



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

THE NEW FILIPINO PRIVATE SCHOOL

23 - 26 January 2023

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	143	
	School location	Dasman, Sharjah	
	Establishment date	1996	
	Language of instruction	English	
	School curriculum	Filipino	
	Accreditation body	N/A	
	Examination Board	N/A	
	National Agenda Benchmark Tests/ International assessment	ASSET	
	Fee range	AED 3,100 to 5,300	
	Staff	Principal	Belinda Nuestro (acting)
		Chair of Board of Governors	Ms Maria Sales Al Ansari
Total number of teachers		32	
Total number of teaching assistants		2	
Turnover rate		31.5%	
Main nationality of teachers		Philippine	
Students		Teacher: student ratio	1:30
		Total number of students	697
		Number of Emirati students	0
		Phase 1: number and gender	Total 99: 45 Girls, 54 Boys
		Phase 2: number and gender	Total 298: 163 Girls, 135 Boys
	Phase 3: number and gender	Total 249: 131 Girls, 118 Boys	
	Phase 4: number and gender	Total 51: 27 girls; 24 boys	
	Nationality groups	1. Philippine 2. N/A	
	Total number of students with special educational needs	2	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 139 lesson observations, 11 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same outcome as in the previous inspection in 2018. Student outcomes show that the attainment and progress of students in ASL has improved in all phases, and that in social studies, which was not assessed in the last report, the student outcomes are good overall. Student attainment in mathematics has improved in Phases 3 and 4. Teaching for effective learning is acceptable overall, but weaker in Phase 1. The learning environment supports students' learning. However, in Phase 1, the learning environment requires development as it is not supported by an adequate facility with appropriate resources. Leadership and management, including governance, is acceptable. However, improvements in self-evaluation and planning are necessary.

KEY AREAS OF STRENGTH:

- The positive attitudes and behaviour of the students and the very good rapport that exists between teachers and students.
- Day-to-day management is very effective under the present temporary leadership.

KEY AREAS FOR IMPROVEMENT:

- Improve teaching and learning by ensuring appropriate professional development is provided for teachers. Establish a structure to ensure that less able teachers are able to observe the teaching of those in the school whose teaching is strongest.
- Support heads of departments to train teachers in meaningful ways to evaluate assessment outcomes and modify the curriculum accordingly.
- Oversee the teaching and learning in Phase 1 and provide appropriate and specific feedback to teachers so that learning skills and student achievement are brought up to an acceptable standard.
- Ensure curriculum modification is undertaken so that there are more cross-curricular links and greater opportunities within lessons to learn about the UAE, and about Emirati culture.
- Ensure that there is a teacher with skills in working with special educational need (SEN) students which can assist in the identification of SEN students and train teachers to identify and provide for such students through differentiated learning.
- Establish a rigorous and effective process for school self-evaluation by all stakeholders.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
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	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Weak	Weak	Acceptable	Good
	Progress	Weak	Weak	Acceptable	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Weak	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. It is acceptable across all phases. In lessons and in their work, most students make acceptable progress. This does not match with the school's internal data which indicates that most students make better than expected progress across the school.• Internal assessment data for Phase 2 and 4 indicates attainment is outstanding and attainment is good in Phase 3. This is not seen in lessons and in students' books where, overall, most students attain in line with curriculum standards.• Most students make acceptable progress. Phase 2 students make adequate progress in their understanding of faith and the Prophet's (PBUH) sayings. For example, when discussing the main events that will happen in the Day of Judgement and when explaining the importance of fasting. In Phases 3 and 4, students make further acceptable progress in their understanding of the Holy Qur'an and Islamic laws and etiquettes. For example, when extracting the key information and restrictions in Umrah and in discussing the meanings of the Holy Qur'an verses. Overall, students make less progress in their understanding of the Noble Hadeeth concepts and in their recitation skills.• All groups of students make at least expected progress. Low attaining students do not always progress as well as they could across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic faith and etiquettes.• Students' understanding of the Holy Qur'an.	<ul style="list-style-type: none">• Students' recitation skills following accurate and proper Tajweed rules across the school.• Students' deeper understanding of Noble Hadeeth concepts across the school.



Arabic as a Second Language	<ul style="list-style-type: none">• Students' achievement in Arabic as a second Language (ASL) is acceptable overall. In lessons and in their work, most students make acceptable progress in Phases 2 and 3. This does not match with the school's internal data which indicates all students make outstanding progress in Phases 2 and 3. MoE Arabic is not taught in Phase 1 and Phase 4.• Internal assessment data indicates attainment is weak in Phases 2 and 3. This is not seen in lessons and in students' books where, overall, most students attain levels in line with curriculum standards.• Most students make acceptable progress. Phases 2 and 3 students make adequate progress in reading and writing. For example, they can extract simple key information from a text and are able to write correct short sentences. However, their skills to write using paragraphs, with correct punctuation and Tashkeel are less well developed. Students develop acceptable listening and speaking skills. Overall, students' reading for comprehension skills are less well developed across both phases.• All groups make the expected progress. Low attaining students do not progress as well as they could across the school.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' speaking skills across the school.• Students' listening skills and understanding of new concepts.	<ul style="list-style-type: none">• Students' reading for comprehension skills.• Students' writing skills using paragraphs and correct punctuation across the school.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress in all phases. This does not match with the school's internal data which indicates all students make outstanding progress across the school.• Internal assessment data for Phases 2 and 3 indicates attainment is weak with no data available in Phase 4. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards.• The majority of students make good progress. In Phase 2, students make good progress in learning about citizenship and society. For example, when discussing Islamic values and how life today is more comfortable because of trading in the UAE, and the impact of trading on the national economy. In Phases 3 and 4, students can speak and write confidently when expressing their ideas. For example, when analysing maps and in describing the importance of the location, and the physical geography, of national capitals. However, students' knowledge of the range of capitals and students' skills in creating detailed country profiles are less well developed.• Overall, the majority of groups of students make better than expected progress. Low-attaining students do not progress as well as they could, particularly in Phase 2.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students understanding of Islamic values in UAE society.• Students' skills in analysing a map and in discussing the physical geography of different countries.	<ul style="list-style-type: none">• Students' skills to create detailed country profiles.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Most students make expected progress in all phases in lessons and in their recent work. This does not match the school's assessment that indicates progress in Phase 1 is very good and progress is good in all other phases.• External examinations indicate that attainment is good overall. However, this does not match attainment observed in lessons and students' work. Overall, most students attain standards that are in line with expected curriculum standards.• Most students make expected progress in lessons towards developing their listening, speaking, reading and writing skills. In Phase 1, children make acceptable progress towards speaking in short phrases or sentences but, they are often not grammatically accurate. In Phase 1, children develop adequately the skills to attempt to write their own words or phrases. From Phase 2 onwards, students' vocabulary develops at the expected rate although progress in spelling, grammatical accuracy and writing at greater depth is slower. In Phases 3 and 4, students become increasingly confident and accurate in their speaking and writing and enjoy taking part in group role-play activities. Most students read and understand an increasing range of information and stories.• All groups of students make expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Phase 3 and 4 students' progress in developing more grammatical accuracy in speaking and writing.	<ul style="list-style-type: none">• Students' spoken grammatical accuracy in Phase 1 and Phase 2.• Development of students' writing skills In Phase 2.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is weak overall. It is acceptable in Phase 3 and good in Phase 4. This does not match fully with the school's assessments that indicate progress in Phase 1 is very good and progress is good in all other phases.• External ASSET tests indicate that attainment is weak. This does not match fully with attainment observed in lessons and students' work. Overall, less than three-quarters of students' attainment is in line with expected curriculum standards, with variation between the phases.• In Phase 1 and lower Phase 2, only a minority of students make sufficient progress developing skills in number and quantity. For example, in skills of division and subtraction. In upper Phase 2 and Phase 3, students' progress improves to acceptable in number, space and shape. For example, most students can identify and name polygons and can compare and arrange decimals. In Phase 3, most students make acceptable gains in measurement, change and relationship, and geometry. For example, they know what the principals of negative and positive are in relation to integers, and they can measure flat surfaces in inches and convert the area to the metric scale. By the end of Phase 3, they can identify the properties of parallelograms using real situations. In Phase 4, the majority of students achieve standards which are above curriculum level in mathematical thinking. For example, applying the symmetric property of a circle.• Overall, all groups of students make the same progress in each phase.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' mathematical thinking skills in Phase 4.• Students' measurement and change skills in Phase 3.	<ul style="list-style-type: none">• Phase 1 children's basic understanding of numbers and quantity.• Lower Phase 2 students' skills to manipulate numbers.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons and in their work, students make acceptable progress in Phases 1 to 4. This is in agreement with internal school data.• Students' attainment is acceptable across all phases. This also agrees with the external ASSET data which indicates that students' attainment is acceptable.• Overall, progress is acceptable. In Phase 1, children make acceptable gains understanding their bodies. For example, the effects of healthy and unhealthy food that they eat. In Phase 2, students gain secure basic understanding of physical and life sciences. For example, they can describe the parts of a plant, including root, stem and leaves, and their functions. In Phase 3, students further develop their life, earth and space science knowledge adequately. For example, they develop understanding about vertebrates and the five kinds of vertebrates and their features. In Phase 4 students' understanding of science facts and theory develops adequately. For example, they can describe the human life and reproductive cycle and the function of different organs. 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, most groups of students make 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">• Children's understanding of the world.• Students' knowledge of scientific facts and theory in Phase 4.	<ul style="list-style-type: none">• Scientific thinking, enquiry and investigation skills.• Practical and laboratory skills.



Other subjects	<ul style="list-style-type: none"> Students' achievement in other subjects, including in Filipino, MAPEH (Music, Arts, PE and Health), TLE (Technology and Livelihood Education), Character Education and ICT is acceptable overall. Students make acceptable progress in lessons. Progress in Filipino language is acceptable in Phases 2 to 4 and weak in Phase 1. In Phases 2 to 4, students gain increasing levels of skills in Filipino as they move through the school and most make expected progress developing their speaking and reading comprehension skills. Progress is relatively slower in writing and listening comprehension skills. In Phases 3 and 4, students demonstrate the acquisition of higher order reading skills as they analyse literary works such as dramas, essays, biographies and poems so that they are able to interpret, infer and get insights from materials presented. Attainment in MAPEH is acceptable. Internal assessments in these subjects range from weak to very good but overall attainment is acceptable and mirrors the evidence seen in lessons. Students make acceptable progress across the range of subjects. For example, when exploring traditional and contemporary Filipino and world dances, songs, music and the arts. In ICT, Character Education and TLE, progress is acceptable, most students make expected progress in all phases where life skills and values education are taught. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Achievement in TLE, MAPEH and Character Education in Phase 3 and 4. Achievement in Filipino in Phase 3 and 4. 	<ul style="list-style-type: none"> Achievement in Phase 1 Filipino. Raise the achievement of students in other subjects so that it becomes good.

Learning Skills	<ul style="list-style-type: none"> Learning skills are acceptable overall, students generally have positive attitudes to their learning. In Phase 1, children's age-appropriate learning skills are less well developed. In Phase 2, students increasingly take some responsibility for their own learning, and generally show positive attitudes. Most begin to develop knowledge of their strengths and areas for improvement, but there are a few students who tend to be passive and rely entirely on teacher input or the input of fellow students. In Phase 3, most students work productively in groups and can demonstrate effective collaborative and communication skills. They can interact through questioning and dialogue under the supervision of the teacher. In Phase 4, students demonstrate that they can make connections between areas of learning, and a few make connections to the real world. Elsewhere these skills are less well developed, particularly Phase 1. Critical thinking and problem-solving skills are developing features of learning and most students' skills are underdeveloped in these aspects. 	
	Areas of Strengths	Areas for Improvement



	<ul style="list-style-type: none"> Students' positive attitudes to their learning. Phase 4 students' skills to make connections between areas of learning. 	<ul style="list-style-type: none"> Students' skills to take responsibility for their own learning. Students' critical thinking and problem-solving skills.
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PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' personal and social development is good overall. Students' understanding of Islamic values and Emirati culture is acceptable. Students demonstrate positive and responsible attitudes and show respect towards each other and adults. Students are very friendly and supportive of each other, relationships amongst students and staff are good. They generally respond well to critical feedback but lack skills to take their own ideas forward. Students behave well in and around the school and show self-discipline. They are caring of each other. As a result, bullying is rare. Respectful relationships between students and teachers help students to develop confidently. Students have a good understanding of healthy eating and lifestyles; they understand the importance of maintaining a good diet and active lifestyle. However, a few students bring unhealthy snacks to school. Attendance at 95% is good and students are usually punctual. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students develop an acceptable understanding of Islamic values and the way these influence UAE society. They are respectful of the traditions and heritage of UAE. For example, they understand the traditions and purposes of National Day, Flag Day and other national occasions. Some students build their understanding further when they visit museums and other cultural events. Students develop an acceptable knowledge about their own identity and cultures in the UAE. While they acquire relatively better knowledge of UAE culture and the culture of the Philippines, their knowledge of other world cultures is less well developed. 				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students have an adequate understanding of their responsibilities in contributing to the life of the school and wider communities and carry out a range of volunteer activities. For example, through the work of the Student Council. They understand their roles as citizens and respond willingly to opportunities provided.• Students generally enjoy their work and taking part in projects, but do not often take the lead in showing innovation, enterprise and entrepreneurship in the work that they do.• Students show reasonable understanding of the importance of environmental sustainability and take care of their school environment. They take part in local schemes to support conservation.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes and behaviour.• Students' willingness to take part in voluntary schemes.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' wider understanding of world cultures and heritage.• Students' innovation, enterprise, and entrepreneurship skills.				

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Weak	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The quality of teaching and assessment is acceptable overall. It is weak in Phase 1. Most teachers have an acceptable knowledge of their subjects and how to teach them for the age and stage of development of the students they work with. In Phase 1, the management of the behaviour of some children is not effective enough to provide a calm and purposeful working environment.• Teachers' planning for their lessons, the learning environment and the use of time and resources is acceptable overall, although it is weaker in Phase 1.• Teacher-student interactions are good overall. Questioning is used successfully to find out what students know, but occasionally the questions for some of the youngest children require only short answers which does little to develop their speaking skills.				



- Teaching strategies to meet the needs of individuals and groups of students are weaker across the school. Teachers do not regularly provide an appropriate level of challenge to bring about consistently good progress.
- Teachers do not promote critical thinking, problem solving and innovation skills systematically in lessons across the school. Independent learning and the opportunities for students to find things out for themselves are not promoted effectively enough.

Assessment	Weak	Acceptable	Acceptable	Acceptable
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- The school carries out regular internal assessment processes of students' attainment at the end of each quarter. These assessments are closely linked to the curriculum and students are prepared through class teaching. However, the senior management is aware that these results are out of alignment with the external results and efforts are being made to address this matter.
- The school is now comparing the results of internal assessment with those achieved in the external assessments and is committed to working with heads of department and teachers to modify the teaching in order to reduce this assessment discrepancy.
- Teachers make acceptable use of internal and external assessment processes, but this is not yet consistent across the school and is weak in Phase 1. While the school has suitable processes to check and track the progress students make, such information and data is not analysed well enough to identify gaps in students' learning. Similarly, assessment information is not used well enough to influence teaching.
- The marking of students' work is acceptable overall and sometimes identifies what has been done well and what can be improved.

Areas of Strength:

- Student-teacher relationships and the use of questioning.
- Subject knowledge of teachers and their ability to share information.

Areas for Improvement:

- Teaching in Phase 1 to meet the needs of young learners.
- Use assessment information effectively across the school to match activities more closely to the level of students' understanding.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	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, it meets all statutory requirements. It is relatively broad and balanced but does not always develop students' learning skills sufficiently. The curriculum is less successful in meeting children's needs in Phase 1.• Overall, curriculum planning ensures that there is continuity and progression, and that new learning builds on prior learning.• The curriculum meets most students' needs, in Phase 3 it prepares the students well to choose their track and strand for Phase 4 of the curriculum. There is an adequate range of curricular choices for older students.• Cross-curricular links are systematically planned but they are not implemented in lessons adequately to facilitate transfer of learning across different learning areas. Similarly, the curriculum has not been adapted to fully integrate the understanding of UAE culture and society.• Regular curriculum reviews identify development priorities and include cross-curricular planning between subjects. The school reviews the adequacy with which the curriculum meets the academic and personal needs of most students. However, there is scope to make better use of lessons observations to support curriculum reviews.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Senior management is committed to curriculum adaptation to enhance students' learning for all groups, including SEN and G&T students and has begun the process of professional development to enhance teachers' and middle leaders' skills in curriculum modification. Special emphasis is now placed on establishing cross curricular links, greater inclusion of links to Emirati Culture and increased understanding of the UAE.• There is an appropriate range of extra-curricular activities and community links that benefit the personal and academic development of students in Phases 3 and 4. These include raising of funds for typhoon victims in the Philippines by placing a donation box in the school, to the establishment of a garden in order to grow vegetables and understand the relation between planting vegetables and the season they are planted in.• Links with the Emirati culture and the understanding of UAE are adequate. However, there is scope to integrate these more fully into the curriculum and across subject areas.				
Areas of Strength:				



<ul style="list-style-type: none">Continuity and progression of the curriculum.
Areas for Improvement:
<ul style="list-style-type: none">Modification of the curriculum to meet the needs of all students, particularly higher attaining students.Opportunities built into the curriculum to support students' enterprise and innovation skills.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of the protection, care, guidance and support of students is acceptable. The provision for health and safety, including arrangements for child protection and safeguarding is acceptable. The procedures for the safeguarding of students are good, and parents and students are aware of these procedures by way of orientation programmes conducted by the school.The school environment is secure, safe and hygienic. Bus transport arrangements are effective and safety checks of equipment and facilities are thorough and regular.The quality of maintenance and record keeping is acceptable. Buildings and equipment are maintained in sound repair and the maintenance and repair records are securely in place. There are established procedures to document the request for, and completion of repairs.The school provides a safe environment for students which is acceptable and generally fit for purpose. There are adequate access arrangements for all students.The school has a systematic method for promoting safe and healthy living which is led by the school doctor and the nurse, assisted primarily by the teachers of PE and Health.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The overall quality of care and support for students is acceptable. Staff-student working relationships are good. The management of student behaviour is mostly effective, and students behave well in a range of activities.The promotion and management of attendance is good and results in students attending regularly and punctually.The school does not currently have anyone trained or experienced to act in leading the key areas of identifying students with SEN or those identified as able, gifted or talented. As a result, the				



support offered to the two students with special educational needs and those identified as gifted and talented is not as effective as it should be.

- The guidance and support provided to students overall is acceptable. Students receive adequate guidance about their personal development and academic development from the guidance councillor and from their teachers. Because of the close relationship enjoyed between teachers and students, many students feel comfortable discussing their personal development with a teacher.

Areas of Strength:

- Staff and student relationships impact positively on the way students respond in lessons.
- The school promotes attendance and punctuality to lessons well.

Areas for Improvement:

- Processes for identification of students with special educational needs and those who are gifted and talented.
- The support offered to students with special educational needs and those who are gifted and talented students to enable them to achieve all of which they are capable.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is Acceptable.



- School leaders, including the acting principal, communicate a vision and direction that is supportive of the UAE National Agenda. The school is inclusive but provision for the full range of students' needs is underdeveloped.
- Educational leadership is adequate. Senior leaders have had some success in retaining successful teachers. But more needs to be done to support and develop less successful teachers, particularly those who are new. The processes for monitoring the quality of teaching are adequate but there remains work to be done to ensure these processes are known and understood by all.
- Relationships and communication are acceptable. While the roles of senior leaders are defined, they are implemented at varying levels of success. All leaders are aware that improvements need to be made and there is sufficient capacity to achieve the improvements. Morale in the school is generally positive, and relationships and communication are professional and courteous, but there are mixed levels of commitment from staff. The school has improved in some areas. For example, students' attainment and progress in Arabic language has improved in all phases, and in social studies outcomes are good overall. Students' attainment in mathematics has improved in Phase 4.
- Self-evaluation makes use of internal and external data to inform views. While there is monitoring of teaching and learning to inform self-evaluation, it is not sufficiently focused on students' achievement. Not all staff are familiar with the outcomes of self-evaluation. School improvement planning is based on self-evaluation but does not yet clearly communicate well-chosen and prioritised areas for development. Some senior leaders are not familiar with the school's improvement priorities and as a result, key improvement initiatives are not fully known and supported by all.
- Parents are involved in some aspects of their children's learning and school life and their views are taken into account by the school in its planning procedures. Communication between the school and the home is rated highly by the parents. They value the ease of access they enjoy with their children's teachers, using WhatsApp. Parents appreciate the quarterly reports and feel they know where their child stands in relation to his or her personal, academic and social development. They feel that teachers' comments give parents helpful information about their children's strengths and areas for improvement. The parents support the school with occasional social contributions to the local community.
- The school has undergone a change of ownership and governance in the last six months, the new governors have a clear plan to improve the school. It is the intention of the new governors to involve parents in the decision-making process. Currently stakeholders are not included at the governance level. There is monitoring of the performance of the school leaders by the governors, and governors support the school leaders and assure that statutory requirements are met. The new governors are working to ensure that resources, particularly human resources are developed.
- Most aspects of the day-to-day management of the school are well organised, and the school's procedures and routines are effective. Careful organisation of lessons and activities means that students are able to make smooth transitions across the school day. The school is adequately staffed overall but better professional development programmes to improve the quality of teaching are needed.
- The premises are currently undergoing upgrading. Most learning areas are of adequate quality. There is a specialist room for science, a computer laboratory and a library. However, Phase 1 rooms lack modernisation. Resources are sufficient overall to support adequate teaching and



learning, although many of these resources are provided by the teachers and the students themselves.

Areas of Strength:

- Senior leaders' communicated vision and commitment.
- Day to day management of the school.

Areas for Improvement:

- Staffing in Phase 1 to ensure there are experienced teachers who can ensure student achievement.
- Establishment of effective processes for schoolwide self-evaluation.
- Development of an achievable school improvement plan which will impact on school improvement and performance.
- Ensure appropriate resources and learning environment for Phase 1.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Staffing provision – one teacher for each class with a maximum number of 30; ratio 1:30. There are four teachers of Arabic and 20 Arabic classes. Teachers have regular training form SPEA and attend the school curriculum vertical and horizontal meetings.
- Library provision – there are 105 Arabic fiction books and 94 non-fiction books. The library is not used on a timetabled basis, but teachers visit with their classes according to the curricular needs.
- Reading provision in classrooms is by way of their books and some online, including Padlet, quizzes, word wall, live work sheet.
- Extra-curricular activities include the Lit-Mus Academy where all subjects, including Arabic, are celebrated through poetry, reading and singing. Students do not enter competitions because they feel they are not at the level to do so. Preparations are being made to enter the Arab speaking campaign. Muslim prayer is done in Arabic in school assemblies.

The school's use of external benchmarking data

- The use of external benchmarking is in compliance with SPEA requirements and there is mandatory testing, and tests for specific curriculum areas.
- Students in Grade 3 to 9 take the ASSET (English, maths and science) tests every January. Cat 4 (Cognitive Abilities Test) is undertaken in Grades 3,5,7, and 9. Other exams include PBTS, PISA and TIMSS as communicated to the school by SPEA.
- Students and parents are informed in advance about the external testing and preparation is by way of curriculum adaptation in lessons. On receiving the results, an action plan is created for the following year.

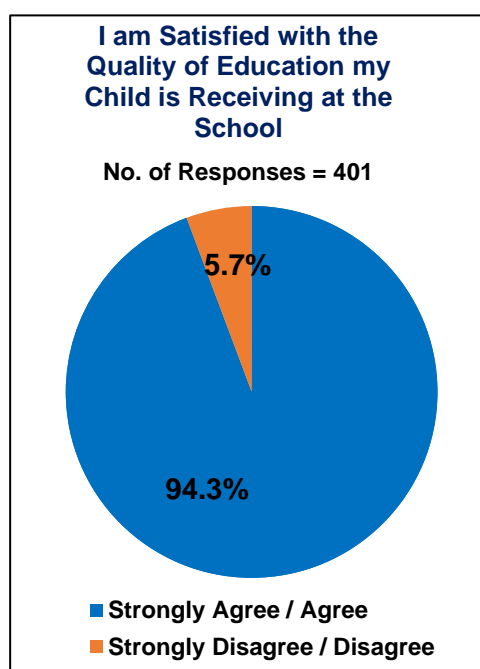


- Communication of international test results is by way of individual benchmarking of against results so students can see their progress every year. Individual international test results are also communicated directly to the parents.

Provision for KG

- There are 4 teachers and 5 support staff and the ratio of teacher to student is 1:25.
- The Indoor environment is cramped and cluttered and does not reflect best practice in KG provision. An additional activity room exists but it is also cramped and does not allow for easy freedom of movement. An outdoor activity area was not seen to be used during the time of the visit, despite appropriate weather. Learning resources in the playground area and in classes are limited.
- Arrangements for induction to the school include testing and observation by the nurse and the councillor. Parents and children are given orientation once admission is approved.
- At the end of KG2, children join in classes with Grade 1 to accustom them to having multiple teachers for different subject areas.

VIEWS OF PARENTS





STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve teaching and assessment by:
 - ensuring that appropriate professional development is provided for teachers by structuring a system whereby less able teachers are given the opportunity to observe the teaching of those in the school whose teaching is strongest
 - improving the evaluation by teachers of assessment outcomes in order to modify curriculum
 - overseeing the teaching and learning in Phase 1, the Phase 1 learning environment and providing appropriate support and specific feedback so that learning skills and student achievement are improved.
- Improve curriculum development by:
 - ensuring that horizontal curriculum modification is undertaken so that there are defined cross curricular links embedded in all phases
 - increasing opportunities within all subject area lessons to learn about the UAE, and about Emirati culture
 - modifying the curriculum more, so that the needs of all groups of students are taken into account.
- Improve the provision for SEN and G&T students by:
 - training or employing a teacher with skills in working with SEN and G&T students who can assist in the identification of SEN and G&T students
 - providing teachers with information to help them plan for the needs of students
 - training all teachers to identify and provide for such students through differentiated learning.
- Improve the quality of school self-evaluation by:
 - establishing a rigorous and effective process for school self-evaluation by all stakeholders
 - making better use of monitoring processes to identify the quality of teaching and students' levels of achievement
 - involving all stakeholders in the self-evaluation process.
- Improve the quality of school improvement planning by:
 - developing a SIP founded on the outcomes of the School Performance Review,
 - prioritising improvement initiatives so that initiatives that will quickly raise students' achievement
 - communicating improvement initiatives so that all relevant stakeholders are fully aware
 - defining accountability and timescales for improvement initiatives so that progress towards these improvements can be measured.

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.