



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

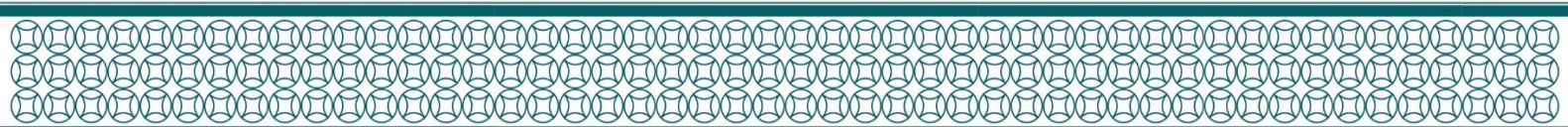
Inspection
Report of

Horizon Private School Branch

Overall
Effectiveness

Very good

Academic year: 2018-2019





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School Information

School Profile			
School Name:	Horizon Private School Branch		
School ID:	9006	School phases:	KG, primary, middle, secondary
School Council: **	N/A		
School curriculum: *	USA	Fee range and category*	22,700 - 42,600 AED Medium to high
Address:	Khalifa City A, Street 26	Email:	Horizonbranch.pvt@adec.ac.ae
Telephone:	+971 (0) 255 60811	Website:	www.horizonprivateschool.com

Staff Information			
Total number of teachers	134	Turnover rate	15%
Number of teaching assistants	22	Teacher- student ratio	KG 1:17 Other 1:14

Students' Information				
Total number of students	1926	Gender	mixed	
% of Emirati students	64%	% of SEN students	2%	
% of largest nationality groups	3% American	3% Egyptian	2% Jordanian	
% of students per phase	KG:	Primary	Middle	High
	28%	49%	19%	4%

Inspection Details				
Inspection Date	From :	20/01/1440	To	23/01/1440
		30/09/2018		03/10/2018
Number of lessons observed:	132	Number of joint lessons observed:	15	

*Relevant for Private schools only

** Relevant for Government schools only



The overall performance of the school:

- The school has stable staffing and the student population has grown steadily since the school opened in 2008. Recently, there has been a slight drop in students' number. A new Board of Governors has been established since the last inspection. The overall performance of the school is very good and has improved since the last inspection. Achievement is now very good due to very good teaching across the school. School leaders have implemented well-considered development plans and have responded effectively to all the recommendations of the last inspection report. As a result of the very good leadership, the strong teaching over time, effective assessment procedures and a highly effective curriculum; students are making very good progress overtime leading to at least very good outcomes by the end of grade 12.

Performance Standard 1	Students' Achievement		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none">Overall students' achievement is very good. It is good in Islamic education, Arabic as a first language, social studies and other subjects.Most groups of students make very good progress over time in almost all subjects and phases. As a result, students' achievement in high phase is very good in all subjects. Progress of gifted and talented (G&T) is less evident in lessons.Students' learning skills are good overall and very good in high phase. Their use of technology to promote their learning in lessons is less well developed.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Students' appreciation of the role and values of Islam in UAE society and their respect for the heritage and culture of the UAE are strong.Highly respectful behaviour and relationships result in a positive learning environment.Innovation in lessons and students' awareness of local and global environmental issues is less well developed.		



Performance Standard 3	Teaching and Assessment		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> Effective teaching in all phases of the school promotes very good achievement. Teaching in Arabic as a first language is less strong overall. The school's well-structured internal and external assessment helps with the rigorous monitoring of students' progress. Planning more challenging tasks for G&T students and providing written feedback to students is less well developed. 		

Performance Standard 4	Curriculum		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The quality of the curriculum is very good. It is balanced and provides very good progression throughout the phases. This leads to students making very good progress overall. The wide range of curricular and extra-curricular choices, and the strong links with UAE culture promote students' learning, particularly in the high phase. Adaptation of the curriculum to fully challenge the G&T and provide innovation opportunities in all lessons is less well developed. 		

Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"> The quality of protection, care, guidance and support of students are very good. The school's effective systems and procedures for students' health, safety and wellbeing contribute to the very positive learning environment. The school provides effective academic guidance for all students including the identified special education needs (SEN) students. Challenge for those who are G&T are not always effective in lessons. Access of SEN students to all areas is limited by the lack of appropriate ramps and lifts in parts of the school premises. 		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	Improved
Justifications	<ul style="list-style-type: none"> The overall quality of leadership and management are very good. Leaders at all levels were effective in implementing necessary changes to improve students' achievement. 		

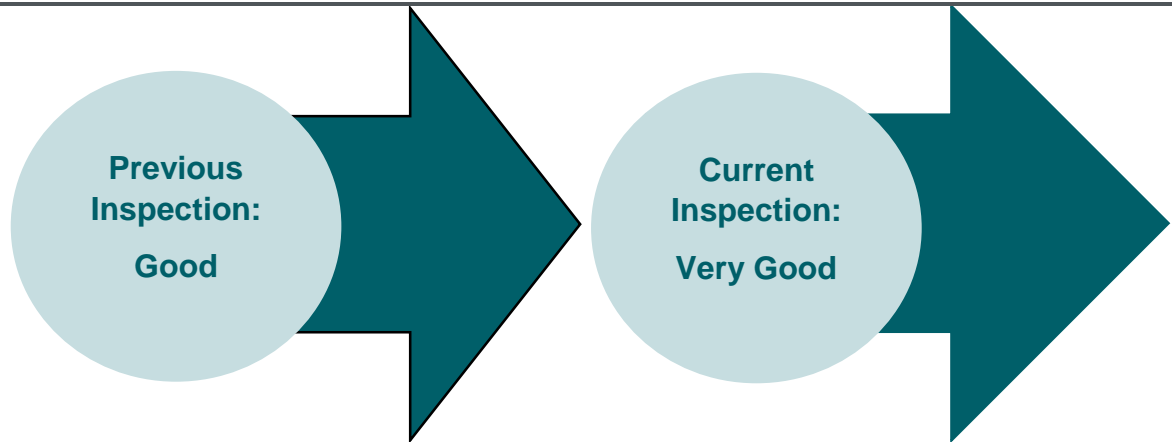


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	<ul style="list-style-type: none">• The school development plan (SDP) based on school self-evaluation (SEF), and effective monitoring of teaching and learning has resulted in the overall improvement of students' achievement. This is yet to have full impact on Arabic as a first language.• The new Board of Governors has a positive impact on leadership, teaching and learning. However, formal representation of all stakeholders is lacking.
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Progress made since last inspection and capacity to improve



- Achievement in most core subjects has improved, and is now very good in all subjects in high. Attainment in English and mathematics is now good in KG. Attainment in Islamic education, Arabic (ASL) and social studies is now good in primary and middle phases. Students' progress is now very good overall. Most groups of students, including those with SEN make good progress from their starting points.
- The KG curriculum has improved and now provides children with opportunities to make choices about activities and resources. Learning support assistants contribute to children's progress through active support in activities and teacher whole class input.
- The school has completed a policy to ensure the needs of gifted and talented students are met. The policy is at the early stage of implementation.
- Leaders' capacity to innovate and improve is very good. They have addressed all the recommendations of the previous inspection report and achieved sustained improvements over time in all key areas. The development of middle leaders through mentoring and support from the senior leadership team (SLT) ensures they continually improve teaching and learning.



Provision for Reading



- The school has two libraries, centrally located in each main block; one for older and one for younger students. A broad range of information texts is available but there are fewer fiction resources. Homerooms in primary phase each have library areas where a small range of books is available for students. Primary students enjoy a weekly library period.
- A skilled librarian delivers effective research sessions for older students where they develop higher level skills. Computers are available to enhance the development of research skills. Although comprehension skills development is a common core skill throughout the curriculum, students sometimes have insufficient opportunity to read in Arabic as a first language (AFL) lessons. This has an impact upon the development of reading skills for these students.
- Reading is identified as an area for further improvement by the school. An action plan is in place and is monitored in the same way as all other plans
- Phonics is taught systematically. Professional development takes place to improve teachers' skills in guided reading and reading for information for which detailed and extensive assessment is used.
- Reading is promoted through the Emirates Literature Festival and through Spelling Bees. English poetry projects in grades 7 and 8 link well to the My Identity programme and contribute to students' charity work.



Key areas of strength and areas for improvements:

Key areas of strength

- Students' overall progress resulting in strong attainment by the end of grade 12, and readiness for university.
- The reflection of students' appreciation of the role and values of Islam in UAE society, and their respect for UAE culture, in their behaviour and relationships.
- The effective implementation of the American curriculum that results in strong students' progress.
- The arrangements to ensure students' safety, welfare and safeguarding, and the promotion of healthy lifestyles.
- The consistently clear leadership vision and direction underpinned by effective self-evaluation processes.

Key areas for improvement

- Improve the provision and outcomes for students who are gifted and talented (G&T) by;
 - completing the implementation of the school gifted and talented policy to provide effective challenge and support for the most able students in lessons
 - reviewing and modifying the curriculum to meet the needs of these students
 - providing teachers and support assistants with professional development to deliver the modified curriculum
 - monitoring the impact of the curriculum on gifted and talented students' achievement.
- Improve students' skills in the use of technology to support learning by;
 - reviewing the curriculum and planning progressive skills development for use of IT to support increasingly independent learning
 - ensuring infrastructure and staff skills support the initiative fully
 - monitoring the impact on students' achievement.
- Improve provision and outcomes for students' achievement in Arabic as a first language by;
 - further promoting the profile of Arabic as a first language throughout the school through display and recognition of its key importance in UAE
 - providing increased opportunities for students to speak and read Arabic in public
 - providing professional development for teachers on effective teaching strategies.



Performance Standard 1: Students' Achievement

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

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Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is good overall and has improved since the last inspection.• Attainment is good overall and very good in high phase. Students' recitation skills in middle and high phases and making links with real life situations are effective. This is less evident in KG and primary.• Students' results in Grade 12 external Ministry of Education (MoE) examinations are outstanding.• The majority of groups of students make good progress including Emirati, boys, girls and students with SEN. Progress of G&T is less evident.
Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) is good overall and has improved in the high phase since the last inspection to very good.• Students attainment in Arabic as a first language is good overall. Internal examination results from KG – 11 and external MoE examination results in Grade 12 indicate outstanding standards overall. These results indicate at least very good progress overtime and that students' attainment when they reach high phase is above expectations.• In lessons, students' reading and speaking skills are not as strong as their comprehension, grammar and writing skills. Their extended writing skills are less well developed.• Overall students' achievement in Arabic as a second language is very good. The reading, speaking, listening and writing skills for the majority of students are above curriculum standards and they make very good progress overtime.
Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good in primary and middle phases.• The majority attain above curriculum expectations in lessons. They can make effective links with Islamic values and real-life situations.• Students' progress is consistently good across primary and middle phases and as a result they develop good knowledge and understanding of the history, geography, heritage and culture of the UAE. The majority of different groups of students are making good progress. The progress of the most able students is less evident in lessons.
English	<ul style="list-style-type: none">• Students' achievement in English is very good overall and has improved since the last report.• Students' attainment in English is good overall. The majority consistently attain above curriculum standards. They make very good progress in lessons and overtime, and by the time they reach high phase, their attainment is very good.• Relatively weak results from Measures of Academic Progress (MAP) tests do not reflect the skills and understanding of additional language learners. The same tests show very good progress as attainment improves grade by grade. Very good results in 2018 for SAT1 and IELTS show high level performance over time. Internal assessments show very good attainment overall.• In lessons and current work, students' attainment is good in reading, writing, speaking and listening in KG, primary and middle and very good in high. Attainment in the lower primary grades is not always as consistently strong.



Mathematics	<ul style="list-style-type: none">• Students' achievement is very good and has improved since the last inspection.• Internal assessments and external examinations indicate very good attainment in all phases. All students pass SAT 1 and 75% achieve scores above the world mean. Advance Placement (AP) assessment outcomes are also high. MAP tests show very good progress in all grades.• In lessons, children gain a very good understanding of number and shape in KG. Students' solid basic skills are developed systematically throughout all phases. A large majority of students can apply mental strategies to complex calculations. They apply mathematical knowledge and skills well in termly projects linked to real life situations. This is less evident in lower primary.
Science	<ul style="list-style-type: none">• Students' achievement in science is very good overall. Their attainment is good overall, while progress has improved and is now very good in primary, middle and high phases.• Grade 12 results in external examinations AP are very good overall.• In lessons, the majority of students attain above curriculum standards and they make very good progress because they develop knowledge and understanding of scientific processes through research, investigation and experimentation. Practical activities provide opportunities to apply knowledge and develop high order thinking skills and collaboration. This is less well developed in lower primary.
Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. It is very good in middle and high phases.• Students' achievement in French is particularly a strength and students are recognised by the French Embassy for their achievements.• The broad range of other subjects offered to older students contributes to the high standards achieved by the end of grade 12 and supports their transfer to university.• Students make at least good progress through other subjects because teaching promotes strong collaboration, communication and presentation skills that are applied across areas of learning. Their creativity, innovation and IT skills are less evident in lessons. This has an impact on students' ability to experiment and make their own music.
Learning Skills	<ul style="list-style-type: none">• Students' learning skills are very good in all phases. Students are keen to learn and can take responsibility for their own learning.• Students' collaboration and communications skills are systematically developed through activities supported with open-ended questioning and discussion.• Links with other areas of learning and real life are frequent features of lessons.• Development of critical thinking has improved, in English, mathematics and science particularly for Grade 12 students. Some students' innovation skills are extended through Robotics Club. Students' innovation and use of IT to support learning in lessons is limited by lack of resources.



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Subjects	Relative Strengths	Areas of Improvements
Islamic Education	<ul style="list-style-type: none">Students' recitation skills in, middle and high phase.Students applying their learning to real life situations.	<ul style="list-style-type: none">Recitation skills in KG and primary.Progress of G&T in lessons.
Arabic	<ul style="list-style-type: none">Students' achievement in high phase in AFL and ASL.	<ul style="list-style-type: none">Students' extended writing skills.
Social Studies	<ul style="list-style-type: none">Students' links with Islamic values and real-life situations.	<ul style="list-style-type: none">The progress of the most able students in lessons.
English	<ul style="list-style-type: none">Progress of students in English over time, culminating in their strong attainment in high phase.	<ul style="list-style-type: none">Attainment in the lower primary grades.
Mathematics	<ul style="list-style-type: none">Students' results in external examinations in Grades 11 and 12Application of mathematical concept to real life situations.	<ul style="list-style-type: none">Students' attainment in lower primary.
Science	<ul style="list-style-type: none">Grade 12 attainment in external examinations.	<ul style="list-style-type: none">Practical activities in primary for students to apply their knowledge and skills
Other subjects	<ul style="list-style-type: none">Students' achievement in French.The broad range of other subjects offered to older students.	<ul style="list-style-type: none">Students skills to experiment and make their own musicStudents innovation and IT skills in lessons
Learning skills	<ul style="list-style-type: none">Students collaboration and communication skills.Links with other areas of learning and real-life situations	<ul style="list-style-type: none">Applying technology in lessonsInnovation skills in lessons.



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

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

- Overall, Students' personal and social development are very good, while their innovation skills are good.
- Students display positive and responsible attitudes with peers and staff. They consistently display very good behaviour. Students are positive about their learning and their relationships with peers and staff are respectful and considerate. They consistently choose healthy options during recess and understand how this supports good health. Attendance figures for the school year 2017-2018, indicate good attendance at 95%. Students' punctuality to school in the morning is inconsistent.
- Students demonstrate a secure understanding of Islamic values and are respectful of the heritage and culture of the UAE. This respect is reflected in assembly during the National Anthem. Students demonstrate a deep understanding of other cultures.
- Students understand their responsibilities in the school and community. They volunteer in school and community activities, particularly Grade 12 students. Students care for their school and take part in activities to improve their surroundings. Their involvement in local and global environmental projects is less well developed.
- Students' innovation skills are good overall. They enjoy developing their own projects through a wide range of extra-curricular activities such as robotic club. Students' innovation skills in lessons are less well developed.

Areas of Relative Strength:

- Students' appreciation of the role and values of Islam in UAE society and their respect for the heritage and culture of the UAE
- The respectful and friendly relationships between students and school staff.

Areas for Improvement:

- Student's innovation skills in lessons.
- Students' awareness of local and global environmental issues.



Performance Standard 3: Teaching and assessment

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

- The quality of teaching and assessment is very good.
- Teaching in all phases of the school promotes very good achievement. Teaching in Arabic subjects is less strong overall.
- Teachers have good subject knowledge and use it effectively to plan well-organised lessons, making very good use of time and resources. Lessons are interesting and provide a variety of interesting activities. Teachers' questioning effectively checks students' understanding and corrects any misconceptions.
- Teaching is highly effective in meeting the individual needs of most students. However, work is not always challenging enough for the gifted and talented. Students' critical thinking, problem-solving and independent learning skills are developed effectively in most subjects. Students undertake projects and investigative collaborative tasks. Teaching to promote innovation in lessons is less well developed.
- The school has very well-structured assessment procedures. A wide range of internal and external assessments provide information about students' learning and progress. These are benchmarked against national and international expectations. Analysed assessment data is used accurately to track students' progress over time. Gaps in students' attainment are identified and interventions put in place. Self- and peer-assessment is a strong feature of many lessons. Teachers provide very good guidance in lessons as a result of their knowledge of their students' strengths and weaknesses. Written feedback is inconsistent but effective oral guidance is provided.

Areas of Relative Strength:

- Teachers' very good subject knowledge, organisation of lessons and use of resources.
- The school's well-structured internal and external assessment procedures and rigorous monitoring, especially in EMT subjects.

Areas for Improvement:

- Teaching strategies in Arabic as a first language and to promote innovation in all lessons.
- Written and constructive feedback to students.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Very Good
Curriculum adaptation	Very Good	Good	Good	Very Good
<ul style="list-style-type: none">• The quality of the curriculum is very good overall. The curriculum is very well aligned to the UAE national vision.• The American curriculum has a very clear rationale, aligned to the Common Core State Standards and progression throughout the grades is very effective.• The KG curriculum provides children with opportunities to make choices about activities and resources. The curriculum provides a very strong foundation for children in KG, preparing them well for the primary phase. Transitions are well-handled between all phases. Cross-curricular links are strong in KG.• The curriculum is regularly reviewed and provides students in all phases with a very good balance of knowledge, skills and understanding. It is modified effectively for SEN, Emirati and boys and girls. Modification is less well developed for G&T students and in Arabic as a First Language.• The school offers a wide range of curricular and extra-curricular choices and provides students with very good support to make choices particularly in the high phase. Activities and events support innovation, but this has yet to be fully embedded in all lessons. Links with Emirati culture and UAE society is particularly strong in all aspects of the curriculum.• The moral education programme is well implemented in discrete lessons throughout the school. Teachers promote meaningful debate such as student discussion of the Middle East refugee crisis that reflects their sympathy with the victims and refugees across the world. The programme supports students' very good personal and social development and its impact is measured in lessons and in whole school initiatives.				
Areas of Relative Strength:				
<ul style="list-style-type: none">• Curricular and extra-curricular choices particularly in the high phase.• Links with Emirati culture and UAE society in all aspects of the curriculum.				
Areas for Improvement:				
<ul style="list-style-type: none">• Adaptation of the curriculum to meet the needs of all students in lessons, particularly in Arabic as a first language lessons and the G&T.• Innovation opportunities in all lessons.				



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The quality of protection, care, guidance and support for students across all phases of the school is very good.
- The school has rigorous procedures and routines to safeguard students from all kinds of abuse. Procedures are monitored closely and effectively shared with all stakeholders. The environment is very safe, hygienic, well maintained and secure. Not all parts of the site are fully accessible to those with disabilities. A wide range of activities and procedures effectively promote healthy lifestyles.
- Staff-student relationships are very positive reflected by mutual respect and cooperation. Students self-discipline is strong. The school's approach is effective in promoting good attendance and punctuality. However, a few students arrive late to assembly.
- The school has rigorous systems to identify SEN and G&T students internally and externally. Students with SEN receive good individual support and effective monitoring. Those talented in music and sport receive good support. However, challenge for G&T students in most lessons is less well supported. Wellbeing is effectively monitored, and support provided for older students with subject options and next steps after grade 12.

Areas of Relative Strength:

- Arrangements for students' health, safety, welfare and safeguarding.
- Staff-student relationships and behaviour management.

Areas for Improvement:

- Effective identification and challenge for gifted and talented students in lessons.
- Accessibility of all students to all school premises.



Performance Standard 6: Leadership and management

Indicators:

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

- The overall quality of leadership and management is very good. Leaders at all levels, led by the principal, set very clear strategic vision and direction. Educational leadership is very good with high priority given to the UAE national and Emirate priorities and values. Relationships and communication between all stakeholders are consistently effective. Morale is very positive. Capacity to improve is very good. Leaders at all levels demonstrate a clear and accurate understanding of what needs to be done to raise achievement further.
- The development of middle leaders through mentoring and support from the SLT ensures they continually improve their leadership skills. This has a very good impact on teaching and has led to very good progress over time.
- Leaders have been innovative and successful in addressing the areas for improvement from the last inspection. Leaders are collectively accountable for improvements.
- Self-evaluation and improvement planning are very good. School systems are rigorous, thorough and evaluated frequently. Internal and external data is analysed accurately and used to inform decisions. Monitoring teaching and learning is effective. This is less developed for Arabic as a first language.
- Development plans are coherent, based on accurate self-evaluation, and align to UAE national priorities. Improvement over time is very good. All recommendations from the previous inspection report have been implemented or are in the process of implementation and as a result the school has shown sustained improvements over time.
- Partnerships with parents and the community are very good. The school successfully engages parents as partners in their children's learning. Parents join students for special reading events where they can share books. Frequent opportunities are provided for parents to receive information on their child's personal development and academic achievement, social media is a popular means of communication.
- Community, national and relevant international partnerships are very good. Links support students' transfer to many universities across the world. Local and international trips take place to key landmarks and universities. Students raise money for charity through poetry events.
- Governance is good. Since taking ownership of the school, the Board of Governors has an increasingly positive influence at the appropriate strategic level. The Board receives and considers a strong flow of information from all stakeholders. The Board regularly monitors the SDP and holds leaders accountable for progress. Although the formal representation of school and parents is limited, the Board is well-informed of students' personal development and academic achievement. The Board's positive response to the emerging needs of the school has promoted teaching and learning.
- Management, staffing, facilities and resources are very good. Management of the day-to-day life of the school is very well organised. All stakeholders understand and respect school routines and expectations and, as a result, the school is a calm, purposeful learning environment. Sufficiency,



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deployment and development of suitably qualified staff to optimise student achievements is very good. Development of teaching Arabic as a first language is not yet as strong as in other subjects.

- All areas are accessible to the current cohorts of students but there are access limitations in one building. The school is in good condition, well-equipped with resources to promote very effective teaching and learning. Technology resources in classrooms are limited.
- Students are prepared for TIMSS through the 'question-a-day' application. Careful monitoring identifies students with lower participation rates. The school provides additional support through granting access to computers in school. Students achieved high marks in PISA 1 and PISA 2 mock exams. This indicates effective school support of the programme.

Areas of Relative Strength:

- Clear and consistent vision and direction communicated to all stakeholders
- Processes for self-evaluation, monitoring and implementation of improvement plans.

Areas for Improvement:

- Formal representation of all stakeholders on the 'Governing Board'.
- Technology resources in classrooms.

*Relevant for Private schools only