هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

EAST COAST ENGLISH SCHOOL

23 - 26 January 2023

Overall Effectiveness	ACCEPTABLE

ITQAN
إتـقـان

TABLE OF CONTENTS

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	187
	School location	Khorfakkan, Sharjah
	Establishment date	1992
	Language of instruction	English
	School curriculum	CBSE K-10
	Accreditation body	NA
	Examination Board	CBSE
	National Agenda Benchmark Tests/ International assessment	CBSE ASSET PISA TIMMS
	Fee range	AED 3,300 to 4,500
Staff	Principal	Mrs. Suja Bobby
	Chair of Board of Governors	Mr. Bobby Matthews
	Total number of teachers	36
	Total number of teaching assistants	N/A
	Turnover rate	7%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:18
Students	Total number of students	645
	Number of Emirati students	0
	KG: number and gender	Total 99: 35 Boys, 64 Girls
	Primary: number and gender	Total 237: 123 Boys, 114 Girls
	Middle: number and gender	Total 243: 113 Boys, 130 Girls
	High: number and gender	Total 66: 26 Boys, 40 Girls
	Nationality groups	1. Indian
		2. Pakistani
	Total number of students with special educational needs	0

PROGRESS JOURNEY

Previous Inspection:	Current Review
WEAK	**ACCEPTABLE**

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 141 lesson observations, 4 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:
The overall performance of the school is acceptable. This is an improvement from the previous review. School leaders are still developing their skills for leading strategic direction to raise school expectations and driving the school to achieve higher standards. Self-evaluation planning is less realistic and does not currently have significant impact on development planning. Focus on teaching and learning to improve students' overall achievement is acceptable. The curriculum supports students' appreciation of UAE culture with modifications to the curriculum requiring further development. Care and support of students, and identification and support for students with special education remains a focus area for development. Classrooms are too small for the number of students, and they do not always promote effective learning.

KEY AREAS OF STRENGTH:

- Students' attitudes, behaviour and relationships and their respect for Islamic values and awareness of UAE heritage.
- The leadership of the school in establishing a positive culture.
- A broad and balanced curriculum in line with CBSE requirements.
- Secure subject knowledge of teacher and the regular assessments of students' progress in core subjects.

KEY AREAS FOR IMPROVEMENT:

- Improve students' achievement to good in all subjects.
- Enhance identification and support for students with special education needs (SEN).
- Enhance the effectiveness of school leadership, including self-evaluation, governance and the expertise of middle leaders.

MAIN REVIEW REPORT

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**	Acceptable	Weak	Weak	Weak
	Progress	Acceptable	Weak	Weak	Weak
Social Studies	**Attainment**	N/A	Weak	Acceptable	Acceptable
	Progress	N/A	Weak	Acceptable	Acceptable
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

Islamic Education	● Students' achievement in Islamic Education is acceptable overall. In lessons and in their work, most students make the expected progress. This does not match with the school's internal data which shows good progress across all phases. ● Internal assessment data for Primary, Middle and High Phases show attainment as good. This does not match with what is seen in lessons and in students' books where most students attain in line with curriculum standards across all phases. ● In Primary, Middle and High Phases, students make acceptable gains in learning to reflect on and understand Islamic values in their daily lives. They gain a suitable understanding of the pillars of faith and the pillars of Islam. Primary Phase students gain an acceptable understanding about the rationalisation of water consumption and conservation as an Islamic value. In Middle Phase, they show suitable understanding of the deeds that will lead them to heaven. In High Phase, students make acceptable gains in learning about Seerah, the life of the Prophet (PBUH). Students' skills in accurate Holy Qur'an reading and recitation, and their understanding of the Prophet's sayings, Nobel Hadeeth, are less well developed. ● Overall, all groups of students make the expected progress.

	Areas of Strength	**Areas for Improvement**
	● Students' application of Islamic values in daily practices. ● Students' understanding of pillars of faith, pillars of Islam and Seerah, the life of the Prophet (PBUH).	● Accurate Holy Qur'an reading and recitation. ● Understanding of Prophet (PBUH) sayings, the Nobel Hadeeth.

Arabic as a Second Language	● Students' achievement in ASL is weak overall. It is acceptable in KG. In lessons and in their work, progress is acceptable in KG and weak in all other phases. This does not match with school's internal data, which shows acceptable progress in Primary Phase and good progress in Middle and High Phases. ● Internal assessment results show attainment for KG, Primary, Middle and High Phases as acceptable. This does not match with what is seen in lessons and in students' books, where most children in KG and only a majority of students across all phases attain in line with curriculum standards. ● Children make acceptable gains in KG in learning to pronounce the letters and the words correctly. In Primary, Middle and High Phases, while students make acceptable gains in developing their handwriting and learning to speak in standard Arabic to express their ideas. Overall, progress is weak because students' reading comprehension and extended writing skills are underdeveloped. ● Overall, only a minority of groups of students make the expected progress.

	Areas of Strength	Areas for Improvement
	● Students' ability to speak in standard Arabic across the school. ● Students' handwriting skills across the school.	● Students' extended writing skills. ● Students' skills with reading for comprehension.

Social Studies	• Students' achievement in social studies is acceptable overall. It is weak in Primary Phase. In lessons and in their work, students make weak progress in Primary Phase and acceptable in Middle and High Phases. This does not match with school's internal data which shows acceptable progress across all phases.
	• Internal assessment data shows attainment for Primary, Middle and High Phases as acceptable. This does not match with what is seen in lessons and in students' books, where only a majority of students in Primary Phase and most student in Middle and High Phases attain in line with curriculum standards.
	• Most students demonstrate an expanding understanding of the UAE context, particularly cultural values, citizenship and government. Most students in Primary Phase develop their understanding of UAE culture, heritage and national identity. For example, they are able to describe UAE hospitality, behaviour and fashion. However, students are less able to compare their own culture with other cultures. Students in Middle Phase have a developed understanding of the UAE National Agenda and vision. For example, they are able to name the National Agenda priorities and describe the progress made towards these. Students understanding of the UAE economy is relatively less well developed in Middle and High.
	• Overall, most groups of students make the expected progress, although higher attainers and those identified as SEN do not always make the required progress.

Areas of Strength	Areas for Improvement
• Students' understanding of UAE heritage, culture and traditions. • Students' understanding of the National agenda and Vision.	• Students' understanding of UAE economy. • Students' ability to compare UAE culture with other cultures.

English	● Students' achievement in English is acceptable overall. In lessons and in their work, most children in KG, and most students in Primary, Middle and High Phases make acceptable progress. This does not match with the school's internal data which shows outstanding progress in KG and High Phase and weak progress in the Primary and Middle Phases.
	● Internal assessment data shows attainment as outstanding in KG, weak in Primary and Middle Phases and outstanding in High Phase. Only a small proportion of students sit the external ASSET tests for Grades 3 to 9, the results from these are therefore not reflective of overall attainment. External CBSE tests in Grade 10 show good attainment. This does not match with what is seen in lessons and in students' books, where most children in KG, and most students in Primary, Middle and High Phases attain in line with curriculum standards.
	● In KG, children make acceptable gains in building their knowledge of phonics and in using these to decode and read a range of words to write simple sentences. In Primary Phase, students build secure reading comprehension skills, these become good in Middle and High Phases. However, whilst students generally make progress in producing accurate and well-presented paragraphs as they move through the age groups, their writing is not fully extended and does not always contain a sufficient range of vocabulary. Across the school, students develop confidence in answering questions and justifying their opinions. However, a minority of students across the school do not sufficiently express themselves at length and fluently in class discussions and collaborative activities.
	● Overall, most groups of students in all phases make acceptable progress. SEN students and those identified as Gifted and Talented (G&T) do not always make gains in their learning.

Areas of Strength	Areas for Improvement
● Students' ability to read and comprehend passages in class. ● Students' skills in writing, using the correct grammatical format.	● Students' skills in extended writing using a broad range of vocabulary. ● The skills of a minority of students across the school in learning to express themselves at length and fluently in class discussions and collaborative activities.

Mathematics	● Students' achievement in mathematics is acceptable overall. In lessons and in their work, most children in KG, and most students in Primary, Middle and High Phases make acceptable progress. This does not match with the school's internal data which shows outstanding progress in KG and High Phase and weak progress in Primary and Middle Phases.
	● Internal assessment data shows that attainment in KG is outstanding, weak in Primary and Middle Phases, and acceptable in High Phase. No external tests are taken in KG. Only a small proportion of students sit the external tests for Grade 3 to 9, the results from these are therefore not reflective of the overall attainment of students. Grade 10 students attain acceptable results in CBSE examinations. This matches with what was seen in lessons and in students' books, where most children in KG, and most students in Primary, Middle and High Phases attain in line with curriculum standards.
	● In KG, children make acceptable gains in learning to construct simple addition number sentences and in finding missing numbers in sequences. However, they do not sufficiently embed their skills by working with practical resources. In Primary Phase, students make acceptable gains working on calculations, but their progress is sometimes hindered by weaknesses in their mental mathematics skills. In Middle Phase, students make acceptable gains in learning about ratios and factors. In High Phase, students make acceptable gains in working with cyclic quadrilaterals and arithmetic progressions. In both Middle and High Phases, students do not always progress rapidly enough when working with problem-solving. Occasionally, in Primary, Middle and High Phases, students make some good gains with working with geometry and in learning to work with algebraic expressions in middle and high.
	● Overall, most groups of students make acceptable progress in all phases.

Areas of Strength	Areas for Improvement
● Students' ability to work with algebraic problems in Middle and High Phases. ● Students' skills with geometry in Primary, Middle and High Phases.	● Students' mental mathematics skills in Primary Phase. ● Students' problem-solving skills in Middle and High Phases.

Science	• Students' achievement in science is acceptable overall. In lessons and in their work, children make acceptable progress across the school. This does not match the internal assessment data which shows outstanding progress in KG, good progress in Primary Phase, weak progress in Middle Phase and acceptable progress in High Phase.
	• Internal assessment data shows outstanding attainment in KG, good attainment in Primary Phase and weak attainment in Middle and High Phases. There are no external tests taken in KG. Only a small proportion of students sit the external tests for Grades 3 to 9, the results from these are therefore not reflective of the overall attainment of students. Grade 10 students attain acceptable results in CBSE examinations. This does match with what is seen in lessons and in students' books where, overall, most students attain in line with curriculum standards across all phases.
	• In KG, children make acceptable gains in their understanding of living and non-living things and can give examples of animals, plants, and objects. In Primary Phase, students make acceptable gains in learning to explain the process of vermicomposting and how earthworms' movement loosens and aerates the soil. Students in Middle and High Phases make acceptable gains in acquiring knowledge of scientific facts and theory. Students' practical and laboratory skills are less well developed across all phases, as are their skills with learning to record observations and predictions. Students do not develop sufficient knowledge of key scientific terms and vocabulary to use in their written work.
	• Overall, most groups of students make the expected progress.

Areas of Strength	Areas for Improvement
• Students' knowledge of scientific facts and theory in Middle and High Phases. • Children's understanding of living and non-living things in KG.	• Students' practical and laboratory skills. • Students' understanding and use of scientific terms and vocabulary in their scientific report writing.

Other subjects	• Students' achievement in PE, Music, Art and ICT is acceptable overall. In lessons and in their work, students make acceptable progress in all phases. • In Primary and Middle Phases, students make acceptable gains in learning to code in ICT and develop ball and game skills in PE. However, students do not sufficiently embed their skills by working with practical resources, particularly in ICT, Students' practical ICT skills are less well developed. In Primary Phase, students make acceptable gains with fitness in PE, and Music knowledge, but their progress is sometimes hindered by a lack of collaborative skills. In Middle Phase, students make acceptable gains in learning to sing, but are inhibited by a lack of musical resources and technology. In High Phase, students make acceptable gains in working with coding in IT, but students are restricted by practical resources for robotics design. In both Middle and High Phases, students do not always progress rapidly enough when working in groups due to the lack of structured collaboration, challenge, and opportunities for critical thinking. Across all phases, students' creative Art skills are less well developed. • Overall, all groups of students in all phases make acceptable progress.

Areas of Strengths	Areas for Improvement
• Students' skills in working with coding in IT in High Phase. • Students' ability work in teams to build skills in PE.	• Students' ability to develop their practical skills in ICT. • Students' creative Art skills.

Learning Skills	• Students' learning skills are acceptable overall. • Students are keen learners and demonstrate positive attitudes in lessons. However, students are less independent in identifying what they need to do and rely on teachers' support to improve their learning. Students occasionally take responsibility for their learning. • Students are able to work collaboratively in groups, however this is not consistent across all subjects. Students are able to communicate their learning with their peers. However, their active listening skills to listen carefully to one another or challenge others is less well developed. • Overall, students make connections between areas of learning in mathematics and science as the links are built within the curriculum. This is more developed in Islamic Education, where students demonstrate an understanding of how Islamic values influence and shape their lives. However, students' application of learning to develop their understanding of the world is less well developed. • Students' innovation, critical thinking and problem-solving skills are underdeveloped. In lessons, students don't develop the skills to work independently, apply research and show and creativity.	
	Areas of Strengths	**Areas for Improvement**
	• Students' positive attitudes for learning. • Students' ability to communicate their learning to others.	• Students' critical thinking, research and innovation. • Students' application of learning to real life experiences.

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

Indicators:	KG	Primary	Middle	High
Personal development	**Good**	**Good**	**Good**	**Good**

- Students demonstrate positive and responsible attitudes across all phases. They respond well to critical feedback when it is given in Middle and High Phases.
- Students display good behaviour and self-discipline in all phases. Incidents of bullying are rare; if they occur, they are followed up. Students benefit from the good relationships between them and their teachers to develop their confidence, contributing to a positive and orderly learning community.

- Students demonstrate general understanding about healthy eating and maintain active lifestyles by making positive choices. Snacks brought to school by students are generally healthy.
- Students' attendance is acceptable at 93%. Students generally arrive at school on time.

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

- Students demonstrate clear understanding of Islamic values and their influences on life in the UAE. Students show respect during the recitation of the Holy Qur'an in assemblies and in lessons. Students are able to relate Islam to their daily life practices.
- Students are knowledgeable about aspects of UAE culture and are developing a respect for the traditions and heritage of the UAE. They willingly participate in national events organised by the school. Students sing the national anthem with enthusiasm during assemblies.
- Students have a clear awareness of their own culture as they participate in cultural activities in school to promote their culture and traditions. They participate in a range of events to deepen their understanding of other cultures.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are aware of their responsibilities in the school community. Their involvement as volunteers within the local community is beneficial, but irregular. For example, students participate in municipal projects such as planting trees.
- Students enjoy work but may lack initiative. They can be creative and enjoy taking part in projects, but often rely on others when making decisions and rarely take the lead. Their innovation and enterprise skills are underdeveloped.
- Students take care of their immediate surroundings and are aware of important environmental issues. Students participate in a limited range of activities that support sustainability and conservation in their local and wider environment.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships, and self-discipline.
- Students' appreciation and understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' involvement as volunteers within the local community including environmental conservation.
- Students' attendance.

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. However, assessment is weak in all phases.
- Teachers have secure subject knowledge and understanding of how students learn. Lesson planning is consistent, with timed activities and resources identified to support learning. However, teachers do not engage students in using a variety of strategies, including technology in lessons to support their learning. The classroom environment is arranged in a suitable way to enable students to meet learning expectations, but sometimes there is noise from adjacent classrooms that disturbs learning.
- Teacher and student interactions are positive. Questioning strategies are however inconsistent. They are stronger in High Phase, where, in the best lessons, teachers require students to explain their answers and give their own solutions to problems. However, across the school, extended dialogue with students in either class discussions or group work is not sufficiently evident.
- Overall, teachers use effective strategies to drive learning forward at an acceptable pace. However, there remains much scope for providing more personalised challenges for different groups of students and especially for those who are higher attaining.
- Overall, teachers do not sufficiently encourage students to become independent learners. They do not focus enough on enabling students to develop their critical thinking and innovation skills.

Assessment	Weak	Weak	Weak	Weak

- The school internal assessment procedures are not consistent, accurate or valid. The current information provides an unclear picture of students' progress. Assessment occasionally links with the school curriculum.
- The school uses ASSET examinations to benchmark academic outcomes against national and international standards in Grades 3 to 9. However, only a few students are currently registered to sit these examinations. The current results do not give a clear summative picture of attainment at the end of each phase. Suitable use is made of CBSE examinations at Grade 10 to benchmark academic outcomes.
- The current internal assessment information is less accurate and provides minimal support for teachers to inform their teaching. The information is occasionally used to help provide differentiated work for groups of students of differing abilities. Activities in lessons provide an insufficient level of challenge for higher-attaining students.
- Through their questioning and monitoring in lessons, teachers have an adequate view of students' strengths and weaknesses. However, work in books is marked occasionally with

insufficient feedback provided to students on the quality of their written work, and advice on how they can improve.
Areas of Strength:
- Teacher's secure subject knowledge.   - Teacher and student relationships.
Areas for Improvement:
- The accuracy, validity and use of assessment information to inform teaching and to set activities that match precisely with the needs of different groups of students.   - The use of questioning and varied teaching approaches, including the use of technology, to encourage engagement.

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. Curriculum design and implementation is acceptable. It is reasonably broad and balanced. It follows the requirements of the school's authorised curriculum and CBSE statutory requirements.
- Overall, curriculum planning ensures adequate continuity and progression. Each phase of the school curriculum is planned and mapped against the CBSE National Framework so that the learning adequately builds on the achievement of the students from the previous year. It meets the needs of most students.
- The curriculum is mandatory, choices are limited for languages. From KG, the choices available are based on the students' first language and include Urdu, Malayalam, Bengali, and Hindu. Arabic is optional in Grade 10.
- Cross-curricular links are planned into lessons, but they are not fully exploited and integrated. Regular curriculum reviews identify development priorities, leading departments to amend and modify subject content as appropriate. The English department has increased the opportunities for extended writing for students in lessons, the impact of this is yet to be seen.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The school makes modifications to the curriculum, however, the needs of identified groups of students are not always met, especially those who are high-attaining children in KG and those with SEN.
- Extra-curricular activities offer some clubs and activities from coding to world mathematics day. However, opportunities for students to develop their enterprise and innovation skills are a developing feature.
- The school's curriculum modification provides students with adequate understanding of Emirati culture and UAE society.

Areas of Strength:

- A broad and balanced curriculum, which is closely aligned with the CBSE curriculum.
- The provision within the curriculum to promote students' understanding and appreciation of Emirati culture and UAE values and society.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all students.
- Planned opportunities to develop students' innovation and enterprise skills.

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 protection, care, guidance and support of students is acceptable overall. However, care and support for students is weak.
- The schools' procedures for safeguarding are based on adequate policies and procedures for child protection, behaviour management, fire safety and transport, management. Arrangements for health and safety are adequate, the school needs to continue to review its security measures. Staff, students and parents indicate that the prevention of bullying is well managed. Supervision of students is adequate and compliant for keeping students safe.

- Quality of maintenance is acceptable; the school's associated buildings and facilities are in sound repair. The school maintains adequate records, including addressing issues and follow up actions.
- Classrooms are generally small for the numbers of students and noise from adjacent classrooms often impedes learning. The school is generally clean and well-maintained.
- The school regards the promotion of healthy living as an important part of its provision. Awareness about a healthy lifestyle is promoted through lessons across the school. Students follow the school's guidelines for eating healthy food.

Care and support	Weak	Weak	Weak	Weak

- The staff develop relationships with the students; and there are systems to manage students' behaviour. Consequently, students develop good behaviour.
- The school's procedures and systems to promote students' attendance and punctuality are just adequate.
- The school identification for the needs of all students is ineffective in identifying students with special educational needs or those who are gifted and talented.
- The school has limited support systems in place to ensure that all individuals are provided with the appropriate pastoral support to ensure their wellbeing.
- The personal support systems for all students ensure all receive personal and academic guidance. Staff provide students with personalised advice and guidance about career choices.

Areas of Strength:

- Behaviour management throughout the school.
- Pastoral support provided by the class teachers.

Areas for Improvement:

- Identification and support systems for students with SEN and those who are gifted and talented.
- Continue to review security arrangements around the school site.

PERFORMANCE STANDARD 6:

LEADERSHIP AND MANAGEMENT

Indicators:	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Weak

Partnerships with parents and the community	Acceptable
Governance	Weak
Management, staffing, facilities, and resources	Acceptable

- Most leaders, including the principal, set a direction and vision that demonstrate commitment to the UAE national priorities. Leaders are aware of the importance of inclusion, but this is not yet evident in planning and supporting of needs.
- Most leaders demonstrate acceptable knowledge of the curriculum and suitable practices in teaching and learning. However, leaders need to enhance their understanding of assessment strategies. The school culture generally focuses on personal development, particularly in KG and Grades 1 and 2.
- Relationships and communication are professional. Some members of staff, in addition to senior leaders, have clear roles and responsibilities. A large majority of subject staff know what is required of them, although they lack support to realise their efforts.
- Leaders at all levels demonstrate awareness that further improvements can be made. They may be inconsistent in addressing potential barriers. They demonstrate some capacity to make required improvements.
- Leaders have improved some aspects of the school and maintained acceptable school performance. Leaders ensure that the school is compliant with statutory and regulatory requirements.
- Self-evaluation, using both internal and external data, is increasingly used in the school's improvement planning although this is not yet realistic and doesn't reflect the priorities.
- Monitoring of teaching and learning takes place, but it is not sufficiently focused on the impact upon on students' achievement.
- School improvement plans are adequate and based on simple self- evaluation. They contain appropriate actions and achievable goals, which address the school's and the UAE's national priorities.
- The school provides regular parental communications which enables parents to effectively contribute to their children's education. Parents receive regular and helpful reports about their children's academic and personal progress. The school has a limited range of partnerships with other schools and the local community.
- All stakeholder groups are represented on the governing body, except impartial external community members. Governors are not familiar with school improvement planning and do not hold senior leaders to account for the delivery of school improvements. Governors have limited perspective that the school has maintained quality provision and cannot confirm that the school is fully compliant with all statutory requirements.
- The school established routines that are effective in ensuring students stay safe. The premises are not well developed, and only limited resources are available for students and teachers to use in lessons to support teaching and learning. Resources in KG are less successful in promoting children's learning through play and exploration, and ICT resources in classrooms and libraries are underdeveloped.

Areas of Strength:
● The school is successful in engaging parents as partners in their children's learning and in school life. ● Communication strategies ensure parents are informed about their children's learning and development.

Areas for Improvement:
● Governance to include representation from all stakeholders and apply accountability practices for the quality of the school's performance. ● Enhance resources for teaching and learning across the school and particularly in KG. ● Improve the impact of self-evaluation.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 4 teachers who teach the Arabic language. The student-teacher ratio overall in Arabic is 1:150.
- The school has approximately 250 Arabic library books, mainly text reference books. The school has established textbooks for Arabic and students in all cycles. E-books are not available. The school has approximately 2000 titles frequently used by teachers during lessons and in the library combined resource room to help improve students' reading and comprehension skills, which is voluntary to access and minimally used.
- Library lessons are not timetabled for students. In KG, children participate in phonic lessons, but do not read in their classes. There is no librarian and no timetable to access the reading room. Older students can use the library to read independently, but mainly for research. They may loan books as required.
- School offers limited Arabic reading activities such as competitions. Parents are also encouraged to help their children read at home and complete their homework but may not always be able to as they lack the time commitment and skills.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in external tests and examinations such as TIMSS, PISA and ASSET, but the cohort is limited due to the cost.
- The school does not have an appropriate National Agenda Programme action plan. Teachers receive training on how to support students' learning and to prepare them for examinations with practice sessions and samples available. For example, teachers have received training to help
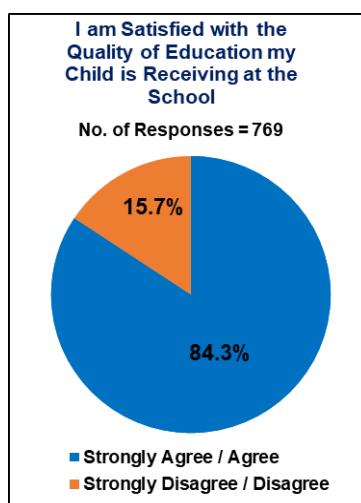
them improve students' learning skills and critical thinking. Teachers of Arabic and English have attended various training on meeting students' needs to help them support students how to develop their reading and writing skills.

- Parents are informed about all of the requirements and how to support their children.
- Students also receive copy of their test results and learning benchmark.

Provision for KG

- The school currently has four KG classes and four full-time class teachers. The adult to child ratio is 1:25.
- The school ensures that classrooms are limited to 25 children. Classrooms are small and restricted, with limited areas for discovery and independent learning and limited access to basic play areas. The learning areas are not well-presented. There are limited resources to support teaching and learning. There is no activity area with a range of resources to support children's creativity and imagination such as musical instruments, construction kits and role play resources.
- The outdoor environment is limited. There are climbing frames for children to use, but not other equipment such as balls and bean bags to help children practice their gross motor skills.
- Clear induction strategies are in place. KG department invites children and their parents to visit the nursery before starting school and shares information with them prior and during the first few months. At the meetings, parents receive information about procedures and requirements and children have the opportunity to be familiar with the environment with free play. Parents also informed how to communicate and keep up to date with all activities and how their children are progressing. Transition systems into Grade 1 are not as yet developed.

VIEWS OF PARENTS

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

No. of Responses = 769

15.7%

84.3%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement to good in all subjects by:
    - focusing on the impact of teaching and learning which brings about accelerated progress.
    - enhancing the quality and consistency of teaching across the school focused on all groups of learners.
    - developing the overall provision for the KG.

- Enhance identification and support systems for students with special education needs and those identified as gifted and talented by:
    - enhancing the accuracy and validity of assessment systems.
    - adapting the curriculum to ensure activities provided match the needs of all groups of students and particularly for those who are low attainers and high attainers.
    - establishing clear procedures and systems for identifying students with special educational needs and for those who are gifted and talented.

- Improve the effectiveness of school leadership, governance and middle leaders by:

    - establishing rigorous and focussed improvement planning and to ensure development of teaching and learning, and therefore student progress and attainment.
    - establishing a Governing Board that is comprised of additional external members.
    - developing rigorous governance systems to monitor and evaluate leaders' work.
    - the development of medium and long-term plans that focus on future growth and are consistently applied across all 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.

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.