



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



Private School Inspection Report

Sunflower Private School

Academic Year 2016 – 2017

Iqraa

Sunflower Private School

Inspection Date	January 16, 2017	to	January 19, 2017
Date of previous inspection	February 1, 2015	to	February 3, 2015

General Information	
School ID	204
Opening year of school	2010
Principal	David Miles
School telephone	+971 (0) 3 782 8300
School Address	PO Box 1538, 10th Street, Falaj Hazza, Al Ain
Official email (ADEC)	Sunflower.pvt@adec.ac.ae
School website	www.Sunflowerschool-alain.webs.com
Fee ranges (per annum)	Low Category: AED 14,000 – AED 17,500
Licensed Curriculum	
Main Curriculum	British
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	-----
Accreditation	-----

Students		
Total number of students	160	
%of students per curriculum (if applicable)	Main Curriculum	100%
	Other Curriculum	-----
Number of students in other phases	KG	87
	Primary:	73
	Middle:	0
	High:	0
Age range	4 to 9 years	
Grades or Year Groups	KG - Grade 3	
Gender	Boys and Girls	
% of Emirati Students	12%	
Largest nationality groups (%)	1. USA: 14%	
	2. UK: 9%	
	3. Egyptian, South African, Pakistani: 7%	
Staff		
Number of teachers	12	
Number of teaching assistants (TAs)	7	
Teacher-student ratio	KG/ FS	1:18
	Other phases	1:20
Teacher turnover	38%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	3
Number of lessons observed	56
Number of joint lesson observations	2
Number of parents' questionnaires	158; return rate: 25%
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students, parents and the appointed representative of the school's operator. 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 two joint lesson observations took place.

School	
School Aims	Sunflower School aims to provide our students with an age appropriate, stimulating and hands on learning experience that will equip them with the necessary skills to achieve success at school.
School vision and mission	Sunflower School strives to provide the opportunities, resources and environment necessary to encourage students to become lifelong learners, valued contributors and ethical decision makers
Admission Policy	Admission procedures consist of interviews with student and parents, together with a basic entry test in English and mathematics. Most students are accepted for admission.



Leadership structure (ownership, governance and management)	A school operator company, appointed by the owners oversees financial, personnel, ICT support and management of the school. The school has a Board of Trustees which is made up of nine parents, as well as a staff representative, the Principal and a representative from the school operator company. The school leadership team includes the principal; KG coordinator & primary section coordinator
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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	0	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	0	1
Physical and health related disabilities	0	0
Visually impaired	0	0
Hearing impaired	0	0
Multiple disabilities	1	2

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

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

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 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

Sunflower school provides a weak standard of education. In most subjects, students' attainment and progress are weak. In Islamic Education and Arabic for first language learners, attainment and progress are acceptable. The quality of teaching is weak in kindergarten (KG) classes and in the primary school for most subjects; teaching is good in only a few lessons throughout the school and assessment of students' progress is very weak.

The school has a harmonious staff. There is a very positive ethos and it provides a nurturing environment so that students are willing and happy learners, although many are passive learners in lessons. The school provides acceptable care for the wellbeing, health and safety of its students. Parents are supportive of the school.

The school has had a high turnover of staff since the last inspection. The current principal has been in post since September 2016.

Progress made since last inspection and capacity to improve

The school's performance has declined since the last inspection. Progress in addressing the improvements recommended in the last inspection has been too slow. The appointment of a new principal and a large turnover of teachers for a small school, coupled with the replacement teachers having limited expertise or experience of the age range in relation to the English National curriculum (ENC) and expectations has seriously limited the ability of the school to address the recommendations. Teaching quality has regressed since the last inspection. In the majority of lessons, work is not matched effectively to students' needs. The use of assessment data to track individuals and groups remains weak and is still not being reflected in lesson planning or delivery. Targeted professional development for individual teachers to improve their impact on learning in classrooms is insufficient. No performance management procedure has been implemented for the principal, although a teacher performance management system is now in place.

Standards have regressed in all areas and the current leadership structure does not provide the necessary expertise, experience or allow for dedicated leadership time to quickly and effectively bring about the necessary improvements. The school leadership's capacity to improve the school is therefore very weak.

Development and promotion of innovation skills

The school is at the very early stages of development and understanding in the field of innovation with limited horizons in all aspects of school life. The focus of the leadership of the school is not on the opportunities that arise to promote innovation as a developmental strand across all performance standards. A few areas show promise and are having a good impact within the school. For example, the use of recyclable materials for building robots aids vocabulary development in Grade 3 Arabic. The school has introduced a system which has improved communications within the school and with parents, as it provides readily accessible information e.g. newsletters, lesson plans, messages from teachers, links to resources and photographs. The school's use of the 'Mind-up' curriculum initiative focuses upon helping students to understand themselves and how they present and respond to others is having a positive impact on students' personal and social development. It is led and delivered by the social worker in lessons across the whole school. By signing in on a class sheet on arrival to school each day this simple activity enables children to develop personal responsibility and independence. There is a limited capacity in the school to exploit or extend such initiatives.

The inspection identified the following as key areas of strength:

- the school provides a safe, secure, clean, and caring place for children
- children have strong interpersonal relationships and a thirst for learning
- organisational procedures of the school ensure that it runs smoothly on a day to day basis.
- relationships at all levels in the school, including the relationship with parents are positive

The inspection identified the following as key areas for improvement:

- effectiveness of leadership and management at all levels
- quality of teaching and learning to meet needs of students and procedures for assessing their progress
- students' capacity for self-directed learning, independence, creativity, and critical thinking within lessons and curriculum enrichment to support this aspect of development
- the level of challenge and expectation within the school's curriculum
- provision for the identification for G&T students and in meeting the needs of students with SEN.



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	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Arabic (as a Second Language)	Attainment	Weak	Weak		
	Progress	Weak	Weak		
Social Studies	Attainment	N/A	Weak		
	Progress	N/A	Weak		
English	Attainment	Weak	Weak		
	Progress	Weak	Weak		
Mathematics	Attainment	Weak	Weak		
	Progress	Weak	Weak		
Science	Attainment	Weak	Weak		
	Progress	Weak	Weak		
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	Weak	Weak		
	Progress	Weak	Weak		
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Weak	Weak		

Throughout the school, students' achievement is weak overall. Most children entering the school in KG have limited or no knowledge of the English language. They make acceptable gains in learning basic English vocabulary and in the development of their personal and social skills. Throughout the primary school, externally validated assessment data for students is not available; scrutiny of students' work and lesson observations undertaken during the inspection indicate that overall attainment and progress is weak, except in Islamic Education, and first language Arabic where attainment and progress are acceptable. The attainment and progress of students with special education needs (SEN) or with gifts and talents (G&T) are also weak.

In Islamic Education, students' attainment and progress are acceptable. The majority of students demonstrate adequate understanding of Islamic principles and values and they make acceptable progress in understanding how these should be respected. Most students are not able to recite with fluency the prescribed verses from the Holy Qura'n according to 'Ahkam Al Tajweed'. In Grade 1, the majority of students are able to state the five pillars of Islam; their explanation about what each pillar means is limited. In Grade 3, students can discuss the main steps of ablution-Wudu. Few students demonstrate an acceptable understanding of the Hadith that talks about the necessity to pray on time and relate it to their real life situations.

Attainment and progress in Arabic are acceptable for first language Arabic students. Most children in KG2 know some letters with their sounds; very few children know short and long vowels. A few form short words with prescribed letters and they can identify visual words and name them. Throughout the primary school, the majority of the first language students make acceptable progress in most lessons, for example, in the development of writing skills and in reading with fluency and accuracy. In Grade 3, their essays show that the majority use clear and organized ideas; punctuation is in place with short and long paragraphs. Attainment and progress are weak for most second language Arabic students. In KG, children's progress in speaking and recognising Arabic letters is weak. In all grades, speaking, listening, reading, and writing skills are not well developed. Most students read paragraphs with limited comprehension or fluency. Their progress in writing, most notably in spelling, is weak and most have limited ideas.

In social studies, attainment and progress are weak. In all grades, the levels of knowledge skills and understanding for most students are below curriculum standards. Most students have limited knowledge about the UAE culture and heritage. In Grade 1, a few students have knowledge about the Emirates of the UAE, which they have learnt from a song. Few students in Grade 3 can name all seven Emirates or know that the falcon is a symbolic bird for the UAE. In lessons, most

students make limited progress in relation to appropriate learning objectives.

In English, students' attainment and progress are weak. Students across the school demonstrate levels of knowledge, skills and understanding of all aspects of English, which are below expected curriculum standards for second language learners. Overall, attainment in by the end of KG, is weak compared to curriculum expectations for this age group. KG Children are building a growing knowledge of high frequency words and technical terms associated with the separate subjects they participate in. They are not acquiring phonic knowledge and understanding of how words are made up to develop their reading skills at a fast enough rate. In the primary school, most students do not develop reading or writing skills to an appropriate level or gain enough confidence to use the ones they have learned. Most students in the primary grades do not read with sufficient fluency or accuracy. The volume of their written work is sparse and mostly contains too many spelling errors.

Attainment and progress in mathematics is weak for most students when measured against curriculum standards. In KG1, children start school with very basic knowledge of numbers or number concepts and their progress from this point onwards is weak. In KG2, a minority of children can partition numbers using pictures of tens and unit cube blocks. The large majority of students have not made expected progress by the time they leave the school at the end of Grade 3. In Grade 3, a minority show confidence and competence in applying their mathematical knowledge, for example, in solving problems. Most students in the primary school lack confidence in calculating or working with numbers. Higher achievers remain unchallenged when they are often capable of working at a faster pace.

In science, students' attainment and progress are both weak. In KG classes, children are not regularly developing their natural curiosity through independent exploration of the world around them. The pace of their acquisition of basic scientific ideas is too slow. In the primary school, most students make acceptable progress in learning correct scientific vocabulary but their knowledge of scientific concepts is weak and their understanding of scientific processes such as fair testing is insecure. Most of the more able students have a strong interest in the subject but their interest is not harnessed or deepened in lessons. Students' sense of awe and wonder in the natural world is missing from most lessons with a focus upon the acquisition of facts. For most students their experience of the experimental aspect of science is limited. The majority of students in Grade 2 for example, were unfamiliar with the word 'prediction'. In all grades, most students lack confidence in explaining scientific ideas or drawing conclusions from what they have seen.

Students' achievement in other subjects is weak. The pace at which most of them



develop skills in art, music and physical education (PE) is too slow. The competence and confidence of children in KG in balancing and coordinating their movement, for example, in climbing, is weak. In the primary school, limited resources for PE mean that most students do not develop confidence across a full range of physical skills or games techniques. Similarly, in art and music, students' progress in skill development is weak owing to lack of opportunity to practice their skills and too few materials and equipment. Students with G&T in these subjects remain unchallenged and those with SEN are not sufficiently supported.

The majority of students in both KG and the primary school are engaged and willing learners. The development of learning skills for most students is weak. In KG classes, children have too few opportunities to develop their communication skills through working either independently or collaboratively. In the primary school, students do not have enough opportunity to take responsibility in their learning as many lessons are fully led and closely directed by teachers leaving little chance for students to initiate their own ideas or take responsibility for their own learning. In science and mathematics, for example, students make little headway in gaining important skills such as investigation, problem solving or working collaboratively. The majority of students show little confidence in discussion, critical thinking or co-constructing ideas. Discussions, questions and answers are almost exclusively one to one with teachers and students' application in practical tasks or to the real world are too limited. Most students do not develop a shared understanding of new knowledge through interaction with other students. The use of learning technologies throughout the school is very weak.

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	Weak	Weak		
Social responsibility and innovation skills	Weak	Weak		

Most students demonstrate acceptable attitudes in their work and around the school. Behaviour is good in classrooms, playgrounds and around the school. The school's new system of recording student work and behaviour has had a positive effect on the behaviour of students in the school. Relationships are good between students, their peers and teachers, whom they respect and like. They are courteous and do not hesitate to ask for support when needed. SEN students integrate with and are well supported by their peers. Most students are aware of the importance of having safe and healthy lifestyles. They enjoy their lessons with the social worker, which help them in their thinking skills. They respond well to the involvement of the school nurse in talks about healthy eating and lifestyles. Most students' choice of food at break times is generally healthy, with most eating fruit and healthy snacks. The rate of attendance is good at 94%. Punctuality is weak in the morning with a few students in a large minority of classes arriving after the start of the school day.

Almost all the school's Muslim students have sound understanding of Islamic values. This is reflected in their behaviour in lessons and articulated well in a student meeting with inspectors, where they showed practical understanding about the Islamic principles. However, a large majority of non-Muslim students have weak knowledge skills and understanding of these values and are not developing sufficient awareness of Emirati heritage and culture. There are some displays related to heritage and different cultures, such as in one classroom where a display of the national flags of the children represented in the class, which had as part of the display photographs of family traditions and cultures from each family.

There are few examples of the school making any contributions to the wider community, being actively involved in environmental projects or participating in

activities relating to innovation. There is no school council and the students also have few opportunities to be able to undertake or experience leadership responsibilities in lessons and around school. There are few focused opportunities provided to enhance their innovative skills, and they are not involved in volunteering work such as charity and donations. Children in the KG do not have sufficient opportunities to explore their surroundings or use their imagination as they rarely go outside the school to experience their local community and experiences of everyday life.

Performance Standard 3: Teaching and Assessment

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

Most teaching in KG is weak and only a minority of lessons are of acceptable quality. The majority of teaching in the primary school is weak, a large minority of lessons are acceptable and a few are good. Most teachers have secure subject knowledge in Arabic subjects. Most teachers in core subjects have acceptable subject knowledge but lack understanding of how to deliver lessons effectively to meet the school's curriculum expectations. Most teachers are insufficiently aware of how students learn in different ways and the need for a variety of approaches to enhance their progress.

Lesson plans are created with reference to the curriculum; they are rarely modified to take account of prior knowledge, and assessment information from previous lessons or to meet the needs of all students. Group and independent activities, and a review of learning at the end of lessons are infrequently carried out. Lesson plans show little difference between the expectations and outcomes for different groups of students. SEN students are particularly disadvantaged as few adaptations are obvious other than by placing their name on the plan. The learning environment in classrooms is dominated by commercial products with very limited celebration of student work on the walls. In the last inspection, some positive features in the use of displays were noted; this is no longer evident in the school. Learning environments in KG lack structured play resources and sufficient provision for children to explore their world. Resources to support and enhance learning experiences in other classrooms are at a minimal level.

Teacher interactions in KG to motivate children to think and respond with enthusiasm through focused, open questioning are weak. Teachers dominate discussions in almost all classes throughout the school. In the primary school, most questions to students require one or two word answers. Few opportunities for students to debate, discuss, or discover with each other are being provided. Teachers are insufficiently engaging students in meaningful discussions relating to the concept areas being developed. As a result, students' progress in developing higher order questioning skills and engagement as learners in dialogue with each other and with adults is very limited.

Teachers across the school use a narrow variety of strategies when addressing the needs of students. There is little adaptation to meet the needs of individuals, with the exception of teaching in Islamic Education.

A large majority of students are over reliant on their teachers to give guidance with opportunities being missed for them to be innovative or think critically. Opportunities for students to carry out investigative work and be innovative are limited by the nature of the tasks being presented to them. The majority of teaching limits students' progress in developing their research, hypothesis skills, calculation and problem solving skills, or make meaningful connections between mathematical concepts and the real world.

Validated data is not available in the school with all assessments devised and undertaken internally by teachers. There are formal tests at the start of the year, end of unit tests and termly tests. Data from the formal tests is collected, collated and analysed. There is no systematic and regular teacher moderation of student outcomes and assessments to ensure consistency and accuracy of judgments for individuals and groups of students. In KG the early years' assessments are in place using the British curriculum criteria. They are used ineffectively in tracking individual progress and attainment and they are being insufficiently translated into individual child development and learning goals.

Internal and continuous assessment processes are not closely linked to the curriculum. For example, many of the tests in mathematics are derived from resource banks on the internet and do not fully relate to the actual work that has taken place in lessons. Throughout the school there is an absence of a systematic and consistent recording of students' outcomes from most lessons. This does not allow teachers to have a full understanding of students' progress and what they need to plan for in the next lesson so they will ensure they are meeting the needs of all. In the majority of students' workbooks, there is unmarked work or student work is marked with just a tick. Written, constructively critical comments by teachers are absent and student's involvement in assessing their own work is rarely seen.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Weak		
Curriculum adaptation	Very Weak	Very Weak		
The school uses the Early Years Foundation Stage (EYFS) curriculum in KG and the Cambridge British Curriculum in the primary school. The curriculum content is aligned to a previous version of the current English National Curriculum. There is structure and progression to the present delivered scheme. A broad balanced age appropriate curriculum is being offered to students with such subjects as art, ICT, history and geography within the timetable. There is no clear strategy to ensure how continuity and progression of learning and links between subjects, other than core subjects, will be ensured for students. There are currently few links between learning in different subjects. Arabic subjects are taught following the Ministry of Education (MoE) curriculum. The design of the KG curriculum does not currently meet the cognitive, emotional and physical development needs appropriate to the age of the children. There has been limited recent review and development of the curriculum. The school's curriculum does not meet the needs of its students. The school provides Individual Education Plans (IEPs) for SEN students. Planning and delivery of structured support for SEN students and those who find learning difficult is inconsistent and lacks focus in many lessons. Differentiated activities in most lessons across the school do not meet the needs of most students and enable them to develop on a personal and academic level. It has inadequate procedures for identification for those identified as gifted and talented (G&T). Lesson plans frequently do not include sufficient high level challenge for the more able students. In KG, the curriculum offers few opportunities for children to choose their own activities or to play freely in an activity centre environment. In Arabic subjects, the curriculum is not modified to meet the needs, interests and aspirations of most students. In most subjects the majority of lessons are teacher led with little adaptation to meet the needs of all groups and individuals. Students are offered very few opportunities to explore and innovate. They are also provided with very limited opportunities for the promotion and exploration of links to Emirati culture and UAE society. Curriculum strategies do not specifically identify				

this or regularly offer opportunities for students to experience these.

They have few opportunities to discuss, and in particular visit, local heritage and cultural places. The school is not providing enough attention or focus to provide opportunities to enhance these experiences for the students.

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	Acceptable	Acceptable		
Care and support	Acceptable	Acceptable		

The school has acceptable procedures for the protection and care of students. It has a caring ethos with a positive sense of mutual respect being evident in lessons and around the school. There is a clear Child Protection Policy with regular relevant training provided for staff. Students are not being provided with the necessary information to allow them to seek help or to have an understanding of personal danger. The school is safe and secure, with guards at the school gate and all visitors are required to sign in. Closed circuit television cameras provide extra security to ensure the safety of students and staff. The school is well maintained and the school nurse is the health and safety officer. The school makes acceptable provision for the promotion of good behaviour and attendance. Healthy lifestyles are also promoted effectively. All equipment is regularly checked and recorded. The well-equipped school clinic is overseen by a qualified nurse and all medicines are securely stored. Outside play areas are shaded well to screen students from the sun. Procedures for promoting good attendance are clear, actively involve parents, and as a result, attendance has risen to good this year.

The school has provided a teaching assistant to support students studying English as a second language; she does not have a clear role description as to her role and purpose. A class teacher with special needs qualifications has an additional responsibility in overseeing the care and guidance for the three SEN students identified by external agencies. There is no oversight of the other three SEN students, identified by the school who have no medical reports and no (IEPs). The

procedure for identification of G&T students are weak. The school state that there are no students with G&T at the present time. Guidance and support procedures are acceptable, with class teachers overseeing the pastoral care and guidance of students. The provision of appropriate challenge for high achievers and structured support for students who find learning difficult is weak.

Performance Standard 6: Leadership and management

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

The leadership and management of the school is weak and the school's educational direction is uncertain. A majority of the actions needed to secure at least acceptable standards and provision of education throughout the school are not being undertaken. For example, the use and interpretation of assessment data by SLT is inconsistent and is not impacting on the weaknesses in teaching and learning. Little training has been provided for the KG and primary school teachers who volunteer for leadership roles; for example, in visiting other schools to observe best practice in teaching and student learning. There are no curriculum leaders in the school, which further diminishes the oversight of the teaching and learning in the core subjects. There is very little focused induction training and ongoing training to ensure that teachers who are new to the school are equipped to ensure that students are receiving their correct entitlement within a British curriculum setting. With declining progress in all performance standards since the last inspection, the SLT are currently demonstrating weak effectiveness in improving standards and the capacity for future improvement is very weak.

The school self-evaluation (SEF) is weak on detail and evidence as to how judgments have been agreed; judgments are over optimistic, and do not provide a secure strategic analytical review of the school. There are very weak links between the SEF and the school development plan (SDP). The SDP is an ineffective plan to bring about necessary improvement; it has few new improvement targets since an initial

plan was published in the term after the last inspection in 2015. The result is that currently, the school does not have an accurate strategic view of strengths, weaknesses, expected performance and priorities. The Principal and SLT undertake termly formal lesson observations, with all teachers receiving feedback on the observed strengths and areas for further development. Performance management goals are mainly centred on the outcomes of lesson observations and do not reach as far as linking measurable outcomes for students in respect of raising their attainment and progress. They do not identify fully enough targeted professional development needs for individual teachers.

During the last academic year, a significant number of parents were unhappy about the school's performance and changes that were taking place. Currently, parents express more confidence and increased trust in the school and they speak warmly and are supportive of the new principal. He is establishing good working relationships with the parent community, as well as being liked by students. There are still concerns about the lack of out of school activities, school involvement in the community and school visits as part of the curriculum which they report are significantly less than in the past. Regular communications now ensure that parents know how their children are progressing and how they can support this. The open-door policy of the school also gives parents the confidence to discuss issues or concerns with staff and the principal.

Governance of the school is weak and the school is not held robustly to account for its performance. There is still no performance management procedure in place for the principal as recommended in the last inspection report. A new board of trustees has been created in November 2016, comprising mostly of parents and has had two meetings. The board of trustees have yet to become involved in discussions around accountability, school standards and strategic development.

There are strong relationships and a caring ethos throughout the school. Communication systems are in place and there are weekly briefings and monthly staff meetings. The school is well organised, runs smoothly and provides a calm and highly supportive environment for learning. Resources in the school are minimal and affect the delivery of a broad and balanced quality curriculum. In classrooms, there is a lack of manipulative resources in maths and minimal art or science materials. In KG, there is a lack of play experience resources. The only specialist facility is a small gymnasium which is minimally equipped. There is a library with an adequate supply of books, but it doubles up as a teaching room and as the working base for the social worker. The teaching compliment is at the minimum level of one teacher per class plus the principal and Arabic and PE specialist teachers. The lack of subject coordinators results in ineffective monitoring and oversight of provision for teaching and learning in daily lessons.

What the school should do to improve further:

1. Raise students' achievement in all subjects by:
 - i. improving the present curriculum and assessment procedures so they are closely aligned with the expectations of the school's licenced curriculum
 - ii. ensuring that the school curriculum is rigorously delivered, evaluated and adapted accordingly to meet the needs of all students in lessons
 - iii. providing practical learning experiences and opportunities that enable students to develop critical thinking, apply their skills, investigate and use their abilities to work collaboratively and independently in all subjects
 - iv. ensuring that the needs of all SEN students are clearly planned for and assessed
 - v. ensuring there is a clear policy for identification and learning provision for G&T students and low and high achievers.
2. Increase the effectiveness of leadership and management at all levels by:
 - i. developing the ability of school leadership to accurately evaluate school and students' performance in all grades
 - ii. creating a school development plan based on validated assessment data, which clearly links targets, activities and developments to students' standards and learning outcomes
 - iii. developing a middle leadership structure with focused training for their roles and responsibilities and allowing time for them to fulfil their roles
 - iv. ensuring that SLT and middle leaders draw from best practice of teaching and learning in other schools and in particular, those following a similar curriculum
 - v. establishing more rigorous arrangements for governance to hold the school to account for its performance.
3. Improve the quality of teaching and learning by:
 - i. prioritising the recruitment of new teachers who have previous, successful experience of delivering a British curriculum in a high quality educational setting
 - ii. ensuring that there is sufficient funding to meet the staffing, recruitment and resourcing needs to deliver the licenced curriculum
 - iii. promoting a variety of teaching styles so students become more motivated and have a more exciting and effective curriculum for their learning

- iv. developing effective planning and assessment in KG using the early learning goals and providing more opportunities for children to develop their independent learning skills
 - v. using effective assessments of student learning in lessons to provide a better match of work to all students' needs.
4. Enrich and enhance the curriculum for students in all grades by:
- i. providing regular and relevant opportunities for students to participate in community activities both in school and in the outside world
 - ii. planning for students to make regular educational visits to places of local heritage, culture and interest.