هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) Report

Al Mustaqbal Private School
19 - 22 February 2024

Overall Effectiveness: ACCEPTABLE

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PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services'.* This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.

School Performance Review of Al Mustaqbal Private School
19 - 22 February 2024

THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

Performance Standard 1: Students' achievement, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources

Judgements

The judgements stated in this report use the following six-point scale.

Outstanding	The quality of performance substantially exceeds the expectations of the UAE
Very good	The quality of performance exceeds the expectations of the UAE
Good	The quality of performance meets the expectations of the UAE
Acceptable	The quality of performance meets the minimum level required in the UAE
Weak	The quality of performance is below the expectation of the UAE
Very weak	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.

SCHOOL INFORMATION

<table>
<tr><th rowspan="9">School</th><td>School ID</td><td>205</td></tr>
<tr><td>School location</td><td>Al Yarmouk, Sharjah</td></tr>
<tr><td>Establishment date</td><td>1984</td></tr>
<tr><td>Language of instruction</td><td>English</td></tr>
<tr><td>School curriculum</td><td>American</td></tr>
<tr><td>Accreditation body</td><td>-</td></tr>
<tr><td>Examination Board</td><td>N/A</td></tr>
<tr><td>National Agenda Benchmark Tests/ International assessment</td><td>PISA, CAT4, TIMSS, MAP, PIRLS, TALA</td></tr>
<tr><td>Fee range</td><td>8100 – 16210 AED</td></tr>
<tr><th rowspan="6">Staff</th><td>Principal</td><td>Ghassan Mohamed Azzam</td></tr>
<tr><td>Chair of Board of Governors</td><td>Akram Al Bloushi</td></tr>
<tr><td>Total number of teachers</td><td>49</td></tr>
<tr><td>Total number of teaching assistants</td><td>6</td></tr>
<tr><td>Turnover rate</td><td>57%</td></tr>
<tr><td>Main nationality of teachers</td><td>Syrian</td></tr>
<tr><th rowspan="12">Students</th><td>Teacher: student ratio</td><td>1:18</td></tr>
<tr><td>Total number of students</td><td>875</td></tr>
<tr><td>Total number of students per phase</td><td>KG: 147
Phase 2: 441
Phase 3: 245
Phase 4: 42</td></tr>
<tr><td>Number of Emirati students</td><td>0</td></tr>
<tr><td>Number of Emirati students per cycle</td><td>0</td></tr>
<tr><td>KG: number and gender</td><td>Boys: 75 Girls:72</td></tr>
<tr><td>Phase 2: number and gender</td><td>Boys: 231 Girls:210</td></tr>
<tr><td>Phase 3: number and gender</td><td>Boys:128 Girls:117</td></tr>
<tr><td>Phase 4: number and gender</td><td>Boys: 19 Girls: 23</td></tr>
<tr><td>Nationality groups</td><td>1. Egyptian</td></tr>
<tr><td></td><td>2. Syrian</td></tr>
<tr><td>Total number of students with special educational needs</td><td>0</td></tr>
</table>

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 131 lesson observations, 52 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same as the previous inspection in February 2023. Students' achievement is acceptable in all phases and subjects except in mathematics in Phase 3. The very high percentage of teacher turnover has had a negative impact on students' achievement. Achievement in Arabic as a First Language (AFL) in KG and Phase 4, Islamic education in Phase 2, social studies in Phases 3 and 4, English, mathematics and other subjects in KG have declined and are now acceptable. The principal and the head of science and English are new to the school this year. Most other aspects remain the same as in the previous report except for governance, which has declined, and is now acceptable. Leaders have made improvements to the school's infrastructure to enable the use of technology. Maintenance is now regular and outdoor areas have been enhanced.

KEY AREAS OF STRENGTH:
- Students' eagerness to learn.
- The increased use of technology in the classroom.
- Cross-curricular links and links with life in the UAE.
- Students' improved levels of attendance.
- The maintenance and upkeep of the school.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement in all subjects and phases.
- Students' independent learning skills.
- The use of assessment in teaching and in the adaptation of the curriculum.
- Practical resources in classrooms and specialist facilities.
- Systems and appropriately qualified staff to identify and support students with special educational needs (SEN).
- The effectiveness of leaders at all levels, including governors.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.					
Indicators:		**KG**	**Phase 2**	**Phase 3**	**Phase 4**
Islamic Education	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as an additional Language)	**Attainment**	N/A	N/A	N/A	N/A
	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**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good	Acceptable
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

Islamic Education	• Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students' progress is outstanding in KG, very good in Phase 2 and good in Phases 3 and 4. In lessons and in students' work, most students make acceptable progress over time. • The school's internal assessment data shows that attainment is outstanding in KG, very good in Phase 2 and good in Phases 3 and 4. There are no international examinations for Islamic education. In lessons and in students' work, most students attain in line with curriculum standards. • Most students' have an understanding of Islamic principles and values. In KG, most children understand the importance of personal hygiene and give examples such as ablution and brushing teeth. In Phase 2, most students understand Seerah. In Grade 4, students talk about the qualities of Prophet Mohammad (PBUH) such as mercy and honesty. They appreciate the benefits and blessings of following his example but need help in giving real-life situations showing these qualities. Phase 3 students learn about the Noble Hadeeth and the Islamic values taught in it. Grade 8 students know about moral guidance from studying the Noble Hadeeth and how it warns against the characteristics of hypocrisy and opportunism. They can talk about good Islamic values they should follow. A few are unable to support their answers with references from The Holy Qur'an or the Noble Hadeeth on the topic. Most students in Phase 4 can recite verses from the Holy Qur'an correctly. In Grade 9, most students recite Surat Al Rahman with Tajweed and give the meanings of the key words in the verses. Their recitation skills and application of Tajweed rules is underdeveloped. • Most groups of students make expected progress. Higher and lower attainers do not make the level of progress of which they are capable.

Areas of Strength	**Areas for Improvement**
• Students' understanding of Islamic principles and values across all phases. • Students' knowledge of the life of the Prophet (PBUH) in the Phase 3.	• Students' ability to support their views by referring to verses from The Holy Qur'an and the Noble Hadeeth in Grade 8. • Students' recitation skills of the Qur'an and their ability to apply Tajweed rules in Grade 9.

Arabic	- Students' achievement in AFL is acceptable overall. The school's internal data shows that progress is outstanding in KG, very good in Phase 2 and acceptable in Phases 3 and 4. In lessons and in students' work, most students make acceptable progress over time. - The school's internal assessment data shows that attainment is outstanding in KG, very good in Phase 2 and acceptable in Phases 3 and 4. In lessons and in students' work, most students attain in line with curriculum standards in all phases. External TALA tests show acceptable results in all phases. - In lessons and in recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. In KG, most children are familiar with letters and their sounds. They can read them correctly and recognise them in words. By Grade 5, most students can speak using standard Arabic and can read using the correct diacritics. They learn new vocabulary and use it accurately in sentences. Phase 2 students express their ideas and justify these in discussions. A few students do not have secure speaking skills, so they use colloquial language. Students in Phase 3 use grammatical rules correctly to parse sentences. They derive information from texts, showing their understanding of similes and metaphors. In a few instances, students find it difficult to read and understand long texts or write narrative paragraphs with details, using the correct tenses of verbs. Students in Phase 4, demonstrate an increasing ability to organise their writing and apply grammatical rules correctly. - In lessons, most groups of students make expected progress. Higher and lower attainers do not make as much progress as they could.

	Areas of Strength	Areas for Improvement
	- Children' knowledge of the phonetic sounds of Arabic alphabets in KG. - Students' acquisition of vocabulary across phases.	- Students' use of standard Arabic in Phase 2. - Students' comprehension skills and fluency in reading in Phase 3. - Students' accuracy in writing and their extended writing skills in Phases 3.

Social Studies	
	- Students' achievement in social studies is acceptable overall. The school's internal data shows that students' progress is outstanding in Phase 2 and very good in Phases 3 and 4. In lessons and in students' work, most students in Phases 2, 3 and 4 make acceptable progress over time. - The school's internal assessment data shows that attainment is outstanding in Phase 2, very good in Phase 3, and good in Phase 4. There are no international examinations for social studies. In lessons and in students' work, most students in Phases 2, 3 and 4 attain in line with curriculum standards. - In Phase 2, most students demonstrate adequate knowledge and understanding of UAE history, values, national identity and citizenship. Most students in Grade 3 know facts about the UAE such as the founder's name, the UAE capital and currency. They can name some tourist sites on UAE's maps. Students' skills in using maps and differentiating between political and geographical maps is less developed. In Phase 3, most students in Grade 7 are familiar with the concept of unity from Sheikh Zayed bin Sultan Al Nahyan's (RIP) point of view. They can list the achievements of Sheikh Zayed bin Sultan Al Nahyan (RIP) and his work in empowering Emirati citizens. They can mention common things that bring people from Arab countries together such as language, religion and traditions. In Phase 4, most students can discuss the impact of the discovery of oil in the development of the economy of the UAE. Their knowledge of UAE international relationships and role of the UAE partnering internationally to advance global civilisation is underdeveloped. - Most groups of students make expected progress. Higher and lower attainers do not always make the level of progress of which they are capable.

	Areas of Strength	**Areas for Improvement**
	- Students' knowledge and understanding of UAE history and values. - Students' understanding of the UAE national economy.	- Students' skills in locating countries on maps in Phase 3. - Students' knowledge of UAE international relationships in Phase 4.

English	- Students' achievement in English is acceptable overall. The school's internal assessment data indicates that progress is very good in KG, good in Phase 2 and acceptable in Phases 3 and 4. In lessons and in students' work, progress over time is acceptable in all phases. - External MAP data indicates that attainment in verbal skills and reading is weak in Phases 2, 3 and 4. There is no external data for KG. Internal assessment data shows that attainment is very good in KG, good in Phase 2 and acceptable in Phases 3 and 4. This does not align with evidence from lesson observations and students' work where most students attain in line with curriculum standards. - Most children in KG listen to and follow instructions. Through blending and segmentation, most can form rhyming words and use these to make simple sentences. Children's formation of letters is not always accurate. Most students in Phases 2 and 3 speak with confidence, often achieving fluency and suitable expression. Most students in all phases acquire new vocabulary from a variety of genres, enabling them to read fluently and develop comprehension skills in listening and reading. Their skills in inference and interpretation are less developed. Throughout the school, when they write, most students are proficient in capitalisation, and spacing. They infrequently write at length or creatively. In Phase 2 students can distinguish singular from plural. Their verb formation and agreement are not always accurate. In Phase 4, students can write, using complex sentences, for different audiences. For example, they know the difference between journalistic and literary styles. - Higher attaining students and those with learning needs do not make the progress of which they are capable.

	Areas of Strength	Areas for Improvement
	- Students' listening skills and their fluency in reading. - Students' confidence in spoken language.	- Students extended writing across all phases. - Students' inference and interpretation skills in phases 2 and 3. - Students' accuracy in written English in Phase 2.

Mathematics	• Students' achievement in mathematics is acceptable overall. In lessons and in their work, most students make acceptable progress over time, while students in Phase 3 make good progress. This does not match with the school's internal data which shows that students make better than expected progress in all phases. • The school's analysis of internal data shows that students in all phases attain above curriculum standards. This was not evident in lessons, with most students attaining in line with curriculum standards. External MAP data in mathematics, in 2024, is weak for Phases 2, 3 and 4. No external data is available for children in KG. • In KG most children have a secure understanding of numbers. They recognise, count and write whole numbers and use basic resources to apply their learning. In Phase 2, most students demonstrate secure calculation skills. For example, they understand and can apply the change and relationship of fractions, using numerators and denominators. In Phase 3 almost all students understand geometry and measurement. Most students can calculate the area of a polygon and composite shapes. A majority can develop this further and apply critical thinking skills in transposing formulas to determine geometric relationships. In Phase 4, most students can identify growth patterns of arithmetic and geometric sequencing. They are less confident applying algebra to demonstrate understanding of geometric sequencing to the fourth term. Throughout school, students' reasoning using mathematical vocabulary and their ability to independently interpret word problems independently is less developed. • In lessons, most groups of students make the expected progress. Higher attainers do not always make the progress they should

Areas of Strength	Areas for Improvement
• Children and students' understanding of numbers and their calculation skills across all phases. • Students' critical thinking skills, understanding and application of geometry and measurement in Phase 3.	• Students' use of technical vocabulary to explain mathematical thinking across all phases. • Students' ability to apply algebra to understand geometric sequencing to the fourth term in Phase 4.

Science	- Students' achievement in science is acceptable overall. Internal data indicates that students make outstanding progress in KG, good progress in Phases 2 and 3 and acceptable progress in Phase 4. In lessons and workbooks most students in all phases make expected progress over time. - The school's internal data indicates that attainment is outstanding in KG, very good in Phase 2, good in Phase 3 and acceptable in Phase 4. This does not match with what was seen in lessons and in students' work where attainment is acceptable across all phases. External MAP assessments indicate that attainment is weak across Phases 2, 3 and 4. There is no external data for KG. - In KG, children name different animals and imitate the walk of various animals, including dinosaurs. Children's skills of prediction are underdeveloped, for example, when investigating the direction of wind using windsocks. In Grade 5, students collaborate to create models of fossils using simple materials which help them to deepen their understanding of how different types of fossils are formed. Students in Grade 1 know and can draw the 4 phases of the moon. In Phase 3 students develop their understanding of magnetism and recognise the presence of magnetism in everyday life. They do not develop skills of experimentation and investigation through practical investigations about magnetic fields. In Phase 4, most students can draw the phases of mitosis and know the appropriate scientific vocabulary. Only a majority can confidently explain the processes that take place between them. - Most students make expected progress overall. Higher attainers are not always sufficiently challenged and lower attainers are not supported to make the level of progress of which they are capable.

Areas of Strength	**Areas for Improvement**
- Children's scientific knowledge and their application of skills in KG. - Students' knowledge and understanding of physical, life and earth sciences in Phases 2 and 3.	- Children's skills of prediction in KG. - Students' investigation, practical and laboratory skills in Phase 3. - Students' ability to explain scientific processes confidently in Phase 4.

Other subjects	- Students' achievement in other subjects is acceptable overall. In lessons and in their work, most students make expected progress over time in all phases. The school does not have internal data for other subjects. - There are no external examinations for other subjects. In lessons and their work most students' attainment is in line with the curriculum standards - In PE, most KG children develop their dexterity skills using simple equipment during PE lessons. Older students practice ball skills by passing the ball by throwing and kicking. They learn the rules and the importance of teamwork for various sports such as football, basketball and athletics. In art, children in KG use glue, colour pencils and cotton wool to make a 3-D picture of the sky during the day. Phase 2, students create 3-D artwork models using basic resources to help bring their drawing to life with the teacher's help. Most students in Phase 3 understand how to blend colours and use stencils to create Islamic patterns. Students do not routinely choose and use a range of resources to create their own art. In ICT, most Phase 3 students can change spreadsheets by modifying cells. They do not use this knowledge to create their own spreadsheets and carry out additional functions to extend their learning. Students develop their understanding of online safety and the risks associated with malware. - Overall, all groups of students make expected progress in other subjects. The Gifted & Talented (G&T) students do not make as much progress as they are capable of in lessons.

	Areas of Strength	**Areas for Improvement**
	- Students' practice in ball and athletic skills. - Students' awareness of online safety when using computers.	- Children and students' imaginative and creative artistic skills across all phases. - Students' extended ICT application skills in Phase 3.

Learning Skills	
	• Students' learning skills are acceptable overall. Students have positive attitudes and are eager to learn. Whilst they can work independently, they usually depend on the teacher to move their learning forward. As a result, they only have a general understanding of how to improve their work. • Students in all phases are keen to contribute their answers in discussions in lessons. They take turns communicating their learning in daily assemblies in different subjects, in English and Arabic. Children in KG share facts and sing a song about planet Earth; students in Phase 2 speak about the importance of Islam and older students share ways mathematics is used in daily life. They cooperate well and work together in groups during lessons. A few remain passive during group tasks. • Across the school, students make connections between real life and other subjects, building on their understanding of the world. For example, in KG, children make links between Islamic education and science, when discussing how good hygiene prevents the spread of germs. When learning about physical properties of matter in Grade 4, students made connections to measuring volume and mass. In English, Grade 9 students listen to a piece about True Crime and respond confidently to the hypothetical question of what life would be like without laws. • Most students frequently use technological devices to answer quizzes at the end of the lesson or to gain access to uploaded worksheets. In a few lessons, they use devices to research and find things out for themselves. Critical thinking questions and problem solving are developing features of learning. For example, Grade 8 students propose solutions to problems like heavy traffic in Sharjah.

Areas of Strength	Areas for Improvement
• Students' interactions, collaboration and communication skills. • Students' making connections between the real world and other subjects.	• Students take more responsibility for working independently across all phases. • Students' problem solving and critical thinking skills across all phases. • Students' finding things out for themselves using a range of resources across all phases.

PERFORMANCE STANDARD 2:
STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Students' personal and social development and their innovation skills are acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Good	Acceptable	Acceptable	Acceptable

- Students have positive and responsible attitudes although they depend on adults to guide most activities. When they receive critical feedback, they respond well to it. Children in the KG demonstrate their growing self-reliance by following routines and taking increasing responsibility for their learning. They are keen to improve their work.
- Most students show respect and follow school rules in lessons, although the behaviour of a few boys across the phases can interrupt learning. Bullying is rare. Behaviour in KG is good. Children cooperate well with each other, share resources and show consideration for others. Students are mostly courteous to teachers, others and each other. They are aware of the needs and differences between different nationalities and religions.
- Children and students exhibit a general understanding of safe and healthy living. This is evident in the role plays during school assemblies where they promote safe and healthy lifestyles. The choices older students make are not consistent with the messages they receive. KG children are aware of healthy foods and most bring nutritious snacks to school.
- Attendance has improved to good at 94%. A few students consistently arrive late to assembly and to lessons, especially after breaks.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students have a clear understanding of how Islamic values influence life in the UAE. They enjoy learning about these values in lessons and in assemblies.
- Students have good knowledge of Emirati heritage and culture. In the Sanaa club at school, they learn more about the rituals and traditions in the UAE and share this knowledge with others. For example, they recently celebrated the Haq Al Laila, a tradition passed down through generations of Emiratis, offering treats to other students. They participate in activities to commemorate Flag Day, Martyr Day and National Day at school.

- Students exhibit a basic understanding of their own and other world cultures during lessons and assemblies and on Global Day. In social studies, they discuss highly populated countries in the Arab world, and they extend their learning to discuss highly populated countries in the world such as India. They celebrate Global Day when they learn about each other's food and traditions.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are aware of their responsibilities in the school community, including cleaning their playground and ensuring litter is put in the bins after breaks. Students occasionally volunteer in the local community, for example, visiting a home for the elderly in Ajman and assisting at local events. They collect and distribute food within the school community during Ramadan.
- Although students enjoy school and their work, students across phases rarely initiate and lead activities. Students and teachers communicate over the Telegram application and students are guided on preparing projects in Phases 2, 3 and 4. In Phase 3, students have made a robot with recycled materials, and in mathematics they have made a 3-D model of fruits. Innovation, enterprise and entrepreneurship in lessons are underdeveloped features across all phases.
- In KG, children demonstrate a good awareness of the importance of recycling. They put this into practice in their central area where they separate and reuse recycled plastic. Older students share information about the negative impact of plastic on the environment. Their own actions to reduce the use of plastic are inconsistent as some fail to recycle.

Areas of Strength:

- Students' improved rates of attendance.
- Students' awareness of Islamic values and the way these influence life in the UAE.

Areas for Improvement:

- Boys' behaviour in some lessons, across phases.
- Students' punctuality in the mornings and after breaks.
- Students' creativity, initiative and ability to lead activities across all phases.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable across all phases and subjects except in Phase 3 mathematics where it is good. Most teachers have secure subject knowledge. Their knowledge of how students learn most effectively is inconsistently applied in their approaches to teaching.
- Lessons are planned well to include a range of activities that allow students to work in pairs, groups or individually. Planning identifies different groups of students including lower and higher attainers. These plans are not always fully implemented by the teachers and as a result, the needs of all groups of students are not met with appropriate personalised challenge and support.
- The classroom environment supports learning with displays of students' work and useful information. Teachers conduct lessons outdoors and in the science laboratory and library. Nevertheless, these facilities are not fully used to support children and students in becoming independent, successful learners. Across all phases teachers use prescribed text books. In KG and in science, teachers use improvised visual aids to support learning which has a positive impact on students' learning. Technological devices are mostly used for quizzes and in better lessons to carry out independent research.
- Positive interactions encourage students to play an active role in their learning. Teachers ask questions to check students' prior learning although lessons are infrequently adapted to match the learning to students' needs. Teachers infrequently ask questions to invite students to hypothesise, find things out for themselves or engage in meaningful dialogue to deepen learning.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school arranges for the internal assessment of attainment and progress of all students in the core subjects. Regular data collection points are used to compare improvement over time and these results are effectively shared with teachers. The school does not benchmark students' academic progress and attainment against external, national and international expectations.
- At this stage there is no system to routinely use data from external assessment tests to influence teaching and the curriculum. Consequently, teachers do not reliably offer

differentiated tasks to different groups of learners in lessons, notably those with learning needs or higher attainers.

- Teachers have reasonable knowledge of what students do well or need to improve. Teachers' marking of students' written work is infrequent and irregular. Written or oral feedback rarely gives guidance to students about how they can improve their work, or opportunities to amend and extend their learning. Self- and peer-assessment is underdeveloped which limits students' progress because they have too few opportunities to share learning.

Areas of Strength:

- Teachers' positive interactions with students.
- Assessment processes gather internal data to measure students' rates of improvement over time.

Areas for Improvement:

- The school's use of external assessment data to influence teaching and the curriculum and benchmark performance.
- Teaching that matches the needs of all students with appropriate support and challenge.
- Teachers' feedback that shows students clear next steps on how to improve their work and the use of self- and peer-assessment so that students can share their learning.

The quality of the curriculum is acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is compliant with national statutory requirements. Curriculum content in all phases is aligned to the American curriculum. It is reasonably balanced although for some students, PE is timetabled just once a week. The range of subjects outside the core curriculum is limited to PE, art and ICT. Consequently, older students do not have choices of subjects to foster their talents and interests.
- Leaders monitor the content in all subjects for progression in the core subjects. Progression does not consider the prior knowledge of students, and higher attainers are disadvantaged. Curriculum progression in art is less developed. The curriculum meets the needs of a large majority of students and adequately prepares them for the next stage of education. There are too few opportunities for students to develop creativity, innovation, and leadership skills.
- Teachers successfully plan and implement cross-curricular links. For example, in KG, children learn letter sounds linked to science topics such as sun and stars and embed this during art and craft activities. In Islamic education, Grade 9 students link the scientific phenomenon of two oceans not merging to verses from the Surat Al Rahman. School leaders have a systematic approach to reviewing the curriculum. For example, they have identified the development of writing skills as a priority. The impact of such reviews has not yet had the desired positive impact on raising students' outcomes to date.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is not routinely adapted to meet the needs of higher and lower attainers. In most lessons, the same curriculum is taught through prescribed textbooks and modifications are rare. Leaders have introduced individual education plans (IEP) for low attainers identified through internal assessment tests.
- The school offers a regular cross-curricular programme of activities during the break to enhance students' academic skills in all subjects. In the ICT club, for example, students are given information about artificial intelligence tools for them to use in their own research. Currently, a limited number of students take part in clubs. In addition, the school offers occasional activities, such as trips to museums and the Green Belt Park to enrich learning. Activities in the community include tree planting, beach cleaning, visits to the King Faisal Mosque, and charitable distribution of food.

• The curriculum actively promotes the principles and values of the UAE in lessons. There are frequent references to real life examples in the UAE. For example, in mathematics, students consider how the calculation of the circumference of a circle is used by engineers to build Ain Dubai. In English, children in KG, used the sight word 'how' to describe the experiences of UAE astronaut Sultan Al Nehyadi when he was on the International Space Station.

Areas of Strength:

- Teachers' planning and implementation of cross-curricular links in lessons.
- Curriculum links with Emirati culture and the UAE.

Areas for Improvement:

- The range of cross-curricular activities to foster students' talents and interests.
- The modification of the curriculum to meet the needs of all groups of students, to accelerate progress, particularly of higher attainers.
- Curricular opportunities that develop students' creativity, innovation and leadership skills.

PERFORMANCE STANDARD 5:
THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

The protection, care, guidance and support of students are acceptable overall.

Indicators:	KG	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The school has adequate procedures in place to safeguard and protect children and students, which are understood by most students, parents and teachers. The school takes adequate steps to protect students from all forms of abuse and bullying, including cyber-bullying.
- The school's building is adequately maintained, and staff conduct regular audits to monitor the condition of the school. Repair work, if identified, is completed quickly. Transport arrangements are effective with supervision in place to allow students to arrive and depart from school safely. Comprehensive maintenance records ensure that the environment is safe and secure for all students. The classrooms provide an adequate space for students to learn. Classrooms in the girls' building are more spacious than classrooms in the boys' section. Outside areas provide students with the opportunity for recreational activities and PE.
- The school nurse regularly conducts healthy living awareness sessions to encourage students to make healthy diet choices. Regular oral hygiene examinations are carried out along with health checks by the doctor who visits twice per week. Currently, the school does not systematically enable students to choose healthy food due to the food options available in the canteen.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between students and staff are courteous and positive in almost all cases.
- Systems to manage students' behaviour are adequate, although they are less successful in the boys' section. Staff communicate with parents when necessary.
- Attendance has improved and most students arrive at school on time. Staff are less effective in dealing with any instances of lateness following breaks.
- Currently, the school has not identified any students with SEN. The school has not developed appropriate support mechanisms for students with SEN. The identification of students who are G&T is limited. The school does not provide appropriate support for students who are G&T which does not enable them to make the progress of which they are capable.
- Students receive pastoral and academic guidance throughout the year. Well-being and personal development are monitored during the year by the social worker. Students in Grade 9 are effectively assisted in making the transition to their new school through effective careers guidance and support.

Areas of Strength:

- The procedures to ensure the safeguarding and protection of children and students.
- The maintenance of the school premises.

Areas for Improvement:

- Improved behaviour management in the boys' section.
- The promotion of safe and healthy lifestyles with students in Phases 2 and 4.
- The development of a rigorous system for the identification and support of students with SEN.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall.

Indicators:

The effectiveness of leadership	**Acceptable**

- Most leaders, including the new principal, are dedicated and show commitment to school improvement. The school's vision is currently not fully implemented nor is the school fully inclusive. Leaders demonstrate sufficient capacity to make the necessary improvements and are effective in ensuring that the school is compliant with regulatory and statutory requirements.
- Most leaders have basic knowledge of the curriculum and best practices in teaching. Whilst initiatives have been introduced to improve the school, they have not yet become fully embedded due to the high volume of new staff starting in post, including two new middle leaders. Middle leaders do not currently have sufficient time allocated to them to support new staff. The morale of staff is generally positive although they do not feel they have adequate time to plan, mark work or deliver better lessons.

Self-evaluation and improvement planning	**Acceptable**

- Leaders have just begun to use the UAE School Inspection Framework and are beginning to have a more realistic view of how well the school is performing. Currently, they do not use a wide range of evidence, including external data, to support the school's self-evaluation. School improvement actions have not yet had time to become fully embedded, or followed up, due to the changes in staffing. Although monitoring of teaching and learning is regular, the current approach does not measure the impact of teaching on students' learning. Recommendations from the previous report have been partially implemented although these have not yet had the desired impact of raising overall students' outcomes. The recruitment of SEN specialists to recognise and provide appropriate support to manage students' different needs, including behavioural needs, has not yet been implemented. This is having a negative impact on the progress of some students and on the learning environment in a few lessons. Leaders demonstrate an adequate capacity to improve the school.

Partnerships with parents and the community	**Acceptable**

- Parents are generally supportive of the school. Leaders and governors seek their views informally and through surveys. Communication with parents now takes place through many online channels as well as formal parent and teacher meetings to discuss students' achievement and behaviour.
- The school has recently formed partnerships with a local school. This has created an opportunity to share best practice. There are a few links with the local community such as

with the Sharjah City for humanitarian needs. Students participate in national competitions along with other schools, recently sending 2 students to participate in a sustainability project.

Governance	Acceptable

- Governors include community members, and most are also parents of students currently in the school. They have regular contact with the school but currently do not have the expertise or receive sufficient information to hold senior leaders accountable for the school's performance. The owner of the school provides regular support and has improved some aspects of the school's infrastructure which is having a positive impact on students' experiences and outcomes, especially in the use of technology.

Management, staffing, facilities and resources	Acceptable

- The school day is managed well. The school is adequately staffed although there are no members of staff with SEN qualifications. Classrooms are less spacious in the building that currently accommodates the boys' classrooms. Specialist facilities such as the laboratory, art room, library and classrooms are insufficiently resourced to enhance learning. Recent improvements to the playgrounds provide shaded spaces and a safety net has been installed for the refurbished ball court.

Areas of Strength:

- Leaders' successful actions to improve aspects of the school, such as the use of technology in lessons.
- Communication with parents.

Areas for Improvement:

- The use of the UAE School Inspection Framework to accurately measure the impact of any interventions on students' achievement.
- An effective governing body that holds leaders to account.
- The range of practical resources to enrich teaching and learning in classrooms and specialist facilities.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has a total of 12 Arabic teachers with a teacher-student ratio of 1:79.
- The school has approximately 700 Arabic library books comprising 300 fiction and 400 non-fiction books.
- A weekly period is scheduled for students as the school has dedicated one of the Arabic lessons for improving students' reading skills. Students have access to the library during break times. The school has adopted the online Kutubee Platform, which allows students and teachers to assess their reading skills.
- The school holds internal reading competitions such as Nour Al Bayan and participates in external reading competitions such as The Reading Challenge, Al Makhzoon Alloghawi, Fares Al She'ar, and The Holy Qur'an reading competitions such as Ahlullah Wa Khassateh in Dubai.

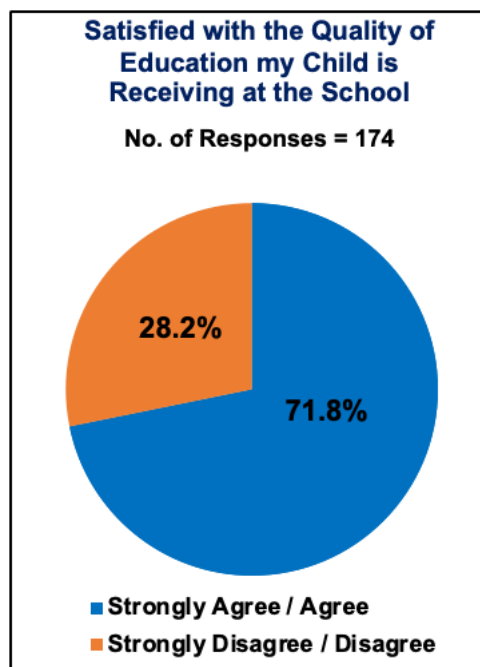## The school's use of external benchmarking data

- All eligible students take part in external examinations such as CAT4, PIRLS, PISA and TIMSS, TALA and MAP. The school is awaiting the recent TIMSS results.
- The school has not developed systematic strategies to prepare students for international benchmarking examinations. There are plans to integrate international benchmarking into the curriculum in the next academic year, for example, to capture examination type questions to use in the mathematics delivery.
- Students are made aware of the results of their benchmarking results from staff in the school.
- The school does not currently provide students or parents with an analysis of their strengths and areas for development.

Provision for KG

- The school employs 8 teachers and 4 support staff and a designated supervisor in the KG section. The teacher and children ratio in KG is approximately 1:18.
- Class sizes are adequate for the number of children currently using them. A central area is used for activities such as assemblies. Resources in classrooms are adequate. Each of the 6 classrooms have samples of the children's work and useful information about topics, a small reading area and a play table. An indoor sports hall for KG is used for physical activity. There is a dedicated KG library, which is being developed.
- There are 2 outdoor areas, 1 is equipped with a climbing frame and slide, with protective material to prevent injuries.
- All children and their parents have a clear induction when joining the school. When making the transition to Grade 1, children are supported by the teachers and the social workers. Children meet their teacher and become familiar with the Grade 1 layout before starting school.

VIEWS OF PARENTS

Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 174

- ■ Strongly Agree / Agree — 71.8%
- ■ Strongly Disagree / Disagree — 28.2%

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Increase the effectiveness of leadership at all levels, including governors by:
    - ensuring leaders receive appropriate professional development and adequate time to accelerate impactful improvement and that governors hold senior leaders to account.
    - using the UAE School Inspection Framework effectively to accurately measure the impact of any actions or professional development on students' achievement.
    - recruiting suitably qualified staff to identify and support pupils with SEN, additional learning or behavioural needs.
    - using information from external examinations to benchmark the school and to raise expectations of students.

- Raise attainment and progress in all subjects and phases by:
    - adapting teaching to consider the prior knowledge of students.
    - refining teaching and learning to plan and deliver ambitious lessons that meet the needs of all students, with appropriate challenge and support.
    - providing specific feedback to students so that they know what they need to do to improve.
    - using assessment information to modify the curriculum to meet the needs and aspirations of all students, including higher and lower attainers.
    - providing a range of practical resources and experiences to extend and enrich learning beyond the text book.

- Provide more opportunities for students to develop their independent learning skills by:
    - planning lessons that allow students to take more responsibility for their own learning.
    - enabling students to think deeply, ask questions and find things out for themselves.
    - motivating students to look after their own environment and make healthy choices.
    - offering clubs that develop a range of talents and interests to a wider group of students.
    - creating more leadership opportunities for students of all ages.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.