









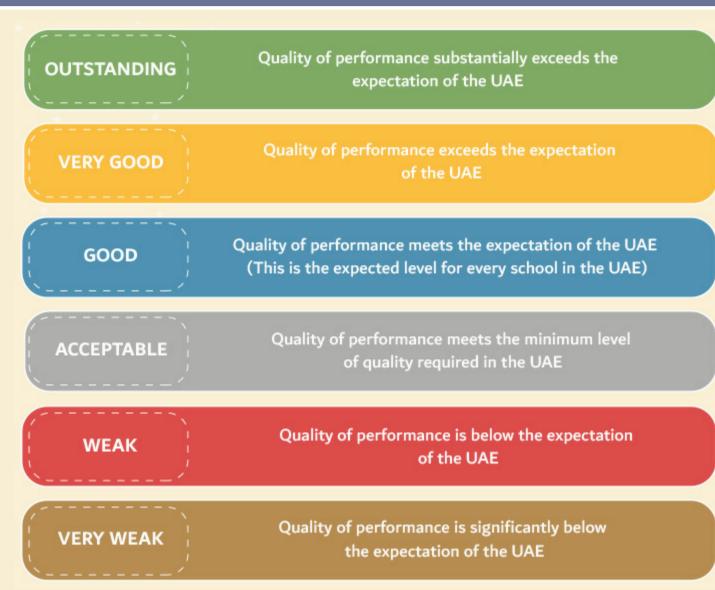






OVERALL SCHOOL PERFORMANCE





WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

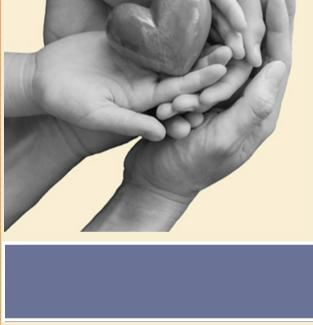
- The school community, which is safe, caring, and happy
- Students with highly developed personal and social skills and an awareness of Islamic values
- High levels of attainment in the upper primary phase, English in post-16 and in mathematics in the secondary phase
- Leaders' very good relationships with parents

POINTS TO IMPROVE

- Increase teachers' understanding of how to make effective use of assessment information when planning lessons
- Improve the reliability of leaders' monitoring of standards of teaching
- Improve the accuracy of school self-evaluation
- Ensure that governors are fully informed about the strengths and weaknesses of the school and monitor standards effectively
- Ensure that governors secure appropriately qualified and trained staff and adequate resources for all classes, particularly in the primary phase

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL An experienced and knowledgeable leadership team pursues a vision for wellbeing and



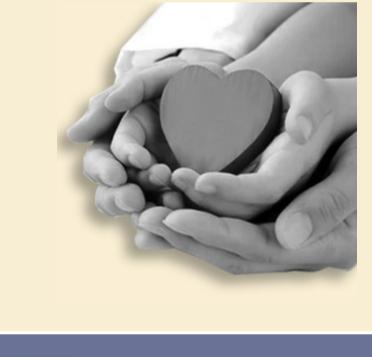
recognises the importance of empowering the school community to create a sense of shared responsibility. Parents and students comment on the family nature of the school environment, they feel a sense of belonging and community. The school prides itself on truly knowing every child and using this knowledge to build positive relationships. The school does not currently have adequate systems in place to support the identification and reduction of barriers to wellbeing.

HEALTH, SAFETY AND SUPPORT



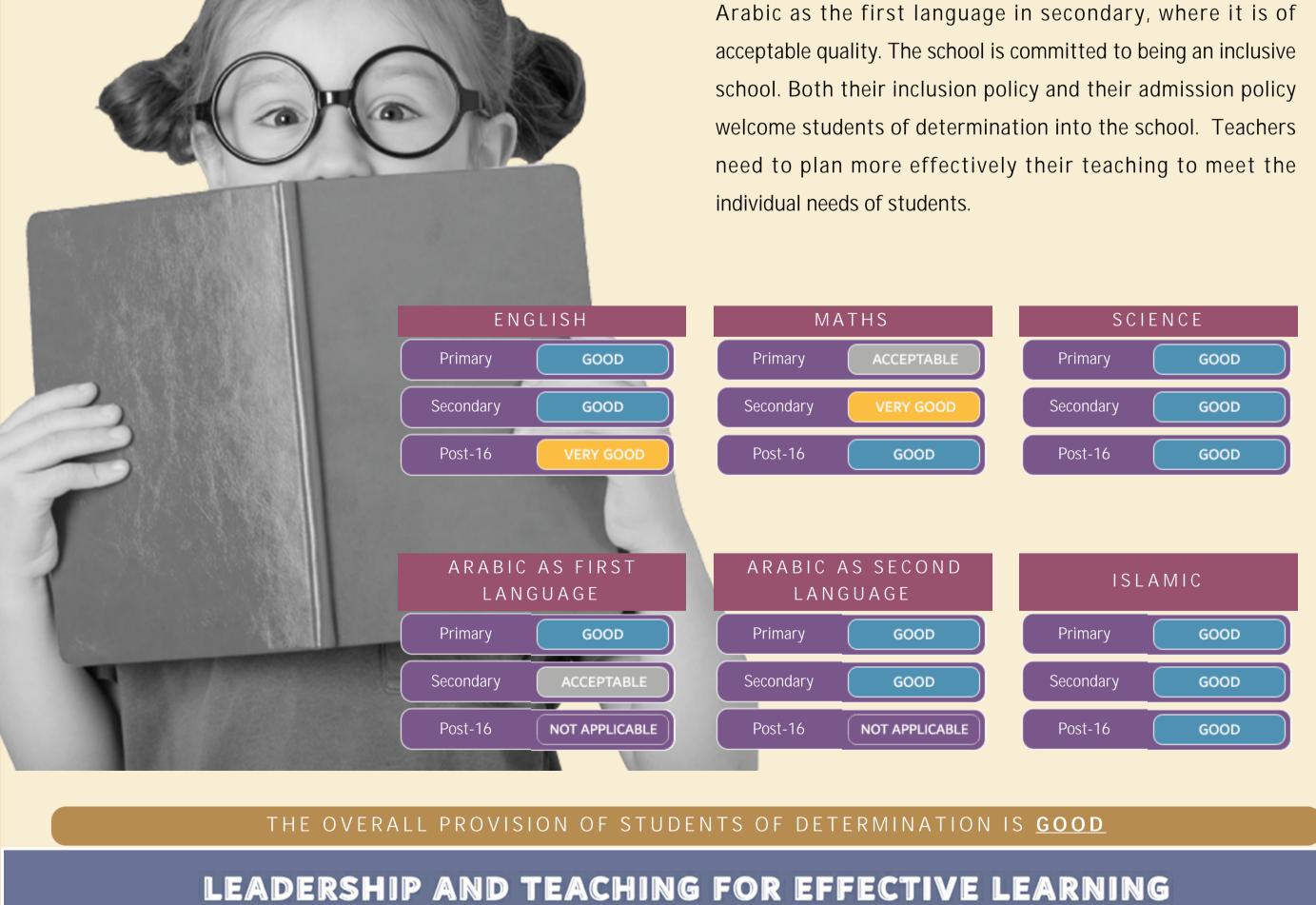
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

SUPPORT AND GUIDANCE



Progress is strong in English in Post-16 and is of good quality in all of the key subjects in all of the phases, with the exception of

PROGRESS IN KEY SUBJECTS AND INCLUSION



The principal and senior leaders promote a clear vision for the school. Self-evaluation is underdeveloped and does not adequately support school

improvement planning. There has been limited progress in addressing the recommendations from the previous inspection report. Parents are highly

supportive of the school. The Governing Board needs to engage more and hold senior leaders accountable for the quality of the school's performance.

Teachers mostly plan interesting, challenging lessons. It is at least good across the school and frequently very good in the post-16 phase. Not all

lessons are planned to meet the full range of student ability or take into account how students of different ages learn. Secondary and post-16



students have more opportunity to collaborate and share ideas.

EFFECTIVENESS OF



TEACHING FOR EFFECTIVE

