



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme
School Performance Review (SPR)
Report

Al Mustaqbal Private School
6 – 9 February 2023

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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






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

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



SCHOOL INFORMATION

School	School ID	205
	School location	Al Yarmouk, Sharjah
	Establishment date	01/09/1984
	Language of instruction	English
	School curriculum	American
	Accreditation body	N/A
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	PISA, CAT4, TIMSS, MAP, PIRLS, IBT
	Fee range	AED 6900 to 14000
	Principal	Huzaifa Ahmed Saqer
		Chair of Board of Governors
Total number of teachers		40
Total number of teaching assistants		4
Turnover rate		28%
Main nationality of teachers		Syrian
	Teacher: student ratio	1:17
	Total number of students	709
	Number of Emirati students	1
	KG: number and gender	Total 103: Girls 60, Boys 43
	Phase 2: number and gender	Total 387: Girls 197, Boys 190
	Phase 3: number and gender	Total 183: Girls 88, Boys 95
	Phase 4: number and gender	Total 36: Girls 21, Boys 15
	Nationality groups	1. Syrian 2. Egyptian
	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 5 reviewers' 146 lesson observations, 32 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school is acceptable. This is an improvement since the previous inspection. Leaders have set a clear strategic direction, through effective self-evaluation and improvement planning. This has improved the quality of teaching and learning, and students' overall achievement. Other aspects of provision in the school are at least acceptable with some areas that are good. The learning environment and impact of governance have also improved.

KEY AREAS OF STRENGTH:

- Leaders at various levels have successfully developed aspects of the school and show an understanding of the priorities needed to further improve the school.
- Improvement in outcomes in most subjects across all phases, especially in KG.
- Improvements in teaching across the school.
- Students' appreciation of Islamic values and how they influence society in the UAE.
- The involvement of, and challenge provided by governors to support the improvements in the school.

KEY AREAS FOR IMPROVEMENT:

- The consistency of educational leadership to support teaching in all subjects, leading to higher levels of attainment and progress.
- Clear systems to identify students who have special educational needs and those who are gifted and talented.
- Adapt the curriculum to ensure that activities meet the needs of all groups of students consistently, particularly those who are high attainers and those who have special educational needs.
- Develop students' skills in critical thinking, problem-solving, innovation and independent learning skills.
- Ensure that any work identified as urgent is acted upon swiftly and without delay.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. It is good in kindergarten (KG) and Phase 4 and acceptable in Phases 2 and 3. In lessons and their work, students make good progress in KG and Phase 4 and acceptable progress in Phases 2 and 3.• Students' attainment is acceptable overall as seen in lesson and in students' notebooks. It is good in KG and Phase 4 and acceptable in Phases 2 and 3. This does not match the internal assessment data, which shows outstanding attainment across the school.• In KG, children make good gains in learning to recite some Surahs from the Holy Qur'an confidently. They make good gains in their understanding of the etiquette of eating and the pillars of Islam, and they can talk in detail about fasting during Ramadan. In Phase 2, students gain an adequate understanding of Islamic values and their knowledge of the etiquette involved with reading the Holy Qur'an. However, students' progress less well with learning to use Tajweed rules in their Holy Qur'an recitation across the school. In Phase 4, students make good gains in understanding Islamic concepts, manners related to social interaction and the main characteristics of believers. They gain a secure understanding of the principles of following the correct teachings in Islam and learning how to use this knowledge in real life. However, students' progress less well with memorising the Holy Qur'an and Noble Hadeeths, applying the recitation rules of the required verses of the Holy Qur'an, and reading Islamic texts.• Overall, all groups of students across the school make at least the expected progress. Across the school, the progress of higher-attaining students is not as good as it should be.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic teachings and etiquette across the school.• Students' knowledge and understanding of the main characteristic of believers in Phase 4.	<ul style="list-style-type: none">• Students' abilities to apply the correct Tajweed rules when reading the Holy Qur'an across the school.• Students' abilities in memorising sections from the Noble Hadeeths and the Holy Qur'an in Phases 2 and 3.



Arabic as a First Language

- Students' achievement in Arabic as a first language (AFL) is acceptable overall. In lessons and their work, students make good progress in Phase 2 and acceptable progress in KG and Phases 3 and 4.
- Internal assessment data shows attainment in AFL as outstanding in Phases 2, 3 and 4. This is not borne out in lessons and students' work seen, which show students' attainment as good in Phase 2 and acceptable in other phases. Students in Grades 3, 7, and 8 take IBT tests as external tests. The outcomes of these tests are broadly in line with expectations.
- In KG, most children make acceptable progress in listening, speaking, reading, and comprehension skills. Children can identify the names and sounds of letters in different positions in a word and blend them to make simple words. However, writing skills are less well developed. In Phase 2, students develop stronger reading and comprehension skills. They can read a story appropriate to their level and extract the main events. They can recount the story using correct grammar. They listen attentively and show good understanding when they take part in discussions. Students can extract the main themes from texts and videos and write them down. However, their writing skills are less well developed. In Phases 3 and 4, most students make acceptable progress developing their language skills. Students are confident in interpreting information from texts. They can extract the metaphorical expressions from the text and apply the grammar rules in their speech and writing. However, students' extended writing is less well developed in Phase 4 and across the school. Overall, while students' speaking skills are acceptable, their skills to speak fluently and at length using a broader range of vocabulary are less well developed.
- Overall, most groups of students make the expected progress in lessons. Higher-attaining students in AFL do not always progress as well as they should.

Areas of Strength

- Students' stronger reading and comprehension skills in Phase 2.
- Students' abilities with reading and analysing familiar texts in Phase 3.

Areas for Improvement

- Students' ability to produce extended pieces of writing in all phases.
- Students' abilities to speak fluently and at length in lower grades.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In Phase 2 it is acceptable, and it is good in Phases 3 and 4. In lessons and their work, the majority of students make more than the expected progress.• Internal assessment data for Phases 2, 3 and 4 show outstanding attainment. This is not seen in lessons and in students' books where, overall, students' attainment is good in Phases 3 and 4 and acceptable in Phase 2. There is no external assessment in this subject.• In Phase 2, students make acceptable gains in learning; they can communicate their knowledge about the features of deserts and nature, and activities taking place in the UAE. They understand the positive values gained by the people of the UAE from the desert. However, their map-reading skills to extend their learning are less well developed. In Phase 3, students develop a good knowledge of the UAE's history. However, knowledge of UAE geography, including its physical features and economic facts, is less well developed. In Phase 4, students appreciate the development of the UAE and are proud to be a part of it. They gain a deeper understanding of the UAE heritage, culture and national values, as well as historical events and their links to the modern world. They also develop a good understanding of the impact of events and issues in the local area.• Overall, the majority of groups of students make better than expected progress. Higher-attaining students do not always progress as rapidly as they can.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 4 students' deeper understanding of the UAE heritage and culture and national values.• Phase 2 students' knowledge about the features of deserts and the activities taking place in the UAE.	<ul style="list-style-type: none">• Phase 2 students' map-reading skills to extend their learning.• Phase 3 students' knowledge of UAE geography, including its physical features and economic facts.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Students make expected progress in Phases 2, 3 and 4 and good progress in KG.• Attainment is acceptable overall. Internal assessment data indicates that attainment is very good in Phase 2 and good in Phase 3. However, this is not supported by evidence from lessons and notebooks, which shows that most students attain in line with the curriculum standards in Phases 2, 3 and 4 and above curriculum standards in KG. Data from the IBT tests show that students are attaining broadly in line with age-related expectations.• Overall, most students demonstrate age-appropriate skills in English. In KG, the majority of children learn to identify and describe the letters of the alphabet. They know their letters and words, for example, when they are learning to use the letter P correctly in recognising challenging words such as penguin, panda, and pineapple. They listen well, and most respond appropriately. In Phase 2, most students can use verbs and adverbs correctly in a sentence. They know their tenses and can apply them appropriately in daily conversations. Speaking is at grade level standards. Students' ability to read and write is less well developed overall. In Phases 3 and 4, students develop age-appropriate listening and speaking skills. They can speak in complete sentences and listen with understanding. Most students can read text from the textbook and show fluency in reading. However, writing skills in Phases 3 and 4 are less well developed.• Overall, the majority of groups of students make expected progress. Higher-attaining students do not progress as well as they could in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's reading of challenging words and Phase 2 students' knowledge of their tenses and application in daily conversations.• Phases 3 and 4 students' good listening and speaking skills	<ul style="list-style-type: none">• Phase 2 students' reading and writing skills.• Writing skills in Phases 3 and 4.



Mathematics

- Students' achievement in mathematics is acceptable overall. It is good in KG and Phase 3 and is acceptable in Phases 2 and 4.
- Internal assessment shows very good attainment in Phase 2 and good attainment in Phase 3. However, this was not evident in lessons seen and in students' notebooks where, overall, most students attained at levels in line with curriculum standards. There is no internal assessment for KG or Phase 4. Outcomes in the IBT test indicate attainment is broadly in line with expectations.
- In lessons and in students' work, the majority of students make better than the expected progress in KG and Phase 3 and most students make the expected progress across Phases 2 and 4. The majority of children in KG2 make more than the expected progress in developing their understanding of shape and space. For example, they can explain that a circle is round with no straight edges, no sides or corners, and that all points on the curved line are an equal distance from the centre point. In Phase 2, students make acceptable progress developing their understanding of change and relationships. For example, they understand that a fraction describes a proportion of a whole and that it has two parts. They use the correct mathematical vocabulary to describe their understanding and work. In Phase 3, the majority of students make better than expected progress in learning about geometry. For example, they can identify a range of different angles such as adjacent, complementary, supplementary and vertical angles. In Phase 4, most make the expected progress in developing their mathematical thinking and interpretation skills. For example, they can explain that a slope indicates the steepness of a line and that the intercept is the word used to describe the location where the line intersects an axis. However, in all phases, students do not have sufficient skills of mental mathematics to calculate the four operations mentally. This leads to some difficulties, particularly with the boys, when they are trying to articulate their mathematical thinking.
- The majority of student groups in KG and Phase 3 make better than expected progress. Most groups in Phases 2 and 4, make expected progress. High-attaining students do not always make sufficient progress.

Areas of Strength

- KG children's knowledge of the properties of circles and other shapes.
- Phase 3 students' understanding of how to use angles.

Areas for Improvement

- Students' mental mathematics skills across the school.
- Students' ability to articulate mathematical thinking, especially for boys, in Phases 2, 3 and 4.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons and over time, most students make expected progress in all phases.• Attainment is acceptable overall. Internal assessment data indicates that attainment is very good in Phase 2 and good in Phase 3 This is not supported by evidence in lessons and notebooks which shows that most students attain in line with the curriculum standards. Students in Grade 5 have undertaken the IBT test. The outcomes of these tests shows that students are attaining broadly in line with age expectations.• Most students demonstrate acceptable scientific skills in science, overall. In KG, children develop their understanding of the world adequately and most can identify and describe the four seasons. In Phase 2, most students make acceptable gains in earth, physical and space sciences. For example, they can compare weather patterns from season to season and they can identify natural, man-made, renewable and non-renewable resources. They understand the formation of coal, oil and natural gas and recognise the rotation of earth. In Phase 3, students develop an adequate understanding of science facts and theory. For example, they understand about bacteria and viruses, can describe series and parallel circuits, and can identify SI units of measurement. In Phase 4, students continue to gain a broad knowledge about the application of science to the world, in line with the expectation. For example, they understand the concept of body cells and gametes and recognise different types of natural disasters, understanding the scientific cause of such phenomena as earthquakes. Across the school, students do not sufficiently develop their scientific thinking, enquiry and investigation skills and do not sufficiently develop their practical and laboratory skills.• Overall, all groups of students make at least the acceptable progress. However, the higher-attaining students across the school do not progress as rapidly as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' application of scientific knowledge and understanding.• Students' understanding of body cells in Phase 4.	<ul style="list-style-type: none">• Students' practical and laboratory skills across the school.• Scientific thinking, enquiry and investigation skills across the school.



Other subjects	<ul style="list-style-type: none">Overall, students' achievement in other subjects is acceptable. However, it is good in KG. In lessons and in their work, students make acceptable progress in all phases, except KG, where it is good.Most students make acceptable progress in other subjects in Phases 2, 3 and 4. However, in KG, children make better progress. In KG, most children work well on developing their artistic skills, through individual and group work and use of different media to produce models of towers. In Phase 2, students develop skills well in subjects such as PE, where they develop their skills in ball control using their feet, head and body and use this to participate in team activities. However, in art lessons, students make relatively less progress in developing their artistic skills in Phases 2 and 3. Most students in Phases 3 and 4 make acceptable progress in developing skills in IT in line with curriculum standards. For example, they develop their presentation skills by learning about how to use software to create presentations and how to manipulate spreadsheets. However, students lack confidence to make independent use of IT in subjects around the school. In PE, students make acceptable gains in developing their skills in team sports.All groups of students make acceptable progress in all phases, except in KG where they make good progress. There is no significant difference in the progress made by different groups of learners.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">Children's collaborative and independent learning skills in KG.Students' development of skills in team sports in Phases 2 and 3.	<ul style="list-style-type: none">Students' artistic skills in Phases 2 and 3.Confidence to make independent use of ICT across the school.

Learning Skills	<ul style="list-style-type: none">Students' learning skills are acceptable overall. When they are given the opportunity, students' enjoyment of working together in groups is clearly evident.Children in KG and girls in Phases 3 and 4 take responsibility for their own learning. They enjoy their learning and do not always rely on the teacher to tell them what to do. Children in KG are able to communicate what they are learning clearly and more confidently. This was seen in lessons in KG where children were able to develop their artistic skills in collaboration with their peers and talk about their learning. In some subjects, students make clear connections between areas of learning, but do not consistently relate these to their understanding of the world. For example, in an Islamic Education lesson, students were able to link the lesson to mathematics by counting the rewards based on the Noble Hadeeth, but this was not extended to their own real-life context.Students enjoy finding things out for themselves and enjoy solving problems when they are given the opportunity to do so, as in KG and Phase 3. Students' innovation skills are less well developed. In IT lessons, students use technology confidently to support their learning. However, this is not the case in other subjects, where technology was rarely used.
	Areas of Strengths



	<ul style="list-style-type: none"> Children's collaborative skills in KG. Students' enjoyment of learning. 	<ul style="list-style-type: none"> Students' use of learning technologies in most lessons. Critical thinking and problem-solving skills across the school.
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PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	KG	Phase 2	Phase 3	Phase 4
Personal development	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students' personal development and social development and their innovation skills are acceptable overall. They are acceptable in Phases 2, 3 and 4 but they are good in KG, due to the positive behaviour and attitudes to learning shown by the children. Overall, students' attitudes to learning are acceptable, they show responsible attitudes towards one another. Students' behaviour is acceptable in lessons and around the school. However, a few students are not sufficiently self-disciplined to remain on task when teachers are not fully directing their work. Students care for the needs of others, and they have respectful and considerate relationships with each other and school staff. When given appropriate opportunities, students help others in lessons to support understanding. Students have a sound understanding of healthy living and most bring healthy snacks to school. However, a minority of students bring unhealthy snacks to school. Attendance is acceptable at 92%. Punctuality is acceptable across all phases. A minority of students arrive late to the morning assembly, and some are late to classes after the break period. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate a good understanding of Islamic values and how these influence life in the UAE. This was evident in lessons and by their participation in a range of cultural activities including assemblies and special days such as; the celebration of The Prophet's (PBUH) birth, UAE Flag Day, UAE National Day, UAE Commemoration Day (Martyr's Day). Due to their learning in lessons and participation in these activities, they are knowledgeable and respectful of the traditions and heritage of the UAE. Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in a global day competition. 				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



<ul style="list-style-type: none">• Students are active and enjoy community involvement, volunteering, and social contribution activities. They have an adequate work ethic. Their skills of, innovation, enterprise, and entrepreneurship are supported through innovative projects for the school community, However, overall students' self-initiation and innovation, enterprise, and entrepreneurship skills are underdeveloped.• Students have adequate environmental awareness of issues affecting their community and understand the actions needed to support the environment. Students participate in projects about recycling, sustainability and reducing waste of all kinds. They have also participated in re-forestation campaigns. However, these opportunities are limited, and students rarely initiate these themselves.
Areas of Strength:
<ul style="list-style-type: none">• Students' responsible attitudes in class, especially children in KG.• Students' appreciation and understanding of how Islamic values influence contemporary UAE society.
Areas for Improvement:
<ul style="list-style-type: none">• Students' improved attendance to school and punctuality to lessons.• Development of students' work innovation, enterprise, and entrepreneurship skills.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure subject knowledge and general understanding of how students learn. In most lessons, particularly in Phases 3 and 4, teachers plan and deliver lessons that result in most groups of students making adequate progress.• Teachers mostly plan lessons that are aligned to curriculum standards. They use resources as well as textbooks to create a positive learning climate to support students' learning. As a result, teacher-student interactions are positive, and most students are engaged in lessons.• Teachers make adequate use of targeted questioning to check students' understanding. But questioning that extends and develops students' thinking and learning is underused.• Overall teachers provide limited specific support for those with special educational needs. Support and extended challenge to meet the needs of high ability and the gifted and talented students is often absent in lessons. In better lessons, where teaching is inclusive of all students, they acquire subject-specific knowledge and learning skills at a better rate. For example, in a social studies lesson in Phase 4, students led the class discussion on the topic of the UAE's achievements, including fishing, oil exploration and launching the first ever Arab-built lunar spacecraft.				



- Only a minority of teachers effectively promote students' problem-solving and innovation skills in lessons. The promotion of students' skills to be independent learners, for example through the use of learning technology programs, is also underdeveloped.

Assessment

Acceptable

Acceptable

Acceptable

Acceptable

- Internal assessment processes are consistent and in line with the curriculum requirements. They provide adequate measures of students' progress. The school benchmarks students' outcome using external national and international data. This includes CAT4, MAP and IBT examinations and other relevant assessments to provide information about students' current and predicted levels of attainment.
- The school analyses student data and produces information on the attainment and progress of students over time, and of all groups of students. Teachers have access to assessment information to inform their lesson planning. However, attainment and progress information is inconsistently used to adapt the planning and delivery of lessons to meet the needs of all groups of students.
- Most teachers have good knowledge of the strengths and weaknesses of individual students. However, not all teachers use this information well to provide appropriate support for low attaining students and those with special educational needs, or to challenge higher attaining students. Few examples were seen of students assessing their own learning during lessons.

Areas of Strength:

- Teacher's secure knowledge of their subjects.
- School's external assessment processes.

Areas for Improvement:

- Use of assessment information to inform teaching and planning.
- The promotion of students' critical thinking, problem-solving, innovation and independent learning skills.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	KG	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of the curriculum is acceptable. The school has a clear rationale for its curriculum, which is balanced and complies with regulations and guidelines. However, it does not always promote students' learning and independent skills sufficiently.				



- The curriculum provides continuity and progression for students. It builds on prior learning and meets most students' needs. However, it does not always support learning for higher achieving students.
- The curriculum offers a few choices for older students. This is mainly due to the school only teaching up to Grade 9.
- Planned cross-curricular links help students to integrate subject knowledge and links made to the world help develop students' interests and aspirations. This was seen in lessons, such as social studies, where the majority of the students were able to show understanding of what happened historically to libraries and museums in the Arabic countries and present their work in front of the class.
- The school has a process for regularly reviewing and developing its curriculum to ensure its continued relevance. There is an annual review process where leaders assess the suitability of the curriculum across all phases.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
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- Curriculum modifications are adequate, but do not fully meet the needs of all students, especially those who are higher attaining.
- Extra-curricular activities offer a range of clubs and activities, such as sports, mathematics and science clubs. Opportunities for enterprise, innovation, creativity and social contribution are limited.
- Good learning experiences are embedded across the curriculum to support students' knowledge and understanding of Emirati culture and UAE society. As a result, students' knowledge of these is a strength of the school.

Areas of Strength:

- Links with Emirati culture and UAE society.
- Cross-curricular links.

Areas for Improvement:

- Curriculum modifications for higher attaining students.
- Opportunities for enterprise, innovation, creativity and social contribution.

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

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



- The protection, care, guidance and support of students is acceptable overall.
- There are adequate procedures for the safeguarding of students, including child protection. Most staff, students and parents are aware of these. Safeguarding training is given to staff, students, parents and governors at the start of every academic year to ensure mechanisms for reporting are understood and followed by all.
- The school provides a safe, hygienic and secure environment. The school takes suitable steps to protect students from all forms of abuse, including bullying via the internet and social media.
- The site and resources overall are well maintained. Safety checks are thorough. Fire drills are held every term, including unannounced drills. Risk assessments are conducted fully in line with SPEA protocols. However, there were minor compliance issues related to some safety checks which were identified by the review team. Although these should have been identified and corrected earlier, these were rectified during the visit.
- The storage of all chemicals to support science teaching is robustly monitored, with arrangements in place for the safe disposal of outdated material. Any incidents relating to health, safety or maintenance are logged and appropriate action is taken by the school team or school leaders. Arrangements at the beginning and end of the day are very well organised for buses and for parents collecting children, where a well-supervised system is in place.
- The school promotes healthy living. Students' well-being is regularly monitored by the school nurse and part-time doctor who maintains a close watch on any students at risk of obesity. The school discusses healthy diet with students either through the physical education program or in class, linked to other work. However, this provision has been less effective in modifying the healthy habits of older students.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
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- Staff-student relationships across the school are generally courteous, with most students appreciating the efforts of staff to help them learn. These relationships allow teachers to develop an understanding of students' social, emotional, academic and physical strengths and needs.
- Attendance is acceptable across the phases. A few students who arrive late to school are dealt with according to the school's behaviour policy.
- The identification of students with special educational needs is limited and no students who are currently in the school have been formally identified as having special educational needs. There are appropriate systems and procedures in place to identify students who are gifted and talented.
- The provision for gifted and talented students is aligned with SPEA guidance. However, support for these students is limited.
- Personal and academic guidance and support are provided at intervals throughout the year. The well-being and personal development of all students are routinely monitored by the school. This information is used to provide appropriate personal and academic guidance and support, and, for Grade 9 students, to provide transitional guidance when they move to Grade 10 provision.

Areas of Strength:

- The school has effective procedures for the safeguarding of students, including child protection, with all staff, students and parents being aware of these.
- Strong transitional guidance for Grade 9 students.

Areas for Improvement:



- Quicker responses to any non-compliance issues.
- Develop clear systems to identify students who have special educational 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	Acceptable
Governance	Good
Management, staffing, facilities and resources	Acceptable

- The quality of leadership and management is acceptable overall. However, governance is good. The principal and senior leaders are fully committed to improving the school. They set a clear, strategic direction. This is shared with the whole school community. However, this is not currently a fully inclusive vision.
- Leaders at all levels demonstrate a basic awareness of how to improve the school. Middle leaders have started to have some success in raising standards in all subjects and phases. This has been more successful in KG.
- Relationships are respectful, courteous and professional. Morale is positive. Leaders have adequate capacity to further improve the school.
- Leaders demonstrate a basic awareness of how to improve the school. However, they tend to overrate the impact they have had on the school's overall performance. Middle leaders are developing their skills but have not yet been successful in raising standards in all subjects and phases. Improvements are more noticeable in KG than in other phases. The school is now compliant with statutory and regulatory requirements.
- The school identifies its main key strengths and areas for development through its self-evaluation processes. Although judgments are broadly aligned with the UAE inspection framework, judgements on outcomes and provision can be overrated. However, leaders show a developing understanding of self-evaluation processes.
- As a result of the improvements in self-evaluation, school improvement planning documents are in place and set realistic targets. However, more focus is required on ensuring that plans are carried through and results in improved outcomes for all students across the school.
- Leaders monitor the quality of teaching and understand how to identify strengths and areas for improvement for individual teachers. However, monitoring processes do not yet consistently take



account of students' achievements. Processes to share best practice, which exists in the school, are not yet fully developed.

- The school has seen significant improvements as leaders have addressed most of the recommendations in the previous inspection report. This has already had a positive impact on students' achievement in all phases.
- Parents are fully supportive of the school, and they feel that their views are sought and that they are listened to by the school. Parents' views are considered when developing school improvement priorities. Communication with parents is good, and effective reporting procedures ensure parents are kept informed of their child's learning and development. The school makes occasional links with the wider community, but these are not well developed.
- Governance includes parents, local prominent members of the community and ex-students. They regularly monitor the school's actions and have a detailed knowledge of the strengths and weaknesses of the school. Governors are increasingly effective in holding senior leaders to account for students' outcomes. Governors have had a positive impact on supporting leaders in improving the school. One example of this is the improvements to the library which were completed following a tour of the school by governors to assess the quality of resources and accommodation.
- The day-to-day management of the school is adequately organised. Routines ensure the effective running of the school. Most staff are suitably qualified and receive regular professional development that is matched to school priorities. Premises are adequate and specialist facilities are available. Resources are sufficient to support adequate student learning.

Areas of Strength:

- The commitment of the governors, principal and senior leaders to improve the school.
- Partnership with parents.

Areas for Improvement:

- Support and development of middle leaders to raise standards and to share best practice.
- The accuracy of self-evaluation.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Staffing provision – There are 6 AFL teachers across the school, responsible for 606 students from Grade 1 to Grade 9. This is a teacher-student ratio of 1:101. There are also 2 teachers of Arabic in KG for 103 children. This is a ratio of 1:52.
- Library provision – the library is in the process of being re-stocked with a range of Arabic books. These include a range of fiction and non-fiction texts; it is appreciated by the students.
- No reading provision is evident in classrooms, but the school is involved in an Arabic reading challenge competition and promotes a month of reading. No technology was seen being used in Arabic lessons.



- There are several extra-curricular activities, including competitions related to the Holy Qur'an and Noble Hadeeth. There are several examples of students' projects to promote Arabic. The national anthem is sung every morning in assembly across all phases. The school also celebrates important events such as the celebration of The Prophet's (PBUH) birth, UAE Flag Day, UAE National Day, UAE Commemoration Day (Martyr's Day).

The school's use of external benchmarking data

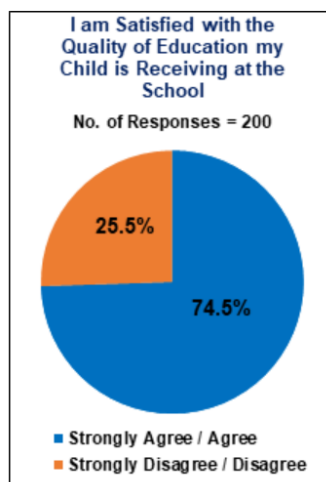
- The school has implemented TIMSS, PISA and PIRLS international tests. The school had 49 entries into the PIRLS examination, 4 students were entered into PISA, as these were the only 15-year-old students in school at this time. TIMSS is upcoming, but 36 students were entered into the Grade 4 2019 TIMSS test. The school is compliant with SPEA requirements.
- The school is aware of the requirements related to international benchmark tests. They have complied with these requirements. They have implemented a range of benchmarks including: IBT, CAT4, MAP. Until last year, IBT was used for selected grades in Arabic, English, science and mathematics. From this current year, only Arabic IBT will continue, with the other subjects being tested using MAP testing. MAP will be conducted in all grades from Grade 3 to Grade 9. CAT4 has been used to test students in Grades, 3, 5, 7 and 9.
- Students are made aware of the outcomes of these tests.
- Parents say that they receive the results of these tests as part of the school's regular communications.

Provision for KG

- There are 5 homeroom teachers and two classroom assistants. These cover 5 KG classes. There are also 2 Arabic subject specialists. Altogether there are 103 children in KG. Ratio 1:20.
- The indoor environment and learning resources are adequate. Children are provided with sufficient manipulatives in most classrooms.
- The outdoor environment needs some maintenance as there are some areas of the matting which are starting to lift.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Ensure the consistency of educational leadership to support teaching in all subjects, leading to higher levels of attainment and progress by:
 - providing further professional development to subject leaders on how to develop teaching in their areas.
 - ensuring that monitoring of teaching continues to support staff in their planning and delivery of effective lessons.
 - improving the consistency of support for groups of students, especially for high-attaining students.
- Develop clear systems to identify students who have special educational needs and those who are gifted and talented by:
 - ensuring that the school has specialists who can recognise different types of special needs.
 - ensuring that the school has specialists who can recognise gifted and talented students.
 - developing a clear policy for how students who may need extra support are recorded and how they are then supported.
- Adapt the curriculum to ensure that activities meet the needs of all groups of students consistently, particularly those who are high attainers and those who have special educational needs by:
 - ensuring that assessment and other school practices are clearly focused on identifying different groups of students.
 - providing further professional development to staff on how to match activities more precisely to the needs of individuals and groups of students.
 - improving the consistency of support for all groups of students including those with special educational needs and high attainers in classrooms.



- Develop students' skills in critical thinking, problem-solving, innovation and independent learning skills by:
 - ensuring that training results in all staff having a clear understanding of the importance of developing these skills.
 - providing all staff with professional development on how to promote students' skills in these areas, through a range of strategies such as questioning.
- Ensure that any work identified as urgent is acted upon swiftly and without delay.

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.