



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**ENGLISH PRIVATE SCHOOL OF
KALBA**

23 - 26 January 2023

Overall Effectiveness

ACCEPTABLE



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	144	
	School location	Kalba, Sharjah	
	Establishment date	2002	
	Language of instruction	English	
	School curriculum	UK Curriculum	
	Accreditation body	N/A	
	Examination Board	Cambridge, Pearson Edexcel	
	National Agenda Benchmark Tests/ International assessment	IGCSE, A Levels, GL - PTs, PIRLS, PISA, TIMSS	
	Fee range	AED 10,900 to 21,000	
	Staff	Principal	Mr. Haroon Ahmed Kunwer
		Chair of Board of Governors	Ms. Azza Faisal Bin Khalid
Total number of teachers		88	
Total number of teaching assistants		24	
Turnover rate		10%	
Main nationality of teachers		Egyptian	
Students	Teacher: student ratio	1:23	
	Total number of students	1557	
	Number of Emirati students	1289	
	Phase 1: number and gender	Total 142: 78 Boys, 64 Girls	
	Phase 2: number and gender	Total 1095: 571 Boys, 524 Girls	
	Phase 3: number and gender	Total 309: 182 Boys, 127 Girls	
	Phase 4: number and gender	Total 11: 8 Boys, 3 Girls	
	Nationality groups	1. Egyptian 2.	
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 six reviewers' 170 lesson observations, 25 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable, an improvement since the previous inspection in 2018. The new school principal has developed a vision and ethos which has resulted in improved achievement in all subjects. Students' wellbeing has been a clear focus of the school. Many of the teachers and staff have been part of the school for many years which contributes to a harmonious learning environment where student-teacher relationships and student interactions and behaviour are good. The school leadership team has developed effective systems and processes to ensure consistent planning, and this has contributed to better outcomes in all subjects. The care, protection and personal welfare of students is good, and all students feel safe and valued. The school's improved achievement is driven by the committed leadership team, supported by parents and a very supportive board of governors. The learning environment meet the needs of students.

KEY AREAS OF STRENGTH:

- Improved students' achievement in all subjects, from weak to acceptable.
- Students' appreciation, knowledge and understanding of Islamic values and UAE culture.
- Positive student behaviour and strong relationships within the school.
- Quality of lesson planning and improved school leadership.

KEY AREAS FOR IMPROVEMENT:

- Further improve students' achievement in all subjects.
- Develop effective processes to identify and support the needs of individual students, especially the gifted and talented.
- The integration of critical thinking, innovation and enterprise strategies in lessons.
- The effectiveness of the curriculum in providing support for all groups of students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Arabic (as a First Language)	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	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	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Good	Good
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Good	Good



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data which shows all students make very good progress across the school.• Internal assessment data for Phases 2,3 and 4 show attainment as outstanding. This is not seen in lessons where, overall, the majority of students attain above curriculum standards across all phases.• In Phase 2 students have good understanding of Islamic values. Students understand the significance of tolerance. However, the knowledge of Seerah, life of the Prophet (PBUH), for a few students is less well-developed. In Phase 3, students acquire good knowledge and understanding of the Prophetic guidance of Islamic etiquettes. However, students' skills in reading and memorising the Noble Hadeeth are less well developed. Students in Phase 4 have deep knowledge of Shariah rules. Students can identify Shariah rules in strengthening family relationships, such as respect and collaboration.• 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' understanding of Islamic values.• Students' understanding of the Prophet's (PBUH) guidance of Islamic etiquettes.	<ul style="list-style-type: none">• Students' skills in reading and memorising the Noble Hadeeth in Phase 2.• Students' knowledge of Prophet's (PBUH) Seerah.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic first language (AFL) is good overall. It is acceptable in Phase 1. In lessons and in their work, progress is acceptable in Phase 1 and good in Phases 2, 3, and 4. This does not match with the school's internal data which shows all students make outstanding progress. Students' achievement in Arabic second language (ASL) is acceptable in Phases 2, 3 and 4. In lessons and in their work, most students in Phases 2, 3, and 4 make acceptable progress. This does not match with the school's internal data which shows all students make outstanding progress.• Students' attainment in AFL is good. Internal assessment and MoE exams for all phases show attainment as outstanding, including in Year 13. This is not seen in lessons and in students' books where children in Phase 1 attain in line with curriculum standards, and a majority of students in Phases 2, 3, and 4 attain above curriculum standards. In ASL, students' attainment is acceptable. Internal assessment data shows outstanding attainment in Phases 2, 3 and 4. This is not seen in lesson observations and students' books as most students attained in line with curriculum standards.• In AFL, most students in Phase 1 develop basic language skills. A majority of students in Phases 2, 3, and 4 progress their speaking, writing and reading skills above curriculum standards. They find out key and detailed ideas in different types of texts. They talk about serious topics using well-connected sentences. Their extended writing skills are less well developed in all phases. In ASL, most students learn basic comprehension and speaking skills. They can write short, simple sentences but make basic mistakes in grammar. Students' extended writing and their fluency in reading are common developing features.• Overall, the majority of groups of students in AFL make above expected progress. Most groups of ASL students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Comprehension skills in all phases in ASL.• Speaking, reading and writing skills in all phases in AFL.	<ul style="list-style-type: none">• Students' extended writing skills in all phases in both AFL and ASL.• Students' applying basic grammar rules in their writing in ASL.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress across all phases. This does not match with the school's internal data which shows all students make very good progress across the school.• Students' attainment in social studies is good. Internal assessment data across all phases shows attainment as outstanding. This is not seen in lessons where, overall, the majority of students attain above curriculum standards across all phases.• In Phase 2, students have a deep understanding and appreciation of UAE culture, heritage and values and its leaders. Students can identify the countries of the Gulf Cooperation Council (GCC). However, their knowledge of the achievements of the Council is less well-developed. In Phase 3, students make good progress in their understanding of all aspects of the national identity. They understand the concept of population density. However, their knowledge of issues associated with population density is less developed.• 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' understanding and appreciation of the UAE culture, heritage, values and leadership in Phase 2.• Students' understanding of the components of national identity in Phase 3.	<ul style="list-style-type: none">• Students' knowledge of the achievements of the GCC in Phase 2.• Students' knowledge of population issues in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, most students make expected progress over time. Students' progress in Phase 4 progress is good. This does not match the school's internal assessment data, which shows students' progress in Phases 1 and 2 as outstanding and very good in Phase 3.• Students' attainment in English is acceptable overall, and good in Phase 4. Internal assessment data indicate that attainment is outstanding in Phases 1, 2 and 4 and very good in Phase 3. External data indicate that attainment in Phase 2 is outstanding and weak in Phase 3. External IGCSE results for a very small cohort of Year 13 students show acceptable attainment. In lessons and in students' books most students' attainment is in line with expectations.• Most students make the expected progress. In Phase 1, children are learning to speak in full sentences. In Phases 2, 3 and 4 students develop their speaking, listening, reading and writing skills, however their intonation when speaking is a developing feature. They can read and comprehend texts and develop skills to speak confidently when expressing their ideas. Most students in Phase 2 make acceptable progress in developing speaking, listening and reading skills. Students perform less well in Phases 2 and 3 because of difficulties with extended writing. In Phase 4, student progression is supported by their ability to skim and scan information for specific purposes. In all phases, students' progress is better when their learning is linked to real-life examples.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to read fluently and with good understanding.• Students' speaking skills.	<ul style="list-style-type: none">• Students' extended writing, particularly in Phases 2 and 3.• Students' tone and intonation when speaking.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. In lessons and in their work, students make acceptable progress in all phases. This does not match internal data which shows that students in Phase 1 make outstanding progress, very good progress in Phase 2 and weak progress in Phases 3 and 4.• Students' attainment is acceptable in all phases. Internal assessment data show that attainment is outstanding in Phases 1 and 2 and good in Phases 3 and 4. External assessment data indicate that attainment in Phase 2 is good, and outstanding in Phase 3. IGCSE results for a very small cohort of students in Year 13 are weak. This does not match with what is seen in lessons and in students' books where most students attain in line curriculum standards across the school.• In Phase 1, children are developing the expected understanding of the use of numbers and a sense of time and can categorise activities into day and night. However, a few students are still developing and consolidating their knowledge of number bonds to 10. In Phase 2, students develop an awareness of shape and space through the identification and analysis of 3D shapes such as spheres, cubes, and cuboids. In Phase 3, students learn about geometry, including how to make 3D shapes by designing and constructing various nets of shapes. A minority of students are learning to sketch 3D shapes using an isometric view. Students in Phase 4 are developing their mathematical thinking through activities in geometry and algebra through polynomial equations. However, a few students are not fully confident with their mathematical thinking when working independently, such as when dividing two polynomial expressions.• Overall, all groups of students make at least expected progress in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' mathematical thinking in Phase 3.• Students' progress in geometry in Phase 3, especially using 3D shapes.	<ul style="list-style-type: none">• Phase 1 children's understanding of the use of numbers.• Phase 3 students' ability to sketch 3D shapes using isometric view.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is good in Phases 1, 3 and 4 and acceptable in Phase 2. In lessons and in their work, most students make at least expected progress. This does not match with the school's internal data which shows almost all students make outstanding progress across the school.• Students' attainment in science is acceptable in all phases. This does not match the school's internal assessment data, which shows attainment in science is outstanding in Phases 1, 2 and 3 but weak in Phase 4. External examination data indicate that attainment is very good in Phases 2 and 3 and weak in Phase 4. A small cohort of students take IGCSE examinations and results show attainment is good in Phase 4. This is not evidenced in lessons and in students' books where, overall, most students attain in line with curriculum standards in all phases.• In Phase 1, children are gaining in their knowledge and understanding of physical life, the environment and space through their investigation of modes of travel. They know about how to cross the road safely. Phase 2 students are developing their investigative skills in their study of plant life. They know about transpiration by observing a basic experiment. In Phase 3, students learn how to draw conclusions and communicate ideas in their study of physical changes and chemical reactions. A few students do not fully understand the concept of dissolving. Phase 4 students can interpret and apply their knowledge and skills in their study of compounds that have the same chemical formula but different chemical structures. Not all students understand the concept of the functional group of isomerism. Knowledge of how to follow the scientific method of enquiry is less developed across all phases.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 4, students' understanding of compounds and chemical structures.• Children's understanding of the natural world in Phase 1.	<ul style="list-style-type: none">• Scientific thinking, enquiry and investigation skills in Phase 2.• Use of scientific method in experiments across all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects overall is acceptable in all phases. Internal data indicates that students make mostly good progress in all phases. However, this is not evident in lessons, other than in PE and ICT in Phase 4, where progress is acceptable in all phases.• Students' attainment in other subjects is acceptable. There is no external data for other subjects. Internal data shows that attainment is good, but this is not evident in lessons or in students' work, where most students' attainment is line with curriculum standards.• In Phase 1 Music, students listen to sounds and can repeat them with enthusiasm. They are eager to engage and can sing basic songs. In Art, students are learning to draw using stencils. In Phase 2 PE, students are developing their ball control skills and can pass the ball accurately. In Phase 2 Music, students learn lyrics and can sing them to an accompaniment. Not all students can keep rhythm. Students learn about colour and can use line to form a picture in Art. A few students do not have the appropriate motor skills to complete tasks. ICT students are learning how to interact with Microsoft software and can add pictures to text documents. Phase 3 students can organise files effectively. In French, students work effectively in pairs and small groups asking and responding to questions in the target language. They gain confidence in their speaking skills, for example when discussing famous buildings in France and UAE. However, their extended writing is less developed.• Overall, most groups of students make at least expected progress across other subjects.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' agility in controlling the ball in PE.• Students' ability to adapt to technology.	<ul style="list-style-type: none">• Students' creativity in Art and Music, particularly in Phases 1 and 2.• Students' extended writing in French.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall. They are good in Phases 3 and 4. Most students fully engage in all class activities and show a good attitude to learning. Students interact positively with each other and with their teachers.• In Phases 2 and 3 students take more responsibility for their own learning, including through collaborating and supporting each other. This is less evident in lessons across the rest of the school. In a few instances, students are given opportunities to lead the learning and present their work with confidence to their peers. A few students do not take an active part in lessons, particularly in Phases 1 and 2. Sometimes, students talk and answer questions in chorus and do not always listen and share their ideas with their peers. Most respond positively to well-structured questioning and dialogue• Across the school, students relate what they are doing to the world around them and make connections between what they learn and their understanding of real-world applications. In Phases 3 and 4, students are more aware of the links between work and their education.• In activities in Phases 2 and 3, students learn to think critically when problem-solving. There are good examples of student creativity in STEM projects. However, across the school, students' innovation and creative skills are underdeveloped in lessons. Students make very good use of learning technology to support their work.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' positive attitudes to learning.• Students' project work in STEM.	<ul style="list-style-type: none">• Students' innovation and creativity Skills in lessons.• Students' ability to listen and share ideas with their peers.



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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Very Good
<ul style="list-style-type: none">• Students' personal and social development is good overall. Students' understanding of Islamic values and Emirati culture is very good. They demonstrate positive attitudes and are helpful to others. They generally respond well to critical feedback. Students in the Phase 4 show very good self-discipline.• Students are positive about school and are keen to learn. They are well behaved, and incidents of bullying are very rare. They demonstrate an inner discipline which is marked by confidence and self-reliance. In Phase 4, students' behaviour contributes positively to the learning context.• There are strong relationships between students and teachers, and leadership opportunities in assembly help students to develop confidence.• Students have a good understanding of healthy eating and maintain active lifestyles. Students actively participate in school exercise activities. They usually make healthy school meal choices following the schools healthy eating policy.• Students' attendance is good. Almost all students are punctual to lessons. Students have responded positively to the school's initiatives in partnership with parents to improve attendance and punctuality.				
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Students demonstrate a very good understanding of Islamic values and how these influence life and culture in the UAE. For example, they frequently celebrate Islamic culture at assemblies and in displays around the school.• They are knowledgeable and respectful of the traditions and heritage of the UAE.• Students celebrate other cultures in assembly and respect each other. They participate in a range of events to deepen their understanding of other cultures, such as Culture Day and Saudi Day.				
Social responsibility and innovation skills	Good	Good	Good	Good



- Students are active in number of volunteering projects within the school and the local community. They often take leading roles. They participate in charitable events such as providing Iftar food packages and have organised a collection to help less fortunate children. However, they do not initiate and lead activities in the community.
- Students show a positive work ethic and are eager to learn. They enjoy lessons and participate in the school council and other committees. However, their innovation and enterprise skills are less well-developed, particularly in lessons in Phase 2.
- Students demonstrate a good understanding of the benefits of sustainability. They participate in activities in the community which promote recycling and conservation.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships, and self-discipline.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' ability to initiate and take the lead in voluntary activities in the community.
- Students' innovation and enterprise opportunities especially in Phase 2.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Good	Good

- The overall quality of teaching and assessment is acceptable overall. It is acceptable in Phases 1 and 2 and good in Phases 3 and 4.
- Teachers apply their knowledge of subjects consistently well in Phases 3 and 4, and they know how students learn. They apply this knowledge to ensure students' progress well, this is not as consistent in Phases 1 and 2. Recent strategies introduced through professional development are beginning to impact on student learning.
- Teachers plan purposeful lessons making effective use of time and available resources. The learning environment motivates children and students to learn. Teachers' interactions with students are positive and supportive, resulting in engaged learners. Questioning and dialogue engage students in meaningful discussions but are not always sufficiently challenging to promote thoughtful reflection by students.
- Lessons adequately meet the needs of most students. Teachers do not routinely adapt their lessons and activities to promote accelerated learning for gifted and talented students.



- Students in Phases 3 and 4 demonstrate the ability to think critically. Students in Phases 2, 3, and 4 have opportunities to engage in innovative activities, with a focus on STEM subjects. However, innovation, problem-solving and independent learning skills are not consistently embedded in lessons.

Assessment

Acceptable

Acceptable

Acceptable

Acceptable

- Internal assessment processes are mainly coherent and consistent. School leaders measure students' attainment and progress against the appropriate curriculum standards. The school uses a variety of data to measure student progress. The school benchmarks students' attainment using international examinations. However, only a small cohort of students participate in these assessments which make them unrepresentative of the whole school.
- Assessment data are analysed but information about students' progress is underdeveloped. It is not used effectively to influence teaching in order to meet the needs and abilities of all students, particularly the gifted and talented.
- Teachers have knowledge of the strengths and weaknesses of individual students and provide well-focused challenge and support through feedback., although this is not consistent. Teachers provide positive feedback in verbal and written comments on how students can improve. This is, however, inconsistent across subjects and the school. There are regular opportunities in lessons for self- and peer-assessment.

Areas of Strength:

- The quality of lesson planning.
- Students' peer and self-assessment.

Areas for Improvement:

- The application of data in lesson planning to meet the needs of all learners.
- The use of strategies to meet individual students' learning needs.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable. Curriculum design and implementation are good.• The curriculum is broad and balanced, complies with the statutory requirements.• The curriculum is planned and implemented to ensure continuity and progression in lessons and phases. It makes good provision for Phase 4 students to ensure their transition to the next level of education.• The range of curricular choices is too narrow. The school provides limited co-curricular projects based on students' interests.• Cross-curricular links are purposefully planned, managed well and incorporated into lesson plans. However, students' transfer of learning to other subjects is inconsistent. Cross-curricular links are relatively stronger in Phases 3 and 4 than in Phases 1 and 2. Science topics are routinely linked to English and mathematics curricula, particularly in the higher phases.• While individual personal and academic needs are not fully met, curriculum review is consistent and timely. The curriculum is reviewed monthly.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The curriculum is insufficiently modified to meet the learning needs of most students. Identification of students with special education needs and those who are gifted and talented is a developing feature.• There are few opportunities to promote enterprise, innovation, and creativity, particularly in the lower phases although this is developing in Phase 4. Planning for extra-curricular activities and community links for students is a developing feature.• Appropriate learning experiences to develop an understanding and appreciation of the UAE culture and heritage are provided. This includes through the celebration of UAE events and holidays, and in presentations during assemblies.				
Areas of Strength:				
<ul style="list-style-type: none">• Curriculum continuity and progression.• Review of the curriculum to ensure continuity and cross curricular linking.				
Areas for Improvement:				



- The range of curricular choices offered and planning for extra-curricular activities and community links.
- Modification of the curriculum to meet the needs of all groups of students.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
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 acceptable.• Procedures for safeguarding are effective. All staff have been trained in child protection policies and procedures, and parents and students are aware of these.• The school is a safe environment. Students are very well supervised, including on school transportation. The school has developed strategies in partnership with parents, which have resulted in improved attendance and punctuality. Students are awarded for perfect attendance at the end of each term.• The premises are clean and well-maintained. The school keeps accurate and secure records including records of incidents and any subsequent actions.• The school is accessible, safe and meets the needs of all students. Ramps allow access for those with mobility issues on the ground floor. The school promotes healthy living through various workshops and health education programmes. These include raising awareness of types of cancer and Healthy Heart Days. Although the school is proactive around the provision of healthy food in the canteen, a few students still do not always make healthy food choices.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Relationships between staff and students are positive. Behaviour management is consistently good. Most students manage their own behaviour, are very well supervised and meet the high standards expected. School systems to follow up students' attendance and punctuality are effective leading to good attendance. There is a supervisor on each level of the school and students are managed effectively when entering and exiting the school.• The school does not have an effective system in place to accurately identify students with special educational needs. However, the school has a system for the identification of gifted and talented students, although this is not robust enough.				



- No special educational needs students have been identified. However, students who are gifted and talented are supported through some extra-curricular activities. The support they receive is less effective in lessons. Support, although limited, allows students to make adequate personal and academic progress.
- Students' well-being and personal development are monitored at intervals throughout the year. Effective career guidance and support for older students to pursue their interests and aspirations, including higher education options are provided.

Areas of Strength:

- Policies and procedures for safeguarding, including child protection.
- Staff relationships and the management of students' behaviour.

Areas for Improvement:

- Identification of students with special educational needs.
- Support for students with special educational needs and those who are gifted and talented.

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	Good

- The overall quality of leadership and management is acceptable. Management, staffing, facilities and resources, and partnerships with parents and the community, are both good.
- Most leaders, including the principal, set a clear vision for the school's direction which shows commitment to the UAE national and Emirate priorities. They are successful in providing a



positive learning culture where students are keen to achieve. Leaders are knowledgeable about the school's curriculum and have a clear understanding of what constitutes good teaching.

- Relationships and communication are strong, and all members of the school community feel valued and there is good morale among the staff. The school leadership team understand what is needed to maintain school improvement and they rightly recognise the need for further improvement, especially in identifying and supporting students with special educational needs.
- Since the last review, leaders have successfully improved most aspects of the school's performance and are fully compliant with statutory regulations. Leaders demonstrate acceptable capacity to continue to improve the school.
- Self-evaluation is acceptable and provides a clear picture of the school's strengths and areas for improvement. While both internal and external assessment data are used to inform the school's self-evaluation, there remains scope for improving the analysis, particularly of internal data to inform this process more accurately.
- Leaders ensure that teaching and learning are regularly monitored across the school. Suitable feedback is provided to staff and peer observation is also promoted. However, the approach is not yet having enough impact on students' outcomes. This is because it does not sufficiently focus on evaluating the impact of teaching on students' learning.
- The school has prioritised improvement planning that contains clear recommendations. The school has made acceptable progress over time in addressing the recommendations from the previous review.
- The school has good partnership with parents and robust communication systems are in place. Parents expressed strong support and trust in the leadership and the high quality of regular information flow between the school and parents, including regular newsletters and the weekly sharing of subject content. The school is aware of the need to further develop local partnerships and is in the initial stages of establishing an international partnership, to strengthen students' understanding of their roles as global citizens. Reporting on students' academic progress and personal and social development to parents is regular.
- The board of governors is representative of all stakeholders and is very supportive of senior leaders and monitors the work of the school. It understands the need to consider and value parental views in promoting policies. The board works to hold the leadership team accountable for the performance of the school, including students' achievement.
- The school runs very efficiently on a day-to-day basis and has sufficient staffing, accommodation and resources, with especially good technology resources. Accommodation includes activity rooms, libraries, laboratories, art rooms and a dedicated STEM room. The school refurbishes the premises annually.

Areas of Strength:

- Communications with parents.
- Management of the day-to-day life of the school.

Areas for Improvement:

- Identification of, and provision for, students with special needs.
- The analyses of internal assessment data to better inform the self-evaluation process.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has a total of 17 Arabic teachers and the teacher to student ratio is 1:90.
- The school has 290 Arabic library books comprising 190 non-fiction, and 100 fiction books.
- Arabic teachers take students to the library and encourage them to read. However, there is no book borrowing scheme in the school. Appropriate Arabic books are distributed by the teacher during lessons and the school is updating its stock of books for class libraries. The school also has many links to Arabic book websites.
- The school enters story writing competitions for Phase 3 and Phase 4 students. Students also write reviews on novels and stories read. The school has a good relationship with the Kalba Library and students take part in an Arabic reading competition. When students participate in the Arabic Reading Challenge competition, parents borrow books from the library to prepare them.

The school's use of external benchmarking data

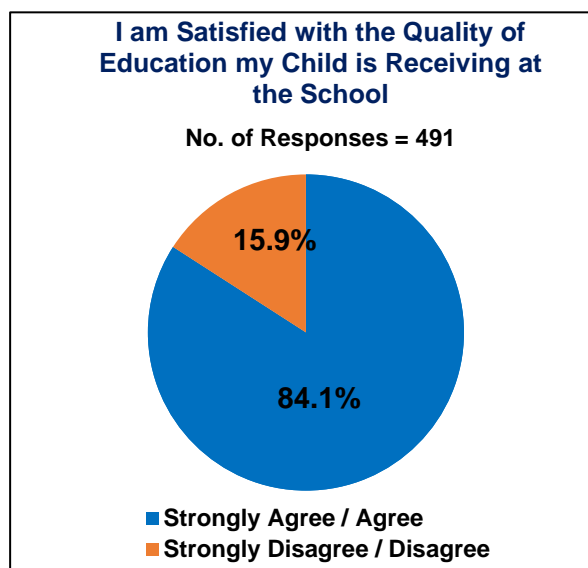
- All Year 11 students were enrolled for the IGCSE exams in 2021-2022, and 100% of students in Year 4, Year 6, Year 8 and Year 10 are entered for the GL Progress tests. All students in Year 11 were entered for the PISA test conducted last year and 100% of the students in the sections in Year 6 who were selected by SPEA were entered for the PIRLS exam last year.
- Students were enrolled in the Cerebry platform. A mathematics teacher provided extra revision lessons and assignments to practice for PISA. Students access the Cerebry platform for TIMMS practice. Teachers have been trained for PISA by SPEA in preparation for the tests. Subject teachers set challenging worksheets for students and set practice questions in preparation for the IGCSE tests.
- The IGCSE, AS and A level exams are issued to the students after attestation. They access the results online from the Cambridge Examination Board website. The CAT4 and progress test results are communicated to the parents in parents' reports. PISA & PIRLS results are pending.
- The school shares all of the examination reports and information with the students and parents and an explanation of the results is presented to parents in students' reports.

Provision for KG

- There are six classes in Phase 1, which has a total of 142 students, 77 of whom are male and 65 are female. The teacher to student ratio is 1:20. There are six teaching assistants, providing a ratio of 1:22.
- The Phase 1 area has a well-stocked library with age-appropriate books, dressing-up and kitchen corners to encourage role play and small-world play. It also has a science, art, P.E and playroom to support indoor learning. The classes in Phase 1 have a library schedule to encourage a love of reading.
- The school has extensive outdoor and indoor play areas including sand and water play, slides, a jungle-themed gym, complete with monkey bars and slides.
- Staff welcome the new children to the school, and a parent orientation session is held to familiarise parents with the programme. Parents are provided a guide to all communications at the school. The curriculum supports effective transition to the next grade level.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve student achievement in all subjects, by:
 - routinely providing more opportunities for students to engage in reading exercises and extended writing in Arabic.
 - practicing Holy Qur'an recitations frequently in lessons and at assemblies in Islamic Education.
 - focusing on UAE and world geography facts in social studies lessons by more extensive use of maps.
 - creating more extensive and meaningful writing opportunities in lessons, particularly in Phases 3 and 4 in English.
 - explicitly supporting students to produce neat and tidy writing.
 - reinforcing mathematical thinking and basic skills, particularly mental mathematics, and number bonds in Phase 1.
 - improving mathematical problem solving in real-life situations, extending the use of the scientific method in all science lessons.
 - challenging high-attaining students to apply greater creativity in lessons.
- Establish effective processes to meet the needs of individual students, and in particular the gifted and talented, by:



- putting in place effective school specific policies and processes for the identification of SEN students.
- developing greater capacity, knowledge, and experience in special education provision.
- providing effective support in lessons for SEN students, and those who are gifted and talented.
- Strengthen the integration of critical thinking, innovation and enterprise strategies in lessons, by
 - devoting time in each lesson for more open-ended questioning.
 - using a range of questioning strategies routinely in lessons.
 - providing time in each lesson for meaningful discussion and dialogue.
 - continuing to develop cross-curricular work particularly through STEM initiatives.
- Enhancing the curriculum to provide support for all groups of students by:
 - adapting the curriculum more effectively for all groups of students.
 - tailoring the curriculum to students needs through the better use of internal and external data.
 - increasing the range and choice of subjects in Phases 2 and 3.

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.