



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

A.B.C Private School

Academic Year 2015 – 2016

إقرأ



A.B.C Private School

Inspection Date	May 16, 2016	To	May 19, 2016
Date of previous inspection	N/A	To	N/A

General Information		Students							
School ID	273	Total number of students	1458						
Opening year of school	2015	Number of children in KG	339						
Principal	Douglas Barrenger (Vice Principal)	Number of students in other phases	<table border="1"> <tr> <td>Primary:</td> <td>839</td> </tr> <tr> <td>Middle:</td> <td>280</td> </tr> <tr> <td>High:</td> <td>0</td> </tr> </table>	Primary:	839	Middle:	280	High:	0
Primary:	839								
Middle:	280								
High:	0								
School telephone	+971 (0)2 444 5800	Age range	3 years 8 months to 13 years						
School Address	Shamkha 1 st Street, Al Shamkha City, Abu Dhabi	Grades or Year Groups	KG1 - Grade 8						
Official email (ADEC)	abc.pvt@adec.ac.ae	Gender	Mixed						
School website	abcprivateschool.com	% of Emirati Students	51%						
Fee ranges (per annum)	Low to Medium: AED 17,300 - AED 23,000	Largest nationality groups (%)	<table border="1"> <tr> <td>1. Egyptian:</td> <td>16%</td> </tr> <tr> <td>2. Jordanian:</td> <td>8%</td> </tr> <tr> <td>3. Palestinian:</td> <td>8%</td> </tr> </table>	1. Egyptian:	16%	2. Jordanian:	8%	3. Palestinian:	8%
1. Egyptian:	16%								
2. Jordanian:	8%								
3. Palestinian:	8%								
Licensed Curriculum		Staff							
Main Curriculum	English National Curriculum	Number of teachers	111						
Other Curriculum	-----	Number of teaching assistants (TAs)	51						
External Exams/ Standardised tests	Key Stage 3 Standard Assessment Tests (SATs)	Teacher-student ratio	<table border="1"> <tr> <td>KG/ FS</td> <td>1:19</td> </tr> <tr> <td>Other phases</td> <td>1:28</td> </tr> </table>	KG/ FS	1:19	Other phases	1:28		
KG/ FS	1:19								
Other phases	1:28								
Accreditation	-----	Teacher turnover	30%						



Introduction

Inspection activities	
Number of inspectors deployed	5
Number of inspection days	4
Number of lessons observed	128
Number of joint lesson observations	9
Number of parents' questionnaires	N/A
Details of other inspection activities	Meetings with staff with specific responsibilities, the proprietor, license holder, parents, students and teachers; scrutiny of student's written work in key subjects; review of the school's policies, planning and other documents.

School	
School Aims	<p>'At every age, students will:</p> <ul style="list-style-type: none">• have high quality learning experiences• be challenged to achieve at their best• be expected to develop self-awareness, responsibility and the self-control, demonstrating the highest standards of behaviour• aim to improve the school environment at all times.'
School vision and mission	'The Five A.B.C values: Integrity, Respect, Commitment, Courage and Curiosity'
Admission Policy	Children are admitted to Kindergarten after an interview to determine their linguistic, personal, social and emotional development. Admission to higher grades is also determined by interview and students are screened for basic literacy, numeracy, social, emotional and behavioural development.



<p>Leadership structure (ownership, governance and management)</p>	<p>The leadership team consists of a vice principal and four heads of key stages. There is no governing body in place.</p>
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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
Intellectual disability	7	2
Specific Learning Disability	40	0
Emotional and Behaviour Disorders (ED/ BD)	0	41
Autism Spectrum Disorder (ASD)	3	0
Speech and Language Disorders	4	0
Physical and health related disabilities	5	0
Visually impaired	0	0
Hearing impaired	5	0
Multiple disabilities	0	0

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)	69
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)

School was judged to be:	BAND	(C)	Very Weak
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	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						



The Performance of the School

Evaluation of the school's overall performance

The overall performance of A.B.C Private School is very weak. The school opened in September 2015 and since that time has undergone a period of considerable turbulence. The vice principal currently oversees the management of the school until the confirmed appointment of a new principal. The school development plan (SDP) is detailed; it is not up-to-date and it does not address the most important issues. The school's self-evaluation document (SEF) does not present a realistic picture of its performance. There are several possible breaches of regulations and concerns over health and safety within the school.

Students' attainment and progress are weak overall and the development of learning skills is very weak. The achievement of students is generally well below expected levels in relation to curriculum standards. The attainment and progress of students with SEN and those who are more able are very weak because there is very limited support or interventions for their individual needs.

The management of behaviour in the school is very weak. There is widespread ill-discipline and consequently, students and staff are vulnerable. Students' attendance levels are acceptable; their punctuality to lessons is very weak.

Most teaching is weak or very weak; work is not matched to the needs of different students, which holds back their progress and depresses attainment. Assessment processes are inadequate. Students' class work is not marked regularly. The school's curriculum content and lesson planning are often confined to the contents of textbooks with little enrichment. There are few extra-curricular activities offered by the school. Parents are very vocal in their complaints about the school. Although the premises are spacious and modern, resources to enhance learning experiences are inadequate.

Progress made since last inspection and capacity to improve

The school has not previously been inspected. At present, capacity for improvement is very weak as the school does not have sufficient staff or resources to make the improvements required. There is also the urgent need to ensure safety and wellbeing of all students, and address issues with very weak students' behaviour.

Development and promotion of innovation skills

Students are not provided with sufficient opportunities to develop their innovation skills or to use learning technologies. In lessons, they do not think critically because most learning is teacher directed. Students are not encouraged to make choices,



discover new ideas, solve problems or work creatively. There are few links between the content of different subjects or project-based learning to promote deeper learning skills. The curriculum is driven by textbook learning and does not foster the development of independent or collaborative learning skills. Extra-curricular activities are not routinely provided and this limits the development of innovation skills, enterprise and social responsibility.

The inspection identified the following as key areas of strength:

- the premises which are spacious and modern.

The inspection identified the following as key areas for improvement:

- the inadequate procedures for safeguarding students and adults
- the very weak progress made by students overall due to their disengagement in learning activities
- planning of lessons to meet the needs of all students
- marking of students' work so that they are given feedback on the quality of their work
- provision for students who have special educational needs (SEN) or are more able
- development of students' personal responsibility
- the high level of staff turnover
- development of school accountability procedures
- development of more productive relations and communications with parents
- provision of resources to meet students' learning needs.



Performance Standard 1: Students' Achievement

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



The overall quality of students' achievement is weak. Attainment and progress are weak and the development of learning skills is very weak. The attainment and progress of students with SEN and those who are more able are very weak because there is very limited support or interventions for their individual needs.

The attainment and progress of most students in Arabic is weak. Children arrive in KG with weak literacy skills. In Grades 1 to 8, a large minority of students do not consistently speak standard Arabic to answer questions or discuss issues with their teachers. They use colloquial Arabic when speaking. Students' spelling and dictation skills are not well developed and the handwriting of the majority of students is not legible or neat. Creative writing skills are not sufficiently developed due to lack of practice and the low expectations of teachers and students. Students who learn Arabic as an additional language make acceptable progress and their attainment is in line with expectations for their years of study. They are given more opportunities to practise and develop reading and communication skills. For example, in Grades 4 and 5, they can read short stories with understanding.

Students' achievement in Islamic Education is weak. For most, progress is very weak in relation to individual starting points and their attainment falls below curriculum standards. Few students in Grade 1 are able to memorise verses of the Holy Qur'an. The majority of students in Grade 6 find it difficult to memorise or explain the meanings of the Hadith. They are not able to link what they learn in Islamic education to their daily lives.

In social studies, students' attainment is acceptable and their progress is weak. Students in Grades 2 and 3 understand simple concepts related to the main industries and recycling in the UAE. In older grades, the majority of students make weaker progress mainly due to inappropriate behaviour that disrupts lessons.

Attainment and progress in English is weak. Children in KG make weak progress from low starting points. They learn to listen, understand and communicate basic English phrases but do not develop adequate reading skills for their age as there are few reading books. In Grades 1 to 4, most students demonstrate comprehension, reading and writing skills that are well below curriculum standards. Acceptable progress is evident in Grade 5 where students' comprehension skills are improving. Students in Grades 6 to 8 are learning to appreciate the works of Shakespeare and they are beginning to analyse individual plays. Faster progress in these grades is directly related to the better quality of teaching found there.

Attainment in mathematics is weak in all grades in relation to curriculum standards. The rate of students' progress across the school is weak. In KG, the development of numeracy skills is superficial as children are not provided with opportunities to apply



their knowledge of number in other contexts. In Grades 1 to 8, number fluency skills are weak because they are not consistently rehearsed or used in different contexts. There are few opportunities for students to experiment practically, or apply their learning to the real world, because of the over reliance on worksheets. They are not given enough time to develop problem solving and critical thinking skills.

Attainment and progress in science in all grades is very weak. Most students have a poor understanding of scientific concepts and have little opportunity to apply these to real life experiences. There are no facilities that are currently operational for students to set up or undertake investigations. Students encounter scientific concepts in textbooks; their progress is then hampered by restrictive use of worksheets rather than practical tasks. They do not use learning technologies with any regularity or frequency to develop research skills, make predictions, analyse or tabulate scientific data.

Facilities and resources for the delivery of information and communication technology (ICT) are very limited. Consequently, students are not provided with sufficient opportunity to practise their technological skills. Learning in ICT is frequently textbook based. In art lessons, across all phases, students draw and colour at the direction of the teacher. They do not develop creative or innovation skills. The majority of students do not develop a broad range of skills in physical education (PE) due to poor resources and low teacher expectations. In KG, classrooms do not have areas for free-play or the resources required to develop children's gross motor skills. They do not learn through guided play and are not developing adequate social or collaborative skills. Students develop very weak learning skills, especially in the lessons taught by substitute teachers. Students are provided with very little opportunity to engage in and develop responsibility for their own learning. Their collaborative and communication skills are not well developed as teachers do not offer opportunities for discussion and debate. There is very little or no opportunity for students to develop innovation, personal learning and thinking skills or use learning technologies.



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

The personal development, social responsibility and innovation skills of students in the primary and middle school are very weak. Children in the KG demonstrate acceptable attitudes to school and appear to enjoy their learning. Most KG children are respectful to each other and teachers. The attitudes to learning of the large majority of students in Grades 1 to 8 are very weak and most are not developing self-reliance or self-discipline. They are badly behaved during lessons, in the corridors between lessons, and during break time. Students report that they often feel intimidated and unsafe. There is evidence of damage to property and defacing of the premises and resources by students. Relationships between students and teachers are sometimes strained and there is evidence of physical abuse. A minority of boys do not respect the differences in cultural backgrounds or nationalities. In lessons taken by supply staff, behaviour is frequently poor. In these lessons, boys, in particular, demonstrate little self-discipline.

The majority of students do not demonstrate an understanding of healthy lifestyles. There are few opportunities for students to participate in activities that promote good health. Students show little respect for their school environment and classrooms and playground are littered. Students’ attendance is acceptable at 93%. Their punctuality to lessons is poor; a large minority are repeatedly late to lessons and this reduces the time for learning. There are no systems in place to prevent this.

Students have a weak understanding of Islamic values. For example, they have little regard for the property of others and step on food in the playground. There is little evidence of cultural display around the school. Students have very little knowledge or respect for the heritage and culture of the UAE. There is little reference to the UAE in lessons or during school celebrations. When the National Anthem is played during



assemblies, a large minority do not participate in the singing. Boys demonstrate little sensitivity to other cultures, and students from similar cultural origins frequently sit together in lessons. The different nationalities do not always socialise and there is evidence that this sometimes results in bullying and other unacceptable behaviours.

Students lack leadership skills because there are few opportunities for them to assume positions of responsibility. The student council is newly formed; the function of this group is to report issues to the social workers. There are few purposeful, character-building or collaborative activities provided by the school to develop mutual respect or social skills. Students do not have positive attitudes to learning largely because they are unable to undertake explorative, investigative or creative activities. Lessons do not provide sufficient challenge or encourage active learning, natural curiosity or innovation. The majority of students are passive learners and lack a positive work ethic. They take no interest in looking after their environment.

Performance Standard 3: Teaching and Assessment

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

The quality of teaching observed by inspectors ranged from good to very weak; it is very weak overall with most lessons deemed to be weak or very weak. Examples of ineffective teaching were seen in all subjects and year groups. Consistently ineffective teaching was observed in science. In all grades, teachers' subject knowledge is acceptable except in lessons where teachers are not qualified to teach the particular subject or grade. Their knowledge and understanding of the way in which students learn most effectively is weak, particularly in the lower grades and KG. In the minority of lessons where teaching is acceptable or better, effective approaches are used to help students understand through practical activity. In most lessons, teachers over-direct and do not give opportunities for students to develop critical thinking and independent skills. Students are too reliant on teacher instruction and the content of textbooks.

Lesson planning is frequently too superficial. Plans provide little information to guide learning and the way this will meet the needs of different groups of students. Lesson



objectives often refer to activities rather than what it is expected that students will learn. Most teachers share lesson objectives with their students. The language used to describe these objectives is not always accessible to the students. The use of questioning to extend, deepen or check students' understanding is weak. Most questions require little of students by way of response and do not support the development of their conceptual thinking.

Strategies to meet the range of learning needs of students of different abilities are generally by outcome rather than careful thought as to the best match of tasks to students' needs. Consequently, the needs of the more able, and those who find learning difficult, are not being met. Meaningful links between the content of different subjects are not made even when potentially useful connections are obvious. Teachers do not help students to contextualise the learning by applying links to real life situations. Resources are very limited so that students have little opportunity to explore practically or creatively. Where resources are available, they are often not fully utilised.

In the KG, teachers assess progress using early learning goals that are aligned to the curriculum; these are not used with sufficient rigour. Attempts to assess progress by using standard assessments in Grades 1 to 5 in relation to the set curriculum have been recently abandoned. Consequently, there is no standardised information about attainment and progress in these grades. In Grades 6 to 8, students continue to be assessed using exemplar curriculum tests. Co-ordinators have recently been directed to use mid-term and end of term tests rather than continuous assessment. Consequently, there is no capacity for assessment to inform lesson planning at any grade level.

During lessons, teachers rely on the textbook and completion of worksheets to inform their knowledge and understanding of students' progress. This is not effective because there is little written down in students' textbooks and very little extended writing in copybooks on which to base assessments. Many teachers do not understand how to check students' understanding of concepts other than through the application of short tests. Teachers set their own tests and they are limited to questions that require factual recall of knowledge. There is little evidence of marking by teachers. The use of self-assessment or peer assessment strategies is rare.



Performance Standard 4: Curriculum

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

Curriculum implementation and adaptation are very weak overall. Implementation does not meet the requirements of the English National Curriculum (ENC). Curriculum planning is disorganised. In the KG, teachers use an established phonics programme to support the acquisition of English. There is no consistent approach to planning in other curriculum areas in the KG due, in part due to the lack of resources. In Grades 1 to 5, few teachers have an in-depth knowledge or understanding of the set curriculum and how best to ensure that students develop knowledge and skills in a continuous and progressive way. They are still expected to plan lessons without supervision or support. Consequently, curriculum content and lesson planning is often confined to the contents of the textbook and wider opportunities to enrich or deepen learning are missed. The curriculum is not systematically reviewed.

There are very limited modifications to the curriculum to support students with SEN or the more able. There are few opportunities for students to develop enterprise or innovation skills. Day-to-day learning experiences of students are frequently dull and narrow in focus and they are often disengaged. Due to the lack of resources, non-functioning science laboratories, limited ICT facilities and reliance on the textbook, students are not provided with opportunities to develop their critical thinking, problem solving and creative skills. The curriculum is not planned to stimulate students' interests or provide opportunities for them to engage in activities that will enhance their social, physical, creative or cultural experiences. There are few planned extra-curricular activities or trips to enrich the curriculum and improve students' engagement. There are no established community links. The curriculum does not enhance students' knowledge or understanding of the culture or heritage of the UAE. There are missed opportunities to acknowledge the Emirati culture in assemblies.



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

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

Provision for the protection, care, guidance and support of students is very weak overall. There are no effective procedures for the care, welfare or safeguarding of students. The school site is not secure or safe. For example, a fence has been removed between the main school and the adjoining new block under construction. Supervision of students throughout the day, in the playground and on school transport is inadequate. This was evident when some older students were observed leaving their classrooms early towards the end of the day and wandering around the grounds. Older students were observed climbing through a downstairs window and running in the corridors during lesson times. Supervisors appear unable to control this behaviour.

The maintenance of safety equipment is inadequate; for example, the check on fire extinguishers is out-of-date. The fire alarm was activated during the inspection and was ignored.

There is little promotion of healthy lifestyles. Students are taken outside for physical education (PE) lessons despite the heat. They were observed eating and throwing food in the playground. Some outdoor spaces are shaded; students remain outside during the lengthy break period for up to one hour when it is very hot and there is no easy access to drinking water.

Social workers state that there are no procedures for child protection. A new system' for behaviour management is at an early stage of development; poor behaviour remains a major issue. A significant number of incidents of physical aggression towards students and staff are reported weekly. Older boys frequently fight during lessons. Social workers are expected to use their own telephones to contact parents to follow-up on attendance, lateness and behaviour issues. The clinic is well equipped and there are two qualified nurses. The clinic fails to provide medical care at break times because it is locked to control the influx of students.



Students with SEN are not provided with sufficient specialist support. The SEN co-ordinator does not have the resources to define the learning needs of students with SEN or those that have specific G&T. Few parents of children with SEN are involved or informed about their child’s learning or progress. There is no programme of support or intervention for these students. One student is confined to a wheelchair; because none of the school elevators are working and the student and wheelchair have to be carried up the stairs.

Performance Standard 6: Leadership and management

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

The leadership and management of the school is very weak. There has been a significant turnover of senior leaders since the school opened. This has impacted negatively on the direction and pace of school improvement. Senior leaders do not feel empowered to ensure that the school is compliant with statutory and regulatory requirements. A high proportion are leaving at the end of the academic year and this significantly reduces the school’s capacity to improve. Staff morale is very low, as a result of high turnover of staff and the uncertainty over the direction of the school.

The self-evaluation document (SEF) has been recently drafted but there was no consultation process with the wider staff and it does not provide a realistic assessment of the school. The school development plan (SDP), drafted by a committee during trimester 1, is more realistic although it is out-of-date. . The quality of teaching has been observed by senior leaders throughout the academic year. The school has provided no professional development to support the improvement of teaching practices. Early in the academic year, procedures for the performance management of teachers were established; these have not been fully implemented.

The school provides limited opportunities for parents to be involved in their children’s learning. A parents’ council has not been established. Parents continually make complaints about behaviour management and their child’s safety, the quality of



teaching, staff turnover and the lack of resources. Procedures for reporting have changed and continue to be inadequate. Parents complain that reports do not have a school stamp or signature and, therefore, have no official approval.

The school has developed few community links. There are no governance arrangements and few accountability procedures. Consequently, the owner and licence holder do not have an informed or incisive view of the school's performance.

The day-to-day management of the school is inadequate. Staff turnover, absence and unfilled vacancies present huge challenges for the senior leadership. The school premises are spacious, bright and modern. Provision of resources is inadequate to meet the requirements of the curriculum. The lack of appropriate resources is particularly detrimental to children in the KG. None of the seven science laboratories are operational. There are no books in the senior library and the junior library is under-resourced. The school has one ICT laboratory and the resources in this room are of very poor quality. Classrooms have projectors but there are no interactive whiteboards (IWBs) with which to use them. All teachers make an effort to provide their own resources for students' use.

What the school should do to improve further:

1. As an urgent priority, appoint a senior leadership team to:
 - i. provide vision and direction for school improvement
 - ii. manage the recruitment, deployment, development and accountability of well qualified staff.
2. As an urgent priority, ensure the protection, care and safety of students and staff by:
 - i. implementing effective and rigorous procedures for the management of behaviour
 - ii. securing the school site and ensuring that premises provide a safe environment.
3. Develop the curriculum in order to align the learning and assessment to the National Curriculum for England by:
 - i. providing activities that inspire students to be enthusiastic learners who take responsibility for their own learning
 - ii. providing high quality standardised tests and using them to track students' progress and inform lesson planning
 - iii. marking students' work regularly and providing feedback on how to improve.



4. Enhance teaching and learning by:
 - i. developing teachers' knowledge and understanding of how children learn most effectively
 - ii. ensuring that teaching strategies meet the needs of all groups of students.
5. Provide more opportunities for students to develop positive and responsible attitudes by:
 - i. emphasising Islamic values and cultural expectations for students to be sensitive to the needs of others
 - ii. improving students' work ethic.
6. Adapt the curriculum to improve enterprise and innovation skills by:
 - i. providing a range of extra-curricular activities and community links
 - ii. planning cross-curricular links for project and enterprise activities.
7. Provide appropriate resources to support curriculum delivery and develop the effective use of all available resources by:
 - i. increasing the quantity and quality of resources available in all grades and subjects
 - ii. resolving the issues which impede access to the science laboratories
 - iii. ensuring senior leaders monitor effective use of available resources.