovation. There are monthly enrichment events which enable some students the opportunity to develop personal interests and talents. These are not planned coherently to support progression in skills.

Curriculum planning does not provide adequate continuity and progression in learning. In science lessons, limited attention is given to planning for progression. As a result, the solar system is taught in grades 3, 4 and 5 without much variation in knowledge or skills. In many lessons, the objectives focus on the acquisition of basic knowledge without taking into account the students' prior understanding of the concept.

The curriculum is not sufficiently well adapted to meet the needs of all students. Most tasks are pitched at the lowest level in a class, leading to most students not being effectively challenged. In the very few classes where the teacher is aware of the more able, they routinely have to complete the tasks provided for all students before they

are able to move to an appropriately challenging task. The school has set up an adoption system for the five least able students in each class to be supported by named adults in school and for peer mentors for another five students in each class. There is no monitoring of these initiatives to identify the impact on the targeted students' progress.

There is adequate provision to support students' understanding of the UAE's culture and society. Special displays and events around the school emphasize the shared values between students' home and host countries. Extra curricular activities are limited in number and variety. The curriculum offers little scope for providing opportunities to develop enterprise and innovation.

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

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

Procedures for protection care and guidance are acceptable. Students feel safe and secure and know who to go to for support. The school has clear child protection procedures. Despite the high staff turnover and the growing student numbers, the school ensures that all staff are aware of safety procedures. There are clear arrangements in place to ensure the security of all students and staff. The large buildings are kept clean at all times. Clear records are kept of maintenance needs as well as of any incident and the actions taken as a result. During the inspection there were two fire evacuations which were well handled by students, but led poorly by adults who panicked and provided mixed messages to students.

Arrangements for pastoral care are good. There is a school counsellor as well as senior staff members who support students' emotional well-being. Relationships between staff and students are positive. Behaviour is good and management of behaviour is usually effective. Procedures for managing attendance and punctuality are well

established with immediate contact with parents if a child is absent. The school promotes a healthy lifestyle in lessons and through assemblies. The school's nurse, as well as expert medical practitioners, are regular visitors to classrooms to provide age appropriate guidance.

There are weak systems for the identification of students with additional needs. The school uses annual tests to identify which students need additional support and challenge with their learning. The tests do not identify exactly what their needs are and there is no provision made for supporting their needs or monitoring their progress. Support for these students is therefore weak. Teachers are not always made aware of students' needs and do not always know who to turn to for support.

The school invites representatives from UAE and Indian universities to support and guide Grade 12 students' further education and career choices.

Performance Standard 6: Leadership and management

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

The quality of leadership and management is weak. The principal, along with the chairman and the senior leadership team (SLT), ensures that the school runs efficiently on a daily basis. They articulate an ambition and an intention to improve. In the past year, as the school has grown rapidly, and in managing the significant turnover of staff, their focus has been on establishing operational and administration systems. There has not been an adequate focus on improving academic standards. Relationships across the school are good with most staff feeling valued and supported.

Leaders at all levels do not have an adequate knowledge and understanding of best practices in teaching for effective learning or assessment. As a result, a number of school improvement initiatives have been delegated to external consultants. They do

not have the necessary knowledge and understanding of the school's assessment data and context to adequately support the initiatives to ensure further improvements to student learning.

The self-evaluation and improvement planning procedures are weak. There has been insufficient use made of available assessment data to identify trends in attainment. This, in addition to the leadership team's lack of knowledge of good practice, has led to an inaccurate view of the school's strengths and weaknesses. As a result, the school has not prioritised high quality learning in their KG and primary departments, despite the recommendations of the previous inspection report. The school's leaders have not methodically evaluated the quality of teaching and learning to accurately identify, support or monitor weaknesses in individual teacher's practices.

The involvement of parents in their children's learning is at an acceptable level. Parents are supportive of the school and believe that communication is at adequate levels. A new portal has been set up to provide regular information about the curriculum, homework and other events. This is highly regarded by parents. There are regular opportunities for parents to meet with teachers and understand how their children are doing. Parents are provided with limited information about how to support their child's learning at home. The school has only a few partnerships with the local community.

The school has recently formed a governing body. Membership includes parents, advisers from the legal, business and curriculum experts as well as members of the school's leadership team. The chairman, who leads this team, has good knowledge of the school. He meets with senior and middle leaders regularly and liaises with the chairman of the Parents' Council. He has good links with students who feel supported by him. The owners have supported the school's leadership by providing additional resources to meet the recommendations of the previous report, including substantial professional development for all teachers. They consistently hold the senior leadership to account for the quality of the school's performance.

The school is adequately staffed but not all teachers have the appropriate qualifications and experience to teach the phase that they are in. This is particularly the case for KG teachers. High staff turnover means that there is a need for continued professional development and more robust monitoring of teachers' skills. Since the last inspection, the school has provided a great deal of professional development for all staff, including management and leadership training for subject specialists and middle managers. Senior leaders have not monitored the impact of this training to ensure the requisite improvement in teaching for effective learning.

What the school should do to improve further:

1. Improve attainment and progress in all subjects so that most students make the expected progress in relation to individual starting points and curriculum expectations by:
 - i. accurately analysing the available data to precisely measure students' attainment in every subject
 - ii. identifying specific gaps in students' knowledge and skills and in learning and teaching
 - iii. setting high expectations of what students in each grade could achieve and setting individual targets for improvement
 - iv. closely tracking students' progress towards their targets.
2. Improve the quality of teaching and learning in all lessons, particularly in mathematics, by:
 - i. planning clear objectives that offer suitable challenges for all groups, especially those who require additional support and those that are more able
 - ii. using assessment strategies to monitor students' learning throughout the lesson and sharing these with the students
 - iii. asking probing questions to extend students' thinking and evaluate their understanding
 - iv. planning regular opportunities in lessons for students to gain critical thinking and problem solving skills.
3. Improve the range and quality of learning in the KG by:
 - i. reviewing the curriculum to ensure that children have daily opportunities to learn through play, work independently and develop their creative, social, and communication skills
 - ii. providing training for all KG staff so that they have a deeper understanding of how best to support children of this age
 - iii. developing assessment procedures so that teachers have a better understanding of children's abilities when they enter school and to ensure that all children made acceptable progress
 - iv. making better use of the resources and facilities available
4. Improve the strategic leadership of the school to ensure that:
 - i. leaders at all levels are focused on student learning at all times, and are held accountable for their areas of responsibility
 - ii. lesson observations are focussed on the outcomes achieved by students rather than the skills of the teachers

- iii. self-evaluation is based on more rigorous approaches to the monitoring and evaluation of teaching
- iv. improvement initiatives are monitored rigorously to assess their impact on student learning.