هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

FAR EASTERN PRIVATE SCHOOL

6 - 9 February 2023

Overall Effectiveness	ACCEPTABLE

إتـقان ITQAN

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6 - 9 February 2023

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	148
	School location	Al Shahba, Sharjah
	Establishment date	10/06/2001
	Language of instruction	English
	School curriculum	Philippines
	Accreditation body	N/A
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	CAT4, ASSET
	Fee range	AED 3,700 to 6,000
Staff	Principal	Mary Jane P.Onato
	Chair of Board of Governors	Rubee Frio
	Total number of teachers	44
	Total number of teaching assistants	7
	Turnover rate	3%
	Main nationality of teachers	Filipino
	Teacher: student ratio	1:27
Students	Total number of students	1167
	Number of Emirati students	0
	KG: number and gender	Total 187: Girls 82, Boys 105
	Primary: number and gender	Total 403: Girls 194, Boys 209
	Middle: number and gender	Total 372: Girls 168, Boys 204
	High: number and gender	Total 205: Girls 73, Boys 132
	Nationality groups	1. Filipino
		2. Afghani
	Total number of students with special educational needs	13

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	**ACCEPTABLE**

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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 143 lesson observations, 18 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is an improvement since the previous inspection in 2018. The quality of leadership is now acceptable overall, and leaders demonstrate adequate capacity for further improvement. Leaders have successfully communicated a clear and shared vision to the school community, and staff at the school have all played a part in the improvement. Students' achievement is now acceptable overall. The school is welcoming and inclusive and staff endeavour to identify and support students with special educational needs (SEN). Students' personal and social development, and their health and safety, are both acceptable. Curriculum design and implementation have improved and are now acceptable, but further developments are needed to fully meet the needs of all groups of students. Teaching, assessment and benchmarking are aspects which, although acceptable, are also in need of further development. Leaders have ensured that the school is compliant with all statutory and regulatory requirements. The school provides an adequate environment for learning and, in general, the premises are fit for purpose to meet the learning and pastoral needs of students.

KEY AREAS OF STRENGTH:
- Students' improved achievement in KG, and in Islamic Education and science.
- Student-staff relationships across the school.
- The positive contribution of parents to the school.

KEY AREAS FOR IMPROVEMENT:
- Students' achievement, particularly in mathematics in Middle Phase.
- Use of assessment data to meet the needs of all groups of students.
- The review and adaptation of the curriculum to improve learning.
- The identification and support for students with special educational needs, and those who are gifted and talented.
- The impact of leaders at all levels on school improvement and performance.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		KG	Primary	Middle	High
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	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Acceptable	Acceptable	Weak	Acceptable
	Progress	Acceptable	Acceptable	Weak	Acceptable
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		Acceptable	Acceptable	Acceptable	Acceptable

Islamic Education	• Students' achievement in Islamic Education is acceptable. The school's internal data show good progress in Primary and Middle Phase, and very good in High Phase. This is not seen in lessons and students' work, where most students make expected progress.
	• Internal assessment data indicates good attainment in Primary and Middle Phases, and very good attainment in the High Phase. This is not seen in lessons and students' work, where most students attain in line with curriculum standards. There is no external data for this subject.
	• Overall, students make acceptable progress in Islamic Education. Most students across the school demonstrate an adequate understanding of the prescribed verses in the Holy Qur'an and the Noble Hadeeth. They acquire compassion for humanity and the universe. Their accurate recitation skills of Surah in the Holy Qur'an, following Tajweed rules, are less well developed. In Primary, students have an age-appropriate understanding of Islamic etiquettes. However, their deeper understanding of how this influences their daily lives is less well developed. In Middle and High Phases, most students can make connections between Islamic values and citizenship. In High Phase, students can provide examples to show the meaning of Faith and Surah.
	• Overall, all groups of students make at least the expected progress in all phases. High-attaining students do not always make enough progress across the school.

Areas of Strength	Areas for Improvement
• Students' understanding and recitation of verses of Holy Qur'an across the school. • High phase students' illustration of Faith and Surah.	• Students' ability to follow Tajweed rules accurately across the school. • Students' deeper understanding of Islamic etiquettes that influence daily life, particularly in Primary Phase.

Arabic as a Second Language	- Students' achievement in Arabic as a second language is acceptable. The school's internal data indicates acceptable progress. This agrees with that seen in lessons and in students' work, where most students' make expected progress overall. - Internal assessment data shows acceptable attainment across the school. This is also seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for this subject. - Overall, students make acceptable progress in Arabic as a second language. Most students make adequate progress in listening and reading. They can comprehend and remember simple sentences in personal and social contexts, such as to do with clothing, music and transport. However, they are less confident making conversation, which is mostly limited to a brief exchange of greetings and self-introduction. Their independent and extended writing skills are also limited. Middle Phase students can describe clothing using appropriate vocabulary. Students in Primary and Middle Phases are only able to write familiar words and phrases using prompts. In Middle Phase, most students can describe buildings like Arab Towers and recall famous UAE figures such as Khalifah. They can write short sentences and phrases from memory, but there are sometimes inaccuracies in spelling. In High Phase, most students can identify and use nouns, and words related to daily routines. - Overall, all groups of students make expected progress. High-attaining students do not always progress as well as they could.

Areas of Strength	**Areas for Improvement**
- Students' reading and listening skills. - Students' knowledge and use of appropriate vocabulary in Primary Phase.	- Students' writing and speaking skills across the school. - Students' ability to spell words consistently in Middle Phase.

Social Studies	- Overall, students' achievement in social studies is acceptable. The school's internal data indicates very good progress in Primary and Middle Phases, and acceptable progress in High Phase. This is not seen in lessons and in students' work, where most students make expected progress. - Internal assessment data shows outstanding attainment in Primary Phase, very good in Middle and good attainment in High Phase. This is not seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for this subject. - Overall, students make acceptable progress in social studies. Most students demonstrate adequate understanding of national identity and the importance of UAE history and culture. For example, Primary Phase students can identify national symbols and model them using clay. In Middle and High Phases, most students show adequate understanding of citizenship and UAE values and ethics. Only a minority of high-attaining students in Middle and High Phases can demonstrate good knowledge of how geographical features and natural resources interrelate or are able to link these to their knowledge of the UAE. In Primary, Middle and High Phases students show limited understanding of the concept of government and can only describe, rather than evaluate, its importance. - Overall, all groups of students make at least the expected progress. High-attaining students do not always progress as well as they could.

Areas of Strength	Areas for Improvement
- Students' understanding of aspects of national identity. - Students' knowledge and understanding of citizenship and UAE ethics and values.	- Students' knowledge of the relationship between geographical features and resources in Middle and High Phases. - Students' ability to identify and explain governmental concepts IN Primary, Middle and High Phase.

English	
	- Students' achievement in English is acceptable overall. In lessons and in their work, most students make acceptable progress. This closely matches the school's internal data which also shows students make acceptable progress in Primary, Middle and High Phases, although school data indicates they make very good progress in KG. - Internal assessment data indicates very good attainment in KG, good attainment in Primary and Middle Phases, and acceptable attainment in the High Phase. However, in the lessons and in students' work, attainment is in line with curriculum standards across all phases, including in KG. External ASSET data indicates most students attain in line with curriculum standards. - Overall, students make acceptable progress in English. In KG, most children make better progress in speaking then they do in reading and writing. In the Primary and High phases, students develop expected speaking and listening skills but are less confident in reading and writing independently. Most students across the phases demonstrate age-appropriate use of vocabulary and speaking skills. In the Middle and High Phases, students are able to infer, interpret and interrogate information such as when analysing epic novels and short stories, although they sometimes need hints and prompts. They occasionally gain insights from what they have read and apply them to their daily lives. Students' extended writing skills are less well developed in Primary and Middle Phases. High Phase students can write research papers using appropriate grammar structures, including the accurate use of tenses. However, they sometimes need teacher guidance as their independent writing skills are more limited. - Overall, most groups of students make at least the expected progress. High-attaining students do not always progress as well as they could.

Areas of Strength	Areas for Improvement
- Middle and High phase students' inference and interpretation from text. - Students' speaking skills across all phases.	- Students' independent writing skills across all phases. - KG children's reading and writing skills.

Mathematics	- Students' achievement in mathematics is acceptable overall, except in the Middle Phase, where it is weak. The school's internal data shows that students make good progress in KG, and acceptable progress in the other phases. This does not fully match with the progress seen in lessons and in students' work, where most students make acceptable progress in KG and in Primary and High Phase, but only the majority of students make expected progress in the Middle Phase.
	- Internal assessment data indicates very good attainment in KG, good attainment in Primary and Middle Phases, and acceptable attainment in the High Phase. This does not match with that seen in lessons and in students' work, where most students' attainment is in line with curriculum standards in KG, Primary and High Phases, but only a majority of students in the Middle Phase reach levels of attainment in line with curriculum standards. External ASSET data indicates attainment is weak across the school.
	- Overall, most students make acceptable progress in mathematics, except in Middle Phase where their progress is weak. In KG, children can count objects reliably up to 20, sing number rhymes, identify different shapes and link them to their surroundings. In Primary, students can carry out mathematical operations at an adequate level and solve simple word problems. However, their mental mathematics is less well developed, and they lack enough fluency to calculate confidently. In Middle Phase, students can add and subtract similar fractions, although they find more complicated calculations difficult. In High Phase, students can interpret graphs and solve polynomial equations in line with curriculum expectations.
	- All groups of students make at least the expected progress. However, high-attaining students are not making enough progress over time.

Areas of Strength	**Areas for Improvement**
- KG children's confidence in counting and in identifying shapes. - High Phase students' skills to interpret graphs and solve polynomial equations.	- Mental mathematics skills of students in Primary Phase. - Students' ability to carry out a range of fraction calculations in Primary Phase.

Science	• Students' achievement in science is acceptable overall. The school's internal data shows students make acceptable progress in all phases. This matches that seen in lessons and in students' work, which shows that most students make expected progress across the school. • Internal assessment data shows good attainment in Primary and Middle Phases, and acceptable attainment in High Phase. This is not seen in lessons and in students' books where most students attain in line with curriculum standards across the school. Students' attainment in external ASSET exams is weak. • Overall, students make acceptable progress in science. Students develop an age-appropriate knowledge and understanding of Earth, life sciences and space. In KG, children can name parts of a plant in Arabic, English and Filipino. They can name the national flower of the UAE and are able to discuss their experiences at the 'Miracle' garden in Dubai. Sometimes, students are able to relate real life to their scientific knowledge. For example, in Middle Phase, students use graphic organisers to show their understanding of the biotic and abiotic components of an ecosystem. Primary Phase students can distinguish between living and non-living things and explain reproduction in plants. In the High Phase, students understand atomic structure and optics, and can construct and use a pinhole camera, periscope, and telescope. Students' skills of independent research using technologies, and their investigation, enquiry, and practical and laboratory skills are underdeveloped. • Overall, most groups of students make at least the expected progress. However, high-attaining students do not always progress as well as they could.

Areas of Strength	Areas for Improvement
• Students' knowledge and understanding of life sciences, space and the Earth. • Students' understanding of atoms and optics in High Phase.	• Students' practical and laboratory skills in High Phase • Scientific skills of enquiry and undertaking investigations using technology across the school.

Other subjects	• Students' achievement in other subjects is acceptable overall. Internal data indicates that students make good progress in KG, and very good progress in the other phases. This does not align with the progress seen in lessons and in students' work, where most students make expected progress across the school. • Internal assessment data shows very good attainment in Primary, Middle and High Phases, and good attainment in KG. This does match with the attainment seen in lessons and in students' work, where most students attain in line with curriculum standards. There is no external data for other subjects. • Overall, students make acceptable progress across a range of other subjects. In KG, children develop basic Art skills through colouring parts of a plant or making a collage of letters of the alphabet. However, their drawing skills are less well developed, partly because there are no art lessons in the current academic term. In the integrated Music, Art, Physical Education and Health Education (MAPEH) lessons, most students in Primary, Middle and High Phases can demonstrate the steps of folk dances of the Philippines. High Phase students can perform the steps of Philippine national dances appropriately, and students in Primary can perform the steps of the 'Tiklos' dance with confidence and poise. In Moral Education, Primary Phase students are able to make real life connections when expressing their feelings and emotions about change and bereavement. In Technology and Livelihood (TLE), most students are able to understand concepts of financial trade, accounting and assets and liabilities. Students demonstrate adequate language skills through their learning Filipino and Arabic. In PE, most students improve their agility, strength, speed, and power through exercises like crunches, and stretching. They play basketball adequately well, including during social times in the school courtyard. However, in their PE lessons, their game-related strategy and tactics skills are less developed. • Overall, all groups of students make at least the expected progress. The high-attaining students do not always perform to their potential.

Areas of Strengths	Areas for Improvement
• Students' dancing skills and confidence. • Primary Phase students' ability to express feelings about change and loss in life.	• Children's freehand drawing skills in Art in KG. • Students' understanding of strategy and tactics in games across the school.

Learning Skills	• Students' learning skills are acceptable overall. Students are usually eager to participate in learning. However, their active involvement and taking responsibility for themselves is underdeveloped, especially among younger students. Older students have a more secure understanding of their strengths and weaknesses and how to act on these.
	• Students consolidate their knowledge well. They strengthen their learning through their interaction, collaboration, and discussions in lessons, though at times it is less productive in KG and in the Primary Phase. In High Phase, students work together effectively to complete different tasks, such as using past and past-perfect tenses in English.
	• Overall, students only make limited connections between their learning and their understanding of topics in other subjects. However, this is more developed in Islamic Education, as students can link, for example, their understanding of Islamic values to the importance of the environment.
	• Students' innovation and research skills are adequately developed. However, students' use of technology to support their learning is uncommon. Sometimes students are able to use their own devices effectively, particularly in Middle Phase. Across phases, students' critical thinking and problem-solving skills are underdeveloped.

Areas of Strengths	Areas for Improvement
• Students' willingness to participate in their learning, communicate and collaborate. • Students' ability to make links in Islamic Education.	• Students' ability to think critically and problem solve. • Students' ability to use technology effectively to research and explore new information.

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

Indicators:	KG	Primary	Middle	High
Personal development	Acceptable	Acceptable	Acceptable	Acceptable

- Students' personal and social development and their innovation skills is acceptable overall. Students' understanding of Islamic values and Emirati culture is also acceptable.
- Students demonstrate respectful behaviour. They understand and follow the rules and their relationships with staff and with each other are courteous and helpful. Students' behaviour

- usually makes a positive contribution to their learning. However, a minority of Primary Phase students can be noisy if unsupervised.
- Students understand the benefits of being healthy, regularly exercising and eating nutritious food. However, sometimes a few students make unhealthy choices, despite the typically healthy options provided in the school canteen.
- Students' attendance is acceptable at 92.8%. Almost all students are punctual to school and to lessons.

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

- Students demonstrate an acceptable understanding of Islamic values and how they influence life in the UAE. They are knowledgeable and respectful of the traditions and heritage of the UAE. During assembly they demonstrate respect for the Holy Qur'an. Students engage in virtual tours to the Noor Mosque and participate in the national celebrations of the UAE.
- Students are knowledgeable and respectful of their own and other cultures through their interactions with peers from a range of countries. They enjoy taking part in celebrations and themed events, such as during the 'Month of Filipina Language'

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students contribute to the life of the school and wider communities through a range of planned activities. They volunteer and make contributions to events such as the Sharjah Expo. Students have some influence on the school's development through the Student Parliament. They understand their roles as citizens and usually respond positively to opportunities in school. However, their initiative and enterprise skills are underdeveloped.
- Students are aware of the importance of environmental sustainability and take care of their school environment. They take part in school activities like the 'Clean-up Drive', and 'Afforestation' campaign. However, they do not often take the lead and develop their own projects and initiatives.

Areas of Strength:

- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.
- Students' participation in activities, celebrations and events.

Areas for Improvement:

- Students' innovation and enterprise skills.
- Students' ability to initiate environmental awareness and sustainability projects.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable.
- Most teachers demonstrate adequately secure knowledge of their subjects and how students learn. This is less evident in Middle Phase in mathematics.
- Teachers plan lessons and occasionally use digital resources to provide a positive learning environment. In some lessons, planning does not cater well enough for high-attaining students. Teachers do not always plan lessons so that students have an adequate opportunity to review and reflect on their learning at the end. This means that some students are unclear about whether they have successfully grasped the main idea of the lesson.
- Teacher-student interactions and relationships usually engage students adequately in lessons. However, the use of probing questions by teachers to promote deeper thinking and challenge students' misconceptions is inconsistent across phases and subjects.
- Teachers generally use strategies to adequately meet the needs of different groups of students. They sometimes plan to provide challenge and support through three different levels of activities. However, this approach is implemented inconsistently. As a result, some students who have SEN, as well as the gifted and talented, do not always get the support they need.
- A few teachers develop students' critical thinking and independent learning skills. However, teaching approaches to develop innovation and problem-solving skills are inconsistent.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Internal assessment processes provide a suitable measure of students' progress and are mostly linked to curriculum standards. The school assessment policy clearly defines the objectives and strategies for internal and external assessments.
- The school benchmarks students' outcomes against national and international averages in key subjects. External assessment data is analysed but the resulting information is often too superficial and limited in its usefulness.
- Assessment information is not used adequately to inform teaching or curriculum modification. Consequently, the needs of groups of students are too often poorly met. Scrutiny of students' work shows limited evidence of constructive feedback from teachers.
- Teachers are aware of students' strengths and weaknesses, although usually only in general terms. This limits the effectiveness of support and challenge to improve students' academic progress. In some lessons, students are involved in self-assessment. However, this is not as effective as it might be because the outcome from the assessment is not consolidated well enough afterwards.

Areas of Strength:

- Teacher-student interactions and relationships across all phases.
- The school's internal assessment policy and its alignment with curriculum standards.

Areas for Improvement:

- The questioning skills of teachers to promote all students' critical thinking, problem solving, innovation and independent learning skills.
- Teachers' use of assessment to enhance the academic achievement of all students.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of the curriculum is acceptable.
- The curriculum follows all statutory requirements of both the Philippine and UAE regulatory agencies. It is broad and balanced and adequately prepares students for the next stages in learning.
- Overall, the curriculum is planned to provide adequate continuity and progression. It builds on prior learning and meets most students' needs. However, it does not always support learning for high-attaining students and those with SEN.
- Curricular choices for older students enable them to prepare for future pathways adequately. Careers guidance and counselling sessions are available for students and their parents.
- Cross-curricular links between curriculum areas, and to the real world, are often included in curriculum and lesson planning. This is especially the case in relation to Islamic values, and in UAE social studies, science and English. However, links in other subjects are inconsistent across phases and subjects.
- The review of the curriculum is not sufficiently focussed on students' personal and academic development. As a result, leaders do not pay enough attention to whether or not the curriculum is meeting students' needs.

Curriculum adaptation	Weak	Weak	Weak	Weak

- Curriculum modifications are too few to meet the needs of all students, including those who need support and challenge across subjects and phases.
- The curriculum offers too few opportunities to promote enterprise, innovation, creativity, and social contribution in the school and community. There are few productive links to organisations, and only a limited number of extra-curricular clubs and sports activities. Opportunities for innovation and enterprise are also limited.
- There are usually good learning experiences for students to develop an appreciation and understanding of the heritage of the UAE. Links to Emirati culture are effectively embedded into the curriculum across all phases.

Areas of Strength:

- Links to UAE heritage and Emirati culture.
- Cross-curricular connections to learning in Islamic values, UAE Social Studies, science and English.

Areas for Improvement:

- The review of the curriculum aligned to students' academic and personal aspirations and achievement.
- Opportunities for enterprise and innovation.

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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of protection, care, guidance, and support for students is acceptable.
- The school has adequate procedures for the safeguarding of students including child protection. Most staff, students, and parents are aware of these arrangements.
- The school meets the general needs for a safe, hygienic, and secure environment for students and staff, including with regard to school transport. During the review, school leaders successfully attended to a small number of issues that the review team brought to their attention.

- Students are supervised around the school, and in their transition from and to school buses. The school building and records are adequately maintained. However, the school has limited provision for accessibility by all groups of students.
- The school promotes healthy lifestyles through lessons, morning assembly exercise routines and by monitoring of students' lunch boxes. Most students understand about making healthy choices and eating healthily. The school canteen provides healthy options like salads, juices, and water.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff and student relationships are respectful and productive. Behaviour management is adequate across the school. Systems and procedures for managing students' behaviour are in place and generally used consistently. Occasionally, the behaviour of a few students sometimes deteriorates if they are not adequately supervised.
- Procedures to identify students with special educational needs including the gifted and talented and interventions to support and challenge them are limited. The school has no SENCO.
- Students' wellbeing and personal development are monitored at intervals throughout the year. Career guidance, well-being initiatives and support from a sister school help older students to pursue their transition to the next stage.

Areas of Strength:

- Staff-student relationships, and their interactions in lessons and around the school.
- The promotion of healthy lifestyles, including the provision of healthy food choices.

Areas for Improvement:

- Identification and support for SEN and G&T students.
- Provision for accessibility by all students to school facilities.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	**Acceptable**
Self-evaluation and improvement planning	**Acceptable**
Partnerships with parents and the community	**Acceptable**

Governance	Acceptable
Management, staffing, facilities and resources	**Acceptable**

- The overall quality of leadership and management is acceptable.
- The principal, along with the academic supervisor, provide a clear direction to promote inclusion and Emirati national priorities, which is widely shared with the school community. Leaders demonstrate an adequate understanding of the school's priorities, and how to tackle them. Middle leaders have been successful in raising standards in a few subjects and phases, but their impact is inconsistent.
- Relationships are courteous and professional. School leaders have improved the school from weak at the previous inspection and demonstrate sufficient capacity to improve the school further. However, there are inconsistencies in how well barriers to improvement are tackled, such as the recruitment of more skilled and knowledgeable teachers.
- Leaders identify the key strengths and areas for development through their self-evaluation procedures. These are based on previous reviews of the school and on data about students' achievement. Leaders' aims are ambitious, and self-evaluation is aligned to the UAE inspection framework in most respects. Improvement planning documents set targets and have appropriate timelines. Leaders have improved some aspects, like KG, and maintain adequate school performance, but there is much further work to do before the school can move securely to good.
- Leaders monitor lessons and hold informal conversations with teachers to provide feedback. However, observations and feedback are insufficiently focused on students' progress in lessons or over time. Leaders approaches to sharing the best practices in the school are underdeveloped.
- Parents are supportive of the school and their views are informally considered when developing school priorities. Communication is regular and reporting procedures ensure parents are kept informed their children's learning and development. The school benefits from positive links with the local Philippines Consulate and with partner schools under the same governing board. Links with the local community provide some opportunities for careers guidance for older students, although wider links, for example with institutions internationally, are more limited.
- The governing council includes parents and other stakeholders. They periodically monitor the school's actions and have a basic understanding of the strengths and weaknesses of the school. Governors hold senior leaders to account for students' outcomes through regular meetings with the principal, and they ensure all statutory requirements are met.
- The day-to-day management of the school is adequately organised. The school is sufficiently staffed with suitably qualified teachers who receive occasional relevant professional development, although there is currently no school SENCO. Learning areas, resources and facilities are generally sufficient in quality and in quantity.

Areas of Strength:

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

Areas for Improvement:

- Accountability and responsibility by all staff for school performance and standards.
- The monitoring of teaching to take account of the impact on students' progress.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- Six teachers teach the Arabic language across the school. The ratio of teachers to students is 1:30. Only two teachers hold a bachelor's degree in Arabic Literature.
- The Head of Department conducts professional development workshops to demonstrate the best practices in teaching Arabic as a second language.
- The library has Arabic books which include 186 literature, 199 story, 398 fiction and 315 non-fiction books. However, there is no systematic encouragement for students to borrow the books and it is left to students' own interest.
- Reading logs are maintained by teachers but the follow up is very limited. Teachers encourage reading aloud, group and silent reading using online applications and videos. Some extra-curricular activities take place, such as an Arabic Language Club, a spelling Bee competition, teaching of Arabic Language to parents, and celebrating the Arabic Language Day. An 'Arabic everyday word' during the assembly enhances students' vocabulary.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in ASSET and CAT4 examinations. Almost all students appear for the exams.
- The ASSET exam has been taken by all students of relevant age groups in the current academic year, the results of which are awaited. Target setting practice is yet to be developed effectively.
- Students and parents are aware of external testing procedures. They are kept fully informed about all the processes and preparations by individual communication and during parent teacher conferences.
- The TIMSS examination has been taken by all students in grades 4 and 8, the results of which are awaited.
- The school has a National Agenda Programme. Students prepare for these examinations through the 'AQAD' ('A question a day') based on English, science and mathematics.

Provision for KG

- The school has seven KG classes, and the same number of teachers and teaching assistants. The teaching assistants help with preparation of resources and support children with their personal needs. The adult to child ratio is 1:25.
- Classrooms are adequately equipped and limited to an average of 25 children per class. A range of resources like smart boards, teaching aids and manipulatives support collaboration and independent learning.

- The outdoor spaces promote learning through play, including areas for free play and resources like slides, swings and other play equipment.
- Parents are invited to attend orientation sessions at the beginning of the academic session, during which the school's procedures are shared. Parent- teacher conferences are held at the end of every academic term to keep the parents informed about their children's progress. Schedules of activities and plans are communicated regularly to parents.
- A diagnostic test at the start and end of the year informs starting points and progress. An early childhood care and development checklist is used to determine age-appropriate milestones. Additionally, a monthly formative test is also carried out to determine attainment levels.

VIEWS OF PARENTS

I am Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 349

12.0%

88.0%
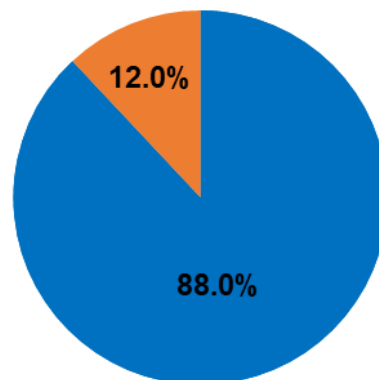
■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

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STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement, particularly in mathematics in the Middle Phase, by:
    - regularly monitoring students' performance in lessons and over time.
    - extending opportunities to create, innovate, develop scientific and entrepreneurial skills of all students.
    - ensuring teachers' questioning deepens learning and challenges misconceptions.
    - developing students' skills in number and quantity, algebra and geometry.
    - developing students' thinking skills and their fluency in mental mathematics.

- Improve the analysis and use of assessment data to meet the needs of all groups of students, by:
    - ensuring assessments provide reliable and valid measures of students' achievement across all subjects.
    - rigorously benchmarking students' academic outcomes against a range of national and international expectations.
    - ensuring the effective use of assessment information to influence teaching and curriculum planning.
    - providing personalised feedback and support to students about their learning.

- Regularly review and adapt the curriculum to improve learning, by:
    - ensuring adaptations are specifically targeted to needs and interests of all groups of students.
    - including an interesting, motivating and diverse range of choices and activities, particularly in KG.
    - providing a wide and stimulating program of extra-curricular activities.

- Identify and support students with special educational needs, including the gifted and talented, by:
    - establishing a rigorous system to accurately identify students with special educational needs, and those who are gifted and talented.
    - providing effective and timely support for students, in and out of lessons.
    - closely monitoring students' progress and adapting the support provided accordingly.

- Strengthen the impact of leaders at all levels on school improvement and performance, by:
    - establishing an effective and purposeful culture of learning across the school, with a focus on high standards.
    - providing an appropriate package of training and support, particularly for middle leaders.

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.

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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.