



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



Private School Inspection Report

Tawaam Model Private School

Academic Year 2015 – 2016

Iqraa

Tawaam Model Private School

Inspection Date		February 1, 2016		to		February 4, 2016	
Date of previous inspection		February 17, 2014		to		February 20, 2014	
General Information				Students			
School ID		172		Total number of students		974	
Opening year of school		2002		Number of children in KG		107	
Principal		Mohammad Hussein Abdullah		Number of students in other phases		Primary: 377 Middle: 243 High: 247	
School telephone		+971 (0)3 781 0912		Age range		4 – 19 years	
School Address		Falaj Hazza, Al Ain		Grades or Year Groups		KG1 – G12	
Official email (ADEC)		Tawaammodel.pvt@adec.ac.ae		Gender		Mixed: KG – G4 Boys: G5 – 12 Girls: G5 – G12	
School website		www.Tawammodel.com		% of Emirati Students		11%	
Fee ranges (per annum)		Very low – low: AED 6,000 - AED 14,200		Largest nationality groups (%)		1. Jordanian: 25% 2. Syrian: 23% 3. Palestinian: 15%	
Licensed Curriculum				Staff			
Main Curriculum		Ministry of Education (MoE)		Number of teachers		61	
Other Curriculum		-----		Number of teacher aides (TAs)		0	
External Exams/ Standardised tests		MoE examinations, EMSA		Teacher-student ratio		KG/ FS 1:21 Other phases 1:15	
Accreditation		-----		Teacher turnover		13%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	102
Number of joint lesson observations	7
Number of parents' questionnaires	68; (returned rate: 7%)
Details of other inspection activities	Inspectors observed lessons, examined and evaluated the written work of a sample of students at a range of grades in key subjects. They held meetings with the senior leaders, teachers, other members of the school staff, the owner's representative, students and parents. They reviewed a range of documents provided by the school.

School	
School Aims	To provide high quality teaching to motivate students to learn and achieve.
School vision and mission	Each student is able to learn and achieve success. Students learn with different strategies. Commitment and self-discipline help to achieve our aims with competence.
Admission Policy	The school operates an open admissions policy. Children joining the KG and Grade 1 are assessed at entry to confirm their ability to access the full curriculum.
Leadership structure (ownership, governance and management)	The Board of Trustees includes a parent representative and senior members of staff. It is chaired by the proprietor. The leadership team comprises the principal, vice-principal, 6 subject leaders and the coordinators for the KG, Grades 1-3 and activities.

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	1	0
Emotional and Behaviour Disorders (ED/ BD)	1	0
Autism Spectrum Disorder (ASD)	2	0
Speech and Language Disorders	2	0
Physical and health related disabilities	0	0
Visually impaired	3	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	7
Subject-specific aptitude (e.g. in science, mathematics, languages)	7
Social maturity and leadership	3
Mechanical/ technical/ technological ingenuity	2
Visual and performing arts (e.g. art, theatre, recitation)	13
Psychomotor ability (e.g. dance or sport)	28

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

Tawaam Model Private School provides education of weak quality. In particular, provision in the kindergarten (KG) is unsuitable for the effective education of young children.

Students in Grades 6 to 12 do well in Ministry of Education (MoE) examinations. They make insufficient progress in social studies across the school. Across all phases, their achievement is below age-appropriate expectations, especially with regard to the development of learning skills in important aspects of mathematics, science and in learning English as an additional language (EAL). Students' learning skills, in particular their capacity to work independently of teachers, are weak. The teaching in all subjects pays insufficient attention to developing these skills. Much of it is narrowly focused on the transfer of knowledge and, consequently, many students make less progress than they could.

Students have positive attitudes and are keen to learn. They mostly behave well in lessons and around the school at other times. The school provides a safe environment and successfully promotes very good attendance.

Progress made since last inspection and capacity to improve

In response to some of the recommendations following the last inspection in 2014, improvements have been made. The protection, care, guidance and safety of students have improved considerably and these aspects of the school's work are now of an acceptable standard. The identification and care of students with special educational needs (SEN) of different kinds have improved.

The building and facilities available in the KG have been improved. These have had no impact on the quality of the education offered, which remains weak. At all phases, teaching strategies still do not match the needs of high attaining students and those that find learning difficult. In only a few lessons, examples of better teaching practices were seen. In these lesson, teachers set clear objectives, the work set is interesting, challenging and learning resources are used well. In most lessons, teachers do not refer to lesson objectives to assess students' progress.

The senior leadership team (SLT) and subject coordinators regularly check classroom practice through lesson observation and feedback to teachers. This programme of monitoring is not sufficiently evaluative and has had little impact on the quality of teaching.

The vice principal produces comprehensive and potentially very useful analyses of examination and test results at all grades. These highlight the relative strengths

and weaknesses in the performance of individuals and classes in and between subjects. Teachers' use of assessment information about individuals and groups is still not evident in their planning or in lessons.

Stronger leadership at all levels is required to sustain and extend the limited progress the school has made. The school has not demonstrated that it has the capacity to make further progress without external support and guidance.

Development and promotion of innovation skills

The school undertakes little deliberate promotion of innovation capability among students. A small minority of older students participate in competitions and other activities, organised by universities and other institutions, designed to develop initiative and critical thinking. Students are capable of working cooperatively. They have too few opportunities to take part in genuinely collaborative projects such as the 'Journey of Discovery'.

Some references are made to the world beyond school through an environmental theme in assembly and in some lessons in Islamic education, science and English. The curriculum is not planned in a sufficiently integrated way to provide students with genuine opportunities to develop enterprise and entrepreneurship.

Leadership is largely reactive to outside requirements. There is little evidence of self-directed innovation.

The inspection identified the following as key areas of strength:

- the students' clear understanding of Islamic values and Emirati heritage and culture
- the effective arrangements to protect students from harm, secure their welfare and check their attendance
- the varied teaching strategies employed in a minority of lessons in most subjects which motivate students and encourage better progress.

The inspection identified the following as key areas for improvement:

- the quality of the curriculum and the teaching in the KG
- teaching to match the capabilities of different groups of students
- effective use of assessment by teachers in planning and delivering their lessons
- development of students' ability to work independently and develop higher order thinking skills
- opportunities for students to exercise initiative and take the lead
- the need to strengthen senior leadership to improve teaching and the quality and accuracy of self-evaluation.

Performance Standard 1: Students' Achievement

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

Achievement overall is weak as the majority of children do not make the progress they are capable of, particularly in English, science, social studies and in the KG and subjects outside of the core curriculum. In addition, the development of learning skills is weak across the school.

Children's attainment and progress in the KG are weak in all areas of learning. They make little progress and their learning skills are weak. Nearly all children enter KG1 speaking little or no English. They listen carefully but are not provided with sufficient opportunities to develop their speaking skills. Alphabet letters are presented randomly and children's early literacy development is not secure. In mathematics, children learn to count by rote. No manipulatives are used to connect the number symbols with the quantities they represent. The curriculum offers very little to extend children's knowledge of the world.

Almost all students have attained high levels over the last 3 years in: internal tests based on MoE curriculum standards at Grades 1-5; internally marked MoE examinations at Grades 6-11, and in the externally marked MoE examinations at Grade 12. The school performs very well in Grade 12 examinations compared to other private schools in the Emirate offering the same curriculum. These results, and their work in lessons in most subjects, indicate that most students reach the age-related levels of attainment predicted by the MoE curriculum. However, the school cannot measure and benchmark students' achievement against best international standards as students do not sit any international standardised tests.

Attainment in Arabic is acceptable and students make progress across grades at an acceptable rate. By Grade 4, most students are able to classify verbs into present, past and imperative. In Grade 7 they are able to write for a variety of purposes such as producing their CV. They perform well in all aspects of the subject in the MoE examinations at Grade 12. Achievement in Islamic education is acceptable at all phases. Students from an early age understand the principles and values of Islam. They develop this understanding progressively and are able to apply it to issues in the modern world and to their own conduct.

Attainment in social studies is acceptable at primary and middle and weak in the high school. Most students in the primary and middle phases demonstrate the expected understanding and knowledge of the culture, heritage and values of the UAE. In the high school students lack historical understanding, for example of the reasons for colonial conflict and competition between European nations in the Gulf region. Progress is weak across the school because there is too little independent learning and too much reliance on information contained in textbooks. Students are not sufficiently encouraged to process information and form their own opinions.



Attainment and progress in English are weak in the primary and middle phases and acceptable in the high school. Although students acquire some fluency, the majority attain skills below age-appropriate expectations for additional language learners in speaking, reading and writing. In Grade 1 few students are able to answer basic questions about their names and ages. At Grade 7 a significant number of boys are unable to explain what they would like to be when they grow up. Progress is slow in the primary and middle phases because tasks and expectations are seldom accurately matched to the needs of all groups of students. Attainment is better in the high school, where most students demonstrate acceptable progress against their starting points and over time. Grade 11 students are able to listen and take notes on a topic and then report orally, using a wide range of vocabulary. They are able to organise the information they have extracted from texts and respond at length to questions. In the better lessons in the high school, there is effective teacher-student interaction, with questioning allowing opportunities for students to engage in dialogue with one another.

Attainment and progress in mathematics are acceptable in the primary, middle and high school. Progress in a large minority of mathematics lessons is limited by the lack of challenge for higher attaining students and the absence of support for those who find the subject difficult. Students in primary have an adequate understanding of numerical facts. At Grade 1, they can reproduce patterns and solve problems using addition. By Grade 3 they know place value in numbers. Students at Grade 8 understand place value to multiply and divide whole numbers, applying inverse operations. In the high school Grade 10 students are able to sum up real and imaginary numbers, including those with negative and positive values, and plot points on a graph. Students at G12 develop an adequate understanding of how to solve equations, draw graphs of functions and their derivatives as well as describing domain and range. Students are given few opportunities to apply their mathematical skills by working collaboratively to solve problems in wider contexts.

Attainment in science is in line with MOE curriculum expectations in the primary, middle and high school. Progress in science is acceptable in primary because the teachers make skilful use of a range of simple resources to bring the subject alive in series of well-planned activities. Progress is weak in the middle school because much of the work is undemanding and repetitive. Lessons proceed at a slow pace. Progress is weak in the high school because insufficient attention is paid to key aspects of science subjects, particularly the development of skills of scientific enquiry and experimentation. Students at Grade 4 are able to name the planets and understand that they orbit the sun at different distances from it. Grade 5 students can sort materials according to some of their properties and can explain how some materials suit particular purposes. At Grade 8 students show they understand the

concept of balanced forces, using scientific terms. At Grade 9 they demonstrate scientific knowledge in their explanations of the properties of stars. In their responses to the teacher's questions and in their own questions, students at Grade 12 demonstrate sound scientific knowledge and understanding. Attainment in Grade 12 MoE examinations shows an upward trend over the last 3 years. Performance in physics is weaker than in other sciences.

Children's learning skills are underdeveloped in the KG, where there are few opportunities to use technology, be creative and develop independence. Students' learning skills are weak in all phases. Most students are willing learners and do what teachers ask of them. They can work on their own without close supervision but they often need direction about what to do next. Students can work cooperatively in groups when asked to do so. They are rarely required to engage in genuinely collaborative tasks designed to develop team work, in which all contribute to a finished product. In lessons, students receive only a vague impression of how well they are doing because their progress is seldom compared against learning objectives. Students' abilities to think and find out things for themselves, choose and use resources to solve problems and apply what they know in new contexts are all underdeveloped.

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

Children's personal and social development is weak in the KG, where children learn little sense of responsibility and the behaviour of a minority is unruly.

Most students at in the primary, middle and high school are willing learners. They respond well when they are asked to manage their own work. High school students demonstrate mature attitudes and take pride in their work and progress. Most are

well behaved inside the classrooms, during assemblies and at break times. They show respect for one another and their teachers. Students of several different nationalities work and play together harmoniously in a safe and orderly environment. Students with visual and hearing impairment and other SEN are well integrated. Students show practical understanding of the importance of a healthy life style. They make sensible food choices during breaks and contribute enthusiastically in physical education lessons. The rate of attendance over the last trimester is very good at above 97%. Many students are slow to return after break time so that most lessons begin late.

Students demonstrate good levels of understanding of Islamic values in Islamic education lessons. They talk about how these values influence contemporary society. They have a good appreciation of the heritage and culture of the UAE. They show respect in their enthusiastic singing of the National Anthem in morning assemblies.

A small group of boys act as scouts in helping to keep the school site tidy and assisting late-comers. Students have few other opportunities to exercise responsibility. Some of the girls in Grade 12 have recently completed charitable work with a nearby hospital and others have taken part in National Day celebrations beyond the school. Generally, opportunities to volunteer and make a contribution in the community are limited. This lack of opportunity imposes a limit on students' capability to take the initiative, exercise leadership and develop independence. Concern for the environment features in assemblies and in lessons in some subjects. There is little student involvement in projects to improve the school site.

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 the teaching is weak. In almost half of the lessons observed, teaching was deemed weak or very weak. In only a few lessons, across the range of subjects, examples of some good practice in the teaching were seen. Most of the more effective teaching was observed in Arabic, the weakest teaching was mainly in English, science, social studies and in the KG. All aspects of teaching are weak in the



KG, where most of the teachers demonstrate insecure knowledge of how young children learn most effectively. Children are not given opportunities to make choices related to the activities they do. They seldom work productively in groups. The children become passive and disengaged in most lessons as a result.

Most teachers in the primary, middle and high school have secure knowledge of their subjects and of how students learn them. In weak lessons, teachers' knowledge of how students acquire specific skills is not evident. Teachers' lesson plans vary considerably in their level of detail. The majority of lessons employ few resources beyond teacher talk, sometimes reinforced by a data show, and textbooks. There is little time in these lessons for constructive interaction between students. Many lessons end abruptly when the bell sounds, with tasks incomplete and no time to consider progress against the learning objectives. The atmosphere in most lessons is secure and positive. Only a minority of classrooms present a stimulating learning environment.

The strategies employed in most lessons fail to take account of the learning needs of individuals and groups with different capabilities. All students are given the same tasks in most lessons in all subjects. As a result, high attaining students, who frequently find the work too easy, and those who find it difficult, are unable to make progress at an acceptable rate. Questioning to probe and extend students' understanding features in a few lessons, such as high school English and in primary science. For the most part teachers expect brief, factual answers before moving on. The exploration of viewpoints rarely features. There are few opportunities in most lessons for students to think critically, solve problems or develop the capacity to work independently without direction from the teacher.

The school does to offer for its students to sit an international standardised tests, and thus is unable to benchmark students' achievement against international standards. Students take a school designed diagnostic test at the beginning of the year, which is followed up by an assessment test 1-2 months later. Assessment is regular in all subjects, producing a profile of the progress of each student. The school participates in an annual benchmarking exercise, which compares the performance of private schools across the emirate offering the MoE curriculum. The vice principal performs a thorough analysis of all assessment results. Variations in the students' performance in different subjects and between classes are identified. The information is made available to subject teams to assist them in monitoring students' progress. There is little evidence in lessons or in the teachers' planning of these analyses being used to devise strategies to meet the needs of individuals and groups at different levels of performance.

Assessment is weak as teachers do not make effective use of the information

available to deliver lessons that sufficiently promote academic progress. All aspects of assessment are weak in the KG, where little attention is paid to gauging the development of children's cognitive, social and physical skills. Consequently, teachers have only a rudimentary knowledge of each child's strengths and weaknesses.

Students' understanding is seldom assessed during lessons before moving on to the next task. Lesson objectives are rarely used to reflect on what has been learnt. Teachers' marking of students' written work consists mostly of single words or very brief comments. It is usually encouraging but does not make clear how the work could be improved.

Performance Standard 4: Curriculum

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

The KG curriculum is weak because the education provided does not match the children's needs. Activities are often adult led and overly prescriptive. Many of the activities, such as colouring in, cutting and pasting and filling in single-word worksheets are dull and repetitive and have little impact on the children's development. Insufficient emphasis is placed on developing physical and motor skills. Children have very few opportunities to choose which activity to do, to investigate or to learn alongside one another through structured play.

The curriculum in the primary, middle and high school is reasonably broad and balanced. It follows MoE requirements in every respect. Students use approved textbooks, which impose acceptable progression in knowledge and understanding across grades and between phases. The school provides few additional activities to vary and enrich the curriculum for students with particular interests or ambitions. The curriculum is delivered with few deliberate connections made between the work that students have to do in different subjects. Opportunities to develop and reinforce key skills in literacy, numeracy and the use of technology are consequently missed. The curriculum is amended in response to changing MoE requirements. There is no routine review to consider the impact of the curriculum on students'

learning.

The content of the curriculum in the primary, middle and high school meets the learning needs of most students. The way in which it is taught restricts the progress of high achievers and those who find learning difficult. Successful adaptations are made to accommodate some of the students with SEN, such as a boy with severe visual impairment. There are few opportunities for students to be enterprising or contribute to the good of the wider community. Some links with outside organisations enable students to participate in competitions and national celebrations. These make little difference to the quality of the education experienced by the majority of students. There are few extra-curricular activities.

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	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

The school makes effective arrangements for the care, support and welfare of its students. A child protection policy has been introduced to all staff members. A circular has been signed by all teachers to ensure that the policy is clear to them. The school provides a safe and secure environment. There are suitable arrangements to ensure cyber safety. Students are supervised throughout the day. Regular safety checks and evacuation drills are conducted. Building maintenance issues are recorded. Labelled first aid kits, fire extinguishers and evacuation exits are all in place. The school's procedures to ensure safety on school transport are appropriate and maintenance records are up to date. The premises present no physical barriers for the students who currently attend. There is no elevator or ramp to assist disabled access. The clinic is clean and equipped with all medical supplies. The male nurse and his two female assistants actively promote health and safety activities such as personal hygiene, healthy food and exercise, immunisation and anti-smoking. The school provides prayer rooms both in the boys' and girls' sections. Students and teachers enjoy mostly positive relationships. Students can share their

personal concerns with the two nurse assistants as well as with the social workers who provide appropriate guidance. The school monitors attendance through a policy set by the social worker and the supervisors. Parents are made aware promptly of any unauthorised absence.

The nine students identified with SEN have been registered and officially diagnosed, with the involvement of outside agencies. The social workers keep records of the progress of each student and parents are periodically informed. The school provides some additional resources for visually impaired students, including books in braille, large print textbooks and a reading assistant during examinations. The school does not provide continuous support to SEN students during lessons. There are no teaching assistants and not all teachers adopt suitable strategies. The school has identified 60 students with particular gifts and talents. There is no formal programme to provide additional stimulus and motivation for these students.

Students in the high school benefit from events organised by local universities to provide information and guidance about further education choices. The school keeps comprehensive records of the destinations of former students.

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	Weak
Management, staffing, facilities and resources	Weak
The principal and the senior leadership team (SLT) are keen for the school to improve and recognise the importance of improving the quality of teaching in raising standards. They have made a determined effort to respond to the recommendations of the previous inspection and achieved some success. They possess basic knowledge of good practice in modern pedagogy and sponsor an extensive programme of internally and externally provided training for all teachers. This programme has not made a significant different to the practice of a large majority of the teachers. The SLT's programme for improvement relies largely on the requirements of outside agencies, such as the MoE and feedback from inspections,	

rather than a self-directed agenda for change.

Subject coordinators and those for the KG and Grades 1-3 have defined roles, which include responsibility for assuring the quality of teaching and learning. They vary considerably in the way they interpret their roles and in their effectiveness as leaders of teaching and learning. Morale among staff is generally positive. Most teachers are committed to the school and work hard.

Self-evaluation is not a routine part of the work of the school. The self-evaluation form (SEF) produced unrealistic ratings. Progress against the targets in the school development plan (SDP) are checked, but their impact is not systematically evaluated. The vice principal produces a thorough and potentially useful analysis of student performance data. Subject coordinators and teachers make inconsistent use of this data in their planning and teaching. The quality of teaching and learning are monitored through regular lesson observations by the principal, vice principal and subject coordinators. Feedback is given to individual teachers. The records of lesson observation consist mainly of tick lists rather than evaluative commentary with targets for improvement.

The SDP addresses the recommendations of the previous inspection. It lists the actions taken and the budget available for each. It is unclear about success criteria and about how progress towards the targets will be monitored and evaluated. The SLT have had some success in improving some important aspects of the school's operation since the last inspection. The overall impact of the actions taken on the quality of the education offered in the KG and on the effectiveness of teaching and learning in general has been modest.

Regular information is sent to parents about their children's academic progress and their behaviour. These are followed by consultation events. Daily accounts of the curriculum and homework are sent to the parents of children in the KG and in Grades 1-3. Parents are appreciative of the reports they receive and of the availability of the SLT and the teachers. Parents are consulted informally and their opinions sought on day-to-day issues. The involvement of parents has only a limited effect on the school's direction and development.

The members of the Board of Trustees are selected by the owner's representative. They include one parent member, the principal and the vice principal. The trustees undertake no systematic reporting back to parents. Their views of the school are developed only informally. The Board has no formal role in holding the SLT accountable for the school's performance. It has invested recently in an extension to the building, the conversion of classrooms to laboratories and the provision of data shows in each classroom. It exerts little day to day influence on the school's



educational direction.

The school runs smoothly and there are effective routines at the start and end of the day. Insufficient emphasis is placed on ensuring that all lessons start on time. The staff are sufficiently numerous and adequately qualified to provide the MoE curriculum in full. All teachers accept a commitment to attend a quota of professional training each year, most of which is planned and delivered by their colleagues. The premises and facilities have been improved. Some deficiencies remain, principally in the KG, which is unsuitable for young children's education. There are insufficient classroom resources of good quality to support effective teaching and learning in most subjects.

What the school should do to improve further:

1. Improve the quality of education in the KG by:
 - i. employing teachers who understand how young children learn and use strategies that promote their cognitive, social and physical development
 - ii. securing learning resources that young children will find stimulating and help them to learn.
2. Improve students' skills in undertaking enquiries, research and problem-solving independently of their teachers by:
 - i. sharing the teaching approaches that successfully promote these skills widely among the staff
 - ii. enabling teachers with advanced skills to influence and develop the practice of colleagues through modelling successful strategies and team teaching.
3. Improve the impact of the available assessment information by ensuring that teachers use it to plan and deliver lessons that match students' needs and promote rapid progress, particularly in English, mathematics and social studies.
4. Increase the opportunities for students to show initiative, be enterprising and take the lead by:
 - i. including these aspects in lesson planning for subjects at all grades
 - ii. offering activities targeted at improving these skills outside formal lessons
 - iii. developing links with organisations that can offer this type of opportunity to students.
5. Strengthen leadership capacity by adding educational expertise to the senior leadership team:
 - i. to improve its capacity to effect widespread and lasting improvements to teaching and learning
 - ii. to devise and implement a strategic plan for the future, with key priorities based on accurate self-evaluation.