



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

AL WAHDA PRIVATE SCHOOL

27 February – 2 March 2023

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

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

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

School	School ID	129	
	School location	Al Qarayen, Sharjah	
	Establishment date	2016	
	Language of instruction	English	
	School curriculum	American	
	Accreditation body	Cognia	
	Examination Board	College Board, MoE.	
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, TOEFL, EmSAT	
	Fee range	AED 15,000 to 30,000	
	Staff	Principal	Mr. Duraid Haitham Abdullatif
		Chair of Board of Governors	Ms. Mariam Al Mazmi
Total number of teachers		55	
Total number of teaching assistants		6	
Turnover rate		20%	
Main nationality of teachers		Egyptian	
Teacher: student ratio		1:15	
Students		Total number of students	798
		Number of Emirati students	631
		KG: number and gender	Total 67: Girls 27, Boys 40
		Elementary: number and gender	Total 184: Girls 79, Boys 105
	Middle: number and gender	Total 150: Girls 57, Boys 93	
	High: number and gender	Total 397: Girls 201, Boys 196	
	Nationality groups	1. Emirati 2. Jordanian 3. Egyptian	
	Total number of students with special educational needs	28	

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 140 lesson observations, 15 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL

The school's overall effectiveness is acceptable. This is an improvement since the previous inspection in 2018 which was weak. This is the first year in post for the principal, vice principal and most of the senior leadership team. They have set a clear path for improvement. The overall quality of teaching and assessment has improved to acceptable, and this has had a positive effect on similar improvements in students' attainment and progress. Students' personal and social development remains good, and their innovation and higher order learning skills remain areas for development. Curriculum implementation and modification is good, and protection, care, guidance and support are good. Weaknesses in leadership and management have been addressed so now this is good overall. The principal and senior leadership team have had a significant impact on raising standards across the school.

KEY AREAS OF STRENGTH:

- The principal's and senior leaders' positive impact in raising standards and aspirations across the school.
- Students' positive and respectful behaviour and relationship with adults and peers in lessons and around the school.
- Students' adherence to Islamic values and ethics in their daily lives and their understanding of UAE heritage and culture.
- The school's procedures for the identification of and support for students with special educational needs (SEN).
- Parents' involvement and support for the school.
- The all-inclusive educational provision in Kindergarten (KG).

KEY AREAS FOR IMPROVEMENT:

- The further raising of attainment levels across the school.
- The quality of teaching to match the existing best practices at the school.
- The impact and effectiveness of middle and subject leaders.
- Students' punctuality to school, particularly those arriving by school transport.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

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



Islamic Education

- Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students make outstanding progress in all phases. This does not match what is seen in lessons and students' work, where most of the students make acceptable progress.
- The school's internal data shows that attainment is outstanding. This does not fully match with that seen in lessons and in students' work, which shows acceptable attainment, most students reach levels of attainment that are in line with curriculum standards.
- Most students across Elementary, Middle and High demonstrate acceptable knowledge and understanding of Islamic Education. In the Elementary and Middle Phases, students gain knowledge and understanding of the values and ethics of Islam. They know these should be applied in many everyday acts. In the Elementary Phase, students are aware of the good manners to be followed when riding vehicles. However, a minority of students are not able to determine and articulate acts that are considered wrong. In the Middle Phase, a minority of students are not confident in giving examples of tolerance from their personal experience. In the High Phase, students know and understand the individual and group principles and values in Islam. They are able to define justice from the Islam perspective but are not confident in discussing the benefits of justice for society. Most students clearly recite verses from the Holy Qur'an following Tajweed rules.
- Most groups of students make the expected progress overall. High-attaining students lack sufficient challenge and as a consequence do not always make the progress they are capable of.
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Areas of Strength	Areas for Improvement
<ul style="list-style-type: none">• Students' understanding of new concepts from the Islam perspective in Elementary, Middle and High Phases.• High Phase students' adherence to the intonation rules when reciting verses from the Holy Qur'an.	<ul style="list-style-type: none">• Students' linking of their understanding of Islamic values and ethics to examples from their personal experience in Elementary, Middle and High Phases.• Students' confidence when discussing Islam's principles and values in Elementary, Middle and High Phases.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a first language and Arabic as a second language are acceptable overall. The school's internal data shows that students make outstanding progress in Elementary, Middle and High. This does not match what is seen in lessons and students' work, where most students make acceptable progress.The school's internal data shows that attainment is outstanding. This does not fully match with that seen in lessons and in students' work, which shows acceptable attainment in AFL and ASL. AFL IBT test results across the school indicate weak attainment for grades 3 to 10, and ASL IBT test results indicate very good attainment for grades 3, 5, 6 and 7.Most students across the phases demonstrate acceptable Arabic language knowledge and skills in both AFL and ASL. In the Elementary Phase, AFL students gain an understanding of the meaning of new words and their opposites. They read the prescribed text, but they are unable to discuss and speak confidently to express their comprehension. ASL students are able to recognise familiar words and are able to read short sentences. However, they struggle in speaking to articulate their understanding. In the Middle Phase, AFL students read the prescribed text and extract the main and secondary ideas. Most students can analyse explicit and implicit information but are unable to speak coherently about it. In the Middle and High Phases, ASL students understand the meaning of short simple texts that include key information using text sequencing and non-linguistic support. However, their speaking skills are less well developed. In the High Phase, when reading for comprehension, students understand the prescribed texts. They can extract the main and secondary ideas and define the story elements. When summarising a story, students present and speak clearly. Students are less confident in expressive speaking. Writing skills are less well developed across Elementary, Middle and High.Most groups of students make the expected progress overall. High-attaining students lack sufficient challenge and as a consequence do not always make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students read prescribed texts clearly in Elementary, Middle and High Phases.Students' Arabic communication and presentation skills in the High Phase.	<ul style="list-style-type: none">Students' speaking skills, particularly expressive speaking in Elementary Phase.Students' writing skills across Elementary, Middle and High Phases.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make outstanding progress. This does not match what is seen in lessons and students' work, where most of the students make acceptable progress.• The school's internal data shows that attainment is outstanding. This does not match that seen in lessons and in students' work, which shows acceptable attainment, where most students reach levels of attainment that are in line with curriculum standards.• Most students across Elementary and Middle demonstrate acceptable social studies knowledge and skills. In the Elementary Phase, students explore concepts connected to the environment they live in. For example, they can define pollution, and have the ability to discuss pollution. In the Middle Phase, students gain an acceptable understanding of Geography. They are able to locate the UAE on a map but are unable to identify the nations or bodies of water that border the United Arab Emirates. Students know and understand UAE culture and heritage. However, they cannot confidently discuss aspects of cultural cooperation between the UAE and other countries in the world.• Most groups of students make the expected progress overall. High-attaining students lack sufficient challenge and as a consequence do not always make the progress they are capable of.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of key social concepts in Elementary and Middle Phase.• Students' appreciation of UAE culture and heritage in Elementary and Middle Phase.	<ul style="list-style-type: none">• Middle Phase students' understanding and reading of maps.• Students' awareness of cultural cooperation between the UAE and other countries of the world in Middle Phase.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Students make acceptable progress overall, but good progress in KG.• Attainment is acceptable overall and good in KG. Internal assessment data indicates that attainment is good in all phases. However, this is not supported by evidence from lessons and notebooks, which show that most students are meeting curriculum standards. In KG, the majority attain levels above curriculum standards.• In KG, the majority of children make more than the expected progress when they learn to participate in collaborative conversations with diverse partners about kindergarten topics and texts. They do this with peers and adults in small and large groups. In the Elementary Phase, most students can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem. Students know their tenses and can apply them appropriately in daily conversations. Speaking is at grade-appropriate standard. Students' ability to read and write needs improvement in Elementary. In the Middle and High Phases, students can identify features of cause-and-effect writing, introduce a topic and organise cause and effect. Speaking skills are well developed and students can speak in complete sentences with understanding. Most students read texts with fluency. Students' critical analysis of texts is underdeveloped across the phases.• Overall, the majority of groups of students make the expected progress. Higher-attaining students do not progress as well as they could in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Elementary Phase students' knowledge of their tenses and application in daily conversations.• Middle and High Phase students' listening and speaking skills.	<ul style="list-style-type: none">• Students' writing and reading skills in Elementary Phase.• Students' critical analysis of texts in High Phase.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall and good in KG. The school's internal data shows that students make outstanding progress in all phases. This does not match with that seen in lessons and in students' work, where most students make expected progress. In KG, the majority of students make better than expected progress.• The school's internal data shows that attainment is outstanding across all phases. This does not match with that seen in lessons and in students' work, which shows most students attain in line with curriculum standards. The majority of children attain above curriculum standards in KG. External examinations and MAP data show that attainment is weak. In the AP examination, only two out of four students attained expected levels.• In KG, the majority of children develop strong number skills, and good mathematical skills when making comparisons, measuring and comparing weight and lengths of objects across a range of practical counting activities. Students across all phases use age-appropriate mathematical vocabulary. In the Elementary Phase, students develop their numeracy skills, including using number bonds and performing arithmetic operations accurately. In the Middle Phase, students learn about the circumference of circles and the area of triangles and make real life connections to their work. In the High Phase, students can derive formula for the volume of a cylinder, cone and sphere. In algebra, students can change logarithms and express these in simple form. Students' mathematical thinking skills, formulating and interpreting data skills, and mental mathematics skills are underdeveloped.• Most groups of students make expected progress overall. However, some high-attaining students do not make as much progress as they could. Girls outperform boys across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG and Elementary Phase students' skills in number and quantity.• All students' across all phases use of age-appropriate mathematical vocabulary.	<ul style="list-style-type: none">• Mathematical data formulation and interpretation in the Elementary and Middle Phases.• Mental mathematics skills across all phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall- Students make acceptable progress across the Elementary, Middle and High Phases. In KG, children make good progress. This does not match the school's internal assessments which evaluate progress across all phases as good.• Students' attainment is acceptable overall. This does not match levels of attainment in the school's internal data which show that students reach an outstanding level of attainment in all phases. Students' attainment in the MAP external assessments in science is weak overall from Grades 3 to 8.• In lessons and in their work, most students across the phases attain levels that are in line with curriculum standards. Children's progress is good in KG. In KG1, children learn that a force causes an object to move. In KG2, children sharpen their senses by looking at the properties of rocks and extend their vocabulary when comparing them. In the Lower Primary years, they recognise the cycling of the seasons, linking this to the lifecycle of flowering plants and the adaptations of animals and plants in different habitats and environments. High Phase students understand how physical phenomena such as gravity, transfer of heat energy and the motion of Earth in space affect our lives. In the High Phase, students' understanding of abstract concepts such as simple harmonic motion, electrostatics and the electromagnetic spectrum in physics develops adequately. The development of students' practical skills and their abilities to plan laboratory-based investigations are not priorities in the curriculum. As a consequence, students' practical skills are underdeveloped. Students registered for science AP subjects receive additional support and extension work to enhance their preparation for the examinations.• There are no significant differences in progress between different groups of students. However, students identified as gifted and talented (G&T) do not always get the support in lessons that they need to excel.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• KG children's understanding of the world around them.• High students' understanding of science concepts.	<ul style="list-style-type: none">• Students' under-developed practical laboratory skills across the school.• Students' skills to plan their own investigations across the school.



Other subjects

- Students' achievement in other subjects is acceptable overall. A selection of non-core lessons were observed in PE, Art, Business, History, Geography, ICT, Statistics, Psychology and Moral Education. Students make acceptable progress in these subjects. Progress in PE in the Elementary Phase is good as a result of the well-structured lessons and focus on developing students' sports skills.
- Students' attainment in other subjects is acceptable overall. In lessons and in their work, most students attain levels in line with curriculum standards.
- Students participate enthusiastically in PE lessons throughout the school and in the Elementary Phase are developing their individual sports' skills. However, there is little focus on developing boys' individual sports skills in the Middle and High Phases. KG children are developing their fine motor skills and correct pencil grip in Art and can exercise in PE with coordination. Grade 7 ICT students understand the basics of programming but would progress faster if they were learning this through practical computer exercises. Grade 7, Art students can produce colourful stencilled artwork. Grade 10 Business students can describe the different forms of business enterprise and History students can describe important features of the European region. Grade 11 Moral Education students understand the advantages and disadvantages of technology and social media. Grade 12 Economics students can describe the main features of monopolistic competition and Psychology students have a sound understanding of the different theories of language acquisition. Overall, students' skills to review, reflect and present the outcomes of their research and learning are underdeveloped. However, High Phase students present their work clearly and confidently when given opportunities to do so.
- There are no significant differences in progress between different groups of students.

Areas of Strengths

- Elementary Phase students' skills development in PE.
- High Phase students' presentation skills.

Areas for Improvement

- Students' skills to review and reflect upon their learning across the school.
- Middle and High Phase students' development of individual sports' skills in PE.



Learning Skills	<ul style="list-style-type: none">• Overall, learning skills are acceptable. They are good in KG, where this is a strength of the school.• Children’s attitudes and engagement in learning are good in KG. Students across Elementary, Middle and High show acceptable levels of engagement and responsibility, although a minority are easily distracted and require their teachers’ direction frequently. Students in the High Phase know their strengths and weaknesses. They take steps to improve, especially those in the final year.• Children interact and collaborate effectively in KG. Students do this less well in other phases, except in mathematics, where the students’ interactions and communication skills are good across all phases.• Students across the school can make connections between areas of learning and relate these to their understanding of the world with guidance. Skills to connect learning to the world are stronger in KG, where children’s learning is firmly linked to the world around them.• Students can make use of technology to research information but sometimes do not think critically enough about their findings. Critical thinking and problem-solving skills are generally underdeveloped. Some opportunities to learn innovation and enterprise skills are provided by the school, for example the science fair and inter-school competitions, but these skills also remain undeveloped.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Development of learning skills in KG.• Students’ collaboration and communications skills in mathematics.	<ul style="list-style-type: none">• Students’ critical thinking and problem-solving skills across the school.• Further opportunities for students to develop skills of innovation and enterprise across the school.



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

Indicators:	KG	Elementary	Middle	High
Personal development	Good	Good	Good	Good
<ul style="list-style-type: none">Students' personal and social development and their innovation skills is good overall.Students' understanding of Islamic values and Emirati culture is also good. Their work ethic, enterprise, entrepreneurship and environmental awareness are less well developed.Students' attitudes in lessons and around the school are acceptable. When teaching does not engage all students in their learning, a minority become bored and restless. Consequently, they do not remain on task, particularly those in the younger age groups.Behaviour is good in lessons and around the school. Students exercise self-control and follow school rules. They are courteous to adults and other students.Relationships amongst students and with staff are respectful. Students understand the needs and differences of others, particularly of those in their learning groups. They readily help each other, for example in lessons when a particular topic or task is not well understood.Students have a general understanding of healthy living. Many bring healthy snacks to school, although a minority of students sometimes do not eat healthily. Not all participate fully in physical activities and sports.Attendance is good at 94%. However, a significant number of students are consistently late for school in the mornings because of the late arrival of buses.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">Students' understanding and appreciation of the role and values of Islam in UAE society are good. Students have a secure understanding of the relevance and impact of these values on everyday life in the UAE.There are many displays throughout the common areas in the school, constructed by students, that illustrate their respect for the heritage and culture of the UAE. These range from the historical roots of the UAE through to models of modern and future buildings based on sustainability. Islamic values are illustrated in models of pilgrimages, and Art displays reflect the notions of unity and patriotism. Examples of students' writing illustrate respect for the aspirations of the country's leaders. Throughout the year, students participate in a range of cultural activities.In discussion, students demonstrate a clear understanding and appreciation of their own culture. Nevertheless, they have a limited understanding of other world cultures.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable



<ul style="list-style-type: none">• Students' community involvement, volunteering and social responsibility is acceptable. Students are aware of their responsibilities in the school community and, from time to time, they are involved in collecting food and clothing for distribution to the poor. However, their involvement as volunteers within the local community is limited to a relatively few students and is irregular.• Students enjoy their work and are happy to be involved in activities but are often passive participants. Their independent innovation skills are underdeveloped but are illustrated in the projects in the science and innovation fair. Students' enterprise and entrepreneurship skills are limited.• Students take care of their school environment and are aware of important environmental issues and illustrate these through projects. They understand the importance of environmental sustainability and become involved in recycling events. A few actively take part in schemes to support conservation.
Areas of Strength:
<ul style="list-style-type: none">• Students' positive and respectful behaviour and relationship with adults and peers in lessons and around the school.• Students' understanding and appreciation of their own and UAE culture and heritage.
Areas for Improvement:
<ul style="list-style-type: none">• Participation of more students in community involvement and in action to improve the environment.• Students' active participation in healthy lifestyles at all times.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Elementary	Middle	High
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable.• Teaching is good in KG. Teachers demonstrate secure subject knowledge. They plan lessons that are aligned with curriculum standards. Most teachers use resources and textbooks to create a positive learning climate to support students' learning.• Teacher-student interactions are positive, and most students are engaged in lessons. Most teachers use questioning to check students' understanding and extend students' learning. However, questioning does not yet extend learning and promote dialogue enough.• Teaching strategies provide support for the needs of most different groups of students, but not so for the G&T.				



<ul style="list-style-type: none">Only a minority of teachers effectively promote problem-solving and innovation skills in lessons and make effective use of learning technology programmes to enhance students' learning.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">Internal assessment procedures are consistent, in line with curriculum requirements and provide clear measures of students' progress. The school benchmarks students' outcomes using external national and international data. This includes CAT4, MAP, and IBT examinations and other relevant assessments to provide comprehensive information about students' current and predicted levels of attainment.The school effectively analyses student data and produces comprehensive information on students' attainment and progress over time.Teachers have access to assessment information to inform their lesson planning. However, it is inconsistently used in lesson delivery to meet the needs of all groups of students.Most teachers have sound knowledge of the strengths and weaknesses of individual students. However, not all teachers use this information well to provide appropriate support for low-attaining students and those with special educational needs or to challenge higher-attaining students.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' secure knowledge of their subject.The school's effective internal assessment procedures.				
Areas for Improvement:				
<ul style="list-style-type: none">Teachers' lesson planning and delivery to develop students' critical thinking, problem-solving, inquiry, innovation and research skills.Teachers' use of assessment information to inform and modify teaching and the curriculum.				

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Elementary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">The overall quality of curriculum is good.Curriculum design and implementation has improved significantly since the last inspection with an expansion of AP programmes with a wide range of choices for older students to meet their aspirations and interests. The curriculum is broad and balanced.				



- The school follows the California Common Core state standards and the MoE standards for the Arabic medium subjects. The school meets all statutory requirements.
- Planning ensures effective continuity and progression. Curriculum progression builds on prior learning and meets most students' needs. However, it does not always cater for the learning needs of the G&T students.
- There is a broad range of curricular choices for older students preparing them well for future learning. This range includes choices in mathematics, science, psychology, computer programming and forensic science.
- Cross-curricular links are systematically planned and integrated into lessons. However, the implementation is inconsistent. Links to UAE culture and real life are evident in most lessons. Students undertake projects integrating the themes of mathematics and Art, science with English and Islamic Education with Arabic.

Curriculum adaptation	Good	Good	Good	Good
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- The curriculum is reviewed regularly. After every MAP examination, the curriculum is modified to address any identified gaps. However, curriculum modifications do not fully meet the needs of all students, especially the G&T.
- Extra-curricular activities offer a range of sports clubs and other activities including modelling the United Nations, business pitch competitions, science fairs, debating competitions, chess and AWPS talks. However, students have limited opportunities to be innovative and to develop their enterprise skills sufficiently in lessons.
- The curriculum promotes students' knowledge and understanding of Emirati culture and UAE society effectively. For example, the school celebrates Flag Day, UAE National Day, Martyrs Day and Peace Day.

Areas of Strength:

- Curricular choices in the High Phase.
- The promotion of Islamic values and ethics and Emirati heritage and culture.

Areas for Improvement:

- Modification of the curriculum to meet the needs of all students, particularly the G&T.
- More opportunities for enterprise and innovation in and outside of lessons.

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

Indicators:	KG	Elementary	Middle	High
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Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The protection, care, guidance, and support of students is good overall. There are appropriate procedures in place for safeguarding students, including child protection. Staff, students and parents are aware of these. Safeguarding training is given to teams, students, parents, and governors at the start of every academic year to ensure mechanisms for reporting are understood and followed.The school provides a safe and secure environment. The school takes appropriate steps to protect students from all forms of abuse, including bullying, via the internet and social media.The site and resources are well maintained. Safety checks are thorough. Fire drills are held every term. Risk assessments are conducted in line with SPEA protocols. Any incidents are logged in detail and appropriate action taken. Entry to, and exit from, the school are efficiently organised.The school promotes healthy living but not all students fully understand what healthy eating is and do not always bring healthy food to school. The school nurse and part-time doctor regularly monitor students' wellbeing and closely monitor any students at risk of obesity. Middle and High boys do not wear sports uniform for PE lessons.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">The school's behaviour management policy is implemented well and monitored closely by the middle leaders to ensure students' positive and respectful behaviour in lessons and around the school. High expectations from staff and parents ensure that students attend school regularly. However, many students are consistently late to school due to the late arrival of school transport.The school effectively identifies SEN and G&T students, liaising closely with teachers and parents. Specialist staff and parent volunteers provide appropriate support for SEN students. Additional tasks, self-paced practice sheets, and flipped classes are planned G&T students. However, these are inconsistently delivered across subjects and phases and do not always meet these students' needs and aspirations.The assigned mentors continuously monitor students' wellbeing and personal development throughout the year. The school's Personal Educational Partner (PEP) support system ensures that all students have an assigned mentor to discuss issues and receive support. Career guidance, including links to higher education, helps older students pursue their career aspirations. They attend careers fairs, visit universities and receive personal advice on scholarships and university admission procedures.				
Areas of Strength:				
<ul style="list-style-type: none">Staff-student relationships and behaviour management.Identification of students with special educational needs.				
Areas for Improvement:				
<ul style="list-style-type: none">Support for G&T students through the curriculum and in lessons.The promotion of students' punctuality to school.				



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is good.
- The principal and senior leaders are in their first year at the school and have set a clear path for improvement in all aspects of the school's provision. School leaders are committed to the UAE national priorities, and this is shared by all staff. The principal and senior leaders work closely with the centralised governing body to ensure the school has effective capacity to make the necessary improvements to provision to raise standards.
- Teacher morale at the school is high. Relationships in the school are courteous, respectful, and professional. The principal is visible throughout the day and around the school and his senior team communicate effectively and empathetically with adults and students. Teachers know what is expected of them, but heads of department and subject coordinators are not rigorous enough in monitoring and improving the quality of teaching. The 'flight path learning' initiative is being implemented across the school. This has not yet had an impact on further raising the quality of teaching and students' achievement in all subjects and phases.
- The school collects and analyses relevant school data well. The school's internal evaluation processes are thorough and based on analysing contributions from all major stakeholders. The school knows its strengths and areas for development, although it overestimates the quality of teaching in some subjects and phases. The school's key priorities have been clearly identified in the school's SIP.
- Senior leaders regularly undertake learning walks and formal and informal classroom observations. Heads of department are not as rigorous as they should be in assessing the quality of teaching and its impact on student learning. Departmental action plans are in place and are aligned with the school's priorities for improvement. There has been good progress in addressing most of the recommendations from the last report with improvements in all areas identified as weak.



- Parents support the school very well and are involved in many activities, particularly those involving national celebrations. This has a positive effect on their children's education. A wide and effective range of channels are used to communicate with parents. Reporting on students' academic progress and personal development is regular and the information is much appreciated by parents. Parents are very appreciative of the access to the principal, senior leaders and teachers to discuss their children's progress or should they have concerns about their personal and social development.
- The principal and senior leaders are held accountable for the school's performance by the central governing body. This body effectively monitor the performance of the principal, senior leaders and the overall performance and educational provision at the school. The local governing body, which additionally comprises teachers, parents and students, provides insightful advice and support to the school.
- The school is managed effectively on a daily basis ensuring learning occurs without disruption. However, the persistent lateness of students travelling on school transport does not provide a satisfactory start to the day for these students. The school is fully staffed with all teachers provided with regular professional development. The premises are clean and well-maintained and provide a safe and healthy environment for students.
- The sports facilities are extensive and include spacious outdoor areas and a large sports hall. There are dedicated science, computer and Art rooms. However, the practice of Middle and High Phase students being located in their own classrooms, with teachers rotating, means subject-specific resources are limited in these lessons.

Areas of Strength:

- The courteous, respectful and professional relationships in the school.
- The principal and senior leaders' implementation of a clear path for improvement at the school.

Areas for Improvement:

- The monitoring of the quality and impact of teaching.
- The impact and effectiveness of heads of department in raising attainment.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has ten Arabic teachers, nine Arabic First Language (AFL) and one Arabic Second Language (ASL) teacher. There are 20 ASL students at the school. The teacher/student ratio is approximately 1:15.
- The school is fully aware of and supports the Arabic targets in the UAE National Agenda. The subject is integrated into relevant subject topics, including those to do with UAE heritage and culture.



- The library has approximately 2000 Arabic fiction and non-fiction books. A wide range of Arabic-themed activities occur each year. The school organises a range of Arabic-themed competitions, including Reader of the Day, Reader of Tomorrow, a short story competition and the My Arabic Alphabet project. High Phase students have recorded audio books for Elementary students. Assemblies feature Arabic themed topics.
- Parents have access to Arabic teachers should they have any concerns about their child's progress in the subject. Students who do not make sufficient progress in the subject are given a diagnostic test which determines the amount and type of intervention work required. These students are then given a post-diagnostic test to check their progress.

The school's use of external benchmarking data

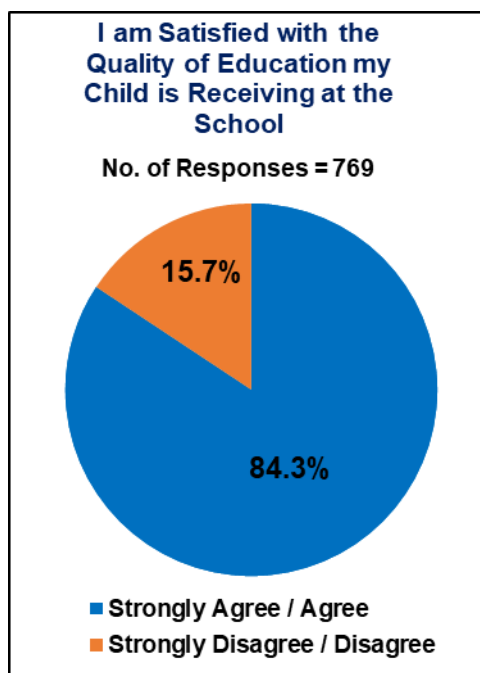
- All students at the school sit external assessments. 105 High Phase students are currently entered for the AP examination and the Emirati students are entered for the EmSAT examinations. The relevant age groups sit MAP, CAT4, PISA, TIMSS, PIRLS and IBT.
- The school uses CAT4 as a diagnostic tool and triangulates the results with other benchmark/diagnostic tests. The CAT4 and MAP outcomes are used by teachers to plan differentiated lessons according to students' attainment levels and potential.
- Teachers attend professional development workshops to improve their understanding of the assessments and how to interpret and use the results to inform lesson planning and curriculum modifications.
- Parents are kept fully informed of all tests to be carried out and the outcomes for their children. They receive a 'Family Report' which details where their children are in their learning journey and suggestions for questions to ask teachers. Parents read a formal report card each semester.
- Students are made familiar with the structure and timing of the assessments. Year groups and subjects have meetings to disseminate information about the structure, format and content of the assessments.

Provision for KG

- The KG comprises two classes in each of KG1 and KG2. The four classes each have a class teacher and teaching assistant. The teacher-children ratio is approximately 1:17.
- Each class has a number of learning stations covering reading, numeracy, construction, investigation, kitchen and heritage. All lessons follow a carousel arrangement. Cross-curricular themes and projects ensure children's learning is stimulating and structured. Children in the KG enjoy their time at school and participate in activities with commitment and enthusiasm.
- Digital resources are used well by children to support their learning and for communicating their progress to parents. All classrooms have their own mini library for reading books to support the well-stocked KG library. Wet and sand areas are provided, and a planting area is used to develop children's understanding of the environment. The outdoor environment is stocked with a range of climbing and play structures.
- Communication with parents is regular, including a weekly learning plan. When children enroll, they and their parents are invited to the school to meet staff and familiarise children with the environment. Parents who have concerns have easy access to the KG coordinator and staff. Children with special educational needs are expertly supported and cared for.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise attainment across the school to consistently good or very good levels, particularly in the core subjects, by:
 - Improving students' skills to link their learning to examples from their personal experience in Islamic Education.
 - Improving students' writing skills across the school in Arabic language.
 - Providing more stretch and challenge activities for higher attaining students in social studies.
 - Improving students' writing and reading skills in English language.
 - Improving mental mathematics skills across all phases in mathematics.
 - Developing students' practical laboratory skills in science.
- Improve the quality of teaching to match the existing best practices at the school, by:
 - Consistently planning and delivering lessons that have a clear focus on student-centred learning with minimal teacher exposition.
 - Using student assessment data more effectively to inform lesson delivery to meet the needs and aspiration of all students, particularly the higher attaining students.
 - Ensuring all lessons have activities and tasks which involve students developing and using their innovation, critical thinking and problem-solving skills.



- Ensuring teachers use targeted questions more effectively in lessons to assess student understanding and accelerate learning for all, particularly the higher attaining students.
- Improve the impact and effectiveness of middle leaders, by:
 - Continuing to provide relevant professional development in key leadership areas.
 - Embedding a more rigorous system of accountability for subject performance, particularly in raising long-term attainment levels.
 - Ensuring all middle leaders undertake rigorous lesson observations, particularly in evaluating and feeding back on the implementation of the '4es' principles of quality lesson planning and delivery.
 - Ensuring subject leaders provide appropriate subject-specific support and guidance to all teachers delivering their subject.
- Improve students', particularly boys', punctuality to school, by:
 - Continuing to liaise with, and guide, parents on the importance of students arriving at the agreed start time of the school day.
 - Ensuring students' class teachers rigorously follow up on persistent latecomers.

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.