



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
التعليم أولاً Education First



Private School Inspection Report

Madar International School

Academic Year 2015 – 2016

Iqraa



Madar International School

Inspection Date	February 15, 2016	to	February 18, 2016
Date of previous inspection	November 11, 2013	to	November 14, 2013

General Information		Students		
School ID	164	Total number of students	2015	
Opening year of school	2002	Number of children in KG	349	
Principal	Mohamad Saad	Number of students in other phases	Primary:	862
School telephone	+971 (0)3 761 1330		Middle:	538
School Address	Towayya, District 6, Madhi com 10, street #3, Building #20, Al Ain		High:	267
Official email (ADEC)	madarint.pvt@adec.ac.ae	Age range	4 to 18 years	
School website	www.madarschool.ae	Grades or Year Groups	KG – Grade 12	
Fee ranges (per annum)	Medium: AED 17,700 – 28,700	Gender	Mixed (KG – Grade 4) Boys (Grade 5 – Grade 12) Girls (Grade 5 – Grade 12)	
Licensed Curriculum		% of Emirati Students	89%	
Main Curriculum	American	Largest nationality groups (%)	1. Oman 4%	
Other Curriculum	-----		2. Jordan 2%	
External Exams/ Standardised tests	SAT1; TOEFL; MAP		3. Syria 1%	
Accreditation	AdvancEd	Staff		
		Number of teachers	106	
		Number of teacher assistants (TAs)	6	
		Teacher-student ratio	KG/ FS	1:20
			Other phases	1:20
		Teacher turnover	25%	



Introduction

Inspection activities	
Number of inspectors deployed	6
Number of inspection days	4
Number of lessons observed	124
Number of joint lesson observations	4
Number of parents' questionnaires	201; (response rate 11%)
Details of other inspection activities	Lesson observations; Learning walks; meetings with staff, parents and students (formal and informal); scrutiny of students' work; data and document scrutiny. Meeting with a Board member.

School	
School Aims	'To graduating moral, cultured world citizens, who possess the zeal and skills for lifelong learning and who are eager and capable of contributing positively to their societies.'
School vision and mission	'Sustain our position as a leading educational institution at both national and international level.'
Admission Policy	Interview for children entering in KG then a more formal written assesment in English, mathematics and Arabic for primary and middle School. Seniors wishing to follow physics or chemistry need to pass a relevat assesment.
Leadership structure (ownership, governance and management)	School Director (Principal), is supported by a Deputy Director and an Academic Director, and a Board of Governors.



SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	0	0
Specific Learning Disability	6	19
Emotional and Behaviour Disorders (ED/ BD)	0	6
Autism Spectrum Disorder (ASD)	2	2
Speech and Language Disorders	3	3
Physical and health related disabilities	2	68
Visually impaired	1	3
Hearing impaired	1	4
Multiple disabilities	0	6

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	3
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	4
Visual and performing arts (e.g. art, theatre, recitation)	1
Psychomotor ability (e.g. dance or sport)	3



The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (B)	Acceptable
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Performance Standards	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						



The Performance of the School

Evaluation of the school's overall performance

The performance of the school is acceptable overall. It has improved steadily since the last inspection. With the good support of the Board and the direction provided by the recently appointed principal, the school is committed to continuous improvement. Attainment and progress are never less than acceptable in all the core subjects. Children make quick progress when they enter the school in Kindergarten (KG) though this slows in the middle school years. By the time students reach Grade 12, progress in mathematics and science is good.

Student behavior and their attitudes towards their studies are very positive. Children in KG quickly learn the classroom and school routines and make good progress in developing useful learning skills. Some older students occasionally need reminding about the behaviour that is required of senior students and when this happens they change their behavior to meet the school's expectations. The quality of teaching and learning has improved since the last inspection. Teachers plan carefully and usually provide interesting lessons with clear relevance to life in the UAE. The curriculum provides an effective platform for enabling students to progress successfully into further or higher education.

Progress made since last inspection and capacity to improve

The school has dissected the recommendations from the last inspection report and used them as a basis for their departmental and whole school development plan. The Board took action to improve the effectiveness of leadership by appointing an assistant academic director who has taken responsibility for key aspects of school improvement. This appointment has been successful in engaging subject coordinators and Heads of Faculty in the quality improvement agenda. This has also led to improvements to the quality of learning across the school and teachers are now aware of the need to adapt the curriculum to match the full range of students' learning needs. Teachers plan to provide learning outcomes for different ability groups; in most lessons the activities are not sufficiently differentiated and a large minority of students have difficulty in accessing the curriculum at their level. There is a greater emphasis on enabling students to be actively involved in their learning and most lessons are now successful in capturing the interest of students.

The school has made major improvements to the facilities for KG and primary age students. New classrooms provide a colorful and stimulating learning environment. The curriculum has been specifically adapted to improve the pace and quality of language acquisition so that students are becoming increasingly able to access other curriculum areas effectively. The school has invested heavily in digital



resources so that laptops and tablet computers are available to all students. These are routinely used successfully and provide students with quick access to a range of resources and research options that effectively support learning.

Development and promotion of innovation skills

The work conducted during ‘Innovation Week’ provided teachers and students with valuable experiences of how investigations can be an integral part of the curriculum. The process of investigation, designing and building has provided students with an extra dimension to their learning. Innovation across different subjects provides excitement and stimulates students to ask questions at a deeper level. Some of the examples seen included Grade 11 physics, where students developed a more confident and comprehensive understanding of the heat transference process by building 3D models and demonstrating them to their peers, and students in the middle school researched different bridge building techniques that taught them valuable lessons about structures and stress. In KG, children were provided with a more realistic understanding of life in a Kenyan village through the building of a typical village hut so that domestic items could be seen in context.

The weekly Free Zoning activity in KG provides children with the ability to choose from a number of creative and practical activities. Teachers turn their classrooms and open areas into different learning zones such as literacy, art and science. Children leave their classrooms to make choices about focused and unfocused activities all of which relate to the weekly theme. This innovative curriculum experience for young children provides them with a strong basis for developing their independent learning skills. In the Primary department the well-equipped Discovery Room is set up to provide a wide range of investigative centres which each primary class uses on a weekly basis. The room is used effectively by students to undertake a wider range of investigations than are possible within their classrooms.

The school has embraced the use of digital technologies and laptop and tablet computers have become a natural learning tool for students in all grades. An English language learning laboratory has recently been established in the library and this is becoming a valuable resource in developing students’ language skills.



The inspection identified the following as key areas of strength:

- the improvement achieved by the school since the last inspection
- the commitment of the Board, administrators and teachers to quality improvement
- the learning environment in KG and primary grades
- the integration of digital technologies into student learning and the provision of practical investigations in science
- the progress made by students in science and mathematics in the senior grades.

The inspection identified the following as key areas for improvement:

- attainment and progress in the core subjects
- the identification of, and professional development for, weaker teachers
- curriculum challenge for more-able students
- the rigour in the formal observation of teaching, learning and the monitoring of assessment information
- provision of detailed and constructive feedback of students' written work.



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	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	Attainment	N/A	N/A	N/A	Acceptable
	Progress	N/A	N/A	N/A	N/A
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Good
Science	Attainment	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	N/A
	Progress	N/A	N/A	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Acceptable
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Acceptable	Good	Good



The achievement of students throughout the school is acceptable and only a minority of students do not make the progress expected from year to year. Progress is good in KG, slows as children begin to use their English skills in a more demanding curriculum and then accelerates as they mature in grades 10 - 12. Measures of Academic Progress (MAP) scores show that almost none of the students tested in Grade 4 for reading, language use and mathematics are at their expected grade level. Students make slow but steady progress in these skills as they complete their primary grades and move into middle school. Student progress accelerates in grades 9 and 10 so that by Grade 11, almost 50% of students are at least at or above grade level. In their SAT1 exams, students score 466 points on average in mathematics. This enables students to secure a place at most universities in the UAE. In their TOEFL (Test of English as a Foreign Language) assessments, most students are sufficiently competent in their language use to access the foundation year of their chosen university course.

Children enter KG with little or no pre-school experience and very little prior exposure to the English language. More than a quarter of children entering Grade 1 have not had two prior years in education. By the end of KG, children's attainment in mathematics and science is good and acceptable in Arabic and English.

From low starting points, progress in English reading skills is acceptable, but is not securely established. As they reach the end of primary school, most students are attaining standards that are below Grade 5 expectations in English and mathematics. In middle school, a large minority of students have developed sufficient spoken English skills to allow them to access the American curriculum. By the time students enter Grades 10 – 12 they have developed a good grasp of spoken English skills and use them very effectively to access the science curriculum. Most students are able to write short, creative pieces in both Arabic and English.

Attainment in Arabic, Islamic education and UAE social studies is acceptable and students in Grade 5 are able to use their Arabic skills to develop a well-structured story containing imagination and creativity. In Grade 8 when reading a poem in Arabic, a few students were able to use the appropriate intonation in order to convey subtle meanings in the text. In Grades 10-12 the large majority of students make acceptable progress. They confidently identify the meaning of the new words or explain the main ideas in a text or poem.

Children in KG and the primary school develop useful learning skills. The creative delivery of the curriculum through 'Free Zoning' and the use of the 'Discovery Room' provides students with the ability to take an initiative in their learning. They use digital technologies as a normal extension of their learning environment. The principle of group work is well established and students are expected to work collaboratively.



Students of all ages manage their learning materials and resources efficiently so that classes can proceed at a good pace.

In the higher grades, students collaborate with each other and use mathematical language correctly to explain and support each other. In Grade 11, students were able to explain accurately the cost, revenue and profit function formula to their partner. A few students were able to use an alternative methodology from that being used by the teacher. In science, students use the laboratories effectively to develop and demonstrate their practical investigative skills. A majority of students have regular opportunities to engage in critical thinking and undertake research skills. Students do not develop these skills to the same extent in their Arabic and English classes.

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

Students' personal and social development is good. In general, the students are well behaved and have positive attitudes towards their learning. Almost all are aware of the behaviour policy and respect the school rules. During the lessons and around the school they demonstrate positive relationships with each other and with their teachers. Negative behaviour is rare.

The large majority of students, especially in the senior grades, have adequate knowledge and understanding of how to lead a healthy lifestyle. This is rarely reflected in their choice of food in the canteen. A large majority of older boys displayed a very casual attitude to litter and dropped empty food wrappers and drinks cans on the floor. When reminded of their environmental responsibilities behaviour improved very speedily. Students' rate of attendance is good at 94%. Punctuality remains a persistent problem. A minority of students arrive to school late for the start of the first lesson disrupting the start of the day.



Students throughout the school demonstrate a good understanding of how Islamic values are reflected in their life in the UAE. They appreciate these values and apply them to their own lives. The school promotes a different value each month. Students knew that the theme for February was 'honesty' and teachers referred to this in a few lessons. Students have good knowledge and understanding of the UAE heritage, culture and history. The school successfully promotes the national identity and the culture of the UAE through national events and displays around the school. The main reception area provides an interesting display of artefacts and most lessons provide clear links to the life students lead in the UAE. Relationships between students with different backgrounds and nationalities are good and students articulated views about the existent positive harmony in school during interviews.

There is a council in each section with members nominated and selected by students themselves. Members of the council show confidence and have the support of the management when initiating new ideas or activities. In most classes, one or two students are appointed as shadow teachers and play a responsible role in supporting both the teacher and other students. A large minority of secondary students are involved in volunteering activities inside the school, for example assisting teachers in KG by reading to younger children or acting as ushers during meetings for parents. Students of all ages are very aware of the needs of those less fortunate than themselves. In the last term, the students organised a bake sale for breast cancer awareness where they collected AED 12,000 for charity.



Performance Standard 3: Teaching and Assessment

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

Teaching, learning and assessment have improved since the last inspection and are now acceptable overall. The quality of teaching ranged from very good to weak, with most lessons seen to be at least acceptable. The most effective lessons were mainly seen in mathematics and science. Most teachers have secure subject knowledge and a large minority have the pedagogical skills that enable students to more fully grasp the underlying concepts of the curriculum. This is especially true in the KG and primary grades. Lesson objectives are regularly planned but they are not always clearly communicated to students.

In a majority of lessons, teachers maintain a good pace so that students are rarely inactive. Teachers plan for whole class teaching as well as independent and group work. In all phases, teachers use a variety of resources to make lessons interesting and relevant. For example, in a KG class the teacher used a ten pin bowling game in the playground as an engaging method for re-enforcing subtraction from ten. As bottles were knocked down, children were quickly able to match the number knocked down to the remainder left standing. They recorded their results on mini-white boards. Excitement and understanding went hand-in-hand!

In the better lessons, teachers are aware of the needs of all the students and provide learning outcomes at three different levels. Only in a minority of classes are these outcomes matched by differentiated activities. As a result, in a majority of lessons all students work to achieve the same outcomes. In a majority of classes where students finish their set tasks more speedily than their peers, no extension or enhanced learning tasks are provided. A large minority of teachers rely heavily on paper-based exercises that do not sufficiently engage the interest of students. In a majority of lessons, teachers do not include a plenary session where students can assess the extent to which they had made progress in their learning.

Most lessons have a good ethos and students are not afraid to ask questions. Teacher-student interactions, including the use of questioning and dialogue are often effective. In their planning teachers consider, 'What is the Big Question?' This valuable idea for probing student understanding and promoting higher order thinking too often gets lost in the other activities. Most teachers have sufficient classroom



management skills to ensure that students focus on what is required of them. A large minority of teachers, especially in KG and the early primary grades, effectively use the Class Dojo system to monitor, record and reinforce student behaviour. In a minority of the older grades, a few students become disengaged and do not listen to their teachers.

In the better lessons, teachers effectively promote creativity, research and critical thinking skills. For example, in KG students were learning about life in a Kenyan village which had been recreated in the playground. Children were able to walk barefoot in the 'village' holding baskets of goods on their heads, learning about the different fruits and how life is different from that in the UAE. In the higher grades students conduct practical investigations, undertake research using digital technologies and developing independent learning skills.

Assessment is effective in a majority of lessons. Staff in KG use a school devised 'Early Years' assessment that gives staff useful information enabling them to plan learning matched to the abilities and needs of the children. Ongoing class-based assessment in the KG and the primary years provides teachers and parents with an accurate picture of how well each student is progressing. Internal assessments in the middle school years are not always accurate and can give an unrealistic picture of student and cohort attainment and progress. Teachers in the middle and senior grades are diligent in identifying those students who are experiencing greater difficulty than their peers. Teachers are aware these students are 'at risk' and are given extra support during lessons or they can opt for after school paid tutoring.

The school has a tracking system, 'I Campus' that shows the progress of all the students in all the subjects. The teachers update this data every month. The analysis of this data to monitor the effectiveness of teaching does not have sufficient impact on the progress of students. Written work is not checked consistently by most teachers. In those few classes where student work was checked, marking was limited to accuracy. Teachers rarely provide encouraging or challenging comments on student work.



Performance Standard 4: Curriculum

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

The school's curriculum is acceptable. The school follows the American Common Core Learning Standards (CCLS) as published by Ohio State for all subjects taught in English except for science, which follows the 'New Generation Science Standards'. The curriculum is reasonably broad and balanced and the school consistently considers how to make the American curriculum relevant. It focuses on developing student knowledge in most subjects and takes more account of developing skills and understanding in science. Teachers effectively use pacing guides to plan meeting the objectives of these standards. Support classes are provided to meet the needs of those students who need additional help. Insufficient attention has been given to identifying how those students who learn more quickly than their peers might be challenged more effectively by the curriculum.

There is strong emphasis in the subjects taught in Arabic to develop an understanding of the UAE culture and Islamic values. In their curriculum planning, teachers are careful to seek opportunities to make the American based learning texts relevant to life in the UAE. For instance, in one economics class Grade 12 students were exploring current trends in labour markets and how these impacted developments in the UAE. In a Grade 4 music class, where students were learning about musical notation, the UAE national anthem was used to observe how 'intervals' affected the music played.

There are limited curricular options. The school offers French for non-Arab students and economics for students in the senior grades. Music is offered in Grades 5-8 and art is provided for primary and middle phase students. The school does not extend these curricular choices to senior students. All students follow a programme of physical education which has a carefully planned skills development programme. Students in Grades 1 and 2 have the opportunity to use the school's small swimming pool allowing them to develop basic swimming and water safety skills. Curriculum review has led to effective modifications in KG and the primary grades allowing for a greater emphasis on experiential learning.

Cross-curricular links are particularly effective in the KG and primary years where a project based approach provides daily opportunities to make links between areas of learning. These links are less likely to be evident in the middle and senior grades.



Information and communication technology (ICT) are available to all students but these do not lead to any formal qualification. There is a limited range of extra-curricular activities in the form of after school clubs but the school exposes its students to a variety of events and celebrations, and some student field trips. Examples include the celebration of National Day, Flag Day, International Day, National Sports' Day and Mothers' Day.



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

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

The school effectively promotes the protection, care, guidance and support of its students who report they feel safe and secure when in school. If they have any personal or academic difficulties, they know where to go to find help and support. The school has clear child protection procedures which are understood by almost all staff. The high turnover of staff requires the school to be vigilant in their briefing and induction of new staff to ensure they are aware of the school's policy.

The premises and facilities provide a safe and secure environment. Regular checks are made on the fire extinguishing equipment and evacuation exits are clearly identified in every part of the school. Emergency evacuation procedures are conducted regularly according to authorities' requirements, and there are personalised evacuation plans for physically challenged students. The school contracts a company who are effective in ensuring the cleanliness, security, safety and maintenance of all aspects of the school environment. This comprehensive monitoring of safety, security and maintenance extends to the school transport which meets regulations and is maintained to a good standard.

The clinic is well-equipped with medical supplies and the two nurses ensure that students' medical needs are followed up promptly. The nurses ensures that staff are aware of students who require special medical attention and how their needs should be met. There are elevators to the upper floor in the primary school allowing access to students, staff or visitors who may have impaired mobility. There are no elevators in the buildings used by older students.

Relationships between staff and students are built on mutual respect. Most teachers have adequate classroom management skills to ensure classes proceed smoothly. The school's behaviour policy is clear to most students and staff and as a result poor or inappropriate behaviour is rare. The school has effective systems in place to follow up absence with parents and as a result attendance is generally good. Not all staff



challenge students who arrive to class late and they are not consistently asked to produce their 'late slips'.

The school's admission procedures are inclusive and the Board and administrators are committed to ensure that students with special educational needs (SEN) take a full part in school life. The school's systems for identifying students with SEN are well organised, involving parents at every stage of the process. Students identified by outside agencies have Individual Education Plans (IEP) and these are regularly updated. Those students in the middle and senior grades who are identified as having additional learning needs are seen as being 'at risk' educationally. They are provided with their own learning plans, which provide effective direction for the teachers as well as the students. Teachers manage students with SEN very well. In one KG class, the teacher employed very effective behaviour management strategies with a child displaying disinhibited behaviours which ensured he did not disrupt his peers and was able to play a full part in an active learning session.



Performance Standard 6: Leadership and management

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

Leadership and management are acceptable. There have been a number of changes in senior leadership since the last inspection. A new principal was appointed in the week prior to the current inspection. The school took the recommendations of the previous inspection seriously and immediately embarked on a process of quality improvement. Each department in the school used the judgements in the 2014 inspection report as a baseline for further improvement. The appointment of the academic director was effective in driving a number of improvements to the quality of teaching and learning and curriculum delivery.

Over the last year, the interim leadership team have pressed ahead with changes to quality improvement processes so that leaders and administrators now have a more accurate understanding of the quality of teaching, learning and assessment. This does not provide a fully detailed picture of the strengths and weaknesses in teaching and learning. The school has appointed middle managers and curriculum leaders; most are able to provide energetic, dynamic and professional leadership to their departments. Procedures for the observation of teaching and learning are not sufficiently robust in ensuring that continuous improvement moves at the desired pace. Teachers are observed at least once every term; there is little detail in the records of teachers' identified strengths and areas for development. Teachers do not routinely comment on the observations and they rarely result in clear requirements to improve.

There are acceptable procedures for managing school improvement. The school's self-evaluation process involves a range of teachers and administrators who come together to assess the school's performance. This process does not consistently draw on all the available evidence so that in some aspects the school sees itself in a better light than it actually is. A different staff team is appointed to oversee each aspect of the development plan; reviews of progress are not always thorough or meet the planned timescale.



There are good procedures for the Board of Directors to hold the principal and senior leaders to account for the overall performance of the school. The Board have a detailed and clear appreciation of the school's strengths and areas for improvement. The Board has been active in funding improvements to the building and in securing well qualified teachers and administrators. Targets for the performance of school leaders are not always sufficiently measurable.

Relationships with parents are good. Parents place a good deal of faith in the school and most feel that has been rewarded in the progress made by their children. There is a parents' council but they have no formal voice in the decision making processes of the school. The student councils meet regularly and senior members report that the administrators listen to their voice and on occasion accede to their requests. The school has developed a positive relationship with a number of universities in the UAE and abroad and these provide beneficial advice to students as they seek to move along their academic pathway.



What the school should do to improve further:

1. Further improve achievement in the core subjects so that the majority of students make better than expected progress in relation to their starting points and curriculum standards by:
 - i. ensuring the information available from internal assessments is reliable and that the analysis of the data involves curriculum leaders
 - ii. taking steps to reliably identify top performing students in each class and provide them with curriculum enhancement and extension activities
 - iii. working with students in the older grades to set them challenging targets for their Grade 12 mathematics SAT1 achievement and TOEFL scores
 - iv. ensuring teachers provide detailed and constructive feedback on students' written work.

2. Raise the standards of weaker teachers so that all staff regularly provide acceptable or better lessons by:
 - i. ensuring the observation of teaching and learning provides more rigorous identification of areas for teacher improvement
 - ii. using a grading system within the observation process that identifies teachers who are performing below expectations
 - iii. identifying training needs and providing appropriate professional development
 - iv. setting clear timescales for follow-up observations and targets for improvement
 - v. extending the current use of 'lead teachers' to ensure that professional coaching and peer mentoring is readily available.