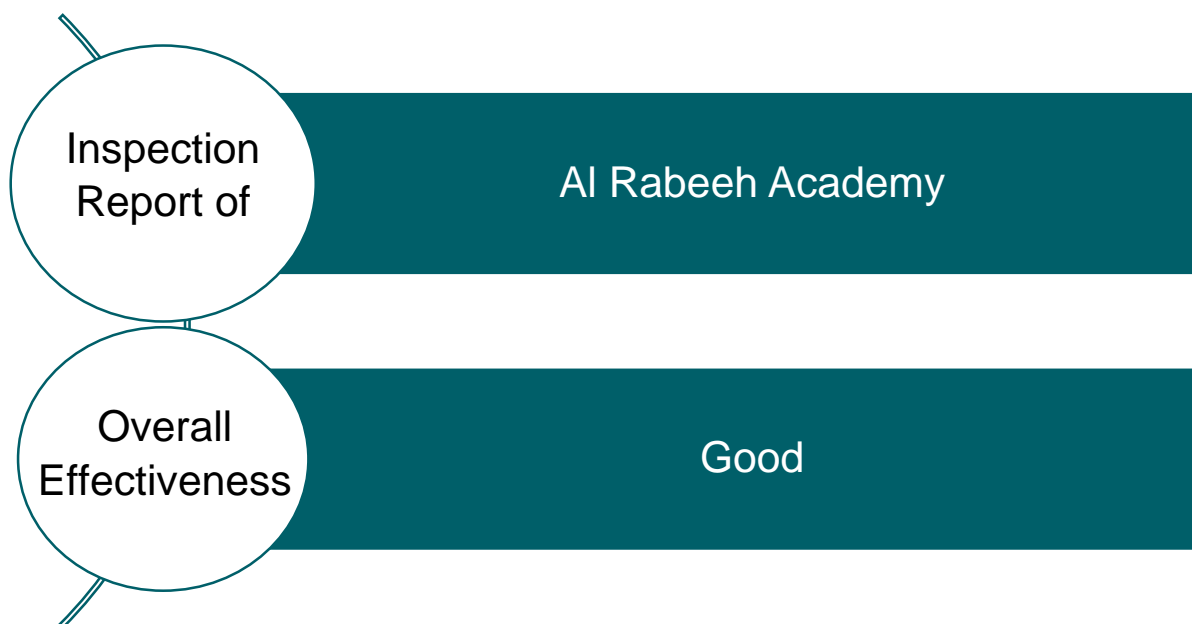




دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE



Academic year: 2018-2019





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Table of Contents

School Information	2
The overall performance of the school:	3
Provision for Reading	6
Key areas of strength and areas for improvements:	7
Performance Standard 1: Students' Achievement	8
Performance Standard 2: Students' personal and social development and their innovation skills	13
Performance Standard 3: Teaching and assessment	14
Performance Standard 4: Curriculum	15
Performance Standard 5: The Protection, care, guidance and support of students	16
Performance Standard 6: Leadership and management	17



School Information

School Profile			
School Name:	Al Rabeeh Academy		
School ID:	287	School phases:	Foundation Stage - Middle
School Council: **	N/A		
School curriculum: *	British	Fee range and category*	AED 38,900 to AED 46,000. High.
Address:	Mohamed Bin Zayed City, Abu Dhabi		
	Telephone:	+971 (0)2 679 5991	Website:

Staff Information			
Total number of teachers	57	Turnover rate	12%
Number of teaching assistants	24	Teacher-student ratio	1:12

Students' Information			
Total number of students	671	Gender	Boys and Girls
% of Emirati students	90%	% of SEN students	2%
% of largest nationality groups	Jordanian 2%	Egyptian 2%	Yemini 1%
% of students per phase	KG	Primary	Middle
	19%	49%	32%

Inspection Details				
Inspection date:	from	26/06/1440	to:	29/06/1440
		03/03/2019		06/03/2019
Number of lessons observed:	110	Number of joint lessons observed:	56	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- Al Rabeeh Academy first opened in 2017 under the leadership of the current principal. Since opening, the school has increased in numbers by almost a third. The large majority of students transferred to this academy from Al Rabeeh school. The school has successfully managed a 'Bridging Programme' to ensure that all students are learning in line with the English National Curriculum and ADEK requirements. Teacher turnover was high last year at 12%. Since opening, approximately half the senior leadership joined the school this academic year.
- The overall performance of the school is good. School leaders have successfully established a new school, promoting a clear vision and direction. They have secured good teaching and a safe environment for learning. This has resulted in students' good progress in most subjects particularly in the Arabic medium-subjects, and in all phases particularly in the Foundation Stage (FS).

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none">Students' achievement is good overall and acceptable in English. Attainment is acceptable overall and good in social studies, art and physical education (PE). It is good in the foundation stage (FS) in mathematics and science.Students' progress is good overall. However, this progress has not yet led to good attainment in most subjects. The progress of more able students is not always accelerated sufficiently.Students' learning skills are good overall. Students engage readily in lessons. They interact well and work collaboratively, linking their learning to real-life. However, the promotion of students' innovation, critical-thinking and independent learning skills is not yet fully developed in all subjects.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none">Students demonstrate a good appreciation and understanding of Islamic values and Emirati culture. They display these through their positive attitudes to learning, their good behaviour, and in their relationships with others.Students are involved in looking after their environment, including that of the local community. However, their ability to initiate and lead on innovative and entrepreneurial projects is limited.		



Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> Teachers impart good subject knowledge. Most lessons provide practical learning opportunities for students and deliver learning in interactive ways. This supports students' engagement in lessons and promotes their good progress. Teachers are not yet consistently asking higher-order questions to challenge students' understanding and promote their critical thinking, innovation and independent learning skills. Assessment information is analysed effectively but is not yet used consistently to provide challenge for the more able students. 		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The school's curriculum is broad and balanced and builds on learning to support students' good progress. The curriculum makes meaningful links especially to the Arabic-medium subjects and to Emirati culture. Although the curriculum is reviewed and adapted to meet the needs of most groups of students including students with special education needs (SEN), it does not yet fully take account of the needs of higher-achieving students or sufficiently develop students' enterprise and innovation skills. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> The school has effective procedures in place to keep students safe. The premises are very well maintained. Accurate records of maintenance are kept. The school's specialist facilities are very good in meeting the learning needs of almost all students. Students with additional learning needs are accurately identified. SEN students are effectively supported in lessons but challenge for higher-achieving students is not as well considered in lessons. 		

Performance Standard 6	Leadership and management		
Judgment	Good	Change from previous inspection	N/A
Justifications	<ul style="list-style-type: none"> School leaders have successfully established a new school. They have imparted a clear vision and strategic direction, with a focus on developing teaching and learning. 		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	<ul style="list-style-type: none">• The management of the school is effective, ensuring that the school day maximises students' opportunities to learn.• The governors are supportive. School leaders have yet to develop their partnerships with all stakeholders, particularly with parents.
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Provision for Reading



- The school's library hosts a selection of books in Arabic and English. There is a range of fiction and non-fiction books to support students' learning across the curriculum. Students can choose books for their own enjoyment or personal study. Students use the library in Arabic and English lessons once a week.
- The school's analysis of data, and subsequent action plans, has positively impacted upon reading provision. In English, the school have recently introduced a phonics reading programme which staff have been trained in.
- The school have adequate systems in place to track the progress of students' reading achievement. However, leaders do not yet consistently identify specific areas of reading that students find most difficult.
- Most lessons focus on developing students' reading and basic comprehension skills. In both Arabic and English, the school have introduced a levelled guided reading scheme.
- To promote students' enjoyment of reading, the school participates in a range of reading competitions.
- In Arabic, leaders have set up a 'coffee shop' to encourage reading during recreation times.



Key areas of strength and areas for improvements:

Key areas of strength

- The progress students make in most subjects from their low starting points, particularly in the Arabic medium subjects and in FS.
- Students' positive attitudes to learning, their behaviour and understanding of Islamic values and Emirati culture.
- Teachers' well imparted subject knowledge and understanding of how students think and learn.
- The identifications of students with special educational needs (SEN) and those who are gifted and talented (G&T).
- Leaders' success in establishing a new school and promoting a clear vision and direction.

Key areas for improvement

- Raise students' attainment in all subjects, particularly in English by:
 - i. sharing best practice in English across the different phases of the school
 - ii. ensuring that students read books that are always well matched to their ability
 - iii. providing sufficient opportunities to model writing to students
 - iv. ensuring that students' respond to teachers' written feedback to improve their attainment
 - v. providing work that is always challenging, particularly for the more able students.
- Improve teaching and learning by:
 - i. setting challenging work for high-achieving students in every lesson, including those who are G&T
 - ii. asking higher-order questions to develop students' critical thinking skills
 - iii. planning work that promotes innovation and independent learning in lessons.
- Develop leadership and management by:
 - i. training teachers about how to challenge students and to explore ways to promote innovation in lessons
 - ii. ensuring lesson monitoring is concisely reported and less onerous on teachers
 - iii. seeking the views of all stakeholders and using this to inform school improvement planning
 - iv. representing parents on the board of trustees
 - v. actively involving the parents in the school using the parent council as a catalyst to achieve this.



Performance Standard 1: Students' Achievement

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



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good. Attainment is acceptable because most students attain in line with curriculum standards.• School's results in 2018/19 show outstanding attainment in the primary and middle phases. This is not borne out by evidence in lessons.• In lessons and in students' work attainment is acceptable. Most students demonstrate a secure understanding of Islamic values, instructions and rules. They memorise prescribed 'Surah' and Hadeeth, explain the meanings and make links to their lives. Students' recitation skills following the appropriate 'Tajweed' rules are less well developed.• Most groups make good progress.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (FL) and as a second language (SL) is good. Attainment is acceptable because most students attain in line with curriculum standards.• School's results in 2018/19 indicate that students' attainment is very good as a FL, and outstanding as SL. This is not borne out by evidence in lessons.• In lessons and in students' work, attainment is acceptable. Most Arabic FL students demonstrate expected skills in listening, reading and comprehension. Their use of standard Arabic, when speaking, and their writing skills are less well developed.• In Arabic SL in primary, most students demonstrate the expected standards in speaking, listening and writing. However, their reading and comprehension skills are less well developed.• Most groups of learners make good progress in lessons.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good.• School's results in 2018/19 indicate that students' attainment is outstanding in the primary and middle phases. This is not borne out by evidence in lessons.• In lessons and in students' work, attainment is good. Students demonstrate a good understanding of history and geography particularly in relation to UAE. They show secure understanding of the role key leaders play in the UAE's success and in its environmental principles. They can discuss UAE culture, tradition, heritage and the changes in contemporary UAE, however, their skills in exploring and suggesting solutions to societies' problems is less well developed.• Most groups make good progress.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall and good in FS and primary. Attainment is acceptable because most students attain in line with curriculum standards.• School's 2018/19 data indicates that children's attainment is acceptable in the FS and weak in the primary and middle phases. This is not borne out by evidence in lessons.• In lessons and in students' work, attainment is acceptable. Students listen attentively, follow conversations and understand these. They can speak in English and communicate using appropriate vocabulary and sentences. Most students find reading challenging. With guidance, they can read age-appropriate books and demonstrate a basic understanding of their meaning. Students are not yet able to independently infer and deduct. Students' writing skills are less well developed. Most students write in simple sentences and paragraphs. Their written work is not always grammatically correct. Students' spelling is not always accurate, but attempts made are often phonetically plausible.• Students make good progress in the FS and primary phases. However, in middle phase, most groups of students make acceptable progress.
Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is good. Attainment is acceptable because most students attain in line with curriculum standards. Children's attainment in the FS is good.• School's data for 2018/19 indicates that students' attainment is good in the FS and middle phase of the school. In the primary phase, students' attainment is reported as weak. This is not borne out by observations in lessons.• In lessons and in students' work, attainment is acceptable overall. In the FS, the majority of students are able to count independently, order and arrange numbers to 20. In the primary and middle phases, most students demonstrate a secure understanding of mathematical concepts. Students' problem-solving skills are well developed in line with expectations. Students can articulate their mathematical reasoning using age-appropriate vocabulary. However, students' mental mathematics skills are less well developed. Students cannot always recall basic numbers facts.• Most groups of learners make good progress. The progress of more able students is not always accelerated.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Science	<ul style="list-style-type: none">• Students' achievement in science is good. Attainment is acceptable overall because most students are attaining in line with curriculum standards. Children's attainment in the FS is good.• School's data for 2018/19 indicates that students' attainment is acceptable in the FS but weak in the primary and middle phases. This is not borne out by observations in lessons.• In lessons and in students' work, attainment is acceptable overall and good in FS. Students understand appropriate scientific concepts and knowledge, particularly in physical and life sciences in line with curriculum standards. In FS, children gain good scientific knowledge and understanding and can describe properties and textures in physical sciences. Students make meaningful links to real-life learning in science. They demonstrate that they can research, experiment and report their findings in line with expectations, but opportunities to investigate independently are limited• Most groups of learners make good progress in lessons; however the more able students are not always making sufficient progress.
Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good. Attainment is acceptable overall and good in primary.• The school's 2018/19 data indicates that students' attainment is acceptable in the FS and primary phase. It is reported to be weak in the middle phase of the school. This is not borne out by evidence in lessons.• In lessons and in students' work, attainment is acceptable overall.• In art, attainment is good. The majority of students can express their ideas creatively when drawing. They can create pieces of work in the style of an artist. In physical education (PE), the majority of students can swim safely and develop skills in a range of sporting activities. In music, students are able to create their own compositions paying particular attention to the musical elements in line with expectations. In computing, students use technology to create, manipulate and retrieve content with awareness. Students attainment in French is broadly acceptable. Most students can speak in simple sentences but cannot always read and write effectively in this subject.• Most groups of students make good progress.
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are good overall.• Students display positive attitudes and engage well in learning.• Students collaborate well in lessons and support one another's learning.• Students make meaningful links between subjects, to their lives and the real world, including to Emirati culture and heritage.• Innovation, critical-thinking and independent learning skills, including the use of technology, is less well developed.



Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none"> Students' understanding of Islamic values, Surah, Hadeeth and application of these to their lives. 	<ul style="list-style-type: none"> Students' recitation skills following 'Tajweed' rules.
Arabic	<ul style="list-style-type: none"> Arabic FL students' listening, reading and comprehension skills Arabic SL speaking, listening and writing skills 	<ul style="list-style-type: none"> In Arabic FL; develop all language skills particularly speaking in standard Arabic and writing. In Arabic SL; develop all language skills particularly reading and comprehension.
Social Studies	<ul style="list-style-type: none"> Students' knowledge and understanding in history and geography particularly in relation to UAE. 	<ul style="list-style-type: none"> Students' ability to explore and suggest solutions to problems faced by society.
English	<ul style="list-style-type: none"> Students' speaking, listening and communication skills. 	<ul style="list-style-type: none"> Students' overall language skills particularly reading, spelling and writing skills.
Mathematics	<ul style="list-style-type: none"> Children's number skills in the FS. Students' problem-solving and reasoning skills using appropriate vocabulary. 	<ul style="list-style-type: none"> Students' mental mathematics skills.
Science	<ul style="list-style-type: none"> Students' understanding of scientific concepts and relating this to real-life Scientific knowledge of physical and life sciences particularly in FS. 	<ul style="list-style-type: none"> Independent investigation skills.
Other subjects:	<ul style="list-style-type: none"> Students' creativity in art, and their well-developed physical skills Students use and application of ICT. 	<ul style="list-style-type: none"> Students' reading and writing skills in French.
Learning skills	<ul style="list-style-type: none"> Students' positive attitudes and engagement in lessons Students' collaboration skills Students' application of their learning to real-life. 	<ul style="list-style-type: none"> Students' innovation, critical-thinking and independent learning skills.



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 is good, and their innovation skills are acceptable.
- Students demonstrate positive attitudes to learning. They are polite and respectful. Students' behaviour is good. Incidents of bullying are rare.
- Students' relationships with others is good. They show mutual respect to both staff and students alike. Students demonstrate a good understanding of how to live a healthy lifestyle and most engage in a range of physical activity.
- Students' attendance is good at 94%. Almost all students arrive to school and lessons on time.
- Students have a good appreciation and understanding of Islamic values. Students demonstrate understanding of how Islamic values influence contemporary society in the UAE and people's lives. Students demonstrate a good understanding of Emirati heritage and culture. They can discuss the history, literature and the arts in the UAE. Students have a clear understanding and appreciation of their own culture and demonstrate interest in learning about the culture of others. Students learn about different European countries, particularly when studying about events in the past such as 'The Romans.
- Students are responsible members of the school community. They demonstrate an appropriate understanding of their duty towards their community. They donate money to the Red Crescent as well as participating in national campaigns to help tidy local beaches. However, students' ability to initiate and lead on innovative and entrepreneurial projects is less well developed.
- Students show adequate understanding of environmental sustainability and participate in projects such as recycling food and waste. Students' global awareness, understanding and promotion of sustainability is less well developed.
- On few occasions, students engage in innovative projects which encourage them to find solutions to problems. Students design and make models. However, they rely on adults when making decisions and rarely lead their learning. Innovation in lessons is less evident.

Areas of Relative Strength:

- Students' positive attitudes to learning, behaviour and relationships with others.
- Understanding of Islamic values and appreciation of Emirati culture.

Areas for Improvement:

- Students' global awareness, understanding and promotion of sustainability.
- Students' innovation skills particularly in lessons and their ability to initiate and lead on innovative and entrepreneurial projects.



Performance Standard 3: Teaching and assessment

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

- The overall quality of teaching and assessment is good.
- Teachers demonstrate a good understanding of their subjects. Most show particular skill in helping students to secure their learning because they understand how students think and learn.
- Most teachers plan interesting lessons and deliver learning in interactive ways. This supports students' high levels of engagement and good progress from their typically low starting points, especially in the FS. This is not always evident in English in middle phase.
- In most lessons, teachers regularly promote dialogue for students to share ideas, answer questions and present their findings. However, teachers do not always ask challenging questions which encourage students to think more deeply about their learning. This hinders the progress students make, particularly those who are high-achieving.
- Innovation, critical thinking and independent learning skills are less well-developed features of lessons. Few students use ICT as a learning tool despite the school's extensive resources in this area.
- Internal assessment processes are generally consistent and coherent. This is particularly effective in the FS.
- School leaders are yet to administer British curriculum examinations. However, data is benchmarked against expected FS and English National Curriculum outcomes. Analysis of assessment data to monitor students' progress is effective, but this is typically only analysed at senior leadership level. Teachers are using assessment information to help plan future learning. However, they do not always use this information to effectively challenge the more able students.
- Teachers have a good knowledge of the strengths and weaknesses of their students. Students' response to feedback in coursework is inconsistent. They do not always respond to comments made, hindering their good attainment.

Areas of Relative Strength:

- Teachers' subject knowledge and understanding of how students learn.
- The quality of lesson planning.
- Analysis of assessment data by senior leaders.

Areas for Improvement:

- Use of questioning to develop students' higher-order thinking, innovation and challenge the more able.
- Teaching in English in the middle phase.
- Using assessment data to challenge the more able students.
- Students' response to marking.



Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. The school follows the English National Curriculum. This is broad and balanced and meets the needs of most students. The school has positively responded to a 'bridging programme' intended to align students' attainment better to their age.
- The curriculum effectively develops students' knowledge and skills in all subjects through lessons that systematically build on prior learning. This is less secure in English.
- Cross-curricular links are effectively promoted in lessons. Students confidently use their learning in English, mathematics and science, and apply it to their learning in the Arabic medium subjects.
- The curriculum is reviewed and adapted effectively in the FS. In other phases adaptation is not always systemic. The curriculum is adapted for most groups of students including students with SEN but is not sufficiently modified for those who are high-achieving.
- The curriculum provides an acceptable range of enhancements and activities which broaden students' experiences. Provision for enterprise and innovation is less well developed particularly in lessons. Links to UAE culture and heritage are purposefully embedded in most aspects of the curriculum.
- Moral education lessons engage students well forming positive values and understanding of their responsibilities in school and the community. Students' have a strong sense of moral values and national identity and maturely discuss issues concerning UAE society.

Areas of Relative Strength:

- Curriculum continuity and progression.
- Curriculum adaptation in FS.
- Cross-curricular links particularly to Emirati culture and heritage and to the Arabic-medium subjects.

Areas for Improvement:

- Opportunities to develop students' knowledge and skills in English.
- Modification of the curriculum to provide challenge for the more able students.
- Promotion of enterprise and innovation particularly in lessons.



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 overall quality of protection, care, guidance and support for students is good. There are effective procedures in place to safeguard students. Parents, students and staff follow the school's child protection policy.The school is a safe, hygienic and secure environment ensuring students remain safe. Staff supervise students effectively, including on school transportation.The quality of maintenance and record keeping is very good. Regular safety checks are carried out. The building is very well maintained. Students benefit from an environment that is new and hosts a range of specialist facilities.The school's promotion of safe and healthy living is good. The school nurse educates students about healthy living.Relationships with students are courteous and respectful. Behaviour is managed positively. This results in a harmonious and conducive environment for learning.Attendance and punctuality are effectively managed resulting in students overall good attendance and punctuality.Students with SEN and those who are G&T are accurately identified. Students with SEN are well supported in lessons by teaching assistants and differentiated learning programmes. However, G&T students are not yet sufficiently challenged beyond extra-curricular provision.Students' well-being is monitored effectively by the school. Older students receive good advice about their career choices and future learning pathways.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Effective procedures to safeguard students.Quality of maintenance, record keeping and specialist facilities.Identification of SEN and G&T students.				
Areas for Improvement:				
<ul style="list-style-type: none">Support and challenge for G&T students				



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is good. Leaders have successfully established a new school. They have set a clear strategic direction and vision for developing successful learning.
- Best practice in teaching, learning and assessment is shared effectively.
- Specialist senior leaders monitor their subjects well. They demonstrate understanding of the school's data and are starting to use this information to provide targeted support for teachers. Although relationships are professional, they are not always effective.
- The school's self-evaluation is good. Leaders evaluate most aspects of the school accurately. The school development plan sets realistic targets to drive school improvement. When monitoring teaching, leaders focus on students' learning. However, systems for recording observations are currently too prescriptive and feedback is usually overwhelming for teachers.
- Partnership with parents is acceptable. Parents do support school events such as Flag Day. However, their views are not systematically gathered. The recent introduction of the parent council aims to address this shortfall. Regular communication and reporting ensure that parents are kept well informed about how students achieve. School leaders have developed links with the community.
- The governance of the school is good overall. The Board of Trustees do not yet represent the parent body. Trustees monitor the work of school leaders through regular meetings and hold school leaders to account. Governors provide good support and challenge, helping to positively influence the direction of the school.
- School routines are effective. Almost all staff are suitably qualified and well deployed to promote students' achievements. Staff benefit from professional development targeted to improve the quality of teaching. However, further training is needed to promote teachers' understanding about how to challenge the more able and to understand what innovation can look like in lessons. Specialist facilities and resources to support subjects are typically used well.
- The school encourage students to complete the 'Question a Day' in years 5 and 9 in preparation for TIMSS. Students are supported to access their learning both in school and at home. Staff monitor their participation and progress.

Areas of Relative Strength:

- Leaders success in establishing a new school and promoting a clear vision and direction
- The daily management of the school.

Areas for Improvement:

- Partnerships with all stakeholders, especially parents.
- More focused feedback and training to teachers on areas for improvement.

*Relevant for Private schools only