



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
**School Performance Review (SPR)
Report**

AL ZEHOUR PRIVATE SCHOOL

27 February - 2 March 2023

Overall Effectiveness

GOOD



إتقان ITQAN





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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-level 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.



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-level 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, students' attainment data, 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

School	School ID	113
	School location	Muwaileh, Sharjah
	Establishment date	29/07/1997
	Language of instruction	English
	School curriculum	American
	Accreditation body	Cognia and NEASC
	Examination Board	College Board PSAT, SAT, AP
	National Agenda Benchmark Tests/ International assessment	AP, MAP, CAT4, EmSAT, PISA, TIMSS, PIRLS,
	Fee range	AED 11,000 to 23,000
Staff	Principal	Asma Abu Shaikha
	Chair of Board of Governors	Dr Layne Barry Hunt
	Total number of teachers	174
	Total number of teaching assistants	20
	Turnover rate	40%
Main nationality of teachers	Egyptian	
Students	Teacher: student ratio	1:17
	Total number of students	2892
	Number of Emirati students	1193
	KG: number and gender	Total 239: Girls 117, Boys 122
	Elementary: number and gender	Total 832: Girls 367, Boys 465
	Middle: number and gender	Total 646: Girls 295, Boys 351
	High: number and gender	Total 1175: Girls 609, Boys 566
	Nationality groups	1. Egyptian 2. Jordanian
Total number of students with special educational needs	44	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of seven reviewers' 205 lesson observations, 73 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This represents an improvement since the previous inspection which was acceptable in 2018. Improvements are evident in most subjects and phases, but particularly in KG, and in Elementary and High Phase. Senior leaders, including the principal, work well as a team and have managed the large turnover of staff well. They have successfully brought about improvements to teaching and to assessment. They recognise that further improvements are still required, especially in the Middle Phase. Students' personal and social development, their understanding of UAE culture and their social responsibility have all improved and are now good. Students now have a wider range of elective subjects to choose from and the careers guidance they receive, along with other care and support systems, are now good. Arrangements for students' health and safety, and safeguarding, have improved and are also good. The premises are well-maintained and facilitate the inclusion of all groups of students.

KEY AREAS OF STRENGTH:

- The improvements in students' achievement in most subjects and phases.
- The leadership of the principal and senior leadership team.
- Relationships at all levels, and students' personal and social development.
- Clear and coherent assessment and data processes.
- The protection, care, guidance and support provided for students.

KEY AREAS FOR IMPROVEMENT:

- Consistently good achievement across the school, especially in the Middle Phase, in mathematics and in Arabic Second Language.
- The quality of teaching and use of assessment in all phases and in all subjects.
- The impact of improvement processes to rapidly raise standards across the school.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Good.

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



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is good overall, although it is acceptable in Middle Phase. Internal assessment data indicates that students in Elementary, Middle and High Phases make outstanding progress over time. This is not seen in lessons or in students' work, where the majority of students make better than expected progress in the Elementary and High Phases, in Middle Phase, most students make progress in line with curriculum expectations.The school's internal assessment data shows students' attainment is outstanding in Elementary, Middle and High Phases. This is not seen in lessons and in students' books where, overall, the majority of students attain above curriculum standards. In Middle Phase, most students attain in line with curriculum standards. There is no external data for this subject.Overall, students make good progress in Islamic Education. In Elementary Phase, students make good progress in understanding the importance of wellbeing. They understand that Allah has advised us to avoid prolonged unhappiness as it can have detrimental effects on the body and soul. In Middle Phase, students make acceptable progress in reading the Noble Hadeeth with correct pronunciation and intonation. They show adequate understanding of the rules of Tajweed, allowing them to recite the Holy Qur'an securely. They also exhibit a sound understanding of the significance of social solidarity in the life of Muslims and its various forms, including acts of kindness and charity. However, they are less able to apply the teachings of Islam to real-life contexts. In High Phase, students make good progress in their understanding of the Islamic principles. Students' ability to recall surahs from the Holy Qur'an is less well developed across Elementary, Middle and High.Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' appreciation for the values that underpin social solidarity in Islam In Middle Phase.Elementary students' understanding of the importance of wellbeing.	<ul style="list-style-type: none">Middle Phase students' ability to link Islamic teaching to real-life contexts.Students' ability to recall surahs from the Holy Qur'an across the school.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as First Language (AFL) is good overall. It is acceptable in the Middle Phase. Internal assessment data indicates that students make outstanding progress in KG, Elementary and Middle Phases and very good progress in High Phase. This does not match that seen in lessons and their work, where students make good progress in KG, Elementary and High and acceptable progress in Middle Phase. Students' achievement in Arabic as Second Language (ASL) is acceptable across Elementary, Middle and High Phases. The school's internal assessment data indicates that students' progress is outstanding in each phase. This is not seen in lessons or in students' work, where the progress of most students is in line with curriculum expectations. ASL is not taught in KG.In AFL, the school's internal assessment and MoE examination data for Elementary, Middle and High Phases show attainment as outstanding overall. External IBT assessment data for AFL indicates that students' attainment is good in Elementary and Middle Phases and weak in High Phase. This does not match with that seen in lessons and in students' work in AFL, where the majority of students attain above curriculum standards in KG, Elementary and High Phases. In Middle Phase, most students in AFL attain in line with curriculum standards. In ASL, internal assessment and MoE examination data shows attainment as very good overall. External IBT assessment data is unreliable as too few students were entered for the assessment. However, in lessons and their work, students' attainment is in line with curriculum expectations in each phase.Overall, students make good progress in AFL and acceptable progress in ASL. In KG, AFL children can recognise all letters of the Arabic alphabet accurately. They can read words correctly and connect them to pictures. In Elementary Phase, students can recognise the different elements of a story, including setting, time and characters. In AFL, they have good reading skills and in ASL, students understand the meaning of short simple texts. In Middle Phase, AFL students generally understand audio texts and can identify the main ideas, and ASL students respond to questions with clear sentences. However, students have difficulty in applying basic linguistic structures. In High Phase, AFL students demonstrate increasing confidence in speaking. They also understand, analyse and evaluate literary texts. ASL students understand narrative and descriptive texts. However, the extended writing skills of AFL students are less well-developed across all phases. ASL students across have insufficient vocabulary and generally lack basic linguistic structures in Elementary, Middle and High.Overall, the majority of groups of students in AFL make better than expected progress. In ASL, all groups make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' use of standard Arabic while discussing unfamiliar topics in AFL and ASL.Students' understanding audio texts and identifying the main ideas in Middle.	<ul style="list-style-type: none">Students' extended writing skills in AFL and ASL across the school.Middle Phase students' understanding and application of basic linguistic structures.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. Internal assessment data indicates that students make outstanding progress in each of Elementary, Middle and High Phases. Social studies is not taught in KG. This does not match that seen in lessons and in their work, where the majority of students make better than expected progress in each phase.• The school's internal assessment data for Elementary, Middle and High Phases show students' attainment is outstanding. This is not seen in lessons and in students' work where, overall, the majority of students attain above curriculum standards in each phase. There is no external data for social studies.• Overall, students' progress in social studies is good. In all phases where it is taught, the majority of students make better than expected progress in their skills, knowledge, and understanding, demonstrating a comprehensive grasp of the essential elements of the UAE's History, Geography, and Economic advancements. In Elementary Phase, students have a good understanding of Sheikh Zayed's (RIP) national priorities. However, they are not all able to name the main environmental projects. In Middle Phase, students develop a good understanding of the history of transportation in the UAE. However, some have difficulty in describing the development of transport systems over time, relating modern systems to those of the past. In High Phase, students make above expected progress in understanding the causes and factors that contribute to the increase in population in cities across the Arab world.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' knowledge of the key aspects of the geography, and economic development, of the UAE in Elementary, Middle and High.• Students' understanding of the UAE's national priorities in Elementary, Middle and High.	<ul style="list-style-type: none">• Students' awareness of the main environmental projects established by Sheikh Zayed (RIP) in Elementary.• Students' understanding of the development of transport systems in the UAE in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is good overall. It is acceptable in Middle Phase. Internal assessment data indicates that students make outstanding progress across all phases. This is not reflected in lessons and in students' work, where the progress of the majority of students is above curriculum expectations in KG, Elementary and High Phases. The progress of most students in Middle Phase is in line with expectations.• The school's internal assessment data indicates outstanding attainment in KG and Elementary Phase, good attainment in Middle Phase and very good attainment in High Phase. This is not seen in lessons and in students' work, where the majority of students attain above curriculum standards in KG, Elementary and High Phases, in Middle Phase most students' attainment is in line with curriculum standards. External AP assessment data indicates weak attainment in High Phase.• Students' progress in English is good overall, and acceptable in Middle Phase. In KG, most children develop their understanding of phonics and can identify the difference between long and short vowel sounds. By the end of KG, children speak accurately using full sentences. They can read and write simple sentences using key words with confidence. In Elementary Phase, students increasingly talk at length and can differentiate between opinion and facts. They can debate and justify their opinions. Middle Phase students develop their listening and speaking skills, but their writing skills are underdeveloped, and they generally lack accuracy in the use of punctuation and grammar. In High Phase, students develop their thinking and debating skills and form their own opinions on a range of topics. They can confidently frame and present their arguments. Students' extended writing skills for a range of purposes and audiences are less well-developed.• Overall, the majority of groups of students make above expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's knowledge and understanding of phonics.• Students' debating skills in the High Phase.	<ul style="list-style-type: none">• Middle phase students' accuracy in the use of punctuation and grammar in their writing.• Students' extended writing skills in High Phase.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is good in KG and High Phase and acceptable in the Elementary and Middle Phases. The school's internal data shows that students make good progress in Elementary and High Phases, and weak progress in Middle Phase. There is no data for KG. This does not match with that seen in lessons and in students' work, where the majority of students make better than expected progress in KG and High Phase and most students in the Elementary and Middle Phases make progress in line with expectations.• The school's internal assessment data shows outstanding attainment in KG, very good in Elementary and High Phases and weak in Middle Phase. This is not seen in lessons and in students' work, where the majority of students in KG and High Phases attain above curriculum standards, in Elementary and Middle Phases, most students attain in line with curriculum standards. External MAP progress data for Grades 3 to 8 and Grade 10 is weak. A few students were entered for the AP external assessment, but the numbers were too small for the data to be reliable.• Students' progress in mathematics is acceptable overall. Most students develop age-appropriate knowledge and understanding of mathematical thinking, reasoning, and problem-solving skills. In KG, children make good progress in identifying, describing and constructing different shapes, and using appropriate measures. In Elementary, students perform appropriate operations, and can describe 2D shapes calculating their area accurately. They are less confident in their use of the appropriate mathematical units or terminology. In Middle Phase, students write simple algebraic expressions and use basic functions accurately. Their ability to use relevant information for more complex word problems is less well developed. In High Phase, students can use more complex mathematical methods and procedures, applying these to real-life contexts, such as calculating compound interest on a financial balance sheet.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's understanding of shape and measures.• High Phase students' skills in applying mathematics to the real-life situations.	<ul style="list-style-type: none">• Elementary Phase students' appropriate use of mathematical units and terminology.• Middle phase students' ability to solve more complex word problems.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall, it is acceptable in Middle Phase. The school's internal assessment data indicates that students make outstanding progress in KG, Elementary and High Phases, and very good progress in Middle Phase. This does not match that seen in lessons and in students' work, where the majority of students in KG, Elementary and High Phases make better than expected progress. In Middle Phase, most students' progress is in line with expectations.• The school's internal assessment data indicates that students' attainment is outstanding in KG, Elementary and High Phases, and very good in Middle Phase. External AP data in High Phase indicates that attainment in Biology is acceptable. The numbers of students entered for Chemistry and Physics are too small for the data to be reliable. In lessons and in their work, students' attainment is good in KG, Elementary and High Phases and acceptable in Middle Phase.• Students' progress in science is good overall, and acceptable in Middle Phase. In KG, children understand the problems of pollution and can arrive at simple solutions for the protection of the environment. Towards the end of Elementary Phase, students can observe and describe the changes in energy when objects collide. In Middle Phase, most students can calculate potential energy but have difficulty in giving real-life contexts and in performing a range of calculations accurately. Students' practical skills in carrying out experiments and handling apparatus in Middle Phase are limited. In High Phase, students can engage in debates on the ethics of organ transplants and use scientific terminology accurately. Their extended writing skills when writing laboratory reports, and their skills in devising and testing their own hypotheses, are more limited.• Overall, the majority of groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' scientific observation skills.• High Phase students' use of scientific terminology and engagement in scientific ethics debates.	<ul style="list-style-type: none">• Middle Phase students' science practical skills.• High Phase students' skills in devising experiments to test hypotheses and in writing laboratory reports.



Other subjects	<ul style="list-style-type: none">Students' achievement in other subjects is good overall. It is acceptable in KG and Middle Phase. The school's internal assessment data indicates that students make outstanding progress in Elementary, Middle and High Phases. This does not match the progress seen in lessons or in students' work, where most students' progress is in line with curriculum expectations in KG and Middle Phase, and where the majority of students exceed expected progress in Elementary and High Phases.The school's internal assessment data indicates that students' attainment is outstanding in Elementary, Middle and High Phases. This does not match that seen in lessons and in students' work, where attainment in Economics, Sociology, Psychology, French, Art, ICT and PE is good overall, and acceptable in KG and Middle Phase. A few students are entered for AP external assessments in psychology, but the numbers are too small to be reliable.Students' progress in other subjects is good overall, and acceptable in KG and Middle Phase. In KG, children can throw a large ball to a partner in PE and catch it with two hands when it is returned. In Elementary Phase, ICT students can construct and interrogate spreadsheets confidently. In Middle Phase Art, students can produce illustrations of environmental features and use these to design a poster about sustainability. Throughout the school, students' skills in drawing accurate representations of different subjects do not develop in a consistent and technically accurate manner. In Middle Phase, students, particularly boys, do not have a strong understanding of basic French grammar or the confidence to speak more than a few words in the language. In High Phase, Psychology students can identify the main features of schizophrenia and know how the understanding of this has changed over recent years.Overall, the majority of groups of students make better than expected progress in other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">High Phase students' understanding of key aspects of mental health.Students' use of ICT to present information in different ways.	<ul style="list-style-type: none">Students' confidence in speaking in French in Middle.Students' progressive development of their Art skills across the school.



Learning Skills	<ul style="list-style-type: none"> Overall, students' learning skills are good, although they are only acceptable in the Middle Phase. Students' engagement in and responsibility for their own learning is good overall. Most students enjoy learning and take increasing responsibility for their own work as they move through the school. A few students in Middle Phase, especially boys, often need to be encouraged to engage with their learning and to undertake activities promptly. Most students collaborate and share their ideas and thoughts readily. They usually work well in pairs or in small groups. Some students in Middle Phase are less confident in engaging actively in group tasks, or in taking productive roles in discussions. When given opportunities to do so, students can make good connections in learning between different subjects and with the wider world, particularly in KG and Elementary Phase. Students show good skills in research and usually use IT well to support their learning. Their innovation and problem-solving skills, along with their ability to think critically about their work, are less well developed in lessons. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' positive attitudes towards learning. Students' effective collaboration and use of IT to support research. 	<ul style="list-style-type: none"> Students' innovation, problem-solving and critical thinking skills. The behaviour for learning of a few Middle Phase students.

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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Acceptable	Good
<ul style="list-style-type: none"> Students' personal and social development, and their innovation skills is good overall. Their understanding of Islamic values and awareness of Emirati culture is also good. Students' positive attitudes to school result in their generally good behaviour. A few students in Middle Phase do not always take part effectively in learning activities and their behaviour can sometimes disturb the learning of others. However, most students are self-disciplined and respectful of their teachers and of each other. 				



- Students say that they feel safe, valued and well supported. They demonstrate initiative, for example, taking part as student council members. They have a very good understanding of, and strong commitment to, following a healthy and safe lifestyle and participate actively in the wide range of physical activities provided for them.
- Attendance is good at 94%. Students generally arrive at school on time, but a few sometimes arrive late to their lessons.

Understanding of Islamic values and awareness of Emirati and world cultures

Good

Good

Good

Good

- Students demonstrate a good understanding of Islamic values and of how these values influence UAE society. They are involved in a range of cultural activities such as National day, Flag Day, and global day. Students listen attentively and respectfully to their peers' daily Holy Qur'an recitation and Noble Hadeeth during morning assemblies.
- Students have a good knowledge and understanding of UAE culture and heritage. They celebrate all the important national events, such as National Day and Flag Day, with enthusiasm. They participate in various cultural activities.
- Students show a deep understanding of their own and other cultures. They embrace opportunities to interact with students from other cultures in the school. Students in High Phase follow a global perspectives course which helps them to broaden their understanding.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students have a good range of opportunities to be involved in volunteering. They lead fundraising activities to donate to the Red Crescent and to those in need in other countries. The student council has recently led activities to raise funds to support the people affected by the earthquakes in Turkey and Syria.
- They display entrepreneurship in their fund-raising activities. For example, they prepared a successful business case and presented it to the governing body to request additional funds to support their community work. Students engage in a few innovative activities, for example, designing systems for reducing the carbon dioxide in the atmosphere. However, their innovation and enterprise skills are less evident in lessons.
- Students participate in a range of environmental initiatives such as holding recycling workshops for their peers and planting trees in and around the school.

Areas of Strength:

- Students' contributions to the life of the school and to their local and wider communities.
- Students' appreciation of the role of Islam in society.

Areas for Improvement:



- The behaviour of a few Middle Phase students.
- Students' innovation and enterprise skills in lessons.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Good	Acceptable	Good
<ul style="list-style-type: none">• The quality of teaching and assessment is good overall. It is good in KG, Elementary and High Phases and acceptable in Middle Phase.• Most teachers have secure subject knowledge and understand how students learn. They usually plan stimulating and interesting lessons to meet students' learning needs. Teaching in ASL and in the Middle Phase is less strong. In Middle Phase, teachers do not always ensure lessons are sufficiently stimulating and motivating to consistently engage all students.• Teacher-student interactions are good overall. Most teachers encourage dialogue through collaborative and paired learning activities, where students share ideas and solve problems. On occasion these activities are overly dominated by individuals. Questioning is used well to find out what students know and can do. The use of questions is particularly effective in High Phase. In Middle Phase, questions are not always as probing, and teachers do not consistently require students to answer in detail developing appropriate language and critical thinking skills.• In the more effective lessons, teachers use a range of strategies to meet the needs of the low and high-attaining students. However, this is inconsistent across most subjects. Some high-attaining students are not challenged enough across all classes. In general, a narrow range of tasks fail to provide consistent support for the lower-attaining students.• Critical thinking, problem-solving and innovation skills are not consistently well developed in lessons.				
Assessment	Good	Good	Acceptable	Good
<ul style="list-style-type: none">• Internal assessment processes are clear and coherent. The school benchmarks students' achievements effectively against external standards where appropriate. Senior leaders track students' progress. However, teachers are inconsistent in their use of data to support groups of students in their classes.• Most teachers know the strengths and weaknesses of individual students, especially in KG. In most lessons, teachers provide a degree of personalised support and challenge, although this is not as consistent in Middle Phase. Verbal feedback is helpful, but written feedback in books often fails to indicate the next steps for improvement. Students' notebooks are not used consistently to				



record progress or identify learning needs. Peer-assessment and self-assessment are not applied systematically across the school, particularly in Middle Phase.

Areas of Strength:

- Teachers' subject knowledge and their interactions with the students.
- Coherent assessment systems and the analysis of data by leaders.

Areas for Improvement:

- Use of assessment by class teachers to plan work adapted to the needs of all students.
- Consistent development of critical thinking, innovation and problem solving in lessons.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none"> • The overall quality of the curriculum is good. It has a clear rationale and is based on the prescribed Californian Core curriculum. It is broad, balanced, relevant, and well-planned to offer continuity and progression in the development of students' knowledge and skills to prepare them well for the next stage of learning. • The curriculum is effectively planned so that students have opportunities to use their learning to develop new skills and knowledge. In KG and Elementary Phase, the curriculum is mainly inquiry-based around selected themes, and ensures that students' interest, engagement and enjoyment are maintained. • A good range of academic and extra-curricular choices provide students with opportunities to follow their interests, talents and aspirations. They enable students to prepare well for the next phase of education. Planning which promotes innovation is inconsistent across subjects. • School leaders regularly review and develop the curriculum and ensure that it provides a range of academic choices for students. Cross-curricular links are carefully planned, particularly in KG and Elementary Phase. These links are not as well implemented in the Middle Phase. 				
Curriculum adaptation	Good	Good	Good	Good



- Teachers modify the curriculum to meet the needs of most groups of students. Sometimes, the needs of low and high-attaining students are not met consistently across all subjects.
- There is a good range of extracurricular clubs and activities. For example, students in the drama society put on shows that are well attended by parents, governors and the school community. Visits to the local university and a range of competitive events help to develop students' life skills and support their transition to life after school. Enhancements to the curriculum support students' innovation and creativity skills, although these are not consistently integrated into lessons.
- The curriculum is successful in raising students' awareness of the UAE and Emirati culture. The curriculum integrates appropriate learning experiences and enables all students to develop a clear understanding of the UAE's values, culture, and society. The school also celebrates the diversity that is represented in the school.

Areas of Strength:

- Broad choice within the curriculum and the range of extra-curricular activities.
- Links with UAE culture and society.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all groups of students.
- Implementation of the planned opportunities for innovation and enterprise.



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

Indicators:	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of protection, care, guidance, and support for students is good.• All staff, students and parents are fully aware of safeguarding procedures, including for child protection. Students feel safe and are confident to report any concerns to nominated members of staff. There are effective and rigorous arrangements to protect all students from bullying, including on social media. All staff receive regular professional development on safeguarding.• The school provides a safe, hygienic and secure learning environment for students and staff. Supervision is highly effective. Comprehensive safety checks are in place. The buildings are well-maintained and are accessible to all students, including those with physical disabilities. There is an elevator and appropriate washrooms for the disabled. Fire drills are held regularly and appropriate records on aspects of health and safety are maintained and stored securely. The arrangements for transport are effective in ensuring students arrive and leave the school safely.• Promotion of healthy and safe living is effective and built into most aspects of school life. Students are encouraged to make healthy food choices. The nurse maintains good communication with parents. Health records are well-maintained, up to date, and securely stored.				
Care and support	Good	Good	Acceptable	Good
<ul style="list-style-type: none">• Staff have very positive relationships with students. Systems and procedures for managing students' behaviour are mostly successful, although a little less so in Middle Phase.• The school's approach to the promotion of good attendance is effective, although a few students still arrive late to lessons.• The school has suitable systems for identification of SEN and high-attaining students based on diagnostic and internal assessment data, as well as on teacher referral. Individual Education Plans (IEPs) are produced for the SEN students in consultation with the head of the inclusion unit. These procedures generally ensure that SEN students make at least adequate personal and academic progress, although this is inconsistent throughout the school. The procedures to support high-attaining students in lessons are less effective.• The promotion of safe and healthy living is integrated into all aspects of school life. The nurse delivers health awareness presentations on a wide range of issues. Students' wellbeing is closely monitored and they are provided with high quality guidance to help them to make future career and study choices.				



Areas of Strength:

- The arrangements to promote student attendance.
- The procedures for the safeguarding of students and promoting healthy lifestyles.

Areas for Improvement:

- The impact of support for high-attaining students in lessons.
- Students' consistently positive behaviour in Middle Phase.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Good

Self-evaluation and improvement planning

Good

Partnerships with parents and the community

Good

Governance

Good

Management, staffing, facilities and resources

Good

- The quality of leadership and management is good.
- The principal sets a clear, strategic direction for the school which is shared by all members of staff. Relationships and communication throughout the school is good. The newly appointed senior leadership team have a secure understanding of the curriculum and effective teaching practices. They have ensured a positive learning culture. Leaders work well as a team and take responsibility for key aspects of teaching and learning. Their actions have improved the school in most aspects since the last inspection despite the large turnover of teachers this academic year. Leaders demonstrate good capacity to continue to improve the school, which is compliant with statutory and regulatory requirements.
- Self-evaluation and improvement-planning processes have contributed to good improvement over time and in addressing the action points from the previous inspection. The school has made a good start in the analysis of assessment data which, along with other information, is used to inform the school's self-evaluation form (SEF). The overall judgements in the SEF, however, are not sufficiently based on students' outcomes and learning in lessons. In Middle Phase, for



example, the monitoring of lessons places insufficient focus on the impact of some students' behaviour on learning, particularly some boys.

- The school development plan (SDP) has suitable priorities and targets, which are focused on improving provision and students' outcomes. However, as most subject and department action plans are less rigorous and robust, the contribution of middle leaders needs further strengthening.
- Partnerships with parents are good. The school involves parents in most aspects of school life and considers their views. Communications and regular reporting ensure they are informed about their children's development. Partnerships with other schools and local universities have a positive impact on student learning, although there are few international partnerships.
- The governing board holds leaders to account through their well-informed reviews of the SDP. They have a positive impact on supporting leaders to bring about improvements to students' achievements. The views of stakeholders are sought regularly and, where appropriate, influence the future direction of the school.
- All aspects of the day-to-day running and organisation of the school are well-organised and impact positively on the positive learning environment. Most staff are well-qualified and have benefited from a range of professional development. Resources and facilities are used appropriately to promote students' learning and personal development, although there is no sports hall for indoor sports.

Areas of Strength:

- The vision and direction provided by the principal and other senior leaders.
- The relationships and communication throughout the school, and partnerships with parents.

Areas for Improvement:

- Monitoring and evaluation of teaching and learning by middle leaders.
- The implementation of plans to improve learning in lessons and the behaviour of some students in Middle Phase.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The teacher to student ratio in Arabic is 1:80. The school library contains over 10,000 books to support reading in Arabic of which 7,000 are fiction and 3,000 non-fiction.
- Every classroom in KG and Elementary Phase has a class library stocked with reading resources. These resources are updated regularly with the support of Sharjah Central Library. Students also have access to a range of eBooks. The full-time librarian supports students in accessing appropriate reading material during the timetabled library periods.
- Competitions are organised to promote reading in Arabic throughout the school, including a Reading Challenge which records the number of books in Arabic students read within a specified



time. Parents are encouraged to support their children's reading through regular school circulars and through buying their children books and joining local public libraries.

The school's use of external benchmarking data

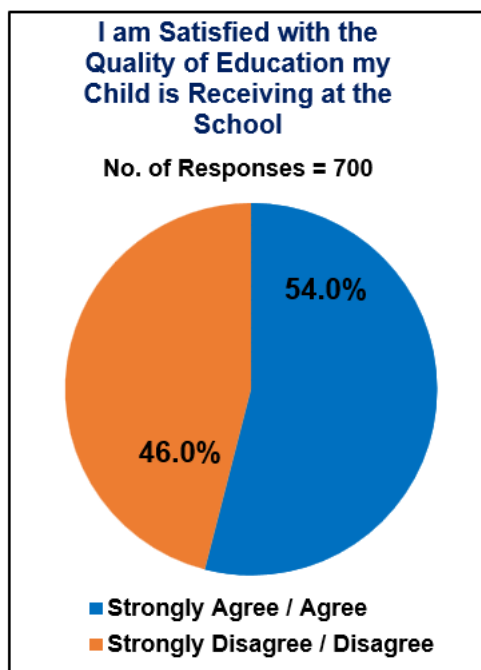
- All students in Grades 3 - 9 are entered for the external MAP and CAT4 assessments. Students are also entered for the IBT test in Arabic. Approximately 64% of students in High Phase are entered for AP assessments. This year the school has entered all students for the EmSAT assessments in English and mathematics. The required sample of Grade 4 and Grade 8 students were entered for the most recent TIMSS assessments.
- Students are prepared for PISA and TIMSS through practice tests and questions aligned to those on the assessments. The curriculum has also been modified to reflect the thinking skills required for success and to develop the required language skills to access assessment questions. Teachers have attended CPD Sessions conducted by SPEA for TIMSS and PISA.
- Individual reports of students' outcomes in assessments are shared with students and parents and performance discussed during progress meetings with parents.

Provision for KG

- There are ten teaching groups in the KG section of the school. The teacher to child ratio is 1:25. There are ten teaching assistants, and each class is allocated a classroom assistant.
- All classrooms are fitted with interactive whiteboards. Each has activity corners and space to accommodate a number of learning stations. There are resources to support the development of gross and fine motor skills as well as class libraries to encourage the development of early reading. Outdoor play areas are also included as part of the KG provision.
- Parent orientation meetings are held at the beginning of the academic year where parents meet with class teachers. Social media groups are set up to facilitate communication between home and school. Welcome circulars and school guidelines, timetable and communication channels are shared with parents. At the end of their time in KG most children move into Grade 1, and the arrangements for this are communicated to the parents by circular and parents' meetings with class teachers.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Ensure consistently good achievement across the school, especially in the Middle Phase, by:
 - Improving the use and application of English, particularly students' writing skills, across all subjects.
 - Using a wider range of learning resources more consistently in lessons to motivate and stimulate learners, particularly boys.
 - Ensuring learning activities are well-matched to the needs of students of different groups.
 - Sharing good practice in teaching and curriculum more consistently across all subjects.
- Improve the quality of teaching and assessment in all phases and in all subjects, by:
 - Raising teachers' understanding of how diagnostic assessment is used to adapt lessons to meet the learning needs of all groups of students.
 - Using ongoing assessment in lessons to adapt teaching to the needs of students.
 - Using questioning to require students to give extended responses and develop their arabic and english language and critical thinking skills during lessons.
 - Ensuring planning provides challenging independent learning for students and includes more problem-solving and investigative activities.
 - Providing teachers with training and support in strategies which promote innovation, enterprise and research skills in lessons.
- Increase the impact of school improvement processes on standards, by:



- Linking the monitoring of teaching more explicitly to learning outcomes for students and groups of students in lessons.
- Using internal and external assessment data to set measurable targets for each subject.
- Reviewing student achievement in relation to these targets at regular intervals throughout the year and adjusting where necessary.
- Training subject leaders to make accurate evaluations of student learning.
- Supporting subject leaders to improve the quality of subject action-planning and target-setting.

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 schools.review@spea.shj.ae within three weeks of receiving this report.