



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**SHARJAH PUBLIC SCHOOL AND
CHILDREN'S PABILION**

27 February - 2 March 2023

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-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	169
	School location	Al Riqqa Suburb, Sharjah
	Establishment date	1/12/1978
	Language of instruction	English
	School curriculum	English National Curriculum
	Accreditation body	N/A
	Examination Board	Cambridge
	National Agenda Benchmark Tests/ International assessment	PISA, CAT4, TIMSS, PIRLS, IGCSE, AS and A Level
	Fee range	AED 7,700 to AED 13,000
	Principal	Mr. Samir Adam
	Chair of Board of Governors	His Highness Sheikh Faisal bin Khalid bin Mohammed Al Qasimi or his representative
Staff	Total number of teachers	56
	Total number of teaching assistants	4
	Turnover rate	4%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:11
	Total number of students	593
Students	Number of Emirati students	13
	EYFS: number and gender	Total 50: 22 Boys, 28 Girls
	Primary: number and gender	Total 297: 162 Boys, 135 Girls
	Middle: number and gender	Total 189: 93 Boys, 96 Girls
	High: number and gender	Total 57: 32 Boys, 25 Girls
	Nationality groups	1. Egyptian 2. Pakistani
	Total number of students with special educational needs	0

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 143 lesson observations, 20 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 an improvement since the previous inspection in 2018 when it was judged weak. Leaders' clear strategic direction in providing continuous programmes of training has ensured that staff fully addressed previous areas of weakness so that all areas of educational provision and achievement have improved. While the school premises are adequate to support students' learning, classrooms are small for the number of students and there are insufficient spaces for a full programme of sports and outdoor activities. However, plans are well advanced for the school to move into new premises in the near future.

KEY AREAS OF STRENGTH:

- Students' improved achievement in the Primary, Middle and High Phases.
- Students' attitudes, behaviour and relationships and their respect for Islamic values and appreciation of UAE heritage.
- Links within the curriculum planning to other subjects.
- The school's provision for ensuring the welfare and safety of the students and the relationships between the staff and the students.
- The leadership of the principal and senior leaders in enabling a positive culture for learning and good relationships with staff across the school.

KEY AREAS FOR IMPROVEMENT:

- Improve achievement to a consistently good or better level in all subjects, especially in EYFS.
- Improve the quality of teaching to a good or better level in all phases and subjects.
- The adaptation of the curriculum to ensure activities provided match the needs of all groups of students.
- Systems for identifying special educational needs (SEN) and gifted and talented (G&T) students and the support for them in lessons.
- Middle leaders' skills with helping teachers introduce strategies in lessons that focus on providing activities to precisely match the needs of the different groups of students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. In lessons and their recent work, most students make acceptable progress in Primary, Middle and High.• In lessons and students' work seen, attainment is acceptable across Primary, Middle and High. This does not match the internal assessment data, which shows outstanding attainment.• Most students make acceptable progress. They gain a secure understanding of Islamic concepts, such as shortening prayers during travelling times and the values of cleanliness, etiquettes of food and the value of work in Islam. In Primary, most students make acceptable gains in recognising the meaning of mercy in Prophet Mohammad's (PBUH) Noble Hadeeth. However, a minority of students' progress less well with interpreting the Noble Hadeeth. In Middle and High, most students make acceptable gains with interpreting and explaining verses of the Holy Qur'an. A minority progress less well with learning to recite the Holy Qur'an using Tajweed rules.• All groups of students make at least expected progress. Higher-attaining and lower-attaining students do not always make sufficient progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' appreciation for Islamic values such as cleanliness and food etiquette across Primary, Middle and High.• Students' recognition of Islamic concepts such as shortening prayers in travelling times in Primary, Middle and High.	<ul style="list-style-type: none">• Students' application of Tajweed rules in reciting the Holy Qur'an in Middle and High.• Students' ability to interpret the Noble Hadeeth in Primary.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as First Language (AFL) and Arabic as Second Language (ASL) is acceptable overall. Achievement in AFL is acceptable in Primary, Middle and High. In ASL, it is acceptable in Primary and Middle. ASL is not taught in High. In lessons and their work, students make acceptable progress in both AFL and ASL.Internal assessment data shows attainment in AFL and ASL as outstanding. This is not borne out in lessons and students' work seen, which show AFL and ASL students' attainment as acceptable in the phases taught.In both AFL and ASL, students make acceptable gains with developing their listening and speaking skills, and in developing their reading comprehension skills. In AFL and ASL, most students in Primary and Middle make acceptable gains in speaking and reading appropriate sentences, but a minority make pronunciation mistakes. In Primary and Middle, ASL students make acceptable gains with learning to produce neat handwriting, they progress less well with learning to speak fluently and at length. In High, in AFL, students make acceptable gains with learning to scan texts, extract the main ideas and to answer questions based on their understanding of the text. In AFL in Middle and High, students do not always make sufficient progress in developing their extended writing skills.All groups of students make at least expected progress. However, higher-attaining students in both AFL and ASL do not always progress as well as they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' reading comprehension skills in High in AFL.Students' handwriting skills in Primary and Middle in ASL.	<ul style="list-style-type: none">Students' extended writing skills in Middle and High in AFL.Students' speaking fluency skills in ASL in Primary and Middle.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable in Primary and Middle. In lessons and their work, students make acceptable progress in Primary and Middle.• Students' attainment is acceptable in Primary and Middle. This does not match with the school's internal data which shows students' attainment is outstanding.• In Primary and Middle, most students make acceptable gains in learning to recognise social study terms, such as tolerance and Abbasi and Umayyad Eras. In Primary, they make acceptable gains in learning to recognise the importance of following rules of how to behave in society. However, a minority of students' progress less well in giving examples of this in their everyday lives. In Middle, they make acceptable gains in learning to recognise the main characteristics for Umayyad and Abbasid states and compare between them. In both phases, students make acceptable gains in developing their understanding of the main geographical features of the Gulf region. In Primary, most students are aware of the importance of learning to be good citizens. In Middle, most students make acceptable gains in learning to differentiate between geographical features of the UAE. A minority of students' progress less well in learning to locate Gulf countries on the map precisely.• Overall, all groups of students make at least expected progress. Higher-attainers do not always progress as well as they should.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' recognition of social study terms, such as tolerance and Abbasi and Umayyad Eras in Primary and Middle.• Students' understanding of the main geographical and social features of the Gulf region in both phases.	<ul style="list-style-type: none">• Students' skills to locate places on the map precisely in Middle.• Students' ability to give examples of social concepts in their everyday lives in Primary.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. It is weak in EYFS and acceptable in Primary, Middle and High. In lessons and in their work, students make acceptable progress in Primary, Middle and High and weak progress in EYFS.• Students' attainment is acceptable in Primary, Middle and High, and weak in EYFS. This does not match internal assessment data, which shows attainment as good in EYFS, outstanding in Primary and very good in Middle and High. IGCSE tests results show acceptable attainment, only a few students take these examinations.• In EYFS, only a majority of children make acceptable gains in building their knowledge of phonics and using these to decode and read a range of words and write them down. In Primary, students make acceptable gains in learning to use a range of vocabulary in speaking, reading and writing. Most students make acceptable gains in learning to apply spelling rules and in writing simple sentences using correct punctuation. In Middle, students make acceptable gains with reading comprehension work and in learning to articulate their ideas and to write them down. In High, most students make acceptable gains in developing their reading comprehension skills. They make acceptable progress with learning to write short paragraphs using correct grammar and punctuation. Across the school, students' progress is less well developed in producing accurate pieces of extended writing. In Primary, Middle and High, students develop confidence in answering questions. However, in Primary they do not sufficiently express themselves at length and fluently in class discussions.• Overall, all groups of students make the expected progress, with weak progress noted in EYFS. However, higher-attaining students do not always progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' spelling skills in Primary.• Students' reading comprehension skills in Middle and High.	<ul style="list-style-type: none">• Children's phonic skills in EYFS.• Students' skills with producing extended pieces of writing across the school.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is acceptable in all phases. In lessons and in their recent work, students make acceptable progress across the school.• Internal assessment data indicates students' attainment is very good in EYFS, outstanding in Primary, good in Middle and acceptable in High. External data from IGCSE and AS examinations in High Phase shows weak attainment. Overall, these results do not match with what is seen in lessons and students' work, where attainment is acceptable in all phases.• Most children in EYFS make acceptable gains in establishing their understanding of numbers and shapes. In Primary, most students make acceptable gains in advancing their knowledge of fractions, area, space and applying the four mathematical operations. In Middle, students make acceptable progress with accurately applying formulae to find the volume of 3-D objects. In Primary and Middle, students' progress less well with developing their mathematical problem-solving skills. Students in High make acceptable gains in working with algebra and trigonometry and develop appropriate skills with learning to solve quadratic polynomials. Across all phases, students' progress less well in developing their mental mathematical skills.• Overall, all groups of students make at least expected progress. However, higher-attaining students do not progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Application of the four mathematical operations in Primary.• Students' algebraic skills in High.	<ul style="list-style-type: none">• Primary and Middle students' skills in mathematical problem-solving.• Students' mental mathematical skills across the phases.



Science	<ul style="list-style-type: none">Students' achievement in science is acceptable overall. It is weak in EYFS and acceptable in all other phases. In lessons and in their work, students make acceptable progress in all phases except EYFS, where progress is weak. This does not match internal assessment data which shows children and students make good progress in EYFS and Middle and outstanding progress in Primary and High.Internal assessment data shows students' attainment is good in EYFS, acceptable in Middle and outstanding in Primary and High. This does not match with what is seen in lessons and students' work, where attainment is acceptable in all phases except for EYFS where it is weak. IGCSE, AS and A Level results were weak overall in 2021-22 in High, this does not match with what is currently seen in lessons and students' work where attainment is acceptable overall.Only a majority of EYFS children make expected progress. They gain some understanding about the properties of materials and whether they are hard or soft, but only a few articulate their ideas and use science words with full understanding. Primary students make acceptable gains with learning to identify the parts of a flowering plant and Middle students make acceptable progress with their understanding of different forms of energy, they can describe how chemical and thermal energy work. Students in High make acceptable gains in learning about the different types of salts and which ones are water soluble and which ones are not. They make acceptable progress in learning about the process of titration. Across the school, students make insufficient progress in learning how to carry out practical investigations, their skills in writing about science concepts are underdeveloped.Overall, all groups of students make expected progress except in EYFS where progress is weak. Across the school higher-attainers do not progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Middle students' understanding about different forms of energy.Students' ability to understand solubility of salts in High.	<ul style="list-style-type: none">Students' abilities with practical investigations across the schoolStudents' abilities to write about their science work in Middle and High.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects is acceptable overall. Their progress in other subjects across the school is acceptable, except in PE and Art where it is weak. In IGCSE results, lessons and in their work, students' attainment in ICT, Economics, Business Studies and Accounting is acceptable. In lessons seen in PE, and Art, attainment is weak overall. In Primary and Middle in PE, only a majority make acceptable gains in learning to control a ball in team games. A minority show difficulty with coordination. In Art, in Primary and Middle, only a majority of students make acceptable gains producing watercolour paintings and prints. A minority find difficulty with mastering the necessary art techniques. In Business, Economics and Accounting, students in High make acceptable progress with developing their understanding of concepts, such as the relationships between monetary policy and principles of errors. In ICT in Middle and High, Students make acceptable gains in learning about the effects of coding and conditional loops. In French in Middle, students make acceptable gains in in developing their reading and writing skills, but they progress less well in developing their speaking fluency. Overall, all groups of students across the school make the expected progress. However, higher-attaining and lower-attaining students do not always progress as rapidly as they could. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' understanding of concepts in Economics, Business Studies and Accounting in High. Students' skills in ICT in Middle and High. 	<ul style="list-style-type: none"> PE skills development in Primary, Middle and High. Students' skills in Art across all phases.

Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall, they are weak in EYFS. Most students fully engage in class activities and show positive attitudes. They interact well with each other and their teachers. Some good examples are seen of students collaborating and supporting each other in Middle and High. However, this is not consistently successful in all classes. While students often talk and answer questions in a lively fashion, they do not all sufficiently take their communication skills further by presenting ideas at greater length. Across the school, students often do well in relating what they do to the world around them and to other curriculum areas. In some subjects and activities in Middle and High, students learn to think critically when working on problem-solving activities. However, generally across the school, students' innovation, critical thinking and creative skills are underdeveloped. Students make appropriate use of learning technology to support their work. 	
	Areas of Strengths	Areas for Improvement



	<ul style="list-style-type: none"> Students' positive attitudes towards their work. The connections students make in their work to everyday life and other subjects. 	<ul style="list-style-type: none"> Students' innovation, creative and critical thinking skills across the school. Students' communication skills.
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PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	EYFS	Primary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none"> Overall, students' personal and social development and their innovation skills is good. Social responsibility and innovation skills is acceptable. Students display positive attitudes to learning and develop increasing self-reliance and responsibility. Students' behaviour is good, and they show respect towards each other and adults. Students are friendly and supportive towards each other, and relationships amongst students are good throughout the school. Students demonstrate a secure understanding of safe and healthy living. However, they do not always make healthy food choices. They participate fully in activities that promote safe and healthy lifestyles, such as morning exercises in assembly and PE lessons. Attendance at 92% is acceptable. Students do not all arrive punctually to school in the morning. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate a good understanding of Islamic values and the way these influence life in the UAE. Students have a good knowledge of and respect for the UAE's heritage and culture. They actively participate in National, Flag and Martyr Days and other national occasions. Students demonstrate a basic understanding and appreciation about their own identity and cultures. While the school celebrates the diverse nationalities of students in the school and participates in overseas debates with other schools, overall, students' knowledge of other world cultures is less well developed. 				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



- Students have a good understanding of their responsibilities in contributing to the life of the school and wider communities and carry out some volunteer activities, for example, visiting old people's home and donating to the Red Crescent to support the Humanitarian crisis in Syria and Turkey.
- Students generally enjoy their work and taking part in creative projects, but rarely take the lead in showing innovation, enterprise and entrepreneurship.
- Students are aware of the importance of environmental sustainability. They look after their immediate environment and take part in suitable projects such as planting trees in the desert.

Areas of Strength:

- Students' positive attitudes and good behaviour.
- Students' understanding of Islamic values and awareness of UAE culture.

Areas for Improvement:

- Students' knowledge of other world cultures.
- Students' involvement in innovation, enterprise, and entrepreneurship.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	EYFS	Primary	Middle	High
Teaching for effective learning	Weak	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable. it is weak in EYFS.
- Most teachers have secure subject knowledge and understanding of how students learn. In EYFS, teachers do not provide sufficient opportunities for children to learn through play. On occasions, across the school, teaching is not sufficiently customised for groups of students, such as higher-attainers. Lesson planning is consistent and is adequately linked to curriculum standards. The classroom environment is arranged in a suitable way, but limited space restricts the type of activities that can happen.
- Teacher and student interactions are positive. Questioning strategies are inconsistent, with most teachers using closed questions. In the best lessons, teachers require students to explain their answers and give their own solutions. However, across the school, extended dialogue with students in either class discussions or group work is not sufficiently evident.
- Overall, teachers use effective strategies to drive learning forward at an acceptable pace for the different groups of students. However, there remains much scope for providing more personalised challenge for different groups of students and especially for those who are higher-attainers.



- Teachers rarely encourage students to become independent learners. In the best lessons, especially with older students, teachers develop students' critical thinking skills, but overall, critical thinking and innovation skills are under-developed.

Assessment	Weak	Acceptable	Acceptable	Acceptable
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- Internal assessment procedures are consistent and in line with curriculum standards. They provide useful information about students' progress.
- The school only has external examinations to benchmark academic outcomes against national and international standards in High, with small numbers of students taking part. There is no external testing in all other year groups.
- Although the internal assessment data gives a clear picture about students' progress, it does not provide an accurate overall summative picture of students' attainment.
- Most teachers use assessment information to inform planning. However, not all teachers use this information adequately to meet the needs of all groups of students, particularly higher-attaining and lower attaining students.
- Through their questioning and monitoring in lessons, teachers have an adequate view of students' strengths and weaknesses. Most students' work is corrected regularly, but there is insufficient written feedback to students to help them improve.

Areas of Strength:

- The secure subject knowledge of teachers.
- Teachers' positive interaction with students.

Areas for Improvement:

- The promotion of students' critical thinking and innovation skills.
- The use of assessment information to enable teachers to match work precisely to the needs of different groups of students.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	EYFS	Primary	Middle	High
Curriculum design and implementation	Weak	Acceptable	Acceptable	Acceptable

- The overall quality of the curriculum is acceptable.
- Overall, the curriculum is reasonably broad, balanced and complies with statutory requirements. It is planned to ensure students build progressively on previous learning. However, the curriculum planning for the EYFS does not fully align with the Early Learning Goals style of planning in the English National Curriculum.



- A reasonably wide range of curricular choices is provided for older students, to meet their needs and interests. Consultations with parents and students are held to help in decisions regarding subject choices for students to help them with their future education plans.
- Cross-curricular links are planned and effectively applied in most lessons. Regular curriculum reviews are conducted to ensure adequate provision to meet the needs of most students.

Curriculum adaptation	Weak	Weak	Weak	Weak
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- The school does not sufficiently adapt the curriculum to ensure that the needs of all groups of students are met. While the curriculum planning provides work matched to the needs of middle-attaining students, it does not ensure sufficient challenge for the higher-attaining students, and sometimes lower-attaining students find the work too difficult.
- The school does not provide a programme of extracurricular activities. However, competitions and some inter-school activities are offered to students. Opportunities to engage in activities that promote enterprise, innovation and creativity within lessons are limited.
- Good learning experiences are provided to enable students to develop a good understanding of the UAE's values, culture and traditions.

Areas of Strength:

- Cross curricular links.
- Curriculum provision to develop students' understanding of the UAE culture and traditions.

Areas for Improvement:

- Modification of the curriculum to ensure it meets the needs of all students.
- Provision of activities to support the development of students' innovation, creative and critical thinking skills.

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

Indicators:	EYFS	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

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



- Most staff are aware of how to safeguard students in general and the specific procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns to the social worker as the designated point of contact. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are established and reviewed regularly by designated staff. Staff do not currently receive regular training about welfare and care.
- The school conducts regular checks to ensure that any risks are addressed. Students are always properly supervised around the school and on school transport.
- The school meets legal and regulatory requirements, including carrying out regular emergency drills.
- Any incidents affecting students' health, safety or wellbeing are systematically logged by the social worker and stored securely along with details of any resultant action taken.
- The learning environment adequately supports students' learning. The school is clean and appropriately maintained. However, classrooms are small and cramped and there is a lack of space and outdoor facilities for sports.
- The awareness about a healthy lifestyle is adequately promoted through the curriculum and nurse visits. Students do not always follow the school's guidelines for eating healthy food.

Care and support	Weak	Weak	Weak	Weak
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- The staff develop good relationships with the students; consequently, behaviour is good.
- The school has suitable procedures for promoting students' attendance. However, the school rightly recognises the need to reinforce its procedures for ensuring students arrive at school on time in the mornings.
- The school's systems for identifying students with SEN or those who are gifted and talented are underdeveloped. Also, the school does not provide sufficient support for these individuals in lessons.
- The school has adequate systems in place to ensure that all individuals are provided with the appropriate support to ensure their wellbeing.
- Staff provide students with appropriate advice and guidance about career choices and higher education pathways.

Areas of Strength:

- The promotion of staff-student relationships.
- The safeguarding of students.

Areas for Improvement:

- Systems for identifying SEN and gifted and talented students.
- Support for both SEN and gifted and talented students in lessons.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable.
- The principal, along with members of the senior leadership team, set a clear vision for the school's direction. They are successful in providing a positive learning culture so that students are keen to do their best.
- Most leaders have a clear knowledge about the school's curriculum and a secure understanding about what constitutes good practice. They rightly recognise the need for leaders at all levels to fully support staff with introducing strategies to ensure that lessons always focus on providing activities that precisely match the needs of the groups of students of differing abilities.
- Relationships and communication are good so that all members of the school community feel valued, and there is good morale amongst the staff.
- The leadership team and leaders at all levels have clarity on what is needed to help the school improve. Leaders rightly recognise that there remains work to do in improving the overall achievement of students and, in particular, with accelerating the progress of higher-attaining and lower-attaining students.
- Since the last review, leaders have successfully improved aspects of the school's performance, and they ensure that the school is fully compliant.
- Self-evaluation is acceptable and provides a clear picture of the school's strengths but does not sufficiently focus on the areas for improvement. Staff across the school are fully involved in the process of constructing the self-evaluation. The school makes full use of any assessment data to inform self-evaluation.
- Leaders ensure that teaching and learning are regularly monitored across the school. However, middle leaders do not sufficiently focus on evaluating students' achievement during their observations.
- The school has a suitably prioritised improvement plan that contains clear recommendations and fully involves governors, staff and parents in its construction. The school has made acceptable progress over time in addressing the recommendations from the previous review.
- The school has established a good partnership with parents, and robust systems are in place to communicate with parents and to report to them about their children's progress. The school has a good range of international partnerships, including with schools in Singapore, India and Pakistan.

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- School governors work well to support senior leaders. They fully embrace the views of parents. They have a full understanding of the shortcomings of the school's current facilities and plans are well-advanced to move into a new building and campus in the near future. Governors recognise the need to expand the range of stakeholders to include students and to implement a systemised approach for all governors to visit and monitor the work of the school on a regular basis, including visiting classrooms.
- The school generally runs efficiently on a day-to-day basis and has adequate staffing. Classroom spaces are generally small and there is very limited space for sports and practical activities. The school has improved its technology resources in recent times, but there remains a shortage of devices in classes to support students' learning. Teachers receive a full range of training. However, there is a need to bring a full focus within the training to support teachers in matching work in lessons more precisely to the needs of different groups of students.

Areas of Strength:

- The work of the principal and senior leaders in ensuring a positive culture for learning and good relationships across the school.
- The partnership with parents.

Areas for Improvement:

- The work of middle leaders in monitoring lessons.
- The focus in staff training on ensuring that lessons cater fully for the groups of students of differing attainment.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has 7 AFL teachers, 9 ASL teachers, 5 Islamic Education teachers and 3 social studies teachers. The ratio of teachers to students is 1:27.
- The library houses 700 Arabic language books, 246 of which are non-fiction. Classrooms also have a range of reading books available along with the textbooks used by the students. Reading material is also provided for students to access online. Arabic language teachers provide specific times during the day for students to pursue 'free reading' activities in collaboration with the librarian.
- Although no onsite extra-curricular activities are provided, teachers send home a range of worksheets and Google classroom activities designed for parents and their children to work together to improve reading skills. Reading competitions are regularly held such as 'The Reading Challenge' and other competitions aimed at improving students' writing.



The school's use of external benchmarking data

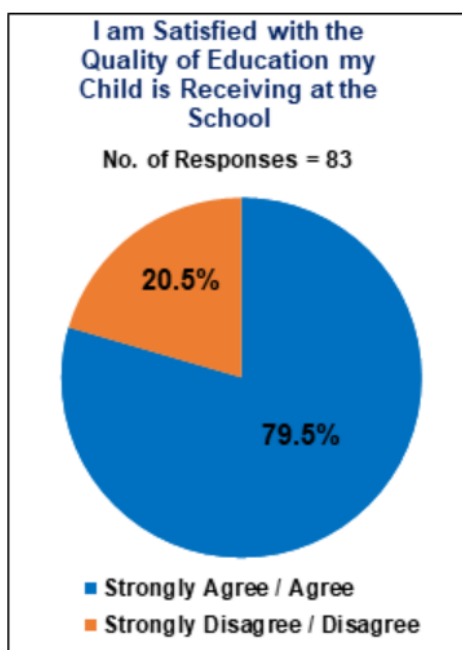
- All of the students currently in Year 11 take IGCSE examinations. The few students who stay on at High in Y12 take AS Levels and then A levels in Year 13. A few students sit EmSAT, but most do not as their onward education pathway is in their home country outside of the UAE. All of the students in the targeted age groups participate in the TIMSS, PISA and PIRLS tests. In addition, the school administers CAT 4 tests to all students in Years 3 to 10. The school does not participate in any other external benchmark testing.
- The school conducts workshops and feedback sessions to make students aware of the tests. Students are fully briefed on all aspects of the tests and get help and advice from the teachers in their subject choices. They practice mock tests for the examinations, and they receive much revision practice time.
- Results are fully communicated to students in person and via online links. Announcements of the results are also sent to students via the Telegram app. Where necessary the school makes follow up phone calls to parents
- Similarly, parents receive the results online and via Telegram.

Provision for EYFS

- The school has two classes for EYFS children with 1 teacher for each class and one helper shared between the classes, who looks after the children's pastoral needs. In addition, the EYFS has one teacher for Islamic Education and one teacher for AFL and ASL. Overall, the adult-child ratio is 1:15.
- The indoor classroom spaces are quite cramped for the children making it difficult to arrange learning corners or play centre activities.
- The EYFS has a small outdoor courtyard used for play and morning assemblies. Space and facilities outdoors are very limited with no areas for large play equipment to encourage gross motor skills development.
- Teachers meet with parents prior to children starting school and are given an introductory booklet. Similarly, staff have produced a transition booklet for parents to aid the process of children moving into Year 1.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement to a consistently good or better level in all subjects, especially in EYFS, by:
 - Fully developing students' abilities with accurately reciting the Holy Qur'an in Middle and High and their understanding of the Noble Hadeeth in Primary.
 - Fully developing students' extended writing skills in Middle and High in AFL and their speaking fluency skills in ASL in Primary and Middle.
 - Fully developing students' skills in social studies in precisely locating places on maps in Middle and their abilities to give examples of social concepts in everyday life in Primary.
 - Fully developing children's phonic skills in EYFS and students' abilities with producing extended pieces of writing across the school in English.
 - Fully developing students' mental mathematical skills in Primary and Middle and their problem-solving skills in Middle.
 - Fully developing students' science investigation and recording skills across the school.

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- Fully developing students' coordination and ball control skills in PE and their precision in using art techniques across the school.
- Fully developing students' abilities with innovation, creative and critical thinking across the school.
- Improve the quality of teaching to good or better level in all phases and subjects, by:
 - Ensuring teachers make full use of assessment information to match work precisely to the needs of all groups of students.
 - Ensuring teachers provide clear feedback to students when marking their work.
- Improve curriculum provision, by:
 - Reviewing the current curriculum content and ensuring it provides activities that match the needs of groups of students of differing abilities.
 - Monitoring all curriculum adaptations to ensure these are fully implemented.
- Improve the provision for SEN students and gifted and talented students, by:
 - Fully developing accurate systems for identifying SEN and gifted and talented students.
 - Fully developing individual education plans for SEN and gifted and talented students.
 - Ensuring these students are fully supported in all lessons.
- Improve the skills of middle leaders' skills, by:
 - Providing training to ensure they monitor and evaluate lessons accurately.
 - Providing training for them to ensure they guide teachers precisely in providing activities in lessons that precisely match the needs of different groups of students.

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.