



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

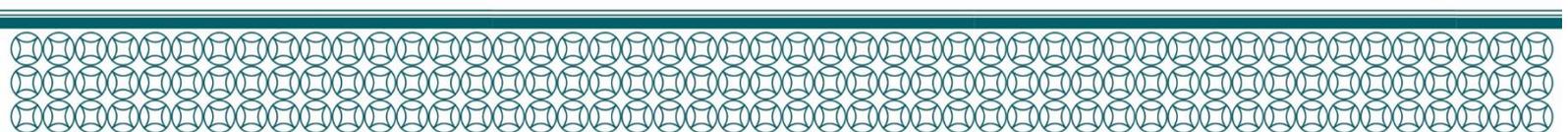
Inspection
Report of

Emirates National Private School, Al Ain

Overall
Effectiveness

Very Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Emirates National Private School, Al Ain		
School ID:	154	School phases:	KG, Primary, Middle and High
School Council: **	NA		
School curriculum: *	American/IB	Fee range and category*	AED19,760 to AED 51,500 Low to Very High
Address:	Al Twayya, Al Ain City, UAE	Email:	emiratesnataa.pvt@adec.ac.ae
Telephone:	+971 (0) 37070 666	Website:	www.ens.sch.ae

Staff Information			
Total number of teachers	181	Turnover rate	16%
Number of teaching assistants	58	Teacher- student ratio	1: 14

Students' Information				
Total number of students	2544	Gender	KG-G4: Boys and Girls G5-12: Boys/Girls	
% of Emirati students	91%	% of SEN students	0.4%	
% of largest nationality groups	Jordanian 3%	Syrian 3%	Omani 3%	
% of students per phase	KG	Primary	Middle	High
	21%	45%	23%	11%

Inspection Details				
Inspection dates	from:	13/01/1440	to	16/01/1440
		23/09/2018		26/09/2018
Number of lessons observed:	148	Number of joint lessons observed:	34	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school has stable staffing and the student population has grown steadily over recent years.
- The overall performance of the school is now very good because the achievement of a large majority of students is above curriculum standards. The very good curriculum and quality of teaching are promoted by highly effective leadership with an ambitious vision. Students benefit from a very caring and supportive environment but do not experience enough highly tailored challenge in their learning.

Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Very good progress across the school, leading to improved standards in nearly all subjects.• Students make very good progress in English overall, improving their access to other English medium subjects.• Levels of attainment across subjects, year groups and classes are not fully consistent.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Students show strongly positive attitudes, relationships and behaviour.• Students show a very good appreciation of Islamic values and UAE heritage.• Understanding of other world cultures is not consistently developed across phases.		

Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Teaching is very good because of teachers' very strong planning, application of subject knowledge, and interaction with students.• Assessment is very good because of the rigorous use of assessment to monitor and influence students' progress, and teachers' very strong knowledge and support of students' learning.• Targets for individual students are not always sufficiently precise, and occasionally work does not precisely match the needs of all groups of students.		



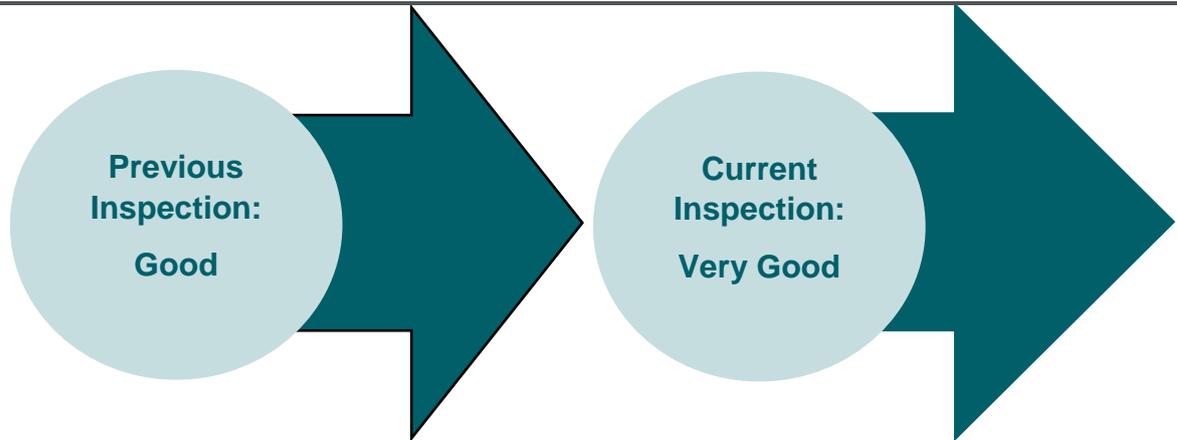
Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Very careful planning which ensures students learn in an uninterrupted, continuous and progressive way as they move between school phases.• Very strong cross-curricular links and links with Emirati culture and UAE society.• Occasionally, curriculum provision is not sufficiently well modified to fully support the progress of less able or Special Educational Needs (SEN) students or fully challenge gifted and talented (G&T) students.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• The school makes the very best arrangements to provide for the health, safety, safeguarding, and well-being of all students.• The school has high quality pastoral care and procedures for managing behaviour.• Provision for SEN and G&T students does not always monitor their progress sufficiently accurately to promote intervention and support of the highest quality.		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">• Senior leaders have an exceptionally clear view on the main priorities for improvement and leaders at all levels work very strongly as a team to drive the school towards achieving its ambitious vision. Relationships and communication are consistently professional and highly effective.• Governance provides highly effective oversight and support and very clear expectations of leadership. It makes a significant and effective contribution to school performance.• The school has rightly set in motion plans to improve coordination of provision for SEN and G&T students, and improve access to learning technologies.		



Progress made since last inspection and capacity to improve



- Standards have improved in all core subjects except Islamic Education, and in other subjects. Attainment overall has improved from acceptable to good. Progress has improved from good to very good overall. This has been due to senior leaders and teachers using data more strategically to set targets and greater focus on students' learning and progress in monitoring teaching. The school now benchmarks achievement against international standards through IB results and increasingly through MAP testing. Teachers now make full use of assessment data against common core standards to set student targets and track achievement. Improved systems for monitoring teaching have provided a clearer picture of its impact upon learning. Improvement in achievement in English has underpinned improvement in other English medium subjects.
- The quality of teaching has improved and is now consistently very good. Leaders ensure teachers now routinely share good practice with one another, questioning is now very good, and improvements to the curriculum have ensured lessons are more interesting for all groups of students, including boys. Challenge has improved for more able students, although G&T students are not yet always fully challenged.
- School leaders at all levels demonstrate a very good capacity to improve. They have addressed all the recommendations of the previous inspection report and achieved sustained improvements over time in all key areas.



Provision for Reading



- Libraries throughout the school are well stocked with suitable reading material for all age groups. Teachers make the development of students' reading skills a high priority and encourage them through special projects.
- Library periods are suitably scheduled for English and Arabic classes with an ongoing programme to encourage reading for pleasure. Teachers encourage students to read at home and to record their thoughts about what they read.
- Teachers have received very good professional development for improving reading and have used this successfully to develop their teaching. This strong focus has led to improvement in students' reading test results.
- Opportunities for individual reading, guided reading and class reading are well embedded within the curriculum across the school. Teachers are well-prepared to teach reading in both English and Arabic. A highly effective reading programme in KG and primary phase strongly supports students' early acquisition of reading skills.
- The school comprehensively assesses and monitors students' progress in developing critical reading skills.



Key areas of strength and areas for improvements:

Key areas of strength

- The progress made by the school in improving teaching and students' achievement since the last inspection.
- The attitudes, behaviour and enjoyment in learning demonstrated by students throughout the school.
- The opportunities for students to develop their creativity and innovation skills.
- The provision for supporting and guiding all students and ensuring their safety and well-being.
- The effectiveness of school leaders in managing the day-to-day life of the school, driving improvement and setting a vision for its future direction.

Key areas for improvement

- Further improve the consistency of students' standards of achievement across the school by:
 - refining the individual targets set for students to ensuring these sharply define areas of work where specific improvement is needed
 - monitoring and reviewing on a regular basis the progress that students, including SEN and G&T students, are making in achieving their targets
 - modifying the curriculum where needed to ensure work set in lessons fully matches the needs of SEN, less able, and G&T students
 - moving ahead with current school plans to appoint a member of staff with responsibility for coordinating the provision for SEN and G&T students.
- Ensure the consistent use of and access to learning technologies in the classrooms to extend students' learning by:
 - reviewing the current availability of learning technology resources across the school, in line with the school's current E-learning development plan
 - ensuring that the equipment needed is readily accessible for students as and when required
 - ensuring that teachers plan carefully for students' use of newly accessible learning technology, including opportunities for all to consistently develop their creative, innovation, and independent learning skills in classes across all subjects
 - using such resources to help younger students extend their understanding of other cultures.



Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic (as a First Language)	Attainment	Very Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Arabic (as additional Language) *	Attainment	N/A	Very Good	Very Good	Very Good
	Progress	N/A	Very Good	Very Good	Very Good
Social Studies	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
English	Attainment	Good	Good	Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Mathematics	Attainment	Good	Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Science	Attainment	Good	Good	Good	Very Good
	Progress	Very Good	Good	Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Very Good	Very Good	Very Good	Very Good
Learning Skills		Very Good	Very Good	Very Good	Very Good

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good.• Attainment is good across phases. Internal assessment and Grade 12 MOE external test results indicate outstanding attainment overall. In lessons and students' work attainment is good because the majority of students attain levels above the curriculum standards.• Students make good progress in all phases because teachers ensure they develop good learning skills overall. They progress well in their knowledge and understanding of Islamic concepts and values and applying these in everyday life. Occasionally, in some classes, students do not fully develop their skills of recitation and independent research in projects.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is very good and has improved since the last inspection.• Attainment is very good. Internal assessment results and lessons and students' work indicate a large majority of students attain above expected levels overall. This is also mirrored by the Grade 12 MoE test results.• Students make good progress across the school because, in all phases, teachers ensure their skills in listening and understanding, speaking, reading and writing are very well developed. As they progress through the school students become increasingly confident and articulate. However, occasionally, they do not make sufficient use of standard Arabic in their discussion work.• The few students learning Arabic as additional language achieve very well and confidently use their Arabic on a daily basis.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good and has improved since the last inspection.• Attainment is good. Internal assessment results indicate outstanding attainment overall. In lessons and students' work attainment is good because the majority of students attain levels above curriculum standards.• Students make good progress across phases, because of good teaching which promotes learning skills well, particularly students' skills in applying their learning to the world around them. By middle phase students gain insight into a wide range of historical information, for example in comparing the Arab homelands under Ottoman rule with the present day. However, SEN and lower attaining students do not always make enough progress because occasionally they are insufficiently engaged in their work.



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English	<ul style="list-style-type: none">• Students' achievement is very good and has improved since the last inspection.• Attainment is good overall and very good in high phase. This is evident in lessons and in students' work. Students' attainment is acceptable in Grade 12 IB examinations and weak in MAP assessments. Internal assessments indicate outstanding attainment overall.• Students make very good progress because strong teaching and assessment ensures students' language skills are very secure overall. Children starting school, possess little or no English vocabulary. By KG2 the majority listen, speak, read and write at a good level for their age and by secondary phase students use their language skills in a sophisticated way. RIT score results verify students' very good progress from Grade 1 to Grade 10.• Very occasionally lower attaining and SEN students do not make enough progress because they are not fully engaged, and in a few lessons in KG to Middle phase students' progress is slowed because they have insufficient opportunities to practice speaking skills.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good overall, and has improved since the last inspection.• Attainment is good in KG and primary and very good in middle and secondary phases. Grade 12 students' attainment in IB assessments is acceptable and Grade 10 attainment in MAP tests is good. In all other phases MAP results are weak. Internal assessments indicate overall attainment to be outstanding in KG, middle and secondary, and very good in primary phase. In lessons and students' work attainment is good overall because the majority of students attain levels above curriculum standards.• Students make very good progress overall because teachers' constant focus on subject specific vocabulary ensures their understanding and application of mathematical concepts and formula is secure. In KG, children rapidly acquire mathematical language. Throughout the school students successfully build on their knowledge of working with number, shape and space. By secondary phase they demonstrate a very good knowledge and understanding of mathematical concepts.• Students' problem-solving skills are a strength at all ages. However, skills with mental mathematics and learning technologies are not as well developed as they could be in some classes.



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Science	<ul style="list-style-type: none">• Students' achievement is good overall and has improved since the last inspection.• Attainment is good overall and very good in high phase. Grade 12 students' attainment in International Baccalaureate tests is outstanding. Attainment in MAP tests in primary and middle phases is weak. Internal assessments indicate that attainment is outstanding overall. In lessons and students' work, attainment is very good in secondary phase where large majority attain above expected levels in physics, chemistry and biology. In all other phases attainment is good because the majority attain levels above curriculum standards.• Students make good progress in primary and middle, and very good progress in KG and secondary phases because of teachers' focus upon higher order thinking and scientific skills, especially of inquiry and applying understanding in real life contexts. KG children make very good progress in exploring the world around them and making links to their personal lives. In secondary phase students confidently use their factual knowledge to explain physical, chemical and biological systems and processes. However, in primary and middle phases students do not make as rapid progress because they often struggle with the scientific language needed to explain their thinking and understanding.
Other subjects	<ul style="list-style-type: none">• In PE, students demonstrate the benefits of fitness on health and wellbeing and team working skills. In ICT, they understand how to use a range of software and hardware, and can create code and use ICT for research. Students are very competent in creating pieces of artwork and work displayed around the school is of a very high standard. In music students demonstrate understanding of notes and rhythms and can apply this within performances using a variety of instruments.• Students show understanding of subject specific terminology and where appropriate are very confident in using critical and higher order thinking skills. They frequently work innovatively and demonstrate creativity. However, they do not consistently demonstrate skills in the use of learning technology across subjects.
Learning Skills	<ul style="list-style-type: none">• Learning skills are very good. Students are very well motivated and enjoy learning. They work purposefully with others to collaborate and communicate their learning effectively.• Students regularly apply their learning very well to their understanding of the world and establish meaningful links between subjects. They frequently use critical thinking and problem-solving skills as key features of learning.• In Arabic, English, mathematics, science and other subjects, students demonstrate very strong creative, innovation and independent learning skills, but less so in Islamic Education and Social Studies. Students make effective use of learning technologies, but do not demonstrate this consistently across subjects.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none">• Good progress in developing understanding of how Islamic values apply in everyday life.• Attainment in Grade 12 MoE examinations.	<ul style="list-style-type: none">• Students' ability to work independently and research topics.• Consistent development of students' recitation skills.
Arabic	<ul style="list-style-type: none">• Progress of students in developing very good reading, writing, speaking and listening skills.• Students' critical thinking skills and ability to apply their learning to everyday life.	<ul style="list-style-type: none">• Opportunities for students to consistently practice their speaking of standard Arabic.
Social Studies	<ul style="list-style-type: none">• Students' understanding and knowledge of the UAE culture and traditions.• Students' linking of learning to everyday life.	<ul style="list-style-type: none">• Further development of independent learning and innovation skills.• Engagement of SEN and lower attaining students in a few lessons.
English	<ul style="list-style-type: none">• The rate of progress of students in reading, writing, speaking and listening as they move across the school.• Students ability to work in an innovative and creative way.	<ul style="list-style-type: none">• Development of students' speaking skills in some lessons.• The progress of SEN and lower attaining students in a few lessons.
Mathematics	<ul style="list-style-type: none">• The rate of students' progress supported by teachers' constant focus on subject specific vocabulary.• Students' problem-solving abilities.	<ul style="list-style-type: none">• Further development of students' mental mathematics skills.• Use of learning technologies in classrooms.
Science	<ul style="list-style-type: none">• Students' scientific inquiry skills.• Students' critical and higher order thinking skills.	<ul style="list-style-type: none">• Acquisition of appropriate scientific vocabulary in primary and middle phases.
Other subjects	<ul style="list-style-type: none">• The progress made by students across phases.• The development of students' innovation and creative skills.	<ul style="list-style-type: none">• Use of learning technology by students.
Learning skills	<ul style="list-style-type: none">• Students' motivation and enjoyment of learning.• Students' collaboration and communication skills.	<ul style="list-style-type: none">• Consistent development of creative, innovation, and independent learning skills across all subjects.• Consistent use of learning technology across subjects.



Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development is very good and their innovation skills are good. Students display positive and responsible attitudes and are supportive of each other as they progress through the school. They display very good behaviour at all times in class and around the school. Strong relationships between students and teachers helps all individuals to develop confidently and happily. Punctuality, and the attendance of students at 97%, are very good.
- Students have a very good understanding of safe and healthy living and respond positively to school initiatives promoting general health, hygiene and good diet.
- Students demonstrate a very good understanding of Islamic values and how these influence everyday life in the UAE. They are very knowledgeable and respectful of the traditions and heritage of the UAE. Most students show very good understanding of other world cultures, but this is not as strong as it could be in lower year groups.
- Students are aware of their responsibilities in the school community and participate actively in volunteering within school and the local community, for example in visiting children in hospital and supporting the work of the Red Crescent.
- Students show a very positive work ethic and can be innovative and creative, for example within International Baccalaureate (IB) projects that are often based on pursuing their own ideas. Innovation skills are not consistently developed across subjects.
- Students care for their school environment and actively participate in projects to improve it. They demonstrate strong awareness of wider environmental issues and sustainability.

Areas of Relative Strength:

- The positive and responsible attitudes of students.
- Students' understanding of Islamic values and their influence on UAE society.

Areas for Improvement:

- Students' innovation skills.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Very Good
Assessment	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The quality of teaching and assessment is very good. Teachers have very good subject knowledge and apply very effective teaching strategies. They plan interesting and challenging activities that motivate students and deepen their knowledge, understanding and skills.Teachers interact very well with students and create an enthusiastic climate for learning in their classes. Questioning is very well focused to promote critical thinking on key ideas. Teachers use a wide range of different strategies to cater effectively for the needs of different students. Occasionally, questioning and discussion does not sufficiently involve and challenge a few SEN, less able, and G&T students.Teachers focus very well on aspects of the work that help students think innovatively and creatively, providing frequent opportunities for them to express their own ideas and solve problems.Assessment processes are regular and consistent, and achievement is benchmarked against appropriate external expectations. Staff make full use of a wide range of accurate and detailed assessment data, including MAP tests, to carefully monitor student progress and meet the needs of different groups.Teachers use their very good understanding of students' strengths and weaknesses to provide them with constructive verbal and written feedback and regularly encourage them to assess their learning. Targets for individual students are not always sufficiently precise to further accelerate their progress.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Teachers' planning of work and the high quality of their interaction with the students.The rigorous use of assessment to monitor students' progress.				
Areas for Improvement:				
<ul style="list-style-type: none">Ensuring work always matches precisely the needs of all less able, SEN and G&T students.Refining and sharpening students' individual targets.				



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The overall quality of the curriculum is very good. It has a clear rationale. The MOE curriculum, American Common Core State Standards and IB Diploma Programme effectively provide balance and promote innovation and challenge. The Arabic curriculum caters fully for first and additional language speakers and a stimulating KG curriculum ensures children make rapid progress in developing basic literacy and language skills.• There is a wide range of electives for older students, although this has narrowed since the last inspection. The curriculum is regularly reviewed and systematically developed, and cross-curricular links and continuity and progression in learning are particular strengths in all cycles.• Teachers modify the curriculum successfully to match the needs of almost all groups. Occasionally, work in lessons does not sufficiently challenge G&T students or precisely match the needs of SEN and less able students.• The school provides a wide range of sporting and cultural opportunities. An extensive programme of extra-curricular and enhancement activities includes innovative and creative opportunities for all students.• High quality links to Emirati culture and UAE society are very well embedded throughout the curriculum.• Moral Education is successfully delivered through thought-provoking and motivational lessons, enhanced by work on moral values within the IB programme.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• The wide-ranging programme of extra-curricular and enhancement activities.• The successful Moral Education programme.				
Areas for Improvement:				
<ul style="list-style-type: none">• Modifying the curriculum to fully match the needs of SEN, less able and G&T students.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• The overall quality of the protection, care, guidance and support for students is very good.• Staff, students and parents are fully aware of the school's rigorous procedures for keeping students' safe, including child protection. The school maintains very detailed and clear policies concerning all aspects of protection and care of students. The school environment is completely safe, secure and hygienic and supervision of students is exceptionally effective.• The premises and learning environment are well suited to all students' learning needs and very well maintained. Records are comprehensive and secure. There are very effective strategies in place for promoting safe and healthy lifestyles.• Effective pastoral care and procedures for managing behaviour result in strongly positive and respectful relationships flourishing throughout the school. The school is successful in promoting very good attendance and punctuality.• Thorough systems identify SEN and G&T students and support for them is effective. Provision does not always check their progress sufficiently accurately to allow highly appropriate intervention.• Efficient systems for monitoring students' well-being lead to very effective personal, academic and careers guidance, which enables smooth transition from KG to high school and beyond.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Rigorous systems to ensure students are safe and well cared for.• Effective pastoral care and procedures for managing behaviour.				
Areas for Improvement:				
<ul style="list-style-type: none">• Provision for checking the progress of all SEN and G&T students.				



Performance Standard 6: Leadership and management

Indicators:

The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance*	Outstanding
Management, staffing, facilities and resources	Very Good

- The overall quality of leadership and management is very good. Effectiveness of leadership is outstanding. Leaders at all levels work very strongly as a team, promote an ambitious shared vision and exceptionally clear direction, and demonstrate a comprehensive and thorough knowledge of educational best practice. Relationships and communication between staff are consistently professional and highly effective. Leaders have achieved very high levels of school performance but achievement is not yet consistent across subjects.
- The rigorous self-evaluation form (SEF) is well focused and informed by data analysis, and links strongly to the school development plan (SDP). Strategic and operational improvement actions are very effective. School leaders, including middle managers, systematically monitor teaching and evaluate its impact upon achievement very effectively. The school has successfully addressed all previous inspection recommendations and sustained a very good rate of improvement.
- Partnerships are very good. Parents are strongly involved in the life of the school and well informed on their child's development through very effective communications and reporting, and the accessibility of staff including the Campus Director. Community partnerships are good but have yet to be extended by fully establishing international links.
- Governance is outstanding. The Board of Directors ensures wide representation from stakeholders, and provides highly effective oversight and support. Expectations of school performance are very clear. Governance has a highly positive impact on outcomes due to frequent involvement in school life, systematic monitoring of performance, and its proactive approach.
- Day-to-day management is highly efficient and effective. Well-qualified and deployed staff are strongly supported with appropriate training. Premises and resources are of high quality overall. Not all classes have easy access to learning technologies to support students' learning.
- The leadership has clear plans to prepare students for future international examinations. The 'Question a Day' initiative is implemented very thoroughly to equip students with the skills required for success in TIMSS tests. Staff liaise closely with parents to encourage follow-up at home and arrange special classes to support work in this area. MAP testing is now used to monitor progress against international expectations. The school is fully committed to developing further international benchmarking with clear initiatives for this set out within the SDP.

Areas of Relative Strength:

- The effectiveness of school leaders.
- School governance.

Areas for Improvement:

- The consistency of students' achievement.
- Access to learning technology resources.

*Relevant for Private schools only