



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

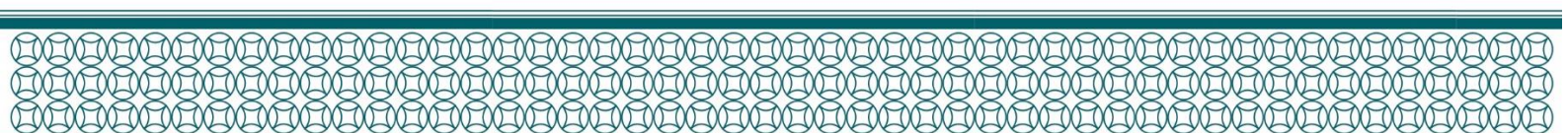
Inspection
Report of

Our Own English High School

Overall
Effectiveness

Good

Academic year: 2018-2019





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Table of Contents

School Information	2
The overall performance of the school:	4
Progress made since last inspection and capacity to improve	7
Provision for Reading	8
Key areas of strength and areas for improvements:	9
Performance Standard 1: Students' Achievement	10
Performance Standard 2: Students' personal and social development and their innovation skills	17
Performance Standard 3: Teaching and assessment	18
Performance Standard 4: Curriculum	19
Performance Standard 5: The Protection, care, guidance and support of students	20
Performance Standard 6: Leadership and management	21

*Relevant for Private schools only

** Relevant for Government schools only



School Information

School Profile			
School Name:	Our Own English High School		
School ID:	168	School phases:	KG, Primary, Middle and High
** School Council:	n/a		
* School curriculum:	Indian Central Board of Secondary Education; British National Curriculum	* Fee range and category	AED 4,900 – AED 9,700 Very Low category
Address:	147 Khalid Bin Sultan Street, Falaj Hazza, Al Ain.	Email:	ourenglishaa.pvt@adec.ae
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Staff Information			
Total number of teachers	84	Turnover rate	11%
Number of teaching assistants	3	Teacher- student ratio	1:21

Students' Information			
Total number of students	1728	Gender	Boys and girls
% of Emirati students	1%	% of SEN students	1%
% of largest nationality groups	1. Indian 49%	2. Egyptian 16%	3. Sudanese 8%
% of students per phase	KG 16%	Primary 36%	Middle 33% High 15%



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Details			
Inspection Hijri dates from:	13/01/1440	to	16/01/1440
Inspection Gregorian dates from:	23/09/2018	to	26/09/2018
Number of lessons observed:	120	Number of joint lessons observed:	14

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The overall performance of the school:

- Since the last inspection, the senior leadership team has been strengthened by the addition of a teaching and learning coordinator and the appointment of a new vice principal. Increasing numbers of students are choosing to study the British curriculum. A large number of students leave the school at the end of Grade 10 to continue their studies in their home countries.
- The overall effectiveness of the school is good. As they move through the school, students make good progress in their learning from their individual starting points. Teachers explain concepts clearly, use resources effectively and facilitate collaborative learning. However, they do not always provide students explicit feedback on how they should improve their work. The school development plan has clear targets that are linked to the SEF. The leaders, who provide clear vision and direction, are determined in their ambition to improve the school further.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. Student achievement is good in almost all subjects. In Arabic as a second language in Primary, and Islamic education students' achievement is acceptable. 2. The majority of students make at least good progress. This is evident in end of year school examination results and in international examinations at the end of Grade 10. 3. School data indicate there can be some variation in achievement between curricula. Achievement is also inconsistent between subjects and between the two curricula in Grade 11 and Grade 12.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. Students have very positive attitudes to their learning, are friendly and work well together. 2. Students demonstrate good understanding of UAE and other cultures. 3. Students take leadership roles but their innovation skills in lessons are less well developed.		



Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. Most teachers have good subject knowledge and can explain concepts clearly. 2. Most teachers make effective use of ICT to support the management of learning in lessons. 3. Teachers do not always share explicitly with students how they should improve their work.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. The curricula are broad and balanced and afford students in the high phase choice in the courses they study. 2. The promotion of Emirati culture and values is strong. 3. Provision for regular opportunities for enterprise, innovation and creative activities in daily lessons is limited.		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. The school's arrangements to ensure the students' safety and promote their good behaviour are thorough. 2. Mutually respectful staff-student relationships prevail. 3. The school is taking appropriate steps to promote student attendance further.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	No Change
Justifications	1. Clear vision and direction are provided by senior leaders. Communication with parents is very clear and helpful. 2. Realistic school self-evaluation informs a well-considered school development plan. 3. Middle-leaders continue to develop their expertise in their roles.		



Progress made since last inspection and capacity to improve



- Student performance data is now better used by school leaders. Teachers are becoming more confident in the use of assessment data to plan activities for groups of students. They are still developing their skills in providing more bespoke support for gifted and talented students.
- Tasks set by teachers engage and interest almost all students. They are providing increasing challenge in the research tasks they set. The effectiveness of teaching in Arabic language lessons and in Social Science has ensured students' achievement has improved in these subjects.
- Lesson objectives are shared with and understood by the students. However, teachers have yet to share specific success criteria and provide students with individual learning targets to work towards.
- The teachers now provide more opportunities for group work. However, not all students are actively involved because group sizes are frequently too large. In addition, not all students record the outcomes of the group tasks whilst they are working so have no record to refer to later.
- Teachers' questioning is now more effective. Overall, teachers still do not give the students sufficient thinking time to reflect on their answers or the opportunity to evaluate one another's ideas.
- The school has provided training for teachers using the expertise within school alongside that provided through the GEMS group of schools. Middle-leaders are now more confident in monitoring students' progress and the effectiveness of teaching.
- The support for students with special educational needs is more effective. In lessons, these students make relatively similar progress to their more able peers. Through in-class work and small group support, the SENCO is effective in her role.
- Based on its implementation of the previous recommendations and the clear vision of the senior leaders, the school continues to have good capacity to improve further. Middle-leaders are now more effective in their roles and the school has also been able to draw on expertise from the GEMS group of schools.



Provision for Reading



Provision for Reading

- Reading is promoted effectively. It is integrated into all subjects. The students are encouraged to read both Arabic and English print on bilingual signs around the school.
- Younger students' reading is promoted through learning phonics and daily guided reading sessions. Older students learn to read for comprehension in English and in Arabic, using subject-based resources.
- School leaders have allocated a weekly story-for-all lesson to develop students' comprehension and language skills. Staff have received training to support the students' skills more effectively.
- Students have library access through weekly time-tabled lessons. The school has invested in a range of guided reading texts in Arabic from KG to Year 12. More books are still required to meet the needs and interests of all groups of students. The school has also invested in an online reading platform that provides access to e-reading materials.
- The school's reading improvement plan includes several new initiatives focused on students' spelling and promoting their love of reading. Students' progress is monitored closely, with the majority of students making above expected progress in Arabic and most making accelerated progress in English.
- The school participates in competitions such as 'Abu Dhabi Read' and engages in national reading initiatives such as 'reading passports'.
- Parents are encouraged to help their children read at home. The school provides guidelines to help them develop their children's reading skills.



Key areas of strength and areas for improvements:

Key areas of strength

1. The safeguarding of students and the care they receive in school.
2. The school's partnership with parents.
3. The positive attitudes of the students towards their studies and the respectful relationships they have with one another and the staff.
4. The increased opportunities students are afforded to take responsibility for their own learning.

Key areas for improvement

1. Raise students' achievement in Islamic education by:
 - i. continuing to improve the students' recitation skills
 - ii. enabling students to consider how their learning in Islamic education links to real life experiences
 - iii. ensuring that activities are sufficiently challenging for the more able students.
2. Ensure there is more consistency in examination results between subjects in the Indian and British curricula especially in mathematics by:
 - i. providing students with the skills to interpret and understand how to answer the different types of examination questions.
3. Continue to improve the effectiveness of teaching by:
 - i. developing the teachers' skills in questioning so students are more reflective and evaluative in their thinking
 - ii. giving students clear feedback on how they can improve their work
 - iii. allowing students more choice in the tasks they undertake
 - iv. providing more opportunities for students to work independently on investigative and enquiry-based tasks and enabling them to be innovative in their work
 - v. providing students with clear and measurable targets that link to their learning activities and the skills they are developing.



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable. In both the primary and middle phases, the school's assessment data suggests students' achievement is outstanding. In lessons observed, attainment is acceptable because most students attain levels within the curriculum standards.• Students do not have enough opportunities to practice their recitation skills which require further improvement.• Students can use verses from Quran to support their arguments.• Teachers link students' learning to real life experiences but do not allow them sufficient opportunities to reflect and consider such links themselves.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic is good. In Arabic as a first language, a large majority of students in the primary phase can speak clearly and read above the expected standards. They write legibly with few spelling mistakes in line with the expected standards. In the middle phase, students can draw on prior knowledge and pronounce words correctly. When reading stories, they are increasingly fluent and are beginning to use intonation. In the high phase, students listen carefully and respond correctly, using the appropriate standard Arabic vocabulary. However, they do not have enough opportunities to develop the range and quality of their conversation. Students' writing is of good quality and they can compose their own stories.• In Arabic as a second language, most students in the primary phase attain levels in line with the expected standards. The majority of students in middle and high phases attain levels that are above. Older students speak with grammatical accuracy using a sufficient range of vocabulary and can hold short conversations using familiar phrases.



Social Studies	<ul style="list-style-type: none">• Students' attainment is good overall. School results suggest that the students' performance is outstanding. However, in lessons and in students' work in primary and middle phases, attainment is good overall as the majority of students attain levels above the curriculum standards. For example, the majority of middle phase students demonstrated detailed knowledge of the geography of the Arabian Peninsula.• Students make good progress in all phases because teachers ensure that they are enabled to apply their research, presentation and debate skills in their learning.• A minority of students do not always make sufficient progress because of teacher tendency to direct learning. Consequently, students can link different areas of learning to real world situations but only when prompted by their teachers.
English	<ul style="list-style-type: none">• Students' achievement in English is good and has improved in primary since the last inspection.• Attainment is good overall. In high, Grade 10 students' attainment in CBSE examinations is very good whilst attainment in IGCSE examinations is good. In lessons and students' work in other phases, the majority attain levels above the curriculum standards.• Most groups of students make good progress because, in all phases, teachers ensure that speaking and listening skills are secure.• Reading skills have improved since the last inspection and are now good overall. Students use their communication skills well when making presentations during assemblies and in lessons.• However, in all phases, a minority of students do not always make sufficient progress in developing their writing skills because they are not given enough opportunities to write for different purposes, especially in other subject areas.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good.• Attainment is good overall. In Grade 10, students' attainment in CBSE examinations is very good but Grade 12 students' attainment in A-level Grade 12 is weak.• In lessons, the majority of students' attainment attain levels above the expected curriculum standards. In all phases, the majority of students also make good progress as their numeracy skills are well developed.• Students can work effectively in discussions. However, opportunities to develop their critical thinking, innovation, and independent learning skills, are inconsistent. As a result, the high achievers do not routinely apply higher-order thinking in problem solving.
Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. In the primary phase, students make good progress. However, students' attainment in Grade 12 is inconsistent between science subjects.• Students demonstrate good skills in practical work measuring carefully so they can make predictions. The more able students demonstrate good knowledge and understanding of real-world issues related to science.• Group discussion and collaborative learning are used to good effect but not all students write down their ideas.• Progress in lessons across the school for most groups of students, including those with special educational needs, is good due appropriately differentiated work.
Other subjects	<ul style="list-style-type: none">• Students are active in physical education lessons in which they build their skills and develop a sense of fair play. In drills, the students do not advise one another on how to improve.• In music, students sing well and enjoy doing so. However, there are limited opportunities for them to explore other musical media.• Students demonstrate enthusiasm in information and communication technology (ICT). They can solve theoretical problems and apply their understanding to real world scenarios.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good. They enjoy their lessons and discuss their work enthusiastically during group tasks.• In lessons, students are not enabled to choose the level of their task and this can limit the challenge in their learning.• Technology resources are used well by students in some subject areas such Arabic and science. They are able to research things for themselves and present their findings.• Students can apply their knowledge and understanding to real world situations, but this is inconsistent and they often need prompting by their teachers.
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AND KNOWLEDGE

Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ol style="list-style-type: none">1. Students' ability to use verses from Quran to support their arguments.2. Students' collaboration and team work skills	<ol style="list-style-type: none">1. Further development of skills in reciting the Quran.2. Students skills to reflect on their learning and link it to real life situations.
Arabic	<ol style="list-style-type: none">1. In Arabic as a first language, students in the primary phase can speak clearly and read above the expected standards.2. The range and quality of the conversation of students in the high phase is limited.	<ol style="list-style-type: none">1. Additional opportunities for students to develop their conversation skills.
Social Studies	<ol style="list-style-type: none">1. Students' knowledge and appreciation of the UAE heritage and history.2. Students are able to apply their research and presentation in their learning	<ol style="list-style-type: none">1. Students' ability to make links with real-life situations.2. Students' skills in working independently.
English	<ol style="list-style-type: none">1. Student's speaking, listening and reading skills across the curriculum.2. Students' abilities to interaction and collaborate in group work.	<ol style="list-style-type: none">1. Students' writing skills, particularly in writing for different purposes.2. Opportunities for students to be innovative in their work.
Mathematics	<ol style="list-style-type: none">1. The basic mathematical skills of students are good.2. Students can work effectively on collaborative tasks.	<ol style="list-style-type: none">1. Students' attainment in A-levels is above national averages.2. Students' application of higher order thinking skills.
Science	<ol style="list-style-type: none">1. High attainment in Grade 10 international examinations in both the Indian and British curricula.	<ol style="list-style-type: none">1. Inconsistency in results between different subjects in Grade 12.

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AND KNOWLEDGE

	<p>2. Students can apply their knowledge to real world situations.</p>	<p>2. In collaborative activities students do not take responsibility for recording their own work.</p>
Other subjects:	<p>1. Students' enjoyment of music.</p> <p>2. Students' ability to apply their learning to real world situations in information and communication technology lessons.</p>	<p>1. Students' experience of a wider range of media in music.</p> <p>2. In PE, students' capacity to review the skill development of their peers and provide constructive feedback.</p>
Learning skills	<p>1. Effectiveness of group work in developing co-operative and discussion skills.</p> <p>2. Students' ability to lead their own learning through research and presentations.</p>	<p>1. Students' use of technology resources to allow them to be more innovative and creative in their work.</p> <p>2. Students' enquiry and innovation skills in lessons.</p>



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
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

- The students' personal and social development, and their innovation skills are good overall. Their personal development is very good. Almost all students have very positive attitudes to learning and enjoy school.
- Students are very well behaved. They are very respectful towards their teachers and caring towards their peers. Incidents of unkindness are very rare.
- Nearly all students understand how to stay safe and who they can talk to if they have any worries. They can explain what is meant by having a healthy lifestyle and demonstrate this in their food choices. However, a minority do not use the water fountains hygienically. Few students wear hats during outdoor activities despite the school encouraging them to do so.
- Almost all students are prompt to school but can be a little tardy to lessons as they move through the building. Attendance this term, **at 95%**, is good.
- In lessons and assemblies, students demonstrate a clear understanding of Islam and its impact on the UAE culture and laws. They have a good understanding of the traditions and lifestyle of other cultures and organise international cultural days.
- The students are active in their school and local community volunteering in sports events and representing the school in local and national celebrations. They take on leading roles in lessons and share inspirational messages in assemblies. Students participate in the school's innovation competitions but their innovation skills in lessons are less well developed.
- An Eco-club meets regularly, and members lead activities through environmental days. Children from KG have explored what a seed needs to grow and planted bean seeds in the vegetable garden.

Areas of Relative Strength:

- The students' very positive attitude to their studies and school.
- Students' consideration for the feelings and rights of others in a multicultural school.

Areas for Improvement:

- Further improving students' punctuality to lessons.
- Students' innovation skills in lessons.



Performance Standard 3: Teaching and assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

- The overall quality of teaching and assessment is good. Most teachers apply strong subject knowledge effectively in lessons. Their efficient time management in lessons promotes students' progress. Most teachers use ICT and resources effectively to promote learning.
- Collaborative work, through discussion and the sharing of ideas, is encouraged by teachers. It enables students to be more responsible for their own learning through discussion and the sharing of ideas. However, when questioning, teachers do not always afford students thinking time or allow them to debate or evaluate one another's answers.
- Teacher-student interaction keeps students focused on learning activities. In the best lessons, teachers develop critical thinking and problem solving effectively. Overall, teachers place insufficient emphasis on the development of innovation skills in lessons
- Assessment processes are applied consistently throughout the school. These include tracking attainment to help identify groups of students who may require additional support. Teachers, however, do not always use this information to provide challenging work for high achieving students in lessons.
- Teachers are aware of their students' strengths and weaknesses. They provide feedback, but students are not always clear about what they must do to improve their work.

Areas of Relative Strength:

- Provision for interaction and collaboration in most lessons.
- Effective use of ICT by most teachers to support learning in lessons.

Areas for Improvement:

- Enabling students to understand what they must do to improve their work.
- Teachers' questioning skills to challenge students and develop higher-order thinking skills.
- Development of students' innovation skills in lessons.
- **Further develop strategies to support all groups of students in Islamic lessons.**



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of curriculum provision is good. The school delivers the Indian CBSE curriculum from KG to Grade 12, and the British curriculum from Grade 5 to Grade 12. Both curricula are broad and balanced, and prepare students for the next stage in their learning at school and beyond.• The curriculum provides for a cross-curricular thematic approach in KG. In the primary phase, the curriculum places emphasis on the development of skills.• Cross-curricular links are planned carefully and enable students to apply what they have learnt in one subject to others. For example, in KG children's learning in music is linked with science. In lessons, there is limited provision for students to choose activities for themselves.• The Indian section provides older students a wide range of subject choices. In the British section, students are enabled to choose from an appropriate range of subjects.• The curricula are reviewed regularly and adapted effectively to meet the needs of most children including those with special educational needs. Less provision is made to accelerate the learning of the most able.• Opportunities to develop enterprise and innovation skills are being developed in a range of subjects. Currently, provision for these skills is limited.• The curriculum is enriched with visits to places of interest locally. Awareness of UAE culture and heritage is promoted through assemblies and theme days.• In moral education lessons, students gain an understanding of tolerance and being respectful. In addition, the belief in equality is promoted through a range of activities and value-based talks in lessons and assemblies.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Broad and balanced curricula.• The promotion of the Emirati culture, traditions and values.				
Areas for Improvement:				
<ul style="list-style-type: none">• Provision for enterprise, innovation and creativity.• Adaptation of the curriculum to accommodate the needs of the most able students.				



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

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

- The overall quality of protection, care, guidance and support for students is good. The school has clear safeguarding and anti-bullying policies that are well communicated to staff, students and parents.
- The school environment is safe and hygienic. The building is well-maintained and work records are accurate and up-to-date. A fire drill is held at least twice a year. The school provides an inclusive physical environment. Ramps have been installed and special wheelchairs are available to transport students between floors. Toilets have been designed to facilitate wheelchair access.
- The school nurse and a visiting doctor perform regular health check-ups and maintain students' medical records. They encourage students to make healthy lifestyle choices.
- Student-staff relationships are mutually respectful. The discipline policy promotes good behaviour and provides a structure for dealing with incidents of poor behavior
- The school works hard to raise attendance and has recently introduced 'first day calling' to check on absent students. This approach has impacted positively on attendance so far this term.
- Students with special educational needs are diagnosed appropriately by the SENCo and referred to specialists if required. A well-considered plan is prepared for every student with SEN and shared with their teachers. Gifted and talented students are also identified and plans to meet their needs are at an early stage of development.
- Careers guidance enables high-school students to make well-considered choices for their future pathways.

Areas of Relative Strength:

- Arrangements to ensure students' health and safety.
- Staff-student relationships.
- Behaviour management, particularly the school's anti bullying policies.

Areas for Improvement:

- Student attendance so that it remains at least consistently good.
- Provision for students who are gifted and talented.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
* Governance	Acceptable
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">• Leadership and management of the school is good. All staff are committed to the UAE education agenda. The principal and senior leaders provide clear vision and direction. They are determined in their ambition to improve the school further.• School leaders have acted on the recommendations from the last inspection, taking action to enhance the middle-leaders' capacity. Subject coordinators now have greater responsibility to oversee and lead improvement. As a result, the effectiveness of teaching has improved. Middle leaders are beginning to evaluate how teachers use progress data.• The school's self-evaluation form (SEF) is realistic. It is referenced against the inspection framework, and national and international benchmarks. The school development plan has clear targets that are linked to the SEF.• Partnership with parents is good. Parents are represented on the governing board of the school. The school keeps parents very well informed about their children's progress through regular reports and the school's online learning platform.• The small governing board has a limited role but monitors the work of the school through termly meetings. The GEMS group provides additional support and challenge to the school.• The school is run very smoothly on a day-to-day basis. Some teaching areas are cramped and limit active-learning.• To enhance attainment in international assessment, students participate in the question-a-day initiative. The school is providing additional support to students in grades 4 and 8 to prepare for TIMSS.	
Areas of Relative Strength:	
<ul style="list-style-type: none">• Clear vision and direction provided by senior leaders.• Realistic school self-evaluation and well considered development plans.• The school's partnership with parents.	
Areas for Improvement:	
<ul style="list-style-type: none">• Further development of middle leaders' skills in evaluating how teachers use assessment data.• Enhancing provision for active learning in lessons.• Enhancing the role of the governing board in shaping the school's further development.	