



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

HAPPY HOME ENGLISH SCHOOL

13 - 16 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 FS.



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	173	
	School location	Al Ghubaiba, Sharjah	
	Establishment date	1985	
	Language of instruction	English	
	School curriculum	UK	
	Accreditation body	Cambridge (Under process)	
	Examination Board	N/A	
	National Agenda Benchmark Tests/ International assessment	TIMSS, PIRLS, GL, CAT4	
	Fee range	AED 4,300 to 4,500	
	Staff	Principal	Anjum Naseer
		Chair of Board of Governors	Tahir Nazir
Total number of teachers		83	
Total number of teaching assistants		10	
Turnover rate		23%	
Main nationality of teachers		Pakistan	
	Teacher: student ratio	1:14	
	Total number of students	1276	
	Number of Emirati students	0	
	FS: number and gender	Total 92: Girls 52, Boys 40	
	Phase 2: number and gender	Total 1077: Girls 527, Boys 550	
	Phase 3: number and gender	Total 107: Girls 50, Boys 57	
	Phase 4: number and gender	N/A	
	Nationality groups	1. Pakistani 2. Afghan	
Total number of students with special educational needs	27		

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	ACCEPTABLE

School Performance Review of Happy Home English School
13 – 16 February 2023



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of six reviewers' 174 lesson observations, 28 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 a notable improvement since the previous inspection in 2018, when the school was judged weak. Leaders' vision and direction, along with professional development and training provided for staff, have improved the quality of teaching and learning. As a result, students' overall achievement in all phases has improved. This is especially the case in Phase 3 and for Islamic Education. Other aspects of provision in the school are at least acceptable and, in some cases, good. Students' attitudes are good, and this makes a positive contribution to their learning and achievement. Procedures to ensure the health and safety of staff and students, including the arrangements for child protection and safeguarding, are good. The quality of leadership and management is acceptable overall, although governance is weak. The building is old but, overall, the learning environment supports students' learning adequately. Many classrooms are cramped, and this sometimes places constraints on students' learning.

KEY AREAS OF STRENGTH:

- Students' achievement, particularly in some subjects in Phase 3 and in Islamic Education across the school.
- Students' attitudes to learning and student and teacher relationships.
- Students' respect and understanding of their own and UAE culture, traditions and heritage.
- Effective safeguarding procedures and the increased confidence of parents and other stakeholders.
- The vision and direction of the principal and senior leaders.

KEY AREAS FOR IMPROVEMENT:

- Raise achievement to at least good in all subjects.
- Consistency and quality of teaching and the curriculum, and the accurate use of assessment data.
- Opportunities for students to research, innovate, think critically and use learning technologies.
- The impact of all stakeholders in the management and leadership of the school, especially through a Governing Board.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make better than expected progress in Phases 2 and 3. This is in line with the school's internal data.• The internal assessment data indicates attainment is good in Phase 2 and acceptable in Phase 3. This is not seen in lessons or in students' work, where most students attain in line with curriculum standards across both phases. There is no external data for Islamic Education.• In Phases 2 and 3, students make good gains in learning to reflect about and understand Islamic values in their daily lives. In Phase 2, students make good progress in understanding the Islamic faith and the pillars of Islam, and in memorising the Surah of the Holy Qur'an. By the end of Phase 2, students can discuss the reasons for the migration of Muslims from Makkah to Al Madinah. In Phase 3, students show a good understanding of the causes and the key events of the Battle of Badr. However, students' skills in Holy Qur'an reading and recitation, and their deep understanding of modern Islamic issues, are less well developed in both Phases 2 and 3.• The majority of groups make better than expected progress. Some high and low-attaining students do not always achieve their potential.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' reflection of Islamic values in their daily practices in Phases 2 and 3.• Phase 2 students' understanding of the faith and the pillars of Islam.	<ul style="list-style-type: none">• Students Holy Qur'an reading and recitation in Phases 2 and 3.• Students' deep understanding of modern Islamic issues in Phases 2 and 3.



Arabic as a second language

- Students' achievement in Arabic second language (ASL) is acceptable overall. In lessons and in their work, most students make expected progress. This does not fully match with the school's internal data which shows that students' make good progress in Phase 2 and acceptable progress in Phase 3.
- The school's internal assessment data shows that students' attainment is good in Phase 2 and acceptable in Phase 3. This is not seen in lessons or in students' work where, only a majority of students attain in line with curriculum standards. There is no external data for this subject.
- In Phase 2, students are developing their handwriting and can use correct vocabulary to describe images that represent their daily lives. For example, they can describe farms and jobs in the city but only using very short sentences. However, their progress is inconsistent across the phase. By Phase 3, students are speaking standard Arabic to express their ideas, mainly using short sentences. A minority of students develop their speaking of standard Arabic and can create a simple dialogue using short sentences, for example, about the differences between a resident and a tourist. However, students' skills in reading for comprehension and their extended writing are less well developed in both phases.
- All groups of students make expected progress. Some high and low-attaining students, SEN students and the gifted and talented do not always achieve to their potential.

Areas of Strength

- Students' ability to speak in standard Arabic in Phases 2 and 3.
- Phase 2 students' use of correct vocabulary.

Areas for Improvement

- Students' skills in reading and comprehension in Phase 2 and 3.
- Students' extended writing skills in Phase 3.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students in Phase 2 make expected progress. However, in Phase 3, the majority of students make better than expected progress. This is in line with students' progress indicated in the school's internal data.• The school's internal assessment data indicates that students' attainment is very good in Phase 2 and acceptable in Phase 3. This is not seen in lessons or in students' work, where most students attain in line with curriculum standards in both phases. There is no external assessment data for social studies.• In Phase 2, students can name a variety of famous places in UAE, such as Hafeet mountain, and the Burj Khalifa. They know about UAE traditions, such as Ayala dance. However, students find difficulty in talking in depth about UAE history. In Phase 3, students show appreciation of the UAE leaders and their role in the development of the UAE economy. Students can describe the trading route of spices around the world. However, some students cannot discuss in detail the impact of successful trading on the development of economies around the world.• All groups of students make expected progress, although some SEN students and students who are gifted and talented do not always achieve as well as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the role of the UAE leaders in the development of the economy in Phase 3.• Phase 2 students' knowledge of famous places and traditions of the UAE.	<ul style="list-style-type: none">• Students' deep understanding of UAE history in Phase 2.• Students' knowledge of the impact of successful trading on world economies in Phase 3.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable in FS and in Phases 2 and 3. In lessons and in their work, most students make expected progress. This is in line with the school's internal assessment data.• The school's internal assessment data indicates that students' attainment is acceptable in FS and in Phases 2 and 3. This matches that seen in lessons and in students' work, where most students attain in line with curriculum standards across all three phases. External GL data also shows students' attainment is acceptable in Phases 2 and 3.• In FS, most children can listen to and remember the key details from a story and can sequence it accurately. They understand how stories are structured. Their use of phonic strategies to develop their vocabulary is inconsistent. In Phase 2, students develop their comprehension and analysis skills so that by the end of the phase, most students can accurately identify specific details from a text. While students' speaking skills are developed adequately, there are inconsistencies in the accuracy, fluency and intonation of students' speech. In Phase 3, students have progressed to answering and analysing an increasingly complex range of questions and are able to look for and interpret specific information in text. They are able to write adequately across a range of genres, including stories and narratives.• All groups of students make the expected progress. Sometimes, higher and lower attaining students do not always make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the key features of writing in FS.• Students' writing in Phases 2 and 3.	<ul style="list-style-type: none">• Students' consistent use of phonic strategies in FS.• Students' accuracy, fluency and intonation when speaking, especially in Phase 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable across the school. In lessons and in their work, most students make expected progress. This does not fully match with the school's internal assessment data, which shows students make acceptable progress in Phase 2 and good progress in Phase 3.• The school's internal assessment data indicates students' attainment is good in Phase 2 and weak in Phase 3. This is not seen in lessons or in students' work, where most students attain in line with curriculum standards across all three phases. External GL data shows students' attainment is weak in Phases 2 and 3.• In FS, children have an adequate understanding of number, although they are not always able to make the links between different representations of numbers. In Phase 2, students have a basic understanding of ratio and proportion and can link it to fraction problems. However, at least a minority find it more difficult to reduce ratios to their lowest terms using mental calculations. Phase 3 students understand the concept of the area of compound shapes and can explain how to solve problems using a formula. However, their application of this knowledge to solve word problems involving area is more limited because they lack confidence in tackling mathematical investigations and over-rely on formulae.• All groups of students make expected progress. Higher and lower attaining students, including some SEN students do not always make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of area and compound shapes in Phase 2.• Phase 2 students' understanding of ratio and proportion.	<ul style="list-style-type: none">• Students' ability to solve word problems based on area and compound shapes in Phase 3.• Students' ability to calculate using mental mathematics skills in Phase 2.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall, although it is good in Phase 3. In lessons and in their work, most students make expected progress in FS and in Phase 2. In Phase 3, the majority of students make above expected progress. The school's internal assessment data matches this pattern.• The school's internal assessment data indicates that students' attainment is acceptable in Phase 2 and weak in Phase 3. This is not in line with the attainment seen in lessons and in students' work, where most students attain in line with curriculum standards in FS and Phase 2 and a majority of students are above curriculum standards in Phase 3. External GL Progress Test data shows students' attainment is weak in Phase 2.• In FS, children have an adequate understanding of life sciences, and are starting to develop their scientific thinking. They have also started to develop early investigative skills, including where they learn about the parts of a plant. In the early part of Phase 2, students have a basic understanding of scientific inquiry and vocabulary and are using this knowledge to explain scientific phenomena such as why objects float or sink. However, a minority find it more challenging to explain their observations in scientific terms. In Phase 3, students make good progress and are able to understand how to hypothesise, draw conclusions and communicate their ideas well. They are able to explain floating and sinking using their knowledge of forces, including upthrust and gravity, and use Archimedes' Principle. However, all phases in the school are limited in their development of practical and laboratory skills.• All groups make expected progress. However, higher attaining and the gifted and talented do not always achieve their potential due to a lack of challenge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's early investigative skills in FS.• Students' skills in making a hypothesis, drawing conclusions and communicating their ideas in Phase 3.	<ul style="list-style-type: none">• Students' development of practical and laboratory skills across the school.• Students' ability to explain scientific phenomena using correct scientific vocabulary in Phase 2.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable. The school's internal assessment data shows that students make acceptable progress in FS, Phase 2 and Phase 3. This matches that seen in lessons and in their recent work, where most students make expected progress in other subjects in each phase.• Internal assessment data indicates attainment as acceptable in Phase 2 and Phase 3. In lessons and in their recent work, most students attain in line with curriculum standards across FS, Phase 2 and Phase 3. There is no external assessment data for other subjects.• In FS, children readily participate in artistic and physical activities. They move energetically when running and climbing. However, their balance and coordination are still developing. In Phase 2, students create and demonstrate artistic skills by drawing and colouring two-dimensional pictures. However, they use a limited range of materials and their awareness of artists and art forms is too narrow. Phase 3 students understand the uses of computer-based tools such as word processors and spreadsheets. They are able to select and use an appropriate resource. However, they do not use these tools and resources effectively to tackle a design problem or a project brief.• All groups of students make expected progress. Some higher and lower attaining students do not always achieve to their potential.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Phase 2 students' creative skills in two and three-dimensional Art.• Phase 3 students' use of computer-based tools.	<ul style="list-style-type: none">• Phase 3 students' application of software to project design and for tackling problems.• FS children's confidence with balance and co-ordination.



Learning Skills	<ul style="list-style-type: none"> • Students' learning skills are acceptable overall. Students have positive attitudes but do not consistently take responsibility for their own learning. However, they are becoming more independent across Phase 3, especially in science, social studies and Islamic Education. Students are sometimes too passive in lessons, but they have a general awareness of their progress and strengths as learners. Opportunities for them to assess and reflect on their own learning are inconsistent. • Students are provided with some opportunities to work collaboratively in most lessons. However, at times students lack the skills needed to cooperate meaningfully on tasks and one or two students may dominate. Small classrooms and spaces around the school make movement and active participation during some lessons difficult. • Students across the school make real world connections, which are mostly planned for in lessons. Cross curricular links are sometimes made, and students can occasionally apply aspects of their learning and relate these to their understanding of the world beyond school. For example, in social studies, students understand inflation by exploring trends in the price of goods and commodities. • Students are generally over-reliant on textbooks and on waiting for instructions to be provided. This means that their independent thinking skills are not consistently well developed. Students' problem-solving skills are generally stronger in some aspects of mathematics and science, than elsewhere in the curriculum. Critical thinking skills are developed more effectively in Islamic Education and social studies, than in other lessons. However, innovation and enterprise skills are not generally well developed across the curriculum. The use of learning technologies in lessons is underdeveloped. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Students' positive attitudes towards their learning. • Students' application of learning to the wider world. 	<ul style="list-style-type: none"> • Student's use of technology in lessons to support their learning. • Students' independence, innovation and enterprise.

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

Indicators:	FS	Phase 2	Phase 3	Phase 4
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Personal development	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• Students' personal and social development is acceptable overall. Their understanding of Islamic values and awareness of Emirati culture is good.• Students' behaviour is typically positive, although less so in Phase 2. Students' ability to take responsibility for their own behaviour and attitudes is less apparent in Phase 2. When feedback is provided about their work, students across the school usually respond positively.• Student and staff relationships are courteous and respectful. Students understand the needs and differences of others. They value diversity and accept and celebrate all students' backgrounds.• Students have a reasonably secure understanding of how to adopt a safe and healthy lifestyle, through choosing a healthy diet and taking regular exercise. Many students engage in a range of sports activities, although at different levels.• Students' attendance is acceptable at 92%. Students are aware of the need for good attendance and recognise the link between their attendance and achievement. The punctuality of a small number of students remains a concern.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	N/A
<ul style="list-style-type: none">• Students have a clear appreciation of Islamic values which influence contemporary UAE society. They recognise the relevance and impact of these values on everyday life and reflect upon key messages in relation to their own lives and experiences.• Students are developing a secure awareness of UAE culture through the observance of celebration days, the singing of the National Anthem and topics concerning their community and heritage in lessons.• Students participate annually in the Cultural Day event, showing appreciation of other cultures. However, their knowledge and understanding of other world cultures is still developing.				
Social responsibility and innovation skills	Weak	Weak	Weak	N/A
<ul style="list-style-type: none">• Students understand their role as citizens and respond to the limited opportunities provided in school. In Phases 2 and 3, they volunteer during break time to help monitor students' behaviour and this has had some positive benefits. Few students are involved in volunteering and other community projects and initiatives.• Students tend to rely too much on adults to help them, and opportunities for students to be more creative and innovative are limited. As a result, their independent learning skills are underdeveloped.• Through involvement in the student council, students understand the importance of the environment. Sustainability and environmental issues are also highlighted in assemblies.				



However, there is not enough systematic focus on these aspects. Work to promote recycling is ongoing.

Areas of Strength:

- Students' understanding and appreciation of Islamic values that influence contemporary UAE society.
- Students' good behaviour in Phase 3 and its contribution to their learning.

Areas for Improvement:

- Students' ability to take responsibility for behaviour in lessons, particularly in Phase 2.
- Students' initiation and involvement in innovation and creativity projects, and in volunteer programs within school and the wider community across the school.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	FS	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A

- The overall quality of teaching and assessment is acceptable.
- Most teachers have secure subject knowledge and can share it effectively with students. Teachers appreciate students' needs and include appropriate examples to establish relevance and support students' understanding.
- Teachers plan lessons and ensure they are aligned to curriculum standards. They make adequate use of additional resources beyond the textbooks. Despite small classrooms, teachers create positive environments for learning.
- Teacher-student interactions are positive and help to ensure that students are sufficiently engaged in lessons. At times, teachers ask too many short-answer questions and so do not always challenge students to think more deeply or provide extended answers. Questioning is typically stronger in some subjects in Phase 3.
- Teaching strategies are generally adequate but are well enough personalised. Teachers expect students to think about their responses in science, social studies and Islamic Education, but in other subjects, students rely too much on adults for guidance.
- The use of technology is not well developed. Opportunities for critical thinking and innovative work, including where students work independently, are not yet consistent across the school.



Assessment	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">Internal assessments provide valid data and useful measures of students' progress against the school's curriculum standards. External CAT4, TIMSS, PIRLS and GL Progress Test results are compared with appropriate national and international benchmarks.Assessment data is analysed and tracked to identify trends, patterns of attainment and individual progress, as well as gaps in students' knowledge and skills. Staff make adequate use of this data analysis to plan lessons and adapt the curriculum to meet the needs of students. However, support and challenge for all learners is inconsistent in its delivery.Teachers provide oral feedback to students in lessons. Books are marked but there are very few comments which help students to improve. Students' evaluation of their own and other's work is not yet a regular feature of lessons in all subjects.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' knowledge of their subjects, especially in science, social studies and Islamic Education.Use of external assessments to benchmark standards.				
Areas for Improvement:				
<ul style="list-style-type: none">Support and challenge for all students, especially students with special educational needs and high-attainers.Written feedback in all subjects across the school that clearly outlines the next steps for students to improve.				

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	FS	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">The quality of curriculum design and implementation is acceptable overall. The curriculum has a clear rationale, and mainly follows the UK national curriculum framework. The curriculum is designed to balance knowledge and skills although opportunities for practical and physical learning experiences are limited.				



- The continuity and progression of learning is adequate in most subjects. The learning is planned and takes into account students' existing knowledge. As a result, most students are adequately prepared for next phase of learning.
- The school offers age-appropriate curricular choices for students in all phases. However, Art education is limited to visual arts and there are few choices of games in Physical Education. Music is not currently provided as part of the curriculum.
- Cross curricular links are appropriately planned in all lessons by identifying connections between subjects. The implementation of these connections in lessons is inconsistent across phases and subjects but is typically a little stronger in Phase 3.
- The curriculum is regularly reviewed through departmental and senior leadership team meetings. The review is based on the data collected from student assessment results and lesson observations. However, the impact on student outcomes of these reviews has been limited.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• The quality of curriculum adaptation is acceptable. The school identifies students of different groups and the support provided in lessons is adequate to meet the needs of most groups of students.• Opportunities for students to participate in enterprise and innovation activities is limited in lessons and elsewhere in school. There are few extra-curricular activities or opportunities for social and community contributions.• The curriculum includes activities that establish links with Emirati and UAE culture in most lessons. There are meaningful opportunities for students to appreciate the heritage, culture of the UAE and Islamic values.				
Areas of Strength:				
<ul style="list-style-type: none">• The contribution of the curriculum to students' understanding of UAE culture, society and values.• The planning for cross-curricular links, especially in Phase 3.				
Areas for Improvement:				
<ul style="list-style-type: none">• The choice and participation in games activities and Physical Education.• The development of students' enterprise and innovation skills throughout the curriculum.				

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

Indicators:	FS	Phase 2	Phase 3	Phase 4
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Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	N/A
<ul style="list-style-type: none">• The overall quality of protection, care, guidance and support for students is good.• The school has developed effective policies and procedures to protect students from all forms of bullying including via the internet and social media. Staff have been trained, and there is a good level of awareness amongst parents and students.• The school is a safe environment. Students are very effectively supervised, including on school transportation. The premises are clean and well-maintained. The school keeps accurate and secure records, including records of incidents and subsequent actions.• Ramps on the ground floor allow access for students and staff with mobility issues. However, access to the upper floor is limited. The school does not have a lift.• The school promotes healthy living through various workshops and health education programs. Initiatives and themed days include raising awareness of types of cancer and education about diabetes, personal hygiene, and health. However, the impact on students' decisions about healthy choices is more limited.				
Care and support	Acceptable	Acceptable	Acceptable	N/A
<ul style="list-style-type: none">• Relationships between staff and students are courteous and respectful. Behaviour management is generally adequate. Most students in the Phase 3 manage their own behaviour effectively, although this is less the case in Phase 2. The school has acceptable systems for managing attendance. Students' punctuality to school in the morning continues to be a challenge for the school.• The school has a system in place to identify students with special educational needs and those who are gifted and talented. However, not all students who need extra support have been identified, and the record keeping for those students who require additional support is not yet fully embedded.• The school provides adequate support for students who have been identified as having special educational needs and a very small number have individual education plans. However, support is not yet provided consistently in lessons. Support for students who are gifted and talented is not yet developed.• Students' wellbeing and personal development are monitored at intervals throughout the year. As a result, the school provides adequate guidance and support. The school also provides support for new children entering FS, and their parents. However, minimal guidance is provided for students in Year 7 about their options when they leave school at the end of the year.				
Areas of Strength:				
<ul style="list-style-type: none">• Policies and procedures for maintaining the health and safety of students and staff.• The maintenance of school buildings and equipment and the quality of record keeping.				
Areas for Improvement:				



- The support provided for students who have special educational needs and those who are gifted and talented.
- The guidance provided to prepare Y7 students and their parents for the next stages in education.

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	Weak
Management, staffing, facilities and resources	Acceptable

- The overall quality of leadership and management is acceptable.
- The principal and senior leaders have ensured an inclusive vision for the school where they welcome students from all backgrounds and talents. Leaders work diligently to improve student outcomes, and to provide a positive environment for learning. Relationships and communication are professional across the school and all members of the school community feel valued. The open-door policy of the principal helps to foster a sense of identity and belonging.
- Leaders at all levels demonstrate a basic level of understanding of the curriculum and teaching. They have a clear understanding of external assessment practices such as GL and TIMSS and how students should be prepared for these assessments. School leaders demonstrate a determination to improve students' achievement. However, challenges such as teacher turnover, small classrooms, and limited resources, sometimes restricts the school's capacity to improve.
- Leaders have improved most aspects of the school and demonstrate adequate capacity to continue to do so. The school is compliant with the relevant regulations and requirements.
- Self-evaluation is acceptable and staff teams have worked hard to accurately evaluate the quality of provision using meaningful and realistic internal data. Leaders' judgements about the school's effectiveness are realistic and demonstrate that school leaders have an accurate understanding of the current level of school performance.



- The school has systems in place for monitoring teaching and learning. However, the approach used is not fully aligned with the UAE framework and not all middle leaders have the expertise needed to help teachers improve their teaching skills.
- The school improvement plan contains broad strategic goals for each subject alongside performance standards, but is not specific enough on next steps, timelines and measurable targets. Key staff responsible for different aspects of the plan are not identified clearly. Leaders have made progress in addressing most of the recommendations from the previous review and are now in a stronger position to deliver improved teaching and learning outcomes.
- The school has been successful in developing informal partnerships with parents but has not yet established a parents' council. The school is held in high regard by parents and has been over-subscribed in recent years. Various methods of communication, including e-mail and social media, are used to keep parents informed.
- Reports to parents on their children's progress and school events is regular and clear. Parent-teacher meetings are held termly, both in person and online. Parents report satisfaction with how they are kept updated and they know how to contact a supervisor or teacher if required.
- The school is aware of the need to develop more international partnerships with other schools and organisations to strengthen students' understanding of their roles as global citizens. However, these are currently underdeveloped.
- The owner, who is also the Chairperson, makes most of the necessary management decisions. A Board of Governors has not been formed and therefore stakeholders are not represented or consulted fully. This also limits the effectiveness of scrutiny and oversight of the school's work.
- The owner periodically monitors school performance and meets with school leaders to discuss issues and plan next steps. The absence of a board of governors means that senior leaders do not have the challenge and support needed to make further improvements more quickly. The owner exerts minimal influence on school leaders but is generally supportive such as recent improvements to ICT infrastructure and introduction of new smartboards.
- Most aspects of the school day to day operate smoothly, and the organisation of the school is typically efficient. The school is adequately staffed with mostly qualified teachers and support assistants assigned to support teaching and learning in FS and Year 1.
- The building is adequate but lacks specialist facilities such as laboratories or extended play areas. Resources are mostly sufficient and available to support teaching of an acceptable quality. Technology is limited, with no laptops or tablets available for student use, although a few rooms have smartboards and all students have an LCD Pad. Practical resources are reasonably plentiful in FS and early Phase 2 and all teachers have access to the Cambridge digital resources.

Areas of Strength:

- The clear direction and vision shared across the school by the principal and senior leaders.
- The day-to-day management of the school enabling the school to function well.

Areas for Improvement:

- The impact of governance to provide support and challenge for school leaders.
- The organisation of a formal group for parents to meet regularly to support the school.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school currently has 8 Arabic teachers. All teach Arabic as a second language and are native Arabic speakers. The overall ratio of teachers to students in the Arabic department is 1:14.
- The school has 98 Arabic books, comprising 56 fiction and 42 non-fiction books. All students have access to textbooks and digital resources provided by the Ministry of Education.
- Years 3-7 have regular library lessons once a week. Students in years 1-2 have reading lessons in their classrooms.
- Extra-curricular activities are used to help promote reading such as UAE Day celebrations, Arabic week, reading competitions in class, and in-class quizzes, especially in Phase 3. Parents support the school and are engaged in celebrations, and in helping teachers to provide costumes and props.

The school's use of external benchmarking data

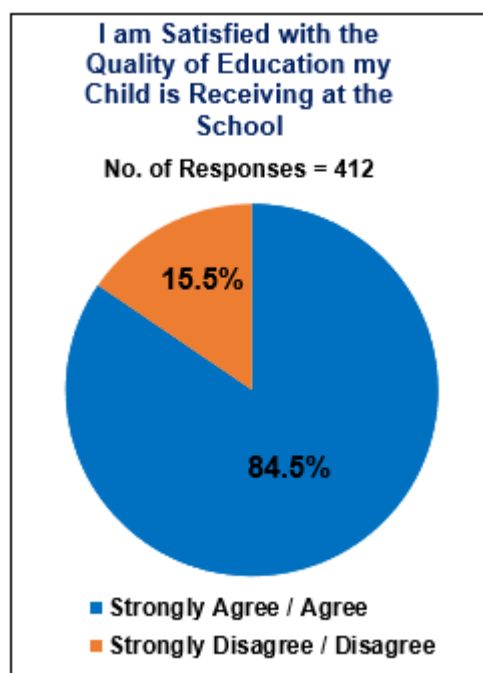
- The school has effective external benchmarking processes in place, and all students are entered for the appropriate assessments. Students in Year 5 take the CAT4 test (25%), students in Years 4-7 take the GL Progress Test (46%), and Year 5 take TIMSS and PIRLS.
- Students are provided with support and training, including practicing with assessment type questions during lessons. The Cerebry platform has been provided by SPEA and is being used by students to prepare for TIMSS 2023.
- Students are informed about their results through individual reports, which are emailed to them. Parents are also emailed the report, along with a letter explaining the results and what they mean in terms of their child's strengths and areas for improvement. Meetings with teachers in person or online are also set up if needed.

Provision for FS

- The school has 92 children in 4 FS classes with a ratio of 1:13 for both teachers and support staff in school.
- Classrooms are generally well resourced to ensure they are stimulating and motivating for children. There are interactive whiteboards, CUP books and differentiated learning materials.
- The school has an outdoor play area for younger children. Resources include swings with safety measures, a sandbox, a water play pool, learning toys, whiteboards and colourful markers.
- Parents are invited to bring their children for face-to-face induction meetings where children are assessed and their reflexes are checked. The SENCO and support staff attend this meeting. A report is compiled on the personal, social, emotional and academic development of each child and this is emailed to the parents, and hard copies are provided if necessary.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement to at least good in all subjects, by:
 - raising teachers' expectations of what students can achieve, and by planning tasks that allow students to achieve beyond curriculum expectations.
 - providing more opportunities to produce extended pieces of writing and improve students' vocabulary in English and Arabic.
 - improving reading, comprehension and recitation skills in Arabic and Islamic Education and enhancing the accuracy, fluency and intonation of students' speaking skills in English.
 - developing the consistent use of phonics strategies in FS.
 - providing more opportunities for increasing practical and laboratory skills across all phases in science and improving students' independent problem-solving skills in mathematics.
- Improve the consistency and quality of teaching and the curriculum, and the use of accurate assessment data, by:



- ensuring that all teachers provide activities in lessons that precisely meet the needs of different groups of students.
 - improving the of teachers' questioning through professional development.
 - providing opportunities for teachers to observe and learn from the most effective practices.
 - ensuring consistency in the use of assessment to match activities to students' needs.
 - reviewing curriculum content and ensuring it challenges and supports all groups.
 - providing teachers with training on how to adapt the curriculum so they are less reliant on textbook learning.
 - developing teachers' use of formative marking to provide students with next steps for improving their performance.
- Provide more focused opportunities for students to research, innovate, think critically and use learning technologies, by:
 - making better use of existing classroom technology.
 - accelerating the process of smartboard installation.
 - ensuring that ICT devices are available in lessons to facilitate research.
 - ensuring that technology and innovation are represented in after-school clubs.
 - creating more opportunities for investigations in lessons to develop enquiry, critical thinking and independent learning skills in all phases.
 - Increase the impact of all stakeholders in the management and leadership of the school, especially through a governing board, by:
 - establishing a Board of Governors that represents the views of all stakeholders and meets regularly.
 - developing the existing parent group to a formal parent association so that parental involvement makes regular positive contributions.
 - reviewing and refining the role of middle leaders.
 - training all leaders in best practice in teaching and learning, including monitoring and evaluation.
 - developing stronger procedures to monitor lessons and feed back to teachers.

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.