



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**Al Rowad British Private School**

27 February – 2 March 2023

**Overall Effectiveness**

**WEAK**





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## PURPOSE AND SCOPE

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

### Purpose

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

### Scope

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

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

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



## THE SCHOOL PERFORMANCE REVIEW PROCESS

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

**Performance Standard 1: Students' achievement**, comprising:

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

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

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

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

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

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

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

**Performance Standard 6. Leadership and management**, comprising:

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





## Judgements

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




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

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

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



## SCHOOL INFORMATION

School	School ID	353	
	School location	Al Azra, Sharjah	
	Establishment date	1/09/2019	
	Language of instruction	English	
	School curriculum	English National Curriculum	
	Accreditation body	SPEA	
	Examination Board	Edexcel	
	National Agenda Benchmark Tests/ International assessment	CAT4, GL Progress Tests	
	Fee range	AED 11,000 to 17,000	
	Principal	Ms. Najat Abou Fakhr	
	Chair of Board of Governors	Mr. Mohammed Al Suwaidi	
Staff	Total number of teachers	39	
	Total number of teaching assistants	6	
	Turnover rate	28%	
	Main nationality of teachers	Indian Egyptian	
	Students	Teacher: student ratio	1:13
		Total number of students	454
		Number of Emirati students	8
FS: number and gender		Total 39: Boys 21, Girls 18	
Primary: number and gender		Total 310: Boys 164, Girls 146	
Middle: number and gender		Total 80: Boys 51, Girls 29	
High: number and gender		Total 25: Boys 14, Girls 11	
Nationality groups		1. Egyptian 2. Pakistani	
Total number of students with special educational needs	0		

## PROGRESS JOURNEY

Previous Inspection:	Current Review:
N/A	WEAK



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 115 lesson observations, 51 of which were carried out jointly with school leaders.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is weak. This is the school's first full review. Students' achievement is weak in most subjects. Achievement is acceptable in Islamic Education and Arabic as a First language in all phases and in English and mathematics in the Middle and High Phases. Only a majority of children and students make expected progress in Arabic as a Second Language, social studies, science and other subjects in all phases, and in English and mathematics in the Foundation Stage (FS) and Primary Phases. Students' personal development is acceptable. Teaching, assessment and the curriculum are weak overall. Teachers do not use a range of strategies and assessment information to adapt teaching and curriculum to support students' achievement and independent learning skills. The school environment is not supporting learning as it should. Weaknesses remain in monitoring health and safety processes. The recently appointed principal and vice principal have set a clear direction of what and how the school needs to improve. Monitoring, evaluation and school improvement processes are not yet effective in raising achievement because not all leaders have the skills and expertise. The school has weak capacity to improve.

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

- Students' achievement in Islamic Education and Arabic First language across the school, and in English and mathematics in Middle and High Phases.
- The clear direction of the school by the recently appointed principal and vice principal.
- Students' personal development, particularly their understanding of Islamic values and respect for UAE culture.
- The school's partnership with parents.

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

- Students' achievement in all subjects where it is weak.
- Students' independent learning skills, particularly using learning technologies and working collaboratively to plan, research and carry out innovative and enquiry-based tasks.
- Consistency in the quality of teaching and assessment, especially in FS and Primary Phases.
- Curriculum review so that it builds knowledge, understanding and skills systematically, and meets the needs of all students.
- Monitoring the quality and follow up of all health and safety arrangements, including maintenance and all record keeping.
- Monitoring, evaluation and school improvement processes that include the use of detailed and reliable internal and external data to measure success.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Weak.**

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make the expected progress. This matches the school's internal progress data.</li><li>• Internal assessment data shows attainment as acceptable overall. This is aligned to what is seen in lessons and in students' books where most students attain in line with curriculum standards. There is no external data for Islamic Education.</li><li>• Overall, students make acceptable progress in Islamic Education across the school. Children in FS develop their skills in reciting Surat Al Nas accurately and building their skills to follow Islamic etiquette when reciting verses of the Holy Qur'an. However, their memorising of the Surah is less well developed. In the Primary Phase, students develop acceptable knowledge and appreciation of Islamic manners and values. However, their accuracy communicating their learning and linking to daily life is less well developed. In the Middle Phase, students build acceptable understanding of the prophetic guidance in the Noble Hadeeth and can identify the travel etiquette. However, their knowledge of the life of the Prophet (PBUH) is less developed. In High, students develop acceptable understanding of the importance of the Sunnah as a source of Islam, but they make slower progress in explaining the stages of writing the Sunnah.</li><li>• All groups of students make expected progress. High-attaining students do not always make as much progress as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Knowledge of Islamic values and manners in all phases.</li><li>• Students' understanding of the importance of the Sunnah in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to link Islamic manners and values to daily life in the Primary Phase.</li><li>• Students' knowledge of the life of the Prophet (PBUH) in the Middle Phase.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>Students' achievement in Arabic as a First Language (AFL) is acceptable overall. Most students make expected progress in lessons and in their work. This matches the school's internal assessment data. Students' achievement in Arabic as a Second Language (ASL) is weak overall. Only a majority of students make expected progress in lessons and in their work, this does not match with internal data which shows that all students make expected progress.</li><li>Internal assessment data shows most students attain curriculum standards in AFL in FS, Primary, Middle and High. This acceptable attainment is seen in lessons and in students' books. Only a majority of students attain curriculum standards in ASL across the school which is weak. This does not match the school internal data which shows acceptable attainment overall. There are no externally benchmarked assessments in AFL and ASL.</li><li>Students make acceptable progress overall in AFL and weak progress in ASL. In AFL, children in FS develop literacy skills to read and write letters accurately. In Primary Phase, students have learnt to distinguish between the verbal and noun sentences. In the Middle Phase, students develop their understanding of the main ideas, guessing the meaning of unknown words and identifying figures of speech when listening to text. In the High Phase, students develop confident speaking and reading skills. Writing skills using their own words are less developed across all phases. In ASL, FS children learn to pronounce letters accurately but make slow progress in developing other elements. Students in the Primary Phase make below expected progress in developing their literacy skills, they are only able to read and write letters and simple words. They find reading and writing complete sentences difficult. Middle Phase students read simple sentences, however reading a paragraph is underdeveloped. High Phase students have learnt to identify verbs and nouns but struggle when using them in a sentence.</li><li>Most groups of students make expected progress in AFL. However, only a majority of students make expected progress in ASL.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' listening skills in AFL and ASL.</li><li>High Phase students' confident speaking and reading in AFL.</li></ul>	<ul style="list-style-type: none"><li>Writing using their own words in all phases in both AFL and ASL.</li><li>Students' reading and writing longer texts in ASL.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is weak overall. In lessons and in their work, only a majority of students make the expected progress. This does not match the school's internal progress data which shows most students make expected progress.</li><li>• Internal assessment data shows most students attain curriculum standards. This is not matched to that is seen in lessons and in students' books, where only a majority attain curriculum standards. There is no external examination data for social studies.</li><li>• Students make weak progress overall in Primary, Middle and High in social studies. Students in all phases develop adequate knowledge and appreciation of the UAE culture, heritage, and values, however, Primary Phase students make slow progress understanding how these contribute to National identity. Middle Phase students make slow progress understanding UAE economic activities and have difficulty naming the features of economic activities. High Phase students make slow progress understanding the importance of economic knowledge and its impact on society and again have difficulty naming the features of economic activities.</li><li>• Not all groups of students make the expected progress. Higher attaining students do not make as much progress as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' appreciation of UAE culture and heritage in all phases.</li></ul>	<ul style="list-style-type: none"><li>• Primary Phase students' understanding of how UAE culture and values contribute to National identity.</li><li>• Students' understanding of economic activities and features in Middle and High Phases.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is weak overall. Internal assessment data indicates most children and students make expected progress in all phases. This matches the acceptable progress seen in lessons and students' work in Middle and High Phases, but only a majority of children and students make expected progress in FS and Primary Phases which is weak.</li><li>• There is no external data in English. Internal assessment data indicates most students attain curriculum standards in all phases. This matches the acceptable attainment seen in lessons and students' work in Middle and High Phases, but only a majority of children and students attain the curriculum standards in FS and Primary Phases which is weak.</li><li>• Overall, students make weak progress in English. Only a majority of children in FS make expected progress in developing their speaking and listening skills. Only a majority follow instructions and hold simple conversations with adults and each other. Most identify, say and write single phonemes being taught, but they make slow progress hearing blends and so cannot blend, read and write simple words. Only a majority of students make expected progress in their speaking and listening across the Primary Phase. However, they make below expected progress in developing reading and writing skills in lower Primary due to continued difficulties with blending, segmenting and comprehension skills. By the end of Primary, only a majority of students make expected progress reading and writing short texts and so find it difficult to read and write longer pieces fluently. In Middle and High Phases, students make expected progress in communicating and extending their ideas in presentations and debates. Reading skills are developing securely through research and reading longer stories and novels. Extended writing skills remain less well developed, especially in using the correct spelling, grammar and vocabulary.</li><li>• Not all student groups make expected progress. Girls make faster progress than boys across the school.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' speaking and listening skills in Middle and High Phases.</li><li>• Students' reading and presentation skills in Middle and High Phases.</li></ul>	<ul style="list-style-type: none"><li>• Children's blending skills in FS and segmenting and reading skills in the Primary Phase.</li><li>• Students' writing skills across the school.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is weak overall. The school's internal assessment shows that most students make expected progress in all phases. This acceptable progress matches with that seen in lessons and in students' work in Middle and High Phases, but not in FS and Primary Phases, where only a majority make expected progress which is weak.</li><li>• The school's internal data shows most students attain curriculum standards in all phases. This matches with the acceptable attainment seen in lessons and in students' work in Middle and High Phases, but not in FS and Primary Phases, where only a majority attain the curriculum standards which is weak. There is no external assessment data.</li><li>• Overall, students make weak progress in mathematics. In FS, only a majority of children make gains in recognising and counting numbers of objects to ten and adding by counting how many altogether. They make slow progress in counting beyond ten and developing an understanding of number patterns to deepen their conceptual understanding of addition and subtraction. Only a majority of Primary Phase students make expected progress with learning how to measure and identify shapes, most make slow progress in developing their number calculation skills. Middle Phase students make expected progress in solving equations involving brackets, adding, subtracting and simplifying simple fractions. High Phase students make expected progress in learning to identify and express variables algebraically and graphically. However, in Middle and High, students make less progress applying these skills to solving problems.</li><li>• Overall, the majority of students make below expected progress. Higher-attaining students do not always progress as rapidly as they could.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Middle Phase students' skills following given calculation strategies to solve number problems.</li><li>• High Phase students' identifying and expressing variables algebraically and graphically.</li></ul>	<ul style="list-style-type: none"><li>• Children and students' using and applying number operations in FS and Primary Phases.</li><li>• Middle and High Phase students' using their own methods to solve problems.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is weak overall. Internal data indicates most students make expected progress but in lessons and workbooks, only a majority of the students in all phases make expected progress.</li><li>• Students' attainment is weak in all phases. This does not align with the acceptable attainment in internal assessments. In lessons and their recent work, only a majority attain curriculum standards in all phases. There is no external assessment data.</li><li>• Students' progress is weak across the school in science. In all phases, students' scientific knowledge is developing but conceptual understanding is weak due to slow progress in developing investigation skills. FS children are beginning to learn words that support their understanding of the world, but wider scientific vocabulary and its use is limited. Primary Phase students are beginning to develop scientific knowledge, such as identifying the parts of plants and flowers. However, they make slow progress in finding out the importance of these to a plant's survival. Only a majority of Middle Phase students make progress using apparatus and materials during laboratory work, few students develop important enquiry skills, including making predictions and drawing conclusions from their findings. Only a majority of High Phase students develop basic scientific knowledge in Biology, Chemistry and Physics but make slow progress in raising questions, testing ideas and drawing conclusions because their skills of working scientifically are underdeveloped.</li><li>• Not all groups make expected progress in lessons. The Arabic second language speakers make below expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' scientific knowledge in all phases.</li><li>• Middle students' using apparatus and materials during practical laboratory work.</li></ul>	<ul style="list-style-type: none"><li>• Students' conceptual understanding in all phases.</li><li>• Students' understanding of how to plan and conduct their own scientific enquiry and investigations in all phases.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is weak overall. In lessons and their work, only a majority of students in all phases make expected progress. There is no internal assessment data.</li><li>• In lessons, only a majority of students in all phases attain curriculum standards. The school does not have internal or external assessment data.</li><li>• Students' progress in all phases is weak in other subjects. In FS, only a majority of children develop drawing, colouring and cutting skills to develop and share ideas in design and art activities. Primary Phase students mostly follow directions to produce identical pictures with little development of skills and techniques. Middle and High Phase students develop a few skills such as using sandpaper for drawing pictures and water colours to create pictures on a transparent surface. However, in all phases, students do not develop adequately artistic techniques by exploring a range of materials and developing their own creative ideas through different art forms. In Physical Education (PE), FS children and Primary Phase students move energetically, such as running, hopping, and jumping. However, their motor skills such as balance and coordination are underdeveloped. Middle and High Phase students are beginning to develop passing skills in basketball and soccer but accuracy and techniques are developing less well. Students in Computing follow instructions to use appropriate programmes to document various processes. However, their application of this process to real life is not evident.</li><li>• All groups make below expected progress. Girls make better progress than boys in Art and boys better progress than girls in PE.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' use of computer applications for processing documents in the Primary Phase.</li><li>• Children's drawing skills to record and share their ideas in FS.</li></ul>	<ul style="list-style-type: none"><li>• Children and students' motor and ball skills in PE.</li><li>• Children and students exploring a range of materials and developing their own creative ideas in Art.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"> <li>Students' learning skills are weak overall across all phases.</li> <li>Students have positive attitudes to learning and complete tasks when given the time and opportunity. Middle and High Phase students increasingly take responsibility for their own individual and group research. FS children and Primary students rely totally on teachers to guide their learning and provide them with their tasks and activities.</li> <li>Collaborative skills are weak in FS and Primary and acceptable in Middle and High. Children in FS and students in Primary rarely complete a group task together and find communicating their learning with each other difficult. Collaborative learning skills vary in Middle with boys shouting out answers to the whole class rather than working together to share ideas. Girls and High Phase students have secure collaborative learning skills, negotiating and clearly communicating their learning with each other.</li> <li>Children and students link learning to other subjects and to real life when the curriculum allows. Middle and High students' presentation topics focus on real-life issues such as globalisation, sustainability and UAE society.</li> <li>Students rarely use learning technologies in lessons as there is no Wi-Fi in classrooms. Research, critical thinking, problem solving and innovation skills are underdeveloped in all subjects.</li> </ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"> <li>Linking learning to real life and other subjects.</li> <li>Students' collaboration and communication skills in the High Phase and in the girls' section in Middle Phase.</li> </ul>	<ul style="list-style-type: none"> <li>Students' research, critical thinking, problem solving, innovation skills and use of learning technologies in all subjects in all phases.</li> <li>Children and students' guiding their own learning and learning how to collaborate in group tasks in FS, Primary and boys in Middle.</li> </ul>

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

Indicators:	FS	Primary	Middle	High
<b>Personal development</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Students' personal and social development and their innovation skills are acceptable overall.



- Children and students demonstrate responsible attitudes. Most show respect and follow school rules in lessons although, the behaviour of a few boys in upper Primary and Middle can interrupt learning. Students are mostly courteous to others and each other.
- Children and students exhibit a secure understanding of safe and healthy living. Students occasionally participate in school activities that promote safe and healthy lifestyles. For example, students participated in the Sharjah marathon, and enjoy lessons about healthy eating, good hygiene habits and taking care of yourself in school.
- Overall, school attendance is good at 94%. A few students consistently arrive late to assembly and to lessons.

**Understanding of Islamic values and awareness of Emirati and world cultures**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- Students have an acceptable understanding of how Islamic values influence UAE society which they apply to their own lives. They enjoy discussing values in lessons and participating in religious events and the Holy Qur'an recitation.
- Students develop their knowledge of Emirati heritage and culture that influences life in the UAE through most subjects, such as through debates in English and reading stories in Arabic. They participate in a few activities such as Flag Day, Martyr Day and National Day that deepen students' awareness and appreciation of UAE heritage and culture.
- Students' exhibit a basic understanding of their own and other world cultures. They celebrate the school's cultural diversity during lessons and assemblies, and through events such as the recent International Day when students learnt about each other's food and traditions.

**Social responsibility and innovation skills**

**Acceptable**

**Acceptable**

**Acceptable**

**Acceptable**

- Students are aware of their responsibilities in the school community, including tidying away resources and ensuring litter is put in the bins after breaks. Students are involved in local events such as the Sharjah book fair and Sharjah family marathon, and in international appeals such as raising money for the Turkey and Syria earthquake relief fund.
- Children and students enjoy school and generally exhibit a responsible approach to their work. Innovation, enterprise and entrepreneurship are an underdeveloped feature of students' skills across all phases.
- In FS and Primary Phases, most children and students show concern for their surroundings but have a limited awareness of important environmental issues. Through science projects, debates and presentations and geography curricular topics in Middle and High, students have a secure understanding of and their role and responsibility in addressing issues regarding sustainability and global warming.
- 

**Areas of Strength:**



- Students' awareness of Islamic values and the way these influence their own lives and life in the UAE.
- Student's positive and responsible attitudes.

**Areas for Improvement:**

- The behaviour of a few boys in upper Primary and Middle Phases.
- Students' innovation, enterprise and entrepreneurial skills.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	FS	Primary	Middle	High
Teaching for effective learning	Weak	Weak	Weak	Weak

- The overall quality of teaching and assessment is weak in all phases.
- A majority of teachers have secure subject knowledge which results in clear explanations of learning in only a majority of lessons and learning expectations are often too low in lessons. Few teachers have adequate knowledge of how students learn best and so most do not adopt approaches that involve students in enquiry-based activities. In FS, teachers do not consistently use the characteristics of effective learning to plan activities. In science lessons, teachers have insufficient focus on developing scientific vocabulary and scientific enquiry.
- Most teachers ensure planned learning objectives are clearly shared with students so most know what they are expected to do in lessons. Classroom environments do not support students' independent learning as they do not have enough practical resources to reinforce conceptual understanding and few displays of prompts and scaffolds. Teachers rarely give students enough time to complete collaborative group tasks.
- Most teachers use a mix of direct and open-ended questions to successfully promote whole-class teacher/student dialogue. Direct questioning structures students' responses but does not always encourage students to answer in depth. Questioning to probe and allow students to think and reflect is underdeveloped in most lessons.
- Teachers use an inadequate range of strategies to support students' learning in most lessons, especially in the FS and Primary Phases. Lessons are mostly whole-class teacher-directed which do not contain enough opportunity for children and students to explore independently. In most lessons across the school, teachers plan what children and students will do instead of what they will learn and how.
- Few teachers provide opportunities that develop children and students' independent thinking, including innovation, critical thinking and problem-solving skills. There are few opportunities for children and students to use learning technologies or develop their own approaches to learning.





Assessment	Weak	Weak	Weak	Weak
<ul style="list-style-type: none"><li>• The school carries out regular assessment in core subjects but not in other subjects including Art, PE and Computing. The internal assessments are knowledge based and broadly align with curriculum content in core subjects.</li><li>• Students have not taken external examinations and so the school has not benchmarked attainment against national or international averages. The school plans to enter students into relevant external tests from this year, including Year 6 SATs, IGCSE and TIMSS but no plans have been introduced to prepare students for these important tests this year. Almost all students entered CAT4 test this year, although analysed results were not presented during the review.</li><li>• The internal assessment data is not analysed in enough depth to provide reliable information about broad trends in student attainment and progress over time. The school tracks the achievement of individuals and student groups but does not use the information to note whether the progress is fast enough.</li><li>• Teachers do not use the assessment information they have to plan lessons that meet students' needs. Assessment used to adapt the level of task to support lower attainers and challenge higher attainers is rare in almost all lessons. Teachers do not use assessment information to appropriately target questions, to challenge thinking or to promote faster progress.</li><li>• Most teachers give feedback to let students know when they have answered questions or completed tasks correctly. Teachers rarely guide children and students on how they can improve or give them time to make improvements in FS and Primary Phases. In Middle and High Phases, students make faster progress in English and mathematics because they receive focused feedback to help them improve independently.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Questioning in most lessons initiates dialogue and interaction between teachers and students.</li><li>• The school uses internal assessment data broadly aligns to curriculum content.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Teaching that focuses on how best students learn and that provides learning environments and enough time for students to develop independent learning skills in lessons.</li><li>• Teachers' use of assessment information to plan and adapt strategies that match students' needs.</li></ul>				



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	FS	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>
<ul style="list-style-type: none"><li>The overall quality of the curriculum is weak.</li><li>The statutory requirements for both the MoE curriculum for Arabic subjects, and The National Curriculum for England for all other subjects are met overall, although Music is currently not taught throughout Primary and Middle. Both are suitably planned to develop students' knowledge across all subjects.</li><li>The curriculum is not planned consistently across all subjects to ensure adequate progression and continuity of skills and to ensure lesson content builds on prior learning. Consequently, the needs of only a majority of students are met in most subjects.</li><li>Students have no opportunity to choose the subjects they will learn. The curriculum rarely offers students choices for designing and guiding their own learning, including child-initiated tasks and activities in the FS.</li><li>Suitable cross-curricular links are planned across both curricula which enable students to develop skills and apply learning from one subject to explain learning in another. For example, in English, Middle and High Phase students develop speaking skills in presentations and debates about UAE heritage, sustainability and globalisation.</li><li>The school conducts termly curriculum reviews, but assessment outcomes are not used sufficiently to identify gaps in curriculum delivery. Review focus is on selecting textbook topics that will be taught for content rather than the skills that will be developed.</li></ul>				
<b>Curriculum adaptation</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>
<ul style="list-style-type: none"><li>The school does not adapt the curriculum sufficiently well to meet the needs of all students. Assessment data and evaluation and monitoring outcomes are not used to identify what needs to be revisited or taught next. There are no extra-curricular activities to enrich the curriculum.</li><li>There are insufficiently planned opportunities for students in all phases to develop enterprise, innovation and creativity.</li><li>Appropriate curriculum opportunities through International Day, Flag Day and National Day and heritage corners and resources, provide appropriate experiences for students to develop a secure understanding of Islamic values and awareness of UAE culture and society. However, curriculum opportunities are not consistently provided in all subjects.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Planning for cross-curricular links.</li></ul>				



- Promotion of Islamic values and UAE culture and heritage.

**Areas for Improvement:**

- Curriculum review and adaptation.
- Planning to develop enterprise, innovation and creativity.

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

Indicators:	FS	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>
<ul style="list-style-type: none"> <li>• The overall quality of protection, care, guidance and support of students is weak.</li> <li>• The school has acceptable procedures for safeguarding students. Staff have received training and know the procedures for ensuring child protection. Internet safety is promoted adequately through assemblies and a weekly lesson for students on how to stay safe overall and online.</li> <li>• The school's current arrangements to ensure the health, safety and security of students and staff are not rigorous enough. Health and safety checks are irregular and not recorded in enough detail to support analysis. Any issues that are found are not followed up quickly or effectively enough. Consistent supervision to and from busses, and for girls in all phases, and in FS, lower Primary and High Phases are acceptable. Upper Primary and Middle boys are not always supervised closely to ensure good behaviour in corridors when they return from break and prayers.</li> <li>• The maintenance of buildings is inadequate with repairs not always being carried out in a timely manner. Health and safety and maintenance records are not detailed enough.</li> <li>• Some features of the school premises and facilities do not meet the needs of the students. There is no shading in the back outside area, where assemblies and PE lessons are held. The grass effect floor coverings in this area is torn and poses a trip hazard. There is no access to the upper floor for students and adults with a mobility disability.</li> <li>• The school has suitable provision for promoting healthy lifestyles through science and PE, and by encouraging healthy snacks and for students to drink water regularly. The social worker and nurse lead lessons about healthy lifestyles, including informing students about hygiene and self-care, including dental health.</li> </ul>				
<b>Care and support</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>	<b>Weak</b>



- Positive relationships with staff ensure students are confident to approach an adult with any concerns. Behaviour is managed effectively in the girls' section, and in High, lower Primary and FS phases but less so in the boys' section in upper Primary and Middle.
- Systems for promoting students' attendance are effective. However, improving punctuality remains a priority.
- The school, since the appointment of the principal and vice principal, have identified and introduced support for a small group of students being monitored closely for a possible special educational need. It is developing a partnership with a specialist agency to identify formally any special educational need. However, there is limited impact so far, as systems are so new. There are no formal systems for identifying and supporting gifted and talented (G&T) students.
- The wellbeing and personal development of all students are not systematically monitored. There are suitable procedures for welcoming children and families into the FS and for transition to Years 2, 7 and 10. However, there is no formal guidance for students' transition to other years within phases and to schools at the end of Year 11 and, while planned, there is currently no careers guidance.

**Areas of Strength:**

- Promotion of healthy lifestyles.
- Promotion of attendance.

**Areas for Improvement:**

- Support and guidance for all students, including SEN and G&T students.
- More rigorous monitoring and recording of health and safety and building maintenance and follow up.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**Indicators:**

<b>The effectiveness of leadership</b>	<b>Weak</b>
<b>Self-evaluation and improvement planning</b>	<b>Weak</b>
<b>Partnerships with parents and the community</b>	<b>Acceptable</b>



<b>Governance</b>	<b>Weak</b>
<b>Management, staffing, facilities and resources</b>	<b>Weak</b>
<ul style="list-style-type: none"><li>• The overall quality of leadership and management is weak.</li><li>• The recently appointed principal and vice principal have already identified key strengths and weaknesses in the school's work. They have gained commitment to a vision that promotes UAE values and principles and an understanding how teaching needs to improve in order to drive up standards. However, despite positive and professional relationships and good morale between staff, the understanding of how to take responsibility for students' learning outcomes is still developing. Most leaders support the recently introduced improvements, but they do not yet have a secure understanding of educational leadership and how to manage departments. The capacity to innovate and improve is therefore weak.</li><li>• Monitoring procedures are weak. Leaders can talk about the school's strengths. However, they are less clear about the school's weaknesses and their roles in driving up standards. The monitoring of teaching and learning is not yet focused enough on student achievement outcomes. Academic performance is still too low.</li><li>• There is a lack of valid assessment data and information from observing lessons on which to base secure evaluations about the school's performance. While now developing, school improvement planning does not include precise targets against which to measure the success of planned actions. Improvement since the school opened in 2019 has been limited.</li><li>• Parents feel involved in the school's work and in their children's learning. Surveys show that most are confident to approach the school with any concerns and that they value the reports they receive about their children's academic and personal progress. Parents feel less well informed about the school's strengths and weaknesses. The school has a few partnerships with local groups, including for SEN support. Partnerships with other schools and internationally are still developing.</li><li>• The governing board has representatives from the local community, staff, students and parents. It ensures statutory requirements are met. It receives regular reports about the school's work but does not ask challenging enough questions or check whether the information they are given is accurate in order to hold leaders to account. The board is not clear about the school's strengths and weaknesses.</li><li>• The school's day to day running is not always smooth, with lessons frequently starting late. Teachers and support staff require further training on how to measure the success of their work against student outcomes. Although better in FS and lower Primary, learning environments in the library, science and ICT labs and classrooms in other phases lack learning prompts that help students develop their independent learning skills. Resources are limited overall. There is no Wi-Fi available in most classrooms to support independent research and too few resources to support independent enquiry-based learning.</li></ul>	
<b>Areas of Strength:</b>	
<ul style="list-style-type: none"><li>• The clear direction by the recently appointed principal and vice principal to build positive and professional relationships.</li></ul>	





- Partnership with parents.

#### Areas for Improvement:

- Monitoring, evaluation and school improvement processes to focus on measuring success by the impact on student achievement.
- Ensuring all staff follow all expected policies and procedures and provide learning environments that celebrate and support students' independent learning skills.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are six Arabic teachers for both AFL and ASL learners. The ratio of teachers to students is 1:14 in lessons.
- There are 162 fiction and 235 non-fiction books in the main library and a small selection of fiction and non-fiction books in the small libraries on the lower and upper floors.
- The FS has a small selection of fiction and non-fiction books. There are no books in other classrooms and no online books.
- Extra-curricular activities include a reading challenge, Poetry Competition, Research Competition in Arabic. UAE social studies and Islamic Education subjects. Arabic lessons are held once a week after school to support students who require additional support. Reading plans are shared with parents so they can support at home. Parents are informed about progress in parent/teacher conferences. MoE assessment results are shared in termly reports.

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

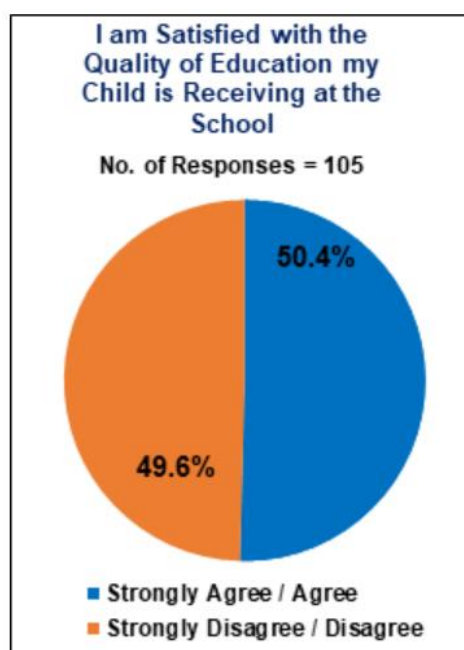
- No students have taken international tests and examinations, including TIMSS, PISA, PIRLS, Y1 phonics and Y6 SATs. This is the first year that the school has Year 11 enrolled, and all ten students are expected to take IGCSE this year in English, mathematics, Physics, Biology and Chemistry. At 109, almost all Year 4, 6 and 8 students took CAT4 last year. No analysis was available, but individual student scores were seen.
- The school undertakes MoE assessments in all relevant years. The school reports that GL progress tests were taken for the first time last year although again no analysis was presented.
- Staff are aware of the process and there is a plan that details how students will prepare for Year 6 SATs, TIMSS and IGCSE this year. The school is yet to meet with Edexcel IGCSE consultant to discuss preparations. Students will be given worksheets weekly with examination-type questions that focus less on recall and information and more on enquiry-based learning. The plan has yet to be introduced.
- All assessment results are emailed to parents and communicated with students at the same time. As no external tests and examinations have been taken, parents and students are yet to be informed of their performance benchmarked against national and international averages.



### Provision for FS

- There are two teachers and two teaching assistants. The ratio of teachers to children is 1:20.
- The two classrooms are not organised into learning areas to support children’s independent learning. There is insufficient accessible resources and equipment to support play-based learning activities including role-play, reading, writing and mathematics skills, exploration and development of inquisitiveness, construction, innovation and design and creative skills. There are sufficient large tables and enough chairs for individual and group learning. Displays include colourful posters, displays of the alphabet, phonemes learnt (16 so far this year), numbers to 10, regular shapes, days of the week and the children’s own pictures and drawings. There is an additional large room almost adjacent to the FS, but this is not currently being used for free-flow and child-led and child-initiated learning.
- The small outdoor area has climbing apparatus and two swings. An adjacent large activity room has a small amount of soft play and a few large toys and space for practising large motor skills. Both spaces are not currently timetabled to ensure daily access.
- Parents attend a half-day orientation meeting with their child to meet the teachers and teaching assistants and for children to familiarise themselves with staff and classrooms before starting the FS. Transition to Year 1 is smooth. Classes are in the same corridor as FS classrooms.

### VIEWS OF PARENTS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, by:
  - Raising teachers' expectations.
  - Planning what students will learn and how.
  - Giving students more time in lessons to share ideas and thinking with each other.
- Improve students' independent learning skills, by:
  - Giving more opportunity for children and students to guide their own learning and to plan, research and carry out innovative and enquiry-based tasks.
  - Children and students working collaboratively so they can share and discuss learning with each other.
  - Using learning technologies in lessons.
  - Encouraging children and students to evaluate and improve their work independently.
  - Creating learning environments that include supportive resources and scaffolds and examples of what curriculum expectations look like in all subjects and areas of learning.
- Improve the consistency in the quality of teaching and assessment, especially in FS and Primary by:
  - Using a range of strategies that promote students' active engagement.
  - Focus planning in fs on the characteristics for effective learning.
  - Using time more efficiently so children and students spend at least half of lessons actively engaged in individual and/or group tasks and activities.
  - Using assessment to plan tasks and activities that challenge higher attainers.
- Improve the rigour of curriculum review by:
  - Planning the systematic development of skills.
  - Using assessment to identify gaps in knowledge, understanding and skills.
  - Developing activities that consistently develop students' innovation, enterprise and entrepreneurial skills.
- Improve the rigour of health and safety arrangements by:
  - Monitoring that staff follow all procedures and policies.
  - Keeping more detailed, accessible and analysed records and logs.
  - Following up immediately any issues raised, including for building maintenance.
- Improve monitoring, evaluation and school improvement processes by:
  - Developing the expertise and skills of all leaders.
  - Monitoring all school policies and procedures by their impact on student learning and progress.
  - Analysing in detail reliable internal and external data to identify strengths and weaknesses in student and school performance.
  - Using the information to identify school improvement targets that include short, medium and long-term measures of success.



In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.

In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.