



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**AL RUSHED AMERICAN PRIVATE SCHOOL**

30 January - 2 February 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.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	150	
	School location	Commercial Mowaileh, Sharjah	
	Establishment date	30/11/2011	
	Language of instruction	English	
	School curriculum	US - North Carolina State Standards	
	Accreditation body	Cognia	
	Examination Board	AP College Board - in process	
	National Agenda Benchmark Tests/ International assessment	MAP, CAT 4, PISA, TIMSS, PIRLS, EmSAT,	
	Fee range	AED 20,000	
	Principal	Mohamed Zaghdoud	
	Chair of Board of Governors	Waddah Saeed Al Shaabi	
Staff	Total number of teachers	83	
	Total number of teaching assistants	6	
	Turnover rate	3%	
	Main nationality of teachers	Egyptian	
	Teacher: student ratio	1:20	
	Students	Total number of students	996
		Number of Emirati students	368
		KG: number and gender	Total 129: Boys 62, Girls 67
		Primary: number and gender	Total 421: Boys 206, Girls 215
		Middle: number and gender	Total 226: Boys 114, Girls 112
		High: number and gender	Total 220: Boys 131, Girls 89
Nationality groups		1. Emirati 2. Jordanian	
Total number of students with special educational needs		5	

## PROGRESS JOURNEY

Previous Inspection (2018)	Current Review:
<b>WEAK</b>	<b>ACCEPTABLE</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 138 lesson observations, 14 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 from the previous inspection in 2018 when the school was judged Weak. A focus on the development of teachers and middle leaders has brought about important improvements. Students' achievement in the Arabic medium subjects and the overall performance of KG is now good. Students' attitudes and their behaviour and relationships with teachers, are good across the school. There is an effective focus on safeguarding, safety and students' well-being. However, leaders have not focused enough on the consistency of teaching and the suitability of the curriculum for all students. Although leaders have a realistic view of the school, their monitoring of teaching quality is not yet effective enough. Work is underway to improve the impact of assessment, and to strengthen the development of students' enterprise and innovations skills. Parents and governors are playing an effective part in improving the school. Leaders ensure that the school runs smoothly and that the learning environment and resources adequately support teaching and learning.

### **KEY AREAS OF STRENGTH:**

- Improved student attainment in Arabic medium subjects and in KG.
- Students' appreciation of the role and values of Islam in UAE society and their respect for the heritage and culture of the UAE.
- The care, welfare and safeguarding of students, including child protection, and the arrangements to ensure health, safety and security.

### **KEY AREAS FOR IMPROVEMENT:**

- Students' learning and achievement throughout the school.
- Teaching, curriculum and assessment to meet the needs of all groups of students.
- Impact of support for students who have special education needs, and those who are gifted and talented.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good. In lessons and in their work, the majority of students make above expected progress. This does not match with the school's internal data which indicates outstanding progress in all cycles.</li><li>• The school's internal assessment data shows outstanding attainment across all phases. This does not match with that seen in lessons and students' work, which shows that attainment is good overall, and across all phases. No external tests are taken in this subject.</li><li>• In KG, children gain good understanding of prayer in Islam. They can name the five prayers and arrange them according to the prayer call time, and they know the count of 'Rukaa' for each prayer. In Primary and Middle, students' knowledge of values and ethics in Islam is good. Students know that Islam instructs kindness towards all living creatures and that this quality is particularly emphasized in the Holy Qur'an. However, some students were not able to give examples from real life confidently. In Middle, students understand they should always show tolerance in the face of adversity, and kindness in times of harshness. However, students were not always able to give examples from real-life to confirm their understanding. In High, students gain good knowledge of Islamic rules, principles and purposes. Some students struggle to express their understanding confidently.</li><li>• Overall, the majority of groups of students make better than expected progress. However, at times, the work for high-attaining students lacks sufficient challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students understanding of Islamic ethics and values through discussion.</li><li>• Students' knowledge of Islamic rules, principles and purposes.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of Islamic values through real life examples in Primary &amp; Middle.</li><li>• Students' ability to express their understanding confidently in High.</li></ul>



<b>Arabic as a First Language</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic first language (AFL) is good across all the school. In their lessons and their work, the majority of students make above expected progress. This does not match with the school's internal data, which shows that students make very good progress in all phases.</li><li>• The school's internal assessment data shows outstanding attainment in KG and Primary, and very good attainment in Middle and High. This does not match with that seen in lessons or in students' work, which shows students' attainment in AFL is good across the school. No external tests are taken in this subject.</li><li>• In KG, children are able to recognise and read sight words and can pronounce short and long sounds correctly and confidently. Students write familiar letters and words clearly, but some students struggle in using the correct direction when writing. In Primary, students understand grammar rules and are able to apply them correctly when forming sentences. Students' listening and speaking is good, although writing accurately using punctuation is less well developed. In Middle, students show good understanding when listening to audio texts and are able to discuss and speak in standard Arabic. In High, students' comprehension of text is good. They can read and summarise it and present their views confidently. However, some students do not read expressively enough. Extended writing skills are less well developed across all phases.</li><li>• Overall, the majority of groups of students make better than expected progress. However, at times, the work for high-attaining students lacks sufficient challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' speaking in standard Arabic across the school.</li><li>• Students' ability to discuss their learning.</li></ul>	<ul style="list-style-type: none"><li>• Students' writing skills, including extended writing in all phases.</li><li>• Students' reading with expression in High Phase.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good. In lessons and in their work, the majority of students make above expected progress. This does not match with the school's internal data which indicates outstanding progress in all cycles.</li><li>• The school's internal assessment data shows outstanding attainment across all phases. This does not match that seen in lessons or in students' work in social studies, where attainment is good overall, and across all phases. No external tests are taken in this subject.</li><li>• In Primary, students explore concepts connected to the environment, for example the causes of pollution, whether through human or natural factors. However, some students were not able to distinguish between them. In Middle, students gain good understanding of geography and new technology, they are able to deduce the impact of technology on information and society. However, a few students were not able to apply their understanding with practical examples. In High, students gain good knowledge about populations and migration, and their causes and impact. For example, they are able to describe the environmental problems brought on by population growth and provide reasons for it. However, some students were not as confident to articulate their understanding by giving examples from real-life situations.</li><li>• Overall, all groups of students make good progress. However, at times, the work for high-attaining students lacks sufficient challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of the benefits of technology on society.</li><li>• Students' understanding of concepts in geography.</li></ul>	<ul style="list-style-type: none"><li>• Student's understanding of the difference between factors that affect the environment in Primary.</li><li>• Students' ability to link their knowledge to examples from real life to confirm their understanding in High.</li></ul>



English	<ul style="list-style-type: none"><li>Students' achievement in English is acceptable overall, although good in KG. In lessons and in their work, most students make expected progress. There was no internal assessment data for progress provided by the school.</li><li>The school's internal data shows outstanding attainment in all phases. By contrast, external MAP assessments show attainment is weak in Primary, Middle and High. Neither match with the attainment seen in lessons and in students' work, which show that the majority of students reach above expected standards in KG, and that most students in the other phases reach standards in line with curriculum standards.</li><li>In KG, most children demonstrate good knowledge of letters and their sounds and can recognise common words in a sentence. Most students in KG can speak fluently in full sentences with the teacher. Most students in Primary use new vocabulary at an expected level to explain a topic, orally or in writing. Students in all phases engage effectively in discussions and collaboration. Most students in Middle and High can analyse text for specific information to an expected standard, although they can struggle to interpret, or infer from text with confidence. The writing skills of the majority students in all phases are underdeveloped.</li><li>Overall, all groups of students make at least expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' speaking and vocabulary skills in KG and Primary Phases.</li><li>Students' analysis of text for specific information.</li></ul>	<ul style="list-style-type: none"><li>Students' writing skills in all phases.</li><li>Students' inference and interpretation skills in Middle and High Phases.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall, although it is good in KG and Primary. In lessons and in their work, the majority of students across KG and Primary make above expected progress, while most students in Middle and High Phases only make expected progress. There was no internal assessment data for progress provided by the school.</li><li>• The school's internal assessment information indicates that attainment is outstanding overall. External MAP data shows that attainment is weak in the Primary, Middle and High Phases. Neither matches with that seen in lessons and in students' work, which shows that attainment is good in KG and Primary and acceptable in the Middle and High Phases.</li><li>• The majority of children in KG can use a range of different manipulatives to identify and describe different 3D shapes, such as a sphere. In Primary, the majority of students understand and can calculate using measures of time confidently and with accuracy. In Middle, most students can calculate and reason in geometry to an expected standard. For example, they can calculate the missing angle from a range of different triangles and know that the sum of a triangle is equal to 180 degrees. However, students sometimes struggle applying their knowledge to more complex questions. In High, most students can demonstrate expected levels of work in algebra, including how to multiply a single term polynomial by a binomial. However only a minority of students can multiply a multi-term polynomial by a binomial.</li><li>• There is little variation in the progress of different groups of students. However, at times, some high attaining students do not always make sufficient progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' use of manipulatives in KG.</li><li>• Primary Phase students' ability to reason and calculate using measures of time.</li></ul>	<ul style="list-style-type: none"><li>• Students' confidence in more challenging work in algebra in High.</li><li>• Students' application of geometry knowledge in Middle.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall, although it is good in KG and High Phases. In lessons and in their work, the majority of students across KG and High make above expected progress, while most students in Primary and Middle make expected progress.</li><li>• The school's internal assessment information indicates that attainment is outstanding in KG and Primary, and good in Middle and High Phases. External MAP assessment data shows attainment is weak in Primary, Middle and High Phases. This does not match that seen in lessons, where most students attain in line with expectations in Primary and Middle Phases, and the majority of students attain above expectations in KG and High Phases.</li><li>• The majority of students in KG and High Phase demonstrate good scientific knowledge and skills. In KG, children show a good understanding of the world around them and can demonstrate their understanding of changes in weather patterns. By Primary, students have developed an expected level of understanding about plants and animals, although they are less able to apply their knowledge in asking questions and making hypotheses. In Middle, most of the students are secure in their expected level of understanding of the world and investigate scientific concepts with a sense of curiosity and wonder. For example, most students can demonstrate how the changes in the ecosystem can affect the life cycle and population of species. However, too few students are able to deepen their understanding effectively. In High, the majority of students use their scientific inquiry and investigative skills, alongside practical and experimental skills, to a good standard. Many students have effective report writing and data collection skills.</li><li>• All groups make at least expected progress, and a majority do better than this in KG and High Phases.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of the world around them in KG.</li><li>• The inquiry and investigative skills of students in High Phase.</li></ul>	<ul style="list-style-type: none"><li>• Middle Phase students' deeper understanding of science concepts and ideas.</li><li>• Students' asking questions and making hypotheses in Primary Phase.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is acceptable overall, and across all phases. In lessons and in their work, students make acceptable progress. This does not match with the school's internal data which shows students make very good progress across the school.</li><li>• The school's internal data shows that, in High, for those subjects tested, that students' attainment is outstanding. This is not seen in lessons or in work, where students' attainment is acceptable in all phases. There is no external data for other subjects.</li><li>• In Art, children in KG learn to identify patterns in nature and can draw them and colour them. In Primary, they can formulate mosaic patterns and, in Middle, can work co-operatively to decorate a vase. In PE in KG, children learn how to move together in a circle, they develop this in Primary by learning skills such as batting a ball into a hoop. In Middle and High, boys can dribble a football and the girls can pass and throw a volleyball. However, they rarely demonstrate high-level skills in PE beyond these sports. In ICT, students in Primary can create slideshows, and in Middle they can insert a picture and a narrative to accompany text to an acceptable standard. In High, students understand the concept of Artificial Intelligence and use it to understand how self-driving cars work. In Business Studies, students in High Phase can apply their learning about the use of technology in the workplace and the basics of bank accounts, although they rarely extend their understanding in more depth.</li><li>• Overall, all groups of students make at least expected progress. A small number of higher-attaining students attain above curriculum standards, particularly in ICT.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Higher-attaining students' quality of work in ICT .</li><li>• Students' enjoyment of Art, especially in KG.</li></ul>	<ul style="list-style-type: none"><li>• Students' deeper thinking in Business Studies.</li><li>• Students' broader knowledge and application of high-level skills in PE.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Students learning skills are acceptable overall but are good in KG. Students are usually attentive and show a positive attitude toward learning. In KG, they demonstrate good attitudes and co-operation for their age, and this helps them to learn well in most subjects.</li> <li>Throughout the school, students increasingly take responsibility for their own learning, particularly in English. Most work well in groups, especially in Arabic, Islamic Education and mathematics. By contrast, peer assessment, especially in group activities, is a learning skill which needs further development.</li> <li>Students generally interact well with the teacher and demonstrate effective collaborative skills, such as when using resources and equipment in science. In PE, their interactions and communication skills are effective in football and volleyball games.</li> <li>The application of learning to the world is developing in some subject areas. The ability to make connections across subject areas needs further development in all phases except in KG and in social studies, where students are comfortable making these links.</li> <li>Innovation, enterprise, enquiry, research and critical thinking are all in need of further development. This is particularly so for science and mathematics. Learning skills in the use of technology are generally stronger, especially in social studies.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Children's attitudes and co-operation in KG.</li> <li>Students' interactions and collaborative skills, especially in science.</li> </ul>	<ul style="list-style-type: none"> <li>Students' innovation, enterprise, enquiry, research and critical thinking skills across the school.</li> <li>Students' use of peer assessment in all subjects.</li> </ul>

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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>Students' personal and social development is good overall. Their understanding of Islamic values and awareness of Emirati culture is very good.</li> </ul>				



<ul style="list-style-type: none"> <li>• Students across all phases have positive attitudes towards learning. They enjoy school life and are keen to participate in lessons and listen attentively to teachers. Bullying is rare.</li> <li>• Relationships are cordial, and there is mutual respect between students and adults. Students' good behaviour contributes to the school's positive atmosphere.</li> <li>• With contributions from the medical team and social worker, healthy lifestyles are promoted well. Students are encouraged to take part in a variety of activities that enhance their health like the sports day, awareness of healthy food and breast cancer.</li> <li>• While attendance, at 98%, is outstanding, punctuality is irregular. Many students arrive late to school, this affects their learning at the start of the first lesson each day.</li> </ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"> <li>• In all phases, students show clear understanding and appreciation of Islamic values. This is particularly strong in the Middle and High Phases. They appreciate the relevance and impact of these values on the everyday life in the UAE.</li> <li>• Students exhibit a thorough knowledge and awareness of the UAE culture and heritage. Through school events such as National and Flag Days, morning assemblies, and through the curriculum, students gain a deep understanding about the traditions of the UAE.</li> </ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"> <li>• Students demonstrate a good understanding of their own culture and have a growing appreciation of wider global cultures. They participate keenly in events such as the 'global day' and visit to the Expo 2020.</li> <li>• Students are involved in a variety of activities which promote social responsibility, especially in the Middle and High Phases. Older students contribute to the community through volunteering for the Red Crescent and visiting old peoples' homes to assist the residents in their physical activities.</li> <li>• Students have appropriate work ethics, which is reflected in their leadership skills, such as those students who are members of the students' council. Innovation and entrepreneurship skills require further development across the school.</li> <li>• Across all phases, students respect and support environmental sustainability in and out of the school. They are happy to improve their school environment through recycling projects and planting.</li> </ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"> <li>• Students' understanding of Islamic values and Emirati culture.</li> <li>• Students' outstanding attendance across all phases.</li> </ul>				
<b>Areas for Improvement:</b>				



- Students' innovation and entrepreneurship skills.
- Punctuality to school and to the first lesson of the day.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The overall quality of teaching and assessment is acceptable overall, but good in KG.</li><li>• Teachers' subject knowledge is generally secure across the school. Their understanding of how students learn is usually at least adequate, and in KG, makes a particularly positive contribution to children's learning.</li><li>• Lesson planning is consistent throughout the school and includes a suitable level of detail. Planning is closely aligned to curriculum learning objectives. Teachers use appropriate resources to support learning, which includes the use of manipulatives in KG and the dedicated computer labs in other phases.</li><li>• Positive relationships support thoughtful interactions between students and teachers, which helps to maintain students' engagement. Questioning is used well by teachers to check learning and encourages students to engage with their work.</li><li>• Teaching only occasionally meets the needs of different groups of students in Primary, Middle and High Phases. Support is generally available, but not typically targeted well enough to individual students or groups. In KG, however, teachers know individual students well.</li><li>• The focus on critical thinking, problem-solving, innovation and independent learning is inconsistent across the school.</li></ul>				
<b>Assessment</b>	<b>Good</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Internal assessment processes are consistent, carried out regularly and are tracked against curriculum standards. However, data does not yet provide an accurate measure of progress in all subjects and phases.</li><li>• External, national and international benchmarking is appropriate with students undertaking a range of assessments. The Advanced Program has recently been introduced in Grades 11 and 12.</li></ul>				





- Assessment data is analysed providing information to teachers about the attainment and progress of students in their classes. Except in KG, not all teachers use this data to provide tasks which are well matched to the needs of individuals and groups.
- Teachers have a reasonable knowledge of the needs of the individuals or groups in their classes, except in KG, where their knowledge is good. As a result, support and challenge is not fully tailored to students' needs, especially for higher and lower attaining learners in Primary, Middle and High Phases.
- Written work is not marked to the same level and frequency across the school. By contrast, feedback and support in KG is especially effective.

#### Areas of Strength:

- KG teachers' secure knowledge of their phase and their understanding about how students learn.
- Teachers' use of resources to support learning, especially in KG.

#### Areas for Improvement:

- Teaching to meet the needs of individuals and groups of students.
- Use of assessment information to influence teaching and the curriculum so that all students' make better progress.

## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• The quality of curriculum design and implementation is acceptable overall. The school offers an adequate range of subjects in Primary, Middle and High Phases, which meet UAE requirements.</li><li>• The curriculum is planned so that new learning is built on previous curriculum content. The curriculum and lesson plans provide suitable detail in most subjects. However, the sequencing of learning is sometimes ineffective, as key concepts are not always taught in a suitable order.</li><li>• There are appropriate curriculum choices for High Phase students. However, in all phases, the breadth of the art curriculum is too narrow.</li></ul>				



- Cross curricular links are planned in all lessons by identifying appropriate connections. However, the implementation of these connections is inconsistent across phases and subjects.
- The school conducts periodic reviews by checking internal against external assessment data. Recent developments to the curriculum include providing additional reading comprehension skills for students who need support. However, there is too little focus on preparing students for success in external examinations.

**Curriculum adaptation**

**Good**

**Acceptable**

**Acceptable**

**Acceptable**

- The quality of curriculum adaptation is acceptable across phases, and good in KG. The curriculum takes account of different ability groups, but the implementation is only inconsistently effective, except in KG, where the curriculum is better matched to individual children.
- The curriculum is enhanced and offers a limited range of opportunities for participation in enterprise and extra-curricular activities. There are some links established with the local community and for social contribution but opportunities for innovation and creativity are limited in lessons.
- The curriculum effectively integrates links with Emirati and UAE culture. There are coherent links and meaningful opportunities for students to appreciate the heritage and culture of the UAE and Islamic values.

**Areas of Strength:**

- The periodic review and development of curriculum to identify suitable amendments.
- The effective links with UAE heritage and culture across subjects and phases.

**Areas for Improvement:**

- The range of subjects in KG and curricular choices in High Phase.
- Meeting the needs of all groups of students across Primary, Middle and High Phases.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements	Very Good	Very Good	Very Good	Very Good



<b>for child protection /safeguarding</b>				
<ul style="list-style-type: none"><li>• The overall quality of protection, care, guidance, and support of students is good.</li><li>• Procedures for safeguarding are effective. There is a full-time security team and a comprehensive system of cameras in all public areas and at entry points.</li><li>• The school provides a very safe, hygienic and secure environment. Child protection procedures are well established, and the policy has been shared with all stakeholders. Appropriate training has been given to staff, students, parents and governors.</li><li>• The school building is old in comparison with modern standards, but the site and resources are well maintained. Safety checks, including those relating to fire prevention, electrical safety, and portable water supplies, are thorough. Record keeping is thorough.</li><li>• There are ramps leading to all buildings which ensures access for all students. The arrangements at the beginning and end of the day are very well organised and closely supervised. Steps are taken to ensure students' safety on transport.</li><li>• The school promotes healthy living. Students' well-being is regularly monitored by school nurses. The school discusses healthy diet with students either through the physical education programme or in class.</li></ul>				
<b>Care and support</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>
<ul style="list-style-type: none"><li>• Staff and student relationships are very positive and purposeful. In almost all lessons and around the school, students' behaviour is good.</li><li>• Attendance is outstanding and the school successfully encourages regular attendance. However, a few students have poor punctuality, which can affect learning in the first lesson each day.</li><li>• The identification and provision for students with special educational needs is limited, and provision for gifted and talented students is ad-hoc. There are few whole-school procedures for identifying and supporting these students which, as a result, are inconsistent.</li><li>• The well-being and personal development of all students are routinely monitored by the school's psychologist who runs a social and emotional awareness program.</li><li>• The school provides for both academic and personal guidance. The information is used to provide appropriate support, including guidance about careers and future options.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• The procedures for the protection and safety of students.</li><li>• Positive relationships between staff and students, and students' resulting behaviour and attendance.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• The identification and support provided for students who have special educational needs, and those who are gifted and talented.</li><li>• The punctuality to school of a few students.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

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

- The overall quality of leadership and management is acceptable.
- Senior leaders have been successful in establishing a vision for the school. Leaders are committed to inclusion and to improving teaching and learning, and this commitment is evident in planning and self-evaluation. However, there is variation in the extent to which this commitment is realised in practice.
- Leaders have had some success in improving teaching, learning and the curriculum, although some important challenges remain. There has been a notable improvement in provision and outcomes in KG since the last inspection. Relationships across the school are professional and cordial. Most staff members are clear about their roles and responsibilities.
- The school has made effective progress over time since the previous inspection, and leaders are demonstrating the capacity to continue these improvements. Leaders have ensured the school is compliant with the relevant statutory requirements.
- The processes for school self-evaluation involve all stakeholders but are implemented inconsistently. Often, this is because self-evaluation does not take enough account of the UAE inspection framework. While teaching is regularly monitored, more work is needed to ensure enough impact on students' learning and progress. The school's improvement plans do not focus sharply enough on all the areas in need of improvement.
- Parents are involved in some aspects of their children's learning and school life. Their views are taken into account by the school in its planning. The Parent Council is active and has several sub-committees which aim to improve communication between home and the school. The Council also organises activities to bring the community together, although is less active in



establishing partnerships further afield. The school has not yet established any meaningful national or international partnerships.

- The school reports to parents four times a year about their children's academic outcomes. They also have regular contact with staff who report to parents on the academic and personal development of their children on a less formal basis.
- Governance is acceptable. School leaders and board members work closely together, although parents are not included as stakeholders at governance level. Nonetheless, there is monitoring of the performance of the school leaders by governors, who also support school leaders and check that statutory requirements are met.
- Most aspects of the day-to-day management of the school are well organised, and the school's procedures and routines generally run well. The school is adequately staffed overall but professional development programmes for staff are not extensive.
- Most learning areas are of adequate quality and there are specialist rooms for science, computer laboratories and a library. Outdoor play and recreation areas are extensive and support the PE programme, as well as assemblies and activities in break times. Resources are sufficient overall to support adequate teaching and learning,

#### Areas of Strength:

- Impact of actions to improve aspects of the school, especially KG.
- Partnerships with parents and the school community.

#### Areas for Improvement:

- Consistency in the implementation of self-evaluation.
- Monitoring and evaluation of teaching and learning with a focus on students' achievement.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 11 teachers, and the teacher-student ratio is 1:24. The library consists of a range of Arabic fiction and nonfiction books, including 450 fiction texts, and 611 non-fiction books.
- There are wide range of themes and subject areas. These include, stories of the prophets (PBUH) and messengers, stories of the Companions, books on human development, and books on national identity, including biographies of the founding fathers and the leaders of the UAE, and the writings of Sheikh Mohammed bin Rashid (RIP) and Sheikh Sultan Al Qasimi.
- There is provision for reading in classrooms, including through the use of technology. Books are borrowed from the library for classroom reading on a weekly basis, and research skills using technology are integral to the programme.
- Extra-curricular activities include competitions, tests and participation with parents. Students visited the Sharjah Book Fair, the 41st session, in November 2022, and attended some of the activities. They also participated in the Arab Reading Challenge Competition.





- Library classes are held according to an organised schedule, in cooperation with the Arabic Language Department, to link students to the library. The Friends of the Library Association has been established, which consists of a group of students who help to organise the use of the library by other students.

### **The school's use of external benchmarking data**

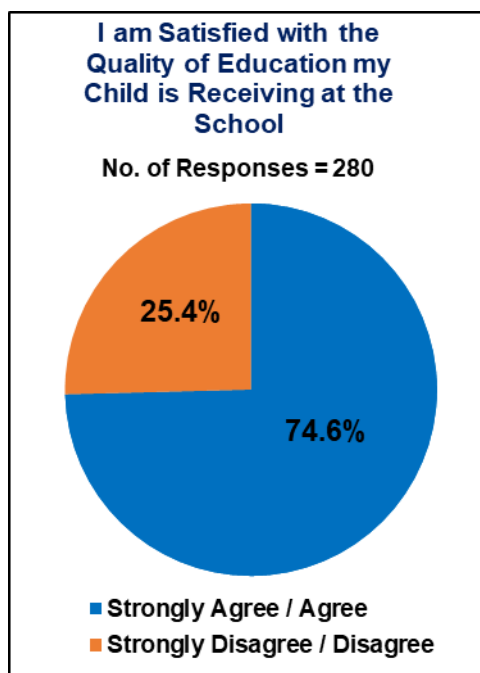
- The school makes appropriate use of a range of external attainment benchmark tools, which include PISA, TIMSS, PIRLS, EmSAT and MAP. The most recent judgment (2020), measured against appropriate international standards, shows less than three-quarters of students in Grades 3 to 9 attained levels that were at least in line with international standards.
- Teachers do not have sufficient awareness of the skills requirements for students to meet the demands of these tests. This means that the process to prepare students for these examinations and tests is not yet strong enough. The curriculum has not been modified to support raising achievement in the MAP tests.
- Communication of international test results is made to both students and parents in writing.

### **Provision for KG**

- There are six classes in KG, each having a 'homeroom' teacher. Additionally, there are three assistant teachers and two specialist teachers - one for Arabic support, and the other for English support. The ratio of teachers (including assistant teachers) to students is 1:11.
- The indoor environment is generally adequate and there are learning resources for English, Arabic, mathematics, reading, art, and learning through play and discovery in the classrooms.
- The outdoor environment is tailored for KG students and has a stage and an activity room which is multi-purpose. Arrangements for induction begin when children start school and include screening processes to identify SEN students and those who may be gifted and talented.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise students' learning and achievement throughout the school, by:
  - focusing the monitoring of teaching on the impact on students' learning
  - ensuring leaders at all levels play a full part in evaluating the school's effectiveness
  - ensuring that teachers get helpful and accurate feedback about their practice, including through self-review
  - putting greater emphasis on students' extended writing
  - building students' responsibility for their own learning
  - encouraging opportunities for collaborative learning
  - improving the focus on students' skills of critical thinking, problem solving, innovation and independent learning.
- Improve teaching, assessment and the curriculum to meet the needs of all groups of students, by:
  - improving the use of assessment to meet the needs of students in lessons
  - strengthening the effectiveness of teachers' questioning and feedback
  - modifying the curriculum to ensure more effective cross-curricular links
  - ensuring that learning activities in lessons are suitably challenging for all students
  - ensuring that written feedback on students' work helps them to improve.



- Increase the impact of support for students who have special education needs, and those who are gifted and talented (G&T), by:
  - identifying and providing for the needs of all such students promptly and accurately
  - ensuring teachers use an appropriate range of strategies to meet students' needs
  - evaluating carefully the impact of the support provided for SEN students and those who are G&T.

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](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.