ITQAN
Programme

هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR)ا Report

Al Mawahib British Private School
4 – 7 March 2024

Overall Effectiveness: ACCEPTABLE

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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-point 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:

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- 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-point 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 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	117
	School location	Halwan, Sharjah
	Establishment date	2004
	Language of instruction	English
	School curriculum	National Curriculum for England (NCfE)
	Accreditation body	Cambridge Assessment International Education (CAIE)
	Examination Board	Cambridge International Checkpoint
	National Agenda Benchmark Tests/ International assessment	GL, CAT 4, TIMSS, PIRLS, IBT.
	Fee range	13,000 - 22,000 AED

Staff		
	Principal	Fauzia Sultana Hasan
	Chair of Board of Governors	Omar Tahir Hammadi
	Total number of teachers	68
	Total number of teaching assistants	24
	Turnover rate	53%
	Main nationality of teachers	Egyptian

Students		
	Teacher: student ratio	1:10
	Total number of students	695
	Total number of students per cycle	Phase 1: 273 Phase 2: 262 Phase 3: 160
	Number of Emirati students	150
	Number of Emirati students per cycle	Phase 1: 42 Phase 2: 75 Phase 3: 33
	Phase 1: number and gender	Boys: 149 Girls: 124
	Phase 2: number and gender	Boys: 137 Girls: 125
	Phase 3: number and gender	Boys: 88 Girls: 72
	Phase 4: number and gender	N/A
	Nationality groups	1. Egyptian 2. Syrian
	Total number of students with special educational needs	10

PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 122 lesson observations, 71 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is acceptable. This is the same since the previous review visit. The school has undergone a period of instability. In February 2023 the newly appointed principal left. In the interim time before the present principal arrived, there was no substantive principal. There was also a 53% turnover of teachers. During this period achievement has declined especially in Phase 3 in English, mathematics, and science where achievement is acceptable. Achievement remains good in Islamic Education, Arabic as a first language (AFL) and social studies. There has been an improvement from acceptable to good in Arabic as an additional language (ASL), in students' personal development and, the understanding of Islamic values remains good. Teaching, assessment, and curriculum have declined in Phase 3 to now be acceptable overall. Leadership, self-evaluation, and governance are acceptable, while links with parents and facilities and resources are good. The appointment of the new principal, new experienced teachers, a counsellor, an inclusion manager and other posts, give the school the capacity to improve.

KEY AREAS OF STRENGTH:
- The strong commitment of the school community to Islamic values
- Students' achievement in Islamic Education, AFL, ASL and social studies
- Positive, caring and respectful relationships between students and staff
- The capacity of the new principal to bring about school improvement.

KEY AREAS FOR IMPROVEMENT:
- Raise students' achievement to at least good in all subjects and phases.
- The development of students' innovation, enterprise and critical thinking skills
- Students' attendance and punctuality
- Teaching strategies to meet the needs of all students.
- The early identification and support for all students with special educational needs (SEN).

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MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall					
Indicators:		**Phase 1**	**Phase 2**	**Phase 3**	**Phase 4**
Islamic Education	**Attainment**	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as a First Language)	**Attainment**	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as an additional Language)	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
Social Studies	**Attainment**	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Science	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Acceptable	N/A

Islamic Education	• Students' achievement in Islamic Education is good. Progress as observed in lessons and students' work is good in all phases. This does not match the school's internal assessment data of outstanding progress in Phase 2. In Phases 1 and 3 it aligns with good. • There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates attainment to be outstanding in Phase 2 and good in Phase 3. This does not match what was seen in lessons and in students' work, where the attainment of the majority of students is good in all phases. • In Phase 1, children name and know how to maintain blessings of Allah. In Phase 2, most students show their understanding of tolerance, pardon, and forgiveness. Students' recall of Noble Hadeeth is less well developed. In Phase 3, the majority of students can recite verses from the Holy Qur'an with good application of Tajweed rules. The majority of students show an understanding of the meanings of hypocrisy. In all phases, the majority of students demonstrate an adequate understanding of Islamic manners and etiquette. They can explain the concept of tolerance and identify the importance of the accepting of others in Islam. Students' understanding of Islamic rules drawn from the Holy Qur'an and Sunnah. • The majority of groups of students make above the expected progress in Islamic Education.

Areas of Strength	**Areas for Improvement**
• Students' commitment to Islamic beliefs in all phases. • Students' understanding of Islamic manners and etiquette in all phases. • Students' recitation of the Holy Quran while adhering to the rules of Tajweed in Phase 2.	• Students' recall of the text of a Noble Hadeeth in Phase 2.

Arabic	• Achievement in Arabic language is good overall. Lesson observations and students' work show progress in all phases is good. This does not match with the school's internal assessment data which shows it to be very good. • External benchmarked assessments show attainment in Arabic to be very good. This is not reflected in lesson observations and students' work, which shows attainment in all phases to be good. This does not match the school's internal data for Phases 1 which shows attainment is outstanding and very good in Phases 2, and 3., although it does for Phase 2. • The majority of children in Phase 1 can identify the alphabet letters in all its forms, they can write it in different positions, and can match pictures related to the alphabet letters They also can read, listen and conclude parts of our body start with specific letters. In Phase 2, they can identify the metaphorical expression like 'homeland embraces me'. They also can match words with suitable pictures. The use of standard Arabic is inconsistent. In Phase 3 the majority of students reading and writing skills are developing well. Students are gaining confidence in the development of their speaking and listening skills. They understand what they are listening to and respond accurately to speaking and listening exercises. Students' writing skills are less developed. Students listening and reading skills are developed in ASL. • All groups of students make similar progress.

Areas of Strength	**Areas for Improvement**
• AFL children' ability to recognise the letters in Phase 1. • AFL students' ability to read and speak standard Arabic in Phase 3. • ASL students' listening and reading in all phases.	• AFL students' writing skills in Phase 3. • AFL Students use of standard Arabic in Phase 2. • ASL students' speaking skills in all phases.

Social Studies	• Students' achievement in social studies overall is good. It is good in both phases 2 and 3. The progress of the majority of students in lessons and the work seen is overall good. This matches the school's internal assessment data, which is also good in progress in phases 2 and 3.

<table>
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<tr>
<td rowspan="2" style="vertical-align:middle">Social Studies</td>
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Students' achievement in social studies overall is good. It is good in both phases 2 and 3. The progress of the majority of students in lessons and the work seen is overall good. This matches the school's internal assessment data, which is also good in progress in phases 2 and 3.
There are no externally benchmarked assessments in social studies. Internal assessment data indicates very good attainment in Phases 2 and 3. The school's analysis of this data shows some inaccurate judgements. This does not match with students' attainment seen in lessons and work, where most students attain levels above the curriculum expectations.
In Phase 2, the majority of students show an understanding of different kinds of energy such as kinetic, thermal and optical energy. They explore ways of solving social problems such as traffic congestion through building roads, bridges and tunnels. They can identify the countries surrounding the UAE on a map. In Phase 3, the majority of students can explain H.H. Sheikh Zayed bin Sultan Al Nahyan's (RIP) vision, as well as the goals behind the establishment of the UAE. They appreciate his role in supporting Arab unity. Most students understand the values and ethics underlying the laws of the UAE. Their understanding of alternative energy sources, such as solar power, is less developed.
The majority of groups of students make above the expected progress. There is no difference between groups of students.

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Areas of Strength	Areas for Improvement
• Students' knowledge kinds of energy such as kinetic, thermal, and optical energy in Phase 2. • Students' knowledge of the role of H.H. Sheikh Zayed bin Sultan Al Nahyan (RIP) in establishing the UAE in Phase 3.	• Students' ability to identify the countries surrounding the UAE on a map in Phase 2. • Students' knowledge about solar energy and its advantages in Phase 3.

English	• Students' achievement is acceptable overall. In lessons and students' work, most students make expected progress in all phases. This does not match with the internal assessment data, for Phases 1 and 2 which shows that progress is good. In Phase 3 internal assessment data shows that progress is acceptable and is in line with lessons and student's work.

• Students' achievement is acceptable overall. In lessons and students' work, most students make expected progress in all phases. This does not match with the internal assessment data, for Phases 1 and 2 which shows that progress is good. In Phase 3 internal assessment data shows that progress is acceptable and is in line with lessons and student's work.

• Internal assessment data indicates that attainment is very good in Phases 1 and 2. This is not evident in lessons and students' work, where most students attain in line with curriculum standards. In Phase 3 internal assessment data is acceptable, and this is in line with lessons and student's work. External assessment data is incomplete.

• In Phase 1 students can use and understand recently introduced vocabulary, during discussions about stories, and offer explanations of what might happen next. A minority of students are not able to share their ideas orally. In Phase 2, students can read texts, and retrieve, and record information. A minority of students cannot read with expression. In Phase 3, students speak confidently and effectively in a range of informal contexts, including classroom discussions. They can use inference, deduction, and comparison, identify key details and read fluently. Across the school, writing is not fully developed. Extended creative writing is limited in Phases 2 and 3.

• Most groups make expected progress. Higher attaining students do not always make as much progress as they could.

Areas of Strength	Areas for Improvement
• Students' use of phonics to spell out unfamiliar words during guided reading in Phase 2. • Students' speaking and reading skills in Phase 3.	• Students' speaking skills in Phase 1. • Students' reading in Phase 2 • Students' extended writing skills in Phases 2 and 3.

Mathematics	- Students' achievement in mathematics is acceptable overall. In all phases, most students make acceptable progress overall. This does not fully align with the school's internal data which shows that progress is good in Phases 1 and 2 and very good in Phase 3. - Attainment is acceptable overall. Most students attain in line with the curriculum expectations in Phases 1, 2 and 3. This does not match internal assessments, which indicate that attainment is good in Phase 1, acceptable in Phase 2 and good in Phase 3. - Overall, most students make acceptable progress in Phases 1, 2 and 3. In Phase 1 children can add single-digit numbers and are beginning to explore patterns. In Phase 2 students can add and subtract decimal numbers and understand multiplication as repeated addition. In Phase 3 students can explore the sum of angles at a point and inequalities in simple equations. In Phases 2 and 3 students are less confident in solving word problems and the application of mathematics in real-life situations. In all phases, students' mathematical vocabulary is limited. - All groups of students make acceptable progress in Phases 1, 2 and 3. Higher ability students are not sufficiently challenged in the lessons, so they do not make the progress of which they are capable.

Areas of Strength	Areas for Improvement
- Students' knowledge of addition and subtraction of decimal numbers in Phase 2. - Students' understanding of different angles at a point and inequalities in simple equations in Phase 3.	- Students' ability to solve complex word problems independently in Phases 2 and 3. - The application of mathematical knowledge in the wider society in all phases. - Students' mathematical vocabulary in all phases.

Science	- Students' achievement in science is acceptable overall. They make acceptable progress in all phases. - The school's internal assessment data show good attainment. Standardised external assessment data are incomplete. In lessons and in their work the large majority of students reach the expected curriculum standards. Across the three phases, attainment is acceptable overall. - In the best lessons in Phase l children happily investigate flowering plants and seeds, and dip celery sticks in coloured dyes. Year 5 students investigate the particle model of matter and are delighted when the teacher invites them to role-play as particles. They bond tightly together, solid, then loosen to become a flowing liquid, and finally, float free as gas molecules. In all phases, students' progress well. They understand, through practical experimentation, the relevance of science to the world around them. Students' scientific vocabulary is limited. - Although there is no difference between the achievement of different groups of students, support for SEN students' progress is not always sufficient.

Areas of Strength	Areas for Improvement
- Children's knowledge of the structures and functions of flowering plants in Phase 1. - Students' skills and enthusiasm for practical investigations in in all phases.	- Students' understanding of investigations in Phase 3. - Students' ability, to think scientifically and to carry out research in all phases. - Students limited scientific vocabulary in all phases.

Other subjects	• Students' achievement in other subjects is acceptable overall. In all phases, the school's internal data shows that most students make expected progress over time.
	• Attainment overall is acceptable. There are no external assessment results for comparisons. In lessons and their work, students' attainment is acceptable in all subjects and phases.
	• Most students are working at the curriculum standards level. In physical education (PE) children in Phase 1 learn how to control a ball and develop acceptable motor skills. Warm-up activities consist of simple but effective exercises of stretching and balance. In Phases 2 and 3, the boys enjoy playing football and learning the skills, rules, and regulations. The girls focus on basketball and the associated ball skills. In computer studies, by Year 8, they can use JavaScript as a tool to enhance interactivity. They can define programming, scripting, compiling, and interpreting. They can discuss the evolution of web technologies and the role of JavaScript in modern web development. In Year 4 computer lessons students use the TUX paint programme to design, draw and colour shapes of buildings. In Year 3, students had some hands-on experience of directing small robots. In art, students enjoy producing coloured artwork, but there is a lack of originality. In Phase 1 children in free-flow lessons can choose their activities and develop their social, linguistic, physical, and emotional skills.
	• Most groups of students make expected progress.

Areas of Strength	Areas for Improvement
• Students' knowledge and technological skills in computing in all phases. • Students' enthusiasm for and skills in PE in all phases.	• Students' ability to produce creative artwork in all phases. • Students' working with robotics in Phase 2. • Children's opportunity to have more exposure to free-flow activities in Phase 1.

Learning Skills	• Students' learning skills are acceptable overall. Most students engage in all class activities and carry out tasks set for them, mainly as passive participants. The majority work well without close supervision but a few of the younger boys lack motivation or are easily distracted. Most have some awareness of what they need to do to improve their work.

• Students' learning skills are acceptable overall. Most students engage in all class activities and carry out tasks set for them, mainly as passive participants. The majority work well without close supervision but a few of the younger boys lack motivation or are easily distracted. Most have some awareness of what they need to do to improve their work.

• Effective and well-planned paired and small group work are seen at all phases of the school and in all subjects. In pairs, students have short discussions about specific learning points and agree on a response to the teacher's question. They are quick to make a start on group work and they learn naturally together, sharing ideas and supporting each other. Mostly, they listen to each other respectfully, make thoughtful and relevant responses and give reasoned feedback to the whole class.

• Students make connections between their learning and the wider world. Learning is frequently linked to UAE culture and Islamic values, especially in the Arabic subjects. Students in English in a Year 1 lesson related the story of 'The Little Red Hen', to Ramadan and being kind to one another.

• Students across the school have age-appropriate technology skills, but their lack of knowledge of key words in English limits their ability to use internet search engines effectively. Though some would like to explore their innovative ideas and set up projects, these are under-developed areas of their learning. Problem-solving and innovative skills are weak.

Areas of Strength	Areas for Improvement
• Students collaborative group work in all phases. • Students' enthusiasm for and communication of their learning in Phase 1.	• Students' independent creativity and critical thinking skills across the school. • Students' research and enterprise skills in all phases. • Boys' engagement in lessons particularly in Phase 2.

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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	N/A

- Students' personal and social development skills are good overall. Most students have positive, responsible attitudes and can make sensible decisions about everyday aspects of school life. They understand and follow the school rules and the school environment is safe and orderly.
- In Phase 3 behaviour is positive, and students are courteous in their relationships with staff and each other. In Phase 2, a few lessons are disrupted by boys' attention seeking and poor behaviour.
- Most students are aware of the importance of healthy eating and lifestyles, and they take note of the school's advice. Almost all participate willingly in PE, and students in Phases 2 and 3 enjoy stimulating practical activities in class.
- The attendance of children in Phase 1 is less than 90% and a significant number of children do not all arrive on time at school. The school reports that the attendance of students in Phase 2 and 3, at 96%, is very good, but this was not apparent in the lessons observed. Students' punctuality is a concern, and it impacts on assemblies and lessons. During one assembly 58 boys arrived late.

	Phase 1	Phase 2	Phase 3	Phase 4
Understanding of Islamic values and awareness of	Good	Good	Good	N/A

Emirati and world cultures				

- Students have a clear understanding of Islamic values and the relevance of these values to their lives and to UAE society. They can give practical examples of the ways in which Islamic values influence their daily lives and how they contribute to harmony in the wider society.
- Students are happy to live in the UAE. They have respect and admiration for UAE traditions and heritage, and they enjoy learning about them. At assemblies, students of all ages sing the national anthem with enthusiasm. In lessons, they discuss the relevance of the learning objectives to their lives and experiences in the UAE.
- In this culturally diverse community, students know about and celebrate their own cultures and they interact easily with each other. Their knowledge and understanding of other cultures are limited to the evident common elements between cultures represented at the school.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	N/A

- Through the student council, as student leaders, and as volunteers, students contribute to the life of the community. Phase 3 students provide support for other students at school and help the Red Crescent organise aid packages. They sometimes think of interesting ways to improve the school and they know that their suggestions are welcomed by the staff.
- Students take their responsibilities seriously and make helpful contributions, although generally as passive participants. They do not often show a creative flair for innovation and project initiation, and they lack opportunities for economic decision-making and innovation.
- Most students know the importance of environmental sustainability and learn about the UN Sustainable Development Goals (SDGs) in their science lessons. A few are actively involved in schemes to support conservation in and beyond school. In Phase 2 a few boys lack respect for their classrooms especially when unsupervised.

Areas of Strength:

- Students' strong commitment to Islamic values and their respect and understanding of UAE culture.
- Students' volunteering and community work.

Areas for Improvement:

- Boys' behaviour and respect for their classrooms in Phase 2.
- Attendance and punctuality in all phases.
- Students' knowledge and understanding of other cultures.
- Innovation, enterprise and environmental action.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Acceptable	Acceptable	Acceptable	N/A

- Most teachers have secure subject knowledge. In Phase 1, teachers make effective use of their subject knowledge and knowledge of how young children learn, but there is some inconsistency in Phases 2 and 3.
- Teachers plan detailed lessons that contain clear learning objectives and success criteria that they share with students so that students are clear about the learning expectations. Teachers use a range of resources to enhance students' learning. In the best lessons time is used effectively.
- In most lessons teachers encourage interactions and dialogue and ask questions to check students' understanding. In the best lessons, for example, in Year 8 English and Year 9 ASL, teachers actively foster dialogue, modify their questions, and engage all students in discussions to ensure comprehension. In less effective lessons, teachers do not cater to students' diverse abilities and learning styles when planning and delivering lessons. In these lessons, teachers have low expectations of students and provide insufficient support and challenge. As a result, students' progress is restricted.
- In most lessons, teachers encourage students to work independently, for instance, in computer studies in Years 4 and 8 students take responsibility for their own learning. There are some good examples of students developing their abilities to solve concrete problems in mathematics. Such practice is not yet a common feature across the school. Teaching to develop students' innovation skills is less developed.

Assessment	Acceptable	Acceptable	Acceptable	N/A

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- The school's regular internal assessments of students' attainment in the core subjects provides helpful information about students' academic progress. Assessments of students' personal and social development are also recorded, for example, their attendance and performance across their wider range of interests.
- Internal test results in Phases 2 and 3 are compared with international benchmarks and analysed to identify any patterns of performance. The school is currently aligning its internal assessment requirements with those of the standardised GL progress assessments.
- There is some analysis of trends, patterns of attainment and individual progress, and this is shared with teachers. Their use of this information to meet the needs of students varies greatly in impact and effectiveness. Students are given oral feedback, and some teachers mark written work regularly and carefully, with helpful formative comments. In the best lessons, teachers involve students in the critical evaluation of their work and its improvement.

Areas of Strength:

- Teachers' lesson planning, the learning environment and the use of time and resources.
- Teachers' regular checks of students' notebooks and worksheets, in Islamic Education, AFL, ASL and social studies, with immediate feedback on their performance.

Areas for Improvement:

- Teachers' questioning skills.
- Teaching strategies to meet the needs of individuals and groups of students.
- The alignment of internal and external assessments.

PERFORMANCE STANDARD 4:
CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	N/A

- The curriculum is reasonably broad and relevant and meets Ministry of Education (MoE) statutory requirements but is not sufficiently broad and balanced to meet the NCfE requirements. Continuity and progression in the curriculum are guided by the outcomes of regular school-based tests and external assessments. This ensures that students are adequately prepared for the next phase of their learning.
- There are no options for older students to make choices as current Year 9 students transition into Year 10. The curriculum offers some planned cross-curricular links enabling students to transfer knowledge and skills from one subject to another, but these are not consistent. Moral education reinforces the importance of Islamic values.
- The school has conducted regular reviews of its curriculum. This has had a positive impact on student's achievement in ASL in Phase 2, and on progress in AFL in Phase 1. There are opportunities for students to develop their reading skills with the implementation of guided reading in Years 1 and 2. Such review and modification are not yet effective in most subjects.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	N/A

- The school has made recent modifications to provide students with critical thinking and problem-solving skills in lessons. The curriculum does not include sufficient

enterprise and innovation activities to stretch higher attainers. Modification is not consistent in all subjects and cycles.

- The curriculum provides a good range of activities to enhance students' learning, including reading in Arabic and English, recitation of the Holy Qur'an, super learning weeks for Years 1 to 3, visiting COP28 as part of the sustainability theme and story writing competitions for Year 7. The school offers enterprise events such as supporting and organising charities. Assemblies provide creative moments for students to lead prayers in school and for others to strengthen their leadership skills. Innovation is not a strong feature across the school.
- The curriculum provides good links with the Emirati culture and UAE society, helping students to develop their knowledge and understanding of UAE culture and heritage. The school organizes special events including National Days and SANA week where parents are invited to talk about the past and present UAE. Coverage of the UAE is well embedded in the curriculum.

Areas of Strength:

- Curriculum reviews that have impacted positively on achievement in Arabic language subjects and social studies.
- The connections made with UAE culture and society.

Areas for Improvement:

- The lack of balance required by the NCfE in the Phase 1.
- Cross-curricular links between subjects in all phases.
- The development of students' innovation skills.
- The review and development of the curriculum to ensure the academic and personal needs of students are met.

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

The protection, care, guidance and support of students are acceptable overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Acceptable	Acceptable	Acceptable	N/A

- The school has a child protection and safeguarding policy but does not indicate when it was written or shared with the governing body, nor who is the named child protection officer. A large minority of staff are unaware of the named protection officer. The code of conduct is shared with parents and students at the start of each term. The school has systems for protecting students from all forms of bullying including cyberbullying. There are very few incidents of bullying in the school.
- The school conducts regular, thorough checks on the accommodation and premises to ensure any defects are noted and quickly addressed. Students are properly supervised around the school and on school transport to ensure their safety. The school meets the legal requirements including emergency evacuation drills.
- The school premises, resources and learning environment supports students learning well. It is accessible to students with SEN. The school is clean and well-maintained. Any incidents affecting students' health and wellbeing are systematically logged and stored securely along with details of any resultant action taken. The school promotes healthy eating and checks students' sandwiches which they bring from home. The school canteen only offers healthy food.

Care and support	Acceptable	Acceptable	Acceptable	N/A

- Staff have positive relationships with students and are aware of their social and emotional needs. Systems and procedures for managing students' behaviour are adequate. Teachers and students respect one another and generally show care and concern for the needs of others.
- Systems for managing attendance and punctuality, including follow-up of unexpected absences and lateness are partly effective. The school records attendance and punctuality but it does not systematically analyse the data.
- The school has recently appointed an inclusion manager and has started to identify students with SEN and those who are gifted and talented (G&T). Only 10 SEN students have presently been identified.
- Support is given through in class guidance. The progress of students with SEN is monitored routinely and they make acceptable progress. Provision for G&T students is not effective, and they are not able to achieve their full potential.
- The school's advice and support systems for monitoring the wellbeing and personal development of all students are limited. The school has recently appointed a counsellor. Students receive advice and guidance on a range of matters including their individual progress and health, and most are confident to ask adults for help.

Areas of Strength:

- The maintenance of the school premises and security arrangements
- Students' health and wellbeing.

Areas for Improvement:

- Child protection policy and procedures with a clearly named protection officer.
- The identification and support for students with SEN.
- Students' attendance and punctuality in all phases.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:	
The effectiveness of leadership	**Acceptable**

- The new school principal and senior leaders demonstrate a commitment to the UAE National priorities and inclusion. Since the previous review, instability in leadership and staffing has contributed to a decline in some important aspects of the school's performance. The principal and senior leaders have begun the process of arresting the decline and building the foundations for improvement. The principal has set a clear vision and direction, and a positive learning culture is emerging. Most staff know what is required of them and morale is positive.
- Almost all leaders have a basic knowledge of the school's curriculum and understand what constitutes good practice. Together they have maintained the school's performance at an adequate level. They demonstrate sufficient capacity to make the required improvements. Leaders ensure the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning	**Acceptable**

- Self-evaluation is acceptable but is not always accurate. It identifies the school's strengths but fails to focus on the areas that require improvement. In places, it is too generous. The process is structured and involves governors, staff, parents and other stakeholders and evidence from a range of sources. The results from the monitoring of teaching and learning feed into the process of self-evaluation, plus student achievement data. Internal data is not always accurate. Targets in school improvement plans are specific, measurable, realistic, and achievable. Improvements are not always fully embedded and inconsistent as a result. The school now has a more realistic view of the majority of its key priorities and is focused on raising students' achievement.

Partnerships with parents and the community	Good

- The school has established effective relationships with parents. Workshops are provided for parents on topics such as understanding the curriculum from Phase 1 to Year 9, reading and formative assessments. A wide range of systems are in place to communicate with parents and to report their children's progress to them. Parents are supportive of the school and state the school keeps them regularly up to date on events, and their children's academic and personal achievements. There is a Parents' Committee, and parents are represented on the governing board.
- A school mentoring partnership has been established with another local school and professional development sessions are held. There are embryonic links with local German and French schools. School leaders have participated in a weekly online SPEA programme covering, for example, topics on Effective Planning and 21st Century Learner Skills. In all phases, students are involved in a wide range of external competitions. There are, as yet no international partnerships

Governance	Acceptable

- The school governing board is a long-established body and regularly meets each term, but more often when it is needed. It is chaired by the owner. The 9 other members comprise a wide range of stakeholders. One governor has recently assumed the responsibility for inclusion and well-being. There is no named governor for child protection. Governors set performance targets for the principal and hold her to account for students' achievements. The governing board ensures that there are sufficient resources available to support learning. They exert influence on school leadership but a long-term vision for the school and the possible establishment of provision in Phase 4 is undecided.

Management, staffing, facilities and resources	Good

- The daily organisation of the school is efficient with established routines and procedures. It is a safe and very attractive learning environment. Staff are

qualified and committed to students' education and welfare. There is a programme of staff development to promote effective teaching. The school has specialist facilities and resources to support students learning and the curriculum. The Phase 1 premises are spacious and well-resourced. There is a free-flow area, outdoor learning spaces, and outdoor space for PE and exploring with sand and water. A few classrooms in the main school are small for the number of students and a few of the boys' classrooms are uninspiring. There is limited outdoor space for PE in Phases 2 and 3.

Areas of Strength:

- The principal's commitment to the UAE National priorities and inclusion.
- Relationships and communications with parents.
- The efficient day-to-day management of the school.

Areas for Improvement:

- Self-evaluation processes to ensure a more accurate understanding of the school's performance.
- International partnerships to enhance students' learning experiences.
- The learning environments in a few of the boys' classrooms.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 7 Arabic teachers with a ratio of 1:99 The Arabic head of subject monitors the teachers' lesson plans, teaching, resource needs and assessment information.
- There are 4,000 Arabic books in the library, 1200 of them are Arabic fiction, and the rest are non-fiction. The library is utilised for students to read with schedules prepared by the head of subject. A record of books borrowed by the students is kept. Students are directed by their teachers to borrow suitable books for independent reading.
- In the classroom students read textbooks, and other books by the teacher in coordination with the principal. Dictionaries are also used in the classroom.
- Students participate in several initiatives and competitions. Parents usually play an active role in supporting their children before competitions, by selecting books and encouraging them during the preparation.

The school's use of external benchmarking data

- The school entered students in current Years 4 and 8 for CAT4 cognitive tests. Students in Years 4 to 9 take GL tests annually in English, mathematics and science. In 2022-2023 students in Years 4 to 9 were entered for IBT Arabic tests for the first time.
- No data available about the proportion of students in the school taking international tests and examinations.
- The school prepares students for these tests by emphasising their importance and setting questions in class that are similar. Students are informed of the results and of ways in which their performance can be improved in the future.
- The school communicates with parents about benchmarking tests but does not seek parents' active involvement in test preparation.
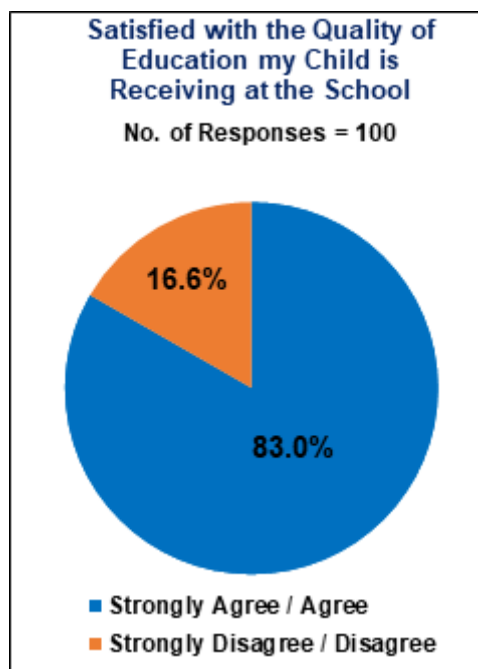
Provision for KG

- The staffing provision for Phase 1 across the school is 8 teachers and 9 teaching assistants with a teacher-to-student ratio of 1:22. There are also 6 teachers who teach Arabic, Islamic Education and the Holy Qur'an in Phase 1 and across the school. Most teachers come from Egypt.
- The indoor environment consists of a free-flow area which includes various learning areas for role play, block play, sensory exploration with the tuff tray, a soft play gym and a small library area. These areas promote physical development, social interactions, emotional wellbeing and enhance literacy skills.
- The outdoor environment is divided into 4 designated areas. The creativity and motor skills area includes drawing, painting, and marking making. The sensory

exploration and scientific discovery area includes the water and sand areas. The problem-solving and critical thinking area includes building blocks, manipulating puzzles, and construction. The environmental awareness and responsibility area includes a planting area.

- Arrangements for induction, when children start school, include an on-entry baseline reception test and assessment by the social worker and specialists. Transition to Year 1 is communicated to parents during termly parent-teacher meetings. The transition process includes a visit to Year 1 where the children from stages meet their Year 1 teachers.

VIEWS OF PARENTS

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

No. of Responses = 100

16.6%

83.0%

- Strongly Agree / Agree
- Strongly Disagree / Disagree

School Performance Review of Al Mawahib British Private School
4 - 7 March 2024

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement across the whole school by:
    - raising teachers' expectations and sharing good or better practices.
    - increasing the consistency of good or better lessons.
    - teachers use more frequent and effective targeted questions to regularly check all students' participation in the discussion and to check students' understanding and progress in relation to the lesson objectives.
    - teachers' use of time more efficiently so students are active and there is pace and challenge.
- Improve the development of students' innovation, enterprise, and critical thinking skills by:
    - developing activities that promote critical thinking and innovation in all phases.
    - providing entrepreneurial activities both within and outside of the classroom.
    - enabling students to explore and follow their lines of enquiry and research.
- Improve students' attendance and punctuality by:
    - emphasising to parents the effects of lateness and poor attendance on their children's learning and progress.
    - reviewing the effectiveness of the present procedures.
    - ensuring punctuality is rewarded and praised publicly.
    - rigorously recording attendance and punctuality.
- Improve teaching strategies to meet the needs of all students by:
    - using assessment information to match learning activities more closely to students' needs.
    - identifying and providing opportunities for G&T students to build on their talents.
    - providing differentiated activities to meet the varying needs of all students.
- Improve the early identification and support for SEN students by:

- facilitating professional development training for all teachers and teaching assistants for them to provide appropriate support for SEN students.
- ensuring there is a robust system for identifying, registering, and planning for SEN students.
- constructing appropriate support programmes which are shared with staff and parents.
- rigorously monitoring the progress of SEN students.

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 quality.assurance@spea.shj.ae within three weeks of receiving this report.