



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

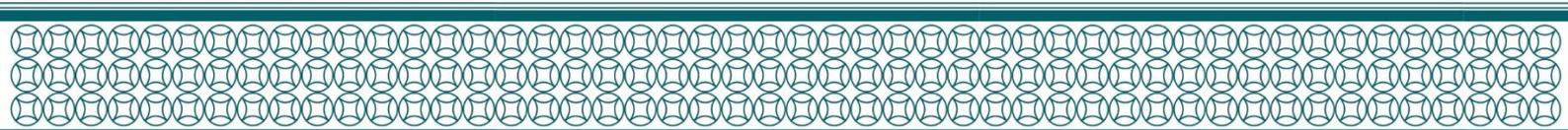
Inspection
Report of

The International Community School
Branch 1

Overall
Effectiveness

Good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	The International Community School – Branch 1		
School ID:	238	School phases:	Foundation Stage to Middle
School Council: **	NA	Fee range and category*	AED12,000 – AED19,000 low to medium
School curriculum: *	British	Email:	Int.comm1@adek.abudhabi.ae
Address:	Al Najda Street, Abu Dhabi	Website:	www.icschool-uae.com/alnajda
Telephone:	+971 (0) 2644 4003		

Staff Information			
Total number of teachers	69	Turnover rate	31%
Number of teaching assistants	16	Teacher- student ratio	1:16

Students' Information				
Total number of students	1098	Gender	Boys and girls	
% of Emirati students	3%	% of SEN students	8%	
% of largest nationality groups	Egyptian: 29%	Jordanian: 24%	Syrian: 13%	
% of students per phase	Foundation Stage	Primary	Middle	High
	17%	68%	15%	NA

Inspection Details				
Inspection date:	from	27/02/1440	to:	30/02/1440
		04/11/2018		07/11/2018
Number of lessons observed:	134	Number of joint lessons observed:	18	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The senior leadership has faced a high level of staff turbulence since the last inspection. Current staff turnover is 31%. Over 75% of staff are new to the school since the previous inspection in January 2017. Plans for new buildings are well advanced, with construction due to begin shortly.
- The performance of the school is good because most students' achievement is above curriculum standards in most key subjects. An improved, broad curriculum and generally good teaching are maintained by effective leadership which focuses upon staff development and rigorous self-evaluation and school improvement planning. Students benefit from a caring and supportive school environment, but do not receive enough independence and challenge in their learning.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Student achievement remains good overall. Students' attainment is good overall in the majority of subjects. • Students in primary and middle make good progress in almost all core subjects. In all phases, students make good progress in other subjects. • Learning skills remain good overall. Students collaborate well and are able to make connections between different subjects and with everyday life. Critical thinking, innovation, enquiry, and technology skills are less well developed. 		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Students' personal development is good. They show positive attitudes, relate well to one another and behave respectfully. However, their social development and innovation skills are not as well developed. • Students develop good appreciation and understanding of Islamic values and UAE heritage and culture. • A minority of students do not arrive punctually. 		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> • Teaching quality is good overall, but acceptable in FS. • Teachers generally use good subject knowledge to plan effective activities that enable students to be successful learners. • The use of assessment to plan teaching and learning is good in the primary phase but acceptable elsewhere. School assessment systems 		



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	are insufficiently benchmarked against national and international standards.
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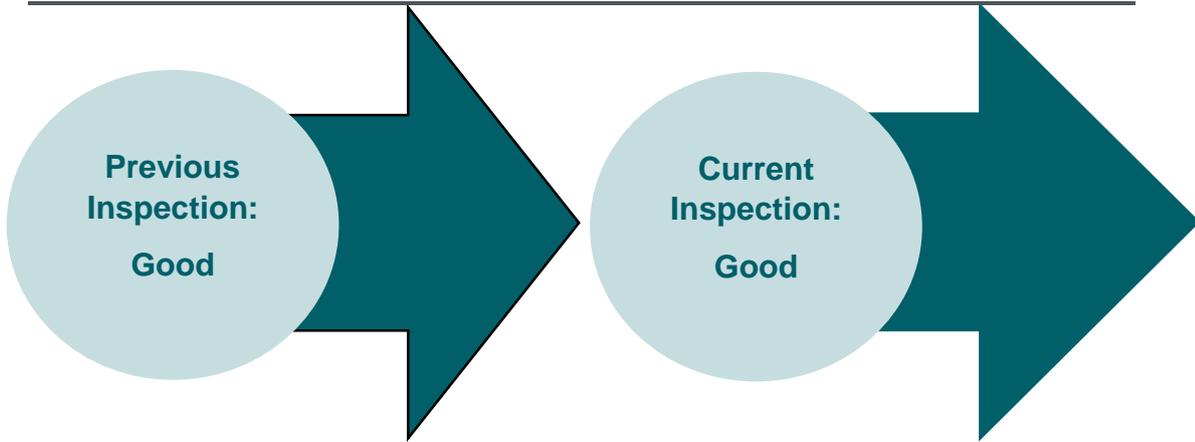
Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The curriculum is well designed and implemented to ensure students are effectively prepared for the next phase in their education. Curriculum adaptation ensures the needs of almost all groups are met and provides a rich range of activities which increase understanding of UAE society and Emirati culture. The curriculum is insufficiently modified to match the needs of more able and G&T students and provide opportunities for innovative and creative work. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Arrangements for health and safety, including safeguarding, are effective and all staff and parents are made well aware of these. Supervision is very effective at all times. Good relationships underpin good behaviour management, guidance, and support. Thorough systems are in place to identify students with SEN and G&T students. Whilst students with SEN generally receive effective support, G&T and more-able students are not challenged sufficiently in lessons. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> Effective leadership and governance ensure generally strong processes of self-evaluation and improvement planning. Partnerships with parents and the wider community are good. The school lacks fully robust and accurate student performance data to further strengthen self-evaluation. 		



Progress made since last inspection and capacity to improve



- Leaders have sustained good standards, with improvements in primary phase attainment in Islamic education, Arabic as an additional language and social studies. FS and primary attainment is now good in non-core subjects. Achievement has declined from good to acceptable in FS due to problems of staff turnover and lack of sufficiently challenging work.
- Teachers have improved differentiation in lesson planning, especially in Arabic and Islamic education, although their plans do not always translate into practice and more able and G&T students are not yet sufficiently challenged. Their management of time and the range of activities is now good. Students' work is marked regularly.
- Assessment systems are improved. Teachers analyse and moderate results. However, assessment information does not provide a fully accurate picture of students' attainment because it is not sufficiently benchmarked against national and international standards.
- Students' critical thinking skills have improved due to teachers' raised expectations and more lesson activities involving enquiry-based learning linked to real life. Promotion of independent research, problem-solving skills and use of learning technology is less strong.
- Leaders have maintained a good level of school performance, sustained school improvement initiatives, and improved the curriculum. They have responded effectively to high staff turnover by creating comprehensive induction and training materials for new staff. Progress has been made in addressing almost all the recommendations in the previous inspection report. Overall, school leaders' capacity to improve the school is good.



Provision for Reading



- The school library offers an attractive reading environment and is well stocked with books for English and Arabic. All classes have weekly library periods. Each class has a well-stocked reading corner, which is used throughout the day.
- Developing reading skills is a school priority in both English and Arabic. Clear plans are in place to encourage students' reading. Teachers for English and Arabic receive appropriate training in teaching reading.
- Good systems exist In English for younger students to take home reading books that focus on embedding their phonics skills. Older students follow an online comprehension programme that comprehensively tracks their progress.
- The school cultivates reading well as part of its culture through a host of initiatives including fairs, a 'Drop Everything And Read' initiative, monthly reading challenges and national reading challenges in Arabic.



Key areas of strength and areas for improvements:

Key areas of strength

- The overall standards achieved by students and the quality of teaching.
- Students' relationships and interactions with each other and their teachers.
- Students' awareness of Islamic values and their appreciation and understanding of the culture and heritage of the UAE.
- The provision for supporting the well-being and personal development of students.
- The commitment of school leaders towards achieving the school's vision and strategic plans.

Key areas for improvement

- Further improve standards and teaching in all subjects, especially in the Foundation Stage as appropriate by:
 - further reviewing lesson planning to ensure that teachers use assessment to precisely target the needs of all groups of students, especially more able and G&T students
 - improving the level of challenge for FS children through effective questioning and planning of tasks which stimulate their thinking.
 - improving opportunities for students to develop skills of recitation in Islamic education, extended handwriting in Arabic as a first language, and speaking in Arabic as a second language
 - increasing opportunities for extended writing and handwriting in English
 - providing more activities in which students develop skills of problem solving in mathematics and predicting, hypothesising and writing up practical work in science
 - improving skills in innovation and creativity, particularly through students developing their own ideas through research and using learning technology across subjects
 - further developing individual targets for students, personalised to their learning needs
 - improving the quality of feedback to students, including comments in marking which help them improve their work.
- Improve students' punctuality by:
 - increasing the rigour with which current procedures are applied.
- Develop the school's systems for assessing students' attainment and progress by:
 - implementing external nationally and internationally benchmarked testing across year groups.
 - further improving the quality of data analysis to increase the accuracy and detail of assessment data available to teachers.
- Further develop the monitoring and evaluation of teaching by:
 - providing training for middle managers which includes evaluating the impact of teaching on achievement
 - updating lesson monitoring forms to ensure they record the impact of teaching on achievement, especially in the subjects where weaknesses are identified and particularly in the FS.



Performance Standard 1: Students' Achievement

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

*Relevant for Private schools only



Islamic Education	<ul style="list-style-type: none">• Achievement in Islamic Education is acceptable and has improved in primary since the last inspection.• Attainment is acceptable overall. Internal assessment indicates attainment is very good overall. Lesson observations and students' work indicate attainment is good in primary, where the majority of students attain above curriculum expectations, and acceptable in other phases, where most attain in line.• Overall, students acquire secure knowledge of Islamic values and appropriate recitation skills. This learning is well developed in the primary phase, but less well in FS and middle. This is because students do not embed the skills they learn through work that is sufficiently challenging for them.• More able, G&T, less able, and special educational needs (SEN) students do not always make enough progress, especially in FS and middle phase. This is because work either does not challenge them sufficiently, or they find it too hard.
Arabic	<p>Arabic as a first language</p> <ul style="list-style-type: none">• Achievement is good and has improved since the last inspection.• Attainment is acceptable. Internal assessment indicates attainment is good overall. Lesson observations and students' work indicate acceptable attainment as most students attain in line with curriculum standards.• Progress is good in primary and middle, and acceptable in FS. Overall, students progress well in developing their basic listening, speaking, reading and writing skills. Their progress in developing extended writing skills is less strong. In FS most children only make acceptable progress because teachers do not ensure their basic skills are fully secure.• Less able and more able students do not always make enough progress because they are not supported and challenged effectively. <p>Arabic as a second language</p> <ul style="list-style-type: none">• Achievement is good and has improved since the last inspection.• Attainment is good. Internal assessment indicates very good attainment overall. In lessons and students' work attainment is good; the majority of students attain above curriculum standards.• Progress is good. Students' progress well in developing their listening, reading, comprehension and writing skills. Progress in speaking skills is less consistent because not all students have opportunities to practice and consolidate these effectively.• More able students do not always make enough progress because they are not always sufficiently challenged.



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Social Studies	<ul style="list-style-type: none">• Achievement is good and has improved.• Attainment is good. Internal assessment indicates outstanding attainment. Lesson observations and students' work indicate good attainment because the majority of students attain above curriculum standards.• Progress is good. Students develop their understanding of UAE geography and history well. They make effective progress in developing their knowledge of conservation projects in the UAE. Progress in map skills is less strong because opportunities to develop these are limited.• More able students do not always make enough progress because they are not always sufficiently challenged.
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English	<ul style="list-style-type: none">• Achievement in English remains good.• Attainment is acceptable. Internal assessment indicates attainment is acceptable in FS, weak in primary and outstanding in middle phase. Lesson observations and students' work indicates acceptable attainment across phases; most students attain in line with curriculum standards.• Progress is good overall and acceptable in FS. FS children make steady progress in acquiring acceptable basic knowledge of letters and sounds, but do not always practise newly learned skills in sufficient depth. In primary and middle phases, students make good progress in developing listening, reading, comprehension, writing and clear, confident speaking skills so that by Year 8, they have acquired appropriate basic language skills for their age. Progress is less strong in extended writing and quality of handwriting due to a lack of clear expectations and opportunities to develop these.• More able students do not always make enough progress as they often find work too easy.
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Mathematics	<ul style="list-style-type: none">• Achievement remains good overall.• Attainment is acceptable. In the primary phase, 2018 internally marked SATs results were weak in both Year 2 and Year 6. Other internal assessment indicates attainment is good overall. Lesson observations and students' work indicate that attainment is acceptable across phases; most students attain in line with curriculum standards.• Progress is good overall and acceptable in FS. In FS, children make acceptable progress in developing basic number skills, but teachers do not provide enough opportunities to ensure their reasoning is secure. In other phases, students make good progress in developing their number skills because teachers ensure these, and their understanding of subject vocabulary are secure. They apply these confidently in mental mathematics, and in using their knowledge in practical work. Students' mathematical problem-solving skills are less developed.• More able and G&T students do not always make enough progress because they are not sufficiently challenged.
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Science	<ul style="list-style-type: none">• Achievement in science remains good overall.• Attainment is good. Internal assessment indicates attainment is outstanding across phases. Lesson observations and students' work indicate attainment is acceptable in FS, where most children attain in line with curriculum standards and good in other phases, where the majority of students exceed these.• In the best lessons students gain good skills to predict and hypothesise but this is not consistently the case in all practical work seen.• Progress is good overall and acceptable in FS. In FS, children make steady progress in developing their knowledge and understanding of the world, but do not embed their understanding sufficiently by talking about what they learn. In other phases students make good progress in developing their understanding of scientific concepts and investigative and practical skills. Progress in developing skills of hypothesising and predicting is less strong because students do not have regular opportunities to acquire these. In lower primary, progress in developing skills of writing up investigations is less strong because written work is limited to worksheets.• More able students do not always make enough progress because they do not find work sufficiently challenging.
Other subjects	<ul style="list-style-type: none">• Achievement in other subjects is good and has improved. Students' attainment and progress are generally good across the school.• In art and design and technology students make good progress in developing their creative and technical skills. FS children gain good skills using colour to make patterns. Students make good progress in developing sketching skills and a range of computer skills.• In music in all phases, students learn to sing tunefully, use a good range of musical instruments and, in older classes, to identify notes in a score.• In humanities, students make good progress in developing their skills and understanding. Primary students, for example, develop good map skills and in-depth knowledge of historical facts.• In physical education students make good progress in developing their physical skills. FS children learn to coordinate movements in jumping and running and Year 6 students show good ball control skills in games.• More-able and G&T students do not always make enough progress as they are not sufficiently challenged to apply and extend their skills.
Learning Skills	<ul style="list-style-type: none">• Learning skills are good overall and acceptable in FS.• Students generally engage well with their work, although less so in FS.• Students collaborate and interact well across the school. In primary and middle, they often broaden their understanding through discussion. This is not a common feature of the work in FS.• Students make good connections in their work between different subjects and with everyday life.• Critical thinking, innovation, enquiry, research, and technology skills are developing features of students' learning across subjects.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Understanding of Islamic values and their application in everyday life. 	<ul style="list-style-type: none"> Recitation skills especially in FS and middle phase.
Arabic	<ul style="list-style-type: none"> Students' listening, reading, comprehension, speaking and writing skills in Arabic as a first language (Arabic FL), especially in the primary and middle phases. Students reading, writing and comprehension skills in Arabic as a second language (Arabic SL). 	<ul style="list-style-type: none"> Students' extended writing skills in Arabic FL. Speaking skills in Arabic SL.
Social Studies	<ul style="list-style-type: none"> Understanding of UAE history and geography. Linking learning to everyday life in the UAE. 	<ul style="list-style-type: none"> Map reading skills. Students' skills to research aspects of history more independently.
English	<ul style="list-style-type: none"> Clear and confident speaking skills. Reading and comprehension skills. 	<ul style="list-style-type: none"> Extended writing skills. Handwriting skills.
Mathematics	<ul style="list-style-type: none"> Mental mathematics skills. Students' application of their knowledge in practical work. 	<ul style="list-style-type: none"> Mathematical problem-solving skills.
Science	<ul style="list-style-type: none"> Investigative and practical skills. Understanding of scientific concepts. 	<ul style="list-style-type: none"> Writing simple explanations in lower primary. Skills of predicting and hypothesising.
Other subjects:	<ul style="list-style-type: none"> Sketching skills in art. Creativity and technical skills in art and design and technology. 	<ul style="list-style-type: none"> Extending and applying the skills of the more-able and G&T students.
Learning skills	<ul style="list-style-type: none"> Students' engagement and their interactions with each other and their teachers. Students' ability to link their learning to real-life activities. 	<ul style="list-style-type: none"> Critical thinking, innovation, enquiry and research skills. Students' use of learning technology.



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

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

- Students' personal and social development are good, and the development of their social responsibility and innovation skills is acceptable. Students have positive attitudes and their behaviour is good. They form respectful relationships.
- Students demonstrate good understanding of safe and healthy living and usually make wise choices, for example, in the food they eat at break-times. Attendance at 92% is acceptable. A minority of students arrive late at school each day.
- Students have a good appreciation and understanding of Islamic values and UAE heritage and culture. Their understanding of other world cultures is less well developed.
- Students have an acceptable awareness of their responsibilities in the school community. Some volunteer for break time security committees, helping at parents' meetings, and fund raising for the Red Crescent.
- Although students develop their own ideas creatively and innovatively in lessons such as art and computer science, this is not consistent across subjects. They enjoy work but can be over-dependent on their teacher.
- Students care for their immediate environment, keeping it clean, and are aware of important environmental issues. Their involvement in conservation and environmental work is limited.

Areas of Relative Strength:

- Attitudes, behaviour and relationships.
- Appreciation and understanding of Islamic values and UAE heritage and culture.

Areas for Improvement:

- Attendance and punctuality.
- Innovation and creativity skills.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Acceptable	Good	Good	
Assessment	Acceptable	Good	Acceptable	

- The overall quality of teaching and assessment is good. It is acceptable in FS, where planned activities and questioning do not sufficiently stimulate children's thinking. Most teachers use good subject knowledge to plan lessons that successfully engage students in a range of practical learning experiences.
- Teachers generally ask questions which effectively assess and challenge students' understanding. They provide challenge and support for students with different learning needs, but this is not always sufficiently personalised.
- Teachers suitably promote students' critical thinking but provide too few opportunities for them to develop independent learning, problem-solving and innovation skills.
- Assessment procedures are consistent and linked to curriculum standards. Assessment information is analysed and moderated by senior leaders, but not benchmarked against external standards. Teachers do not use assessment information sufficiently precisely to meet the needs of all groups of students, particularly more able and G&T students, although this is better in the primary phase.
- Teachers are suitably aware of students' strengths and weaknesses. They mark work, but few provide helpful comments on the next steps to help students improve. Although students are beginning to evaluate their own work and work towards learning targets these are not regular features of lessons, and targets are not always sufficiently personalised.

Areas of Relative Strength:

- Teachers' subject knowledge.
- Practical learning experiences.

Areas for Improvement:

- Independent learning, problem-solving and innovation skills.
- Benchmarking against national and international standards.
- Use of assessment to precisely meet the needs of all groups, especially more able and G&T students.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	
Curriculum design and implementation	Good	Good	Good	
Curriculum adaptation	Good	Good	Good	

- The quality of the curriculum is good. Implementation of the National Curriculum for England (NCfE) has a clear rationale. It offers a well-balanced range of activities to support students' learning. Good continuity and progression enable students to successfully move on to the next stage of their learning.
- Well-established cross-curricular links connect learning between subjects. The curriculum is regularly reviewed to ensure it promotes most students' personal and academic progress.
- Planning does not provide sufficient opportunities for students to develop their skills of innovation and creativity, for example through researching in different topics to explore their ideas.
- Teachers modify the curriculum to broadly meet students' needs. Their planning of activities is not sufficiently precise to ensure that G&T and more able students are consistently challenged.
- The curriculum provides good opportunities across subjects for students to gain a clear understanding of UAE society and Emirati culture.
- Moral education is provided effectively through regular discrete lessons and integration of topics into other subjects. Students gain a clear insight into issues such as solving problems in friendships. This work is closely linked to the school's values.

Areas of Relative Strength:

- Continuity and progression in learning.
- Opportunities to learn about UAE society and Emirati culture and society.

Areas for Improvement:

- Activities which meet the needs of more able and G&T students.
- Activities to develop innovation and creativity skills.



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

Indicators:	KG	Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	
Care and support	Good	Good	Good	
<ul style="list-style-type: none">The quality of protection, care, guidance and support for students is good. Safeguarding procedures, including for child protection, are effective. All staff, students and parents are aware of these. The school environment is safe, hygienic, well-maintained and secure. Supervision is very effective at all times.Risk assessment is rigorous and facilities are well maintained. Records of maintenance are accurate. Although some classrooms are rather cramped, school premises are mainly fit for purpose. There is no lift to assist students with physical disabilities. Staff promote students' understanding of safe and healthy living well and encourage them to bring healthy snacks to school.Staff-student relationships are positive. Systems to manage behaviour are successful. Approaches to promoting attendance are appropriate, but those for punctuality are insufficiently rigorous.Thorough systems identify SEN and G&T students. SEN students generally receive effective support. G&T students are provided for in extra-curricular activities such as mathematics and science clubs, but along with more able students they are not challenged effectively in lessons.Staff provide good guidance and support to aid students' personal development, especially for older students as they progress into the new classes of the expanding middle school.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Arrangements for health, safety and safeguarding.Staff-student relationships and behaviour management.				
Areas for Improvement:				
<ul style="list-style-type: none">Challenge for G&T students in lessons.Approaches to improve students' attendance and punctuality.				



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance*	Good
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">The overall quality of leadership and management is good. Leaders promote a clear vision and strategic direction. They use good knowledge to familiarise new staff with the curriculum and best practice in teaching, but recognise more work is required in this, especially in FS. They provide well-focused staff development. They have responded effectively to significant staff turbulence to ensure school improvement initiatives stay on track. Good communication across the school ensures that staff work together and support each other well.The school's self-evaluation form (SEF) is systematic and identifies and analyses key priorities, although it is not sufficiently informed by accurate student performance data. The school development plan (SDP) is well linked, and provides detailed actions and well-focused goals. Senior leaders systematically and effectively monitor the quality of teaching. However, the skills of middle managers in evaluating the impact of teaching on achievement are under-developed.The school has a good partnership with parents, who provide strong support for school activities and their child's learning. Parents are comprehensively informed about all aspects of school life. Reporting is regular and clear. The school constantly builds upon its strong local and national partnerships, but has yet to develop significant international links.Governance has a wide range of stakeholder representation, including school owners, with detailed knowledge of the school and commitment to its vision. Governors ensure good staffing and resources. They hold senior leaders accountable for school performance, although they lack robust, benchmarked data to do this rigorously.Good day-to-day management ensures that lessons and all activities run smoothly. The school has suitably qualified and deployed staff who benefit from regular professional development. However, the significant level of staff turnover has restricted the pace of school improvement. Current premises are adequate and contain a good range of high-quality resources.The school works effectively to prepare students for the Trends in International Mathematics and Science Study (TIMSS) assessments. Parents give support with the ADEK 'Question A Day' initiative. Staff carefully analyse regular practice tests and re-teach weak areas of performance in lessons.	
Areas of Relative Strength:	
<ul style="list-style-type: none">The clear vision of leaders and governors for school improvement.Effective self-evaluation and improvement planning overall.	
Areas for Improvement:	
<ul style="list-style-type: none">Further development of robust and accurate student performance data to inform school self-evaluation and strengthen the work of the governing body in holding leaders to account.Development of the monitoring of teaching by improving middle managers' skills.Development of international links.	

*Relevant for Private schools only