



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**EMIRATES NATIONAL SCHOOLS**

23 - 26 January 2023

**Overall Effectiveness**

**GOOD**



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.




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

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

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



## SCHOOL INFORMATION

School	School ID	141
	School location	Al Rahmaniya, Sharjah
	Establishment date	2015
	Language of instruction	English
	School curriculum	American
	Accreditation body	IB, Cognia
	Examination Board	AP College Board IB
	National Agenda Benchmark Tests/ International assessment	PIRLS, PISA, TIMMS, MAP
	Fee range	AED 16,900 to 33,000
Staff	Principal	Mr Fadeel AL-Ahmad
	Chair of Board of Governors	His Excellency Ahmad Muhammad AL-Hemeery
	Total number of teachers	142
	Total number of teaching assistants	14
	Turnover rate	20%
	Main nationality of teachers	South African
Students	Teacher: student ratio	1:15
	Total number of students	2158
	Number of Emirati students	1957
	KG: number and gender	Total 342: 180 Boys, 162 Girls
	Primary: number and gender	Total 860: 455 Boys, 405 Girls
	Middle: number and gender	Total 404: 213 Boys 191 Girls
	High: number and gender	Total 552: 291 Boys 261 Girls
	Nationality groups	1. Emirati 2. Jordanian
Total number of students with special educational needs	13	

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>ACCEPTABLE</b>	<b>GOOD</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 196 lesson observations, 38 of which were carried out jointly with school leaders.

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

The school's overall effectiveness is good. This is an improvement since the previous review in 2018. Students' achievement has improved across all subjects and in all phases, except for in mathematics and English in the Middle Phase which remain acceptable. Arabic as a second language has been introduced into the curriculum, although the number of students is very small. Students' personal and social development, and their innovation skills are very good. As a result of a focus by leaders, the quality of teaching and assessment, along with curriculum design and adaptation, have improved to good. The health and safety of students, including the arrangements for child protection, are now very good. Leaders have strengthened the care and support for students, although there is room for improvement in the identification and support for students who have special educational needs. The school environment and resources are of very high quality and make an important contribution to students' learning. Leadership overall remains good, although the contribution of partnerships with parents, and the impact of governance, have both improved since the previous review. The senior and middle leaders demonstrate capacity to continue to improve the school.

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

- Students' achievement in KG, Primary and High.
- Students' personal and social development.
- The quality of assessment processes and the analysis of performance data.
- The arrangements for health and safety, and child protection.
- The quality of facilities and resources.

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

- Further raising achievement in English and mathematics in Middle.
- The identification and support provided for students who have special educational needs and those who are gifted and talented.
- Benchmarking students' outcomes against a range of external, national and international measures.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Good.**

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





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good overall. In lessons and over time, the majority of students make above expected progress in learning and in their work. This does not match with the school's internal data, which shows that students make very good progress across all phases.</li><li>• Students' attainment is good overall. This does not align with the school's internal data which indicates that attainment is very good in all phases. There is no external data for this subject. In lessons and in their work, the majority of students attain above curriculum standards.</li><li>• Students in KG develop an understanding of the principles of Islam and the importance of etiquette and kindness. In Primary, students are able to recite the Holy Qur'an and apply Tajweed rules appropriate for their age group. Students in Middle and High have a secure understanding of Islamic principles and morality, particularly the precepts and purposes of Islam. They are knowledgeable about Islamic ideas and etiquette, and they apply them in their day-to-day lives. However, students' ability to support their opinions with passages from the Holy Qur'an and Noble Hadeeth to elaborate clearly from Seerah and the life of the Prophet Muhammad (PBUH), is more limited.</li><li>• The majority of groups of students make better than expected progress overall. Some high attaining students do not always make sufficient progress, particularly in Middle.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' application of Islamic principles and values to their daily lives.</li><li>• Students' recitation of the Holy Qur'an and use of Tajweed rules.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to link the Seerah of the prophet Muhammad (PBUH) to everyday life.</li><li>• Students' confidence in supporting their opinions with evidence from the Holy Qur'an and Sunnah.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) is good. In lessons and in their work, the majority of students make better than expected progress. This matches the school's internal data for AFL. Students' progress in Arabic as a second language (ASL) is acceptable across all phases, although the number of students is very small. Internal data for ASL also shows students make acceptable progress.</li><li>• Students' attainment in AFL is good and is acceptable in ASL. This does not match internal assessment data for AFL, which shows very good attainment in KG and Primary and acceptable attainment in Middle and High. There is no internal data for students' attainment in ASL, and no external tests are taken in AFL or ASL. In lessons and in their work, the majority of students attain above curriculum standards in AFL and most students attain in line with curriculum standards in ASL.</li><li>• In AFL, the majority of students make good progress. Students in KG make good progress in distinguishing the letter positions in words and this helps them to gain confidence in the early stages of learning Arabic language. In Primary, students show good comprehension skills when listening and discussing, although a few students sometimes struggle to understand new words quickly. In Middle and High, students make good progress in reading fluently and accurately, but their extended writing skills are more limited. In ASL, most students make expected progress, particularly in word recognition and simple conversation. Across the phases, a few ASL students struggle to read for meaning consistently.</li><li>• Overall, all groups of students make good progress in AFL and acceptable progress in ASL. High-attaining students do not always make as much progress as they could because their work sometimes lacks enough challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' skills in reading and discussion in AFL.</li><li>• Students' listening for comprehension skills in AFL.</li></ul>	<ul style="list-style-type: none"><li>• Students' extended writing skills, particularly in Middle and High.</li><li>• Students' reading skills in ASL.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good. Although social studies is not a compulsory subject in KG, students' progress in this phase is good. It is also good in the other phases. This matches the school's internal data which also shows students make good progress overall.</li><li>• Students' attainment is good. This does not match the school's internal assessment data which shows attainment is very good overall, with outstanding attainment in KG and Primary, and acceptable attainment in Middle and High. No external tests are taken in this subject. In lessons and in their work, the majority of students attain above curriculum standards.</li><li>• In social studies, the majority of students make good progress. In KG, children gain good knowledge of society and the environment. They develop their understanding of the services that different organisations in the UAE provide, such as hospitals which help those who are sick. In Primary, students learn about population growth and migration and can explain the different factors influencing these in the UAE. In Middle, students gain a good understanding of energy in the UAE, including types of energy sources and their distribution. However, a minority of students make less progress in linking their understanding to the economic benefits and changes in energy use over time. In High, students develop their knowledge of key historical events, for example, the destruction caused by the Mongols in the city of Baghdad. However, some students were not as confident when explaining the reasons and consequences of the fall of Baghdad.</li><li>• Overall, all groups of students make good progress. However, at times, the work for high-attaining students lacks sufficient challenge.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' interest in and enjoyment of the themes and ideas explored during social studies.</li><li>• Students' understanding of key concepts, such as population growth.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to make links between different concepts and ideas.</li><li>• Students' deeper understanding of topics, such as explaining reasons and consequences.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. In KG, Primary and High, the majority of students make better than expected progress. However, in Middle, most students make expected progress. This does not match the school's data, which shows students make acceptable progress overall, except in Primary where students' progress is very good.</li><li>• Attainment is good overall; it is acceptable in Middle. This does not align with internal assessment data, which indicates that attainment is acceptable overall, and very good in Primary. External data shows that students' attainment is weak in Primary, Middle and High. In lessons and in their work, the majority of students attain above curriculum standards in KG, Primary and High and most students attain in line with curriculum standards in Middle.</li><li>• The majority of students demonstrate good progress in their speaking, reading and comprehension skills, with the exception of Middle, where students make expected progress. In KG, children make good progress in their letter sounds as they develop their ability to read words and sentences. By Primary, students can use a range of vocabulary effectively and increasingly incorporate this into their writing. However, in Middle, students' spelling and grammar are not secure, so their writing skills are sometimes under developed. By High, students are able to engage in good discussion and written work about complex topics such as world hunger, using a wide range of vocabulary.</li><li>• The majority of groups of students make better than expected progress overall, except in Middle. Extended writing for high attaining students, or support for those with learning needs, is under developed.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' range of vocabulary to express their ideas in speaking and writing in High.</li><li>• KG children's understanding of letters and sounds.</li></ul>	<ul style="list-style-type: none"><li>• Students' in-depth and extended writing.</li><li>• Students' spelling and grammar in Middle.</li></ul>



Mathematics

- Students' achievement in mathematics is good overall. It is acceptable in Middle. The majority of students make above expected progress in all phases, except in Middle, where most students make expected progress. This does not match with the school's internal data which shows students make good progress in all phases.
- Students' attainment is good overall, it is acceptable in Middle. This does not align with the school's internal assessment, which shows acceptable attainment in KG and Middle, very good attainment in Primary and good attainment in High. External data shows that students' attainment is weak in Primary, Middle and High. In lessons and in their work, the majority of students attain above curriculum standards in KG, Primary and High and most students attain in line with curriculum standards in Middle.
- The majority of students make good progress, except in Middle where most students make expected progress. In KG, children learn to count numbers confidently and compare the lengths of objects using different units of measurement. In Primary, students calculate the dimensions of 2D and 3D shapes and can find directions using a compass and a map. By Middle, students can calculate averages, but their fluency in mental mathematics and in using their number skills to solve complex problems, is more limited. Students in High can apply their knowledge of geometric relationships to problems involving congruency. Students are usually able to make real life connections to their mathematical understanding.
- Overall, the majority of groups of students make better than expected progress. High-attaining students do not always think deeply enough and progress as well as they could, particularly in Middle.

**Areas of Strength**

- The development of number and relationships in KG and Primary.
- Students' ability to link mathematics to real-life problems.

**Areas for Improvement**

- Students' fluency in number and mental mathematics in Middle.
- Students' deeper thinking in mathematics, especially for high-attaining students.



<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is good overall. The majority of the students make progress above curriculum expectations. This matches the school's internal data which also shows good progress.</li><li>• Students' attainment is good. This does not fully match the school's internal data which shows acceptable attainment in Middle and High, weak attainment in KG and very good in Primary. External data indicates that attainment is weak in Primary and Middle and acceptable in High. In lessons and in their work, the majority of students attain above curriculum standards.</li><li>• The majority of students demonstrate good scientific knowledge and skills. In KG, children show a good understanding of the world around them and can demonstrate the difference between living and non-living things. In Primary, the majority of students are confident in their understanding of important scientific ideas and concepts, such as electricity and motion. By Middle, students can apply their knowledge with increasing depth, for example understanding the structure and components of an atom and differentiating between atomic number and atomic mass. In High, students use their scientific inquiry and investigative knowledge to support their practical and experimental skills. At times, students do not use the correct scientific vocabulary and terminology confidently or understand the science behind some real-world applications.</li><li>• The majority of groups make better than expected progress overall.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' application of knowledge in Middle.</li><li>• Students' use of a range of scientific skills in High.</li></ul>	<ul style="list-style-type: none"><li>• Students' correct use of scientific vocabulary and terminology.</li><li>• Students' understanding of the real-world applications of science.</li></ul>



Other subjects

- Students' achievement in other subjects is good overall. The majority of students make progress above curriculum standards. This is in line with the school's internal data.
- Attainment in other subjects is good overall. However, the school's internal data shows outstanding attainment in PE, Art, Music and Commerce. In lessons and in their work, the majority of students attain above curriculum standards.
- The majority of students make good progress in developing their knowledge and skills. In handball in PE, students collaborate well and can demonstrate techniques of dribbling and passing the ball. Music lessons in KG and Primary, enable students to gain confidence in identifying rhythm, tone and volume, and to match these to musical terms. In commerce, students in High, develop an understanding of key concepts such as the importance of taxes and government spending, but their entrepreneurial skills are less well-developed. In ICT, students in Primary develop their coding skills, and in Middle, students build on this by using a range of computer programs to control robots successfully. In Art and Design, students across all phases are able to express themselves through a range of media, including watercolours and calligraphy. In Drama, students learn about plays and theatre design, including knowledge about comedy and tragedy through a focus on Italian theatre. Moral Education is taught in Arabic and the majority of students demonstrate a good understanding of moral and ethical values. In Primary and Middle Phases, students tend to rely heavily on teacher direction and independent learning skills are sometimes more limited.
- Most groups of students make better than expected progress, but some higher-attaining students do not always get the challenge they need.

**Areas of Strengths**

- Students' progress in Art and IT, and their ability to apply their learning successfully.
- Younger students' learning and development in Music.

**Areas for Improvement**

- Students' entrepreneurial skills.
- Students' independent learning skills in Primary and Middle Phase.



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are good overall, they are acceptable in Middle. Students enjoy lessons and typically concentrate well. The majority of students take increasing responsibility for their progress. Students usually know what to do to improve but sometimes need too much direction from the teacher, particularly in Middle Phase. Students occasionally lack confidence in evaluating their own strengths and weaknesses.</li><li>• Students' interactions with each other and with adults are friendly and respectful. They communicate their ideas articulately and confidently, and their skills of collaboration typically develop well.</li><li>• Most students contribute ideas in class and during group work, making meaningful connections to other areas of learning. For example, in science and mathematics lessons, they can link ideas and concepts from both subjects, although this is less common in Middle Phase. The majority of students in Primary and High Phase can relate their learning to the real world. In KG, 'units of inquiry' enable children to make connections and explore things for themselves.</li><li>• Students are increasingly confident in exploring, innovating and researching ideas, particularly in High Phase. They demonstrate effective use of digital technologies, for example in developing codes to program robots. In KG, students respond well to teachers' expectations and show age-appropriate thinking skills. In Middle Phase, students develop problem-solving skills, although they rely on their teachers at times to structure their responses to problems.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' increasing responsibility for their own learning.</li><li>• Students' skills in using a range of technologies.</li></ul>	<ul style="list-style-type: none"><li>• Students' ability to evaluate their own strengths and weaknesses.</li><li>• Students' independent problem-solving skills in Middle Phase.</li></ul>





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

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>• Students' personal and social development, and their understanding of Islamic values and Emirati culture are very good overall. Their innovation skills are also very good.</li><li>• Students have positive and responsible attitudes. They are self-reliant. Students demonstrate self-discipline and respond well to others. They respect their teachers, staff and each other. They resolve difficulties and differences easily, and bullying is rare.</li><li>• Students follow the school rules and behave well, the school is safe and orderly. Students usually co-operate well and help each other. Student and staff relationships are courteous and productive.</li><li>• Students demonstrate a good understanding of safe and healthy living, and usually make appropriate choices. They participate in activities that promote active and positive lifestyles.</li><li>• Students' attendance is very good at 96%, a small number of students are sometimes late to lessons or to school.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>
<ul style="list-style-type: none"><li>• Students demonstrate a very good understanding of Islamic values and how these values influence contemporary society in the UAE. Special days and events help them to make personal connections, such as National Day, Flag Day and Prophet Muhammad (PBUH) Week.</li><li>• Students participate in many cultural events which further deepen their understanding of UAE traditions and cultures. They describe with pride the history, customs, and traditions of the UAE. UAE culture is integrated very well into art and Arabic lessons, where students' work shows their understanding of UAE culture and heritage.</li><li>• Students' knowledge of Emirati heritage and culture demonstrates a strong awareness and admiration for their own and other cultures.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>	<b>Very good</b>



- Students willingly engage in initiatives that benefit the school and their communities. They volunteer readily and will sometimes initiate and direct different activities. For example, as part of their community service, students visited the interior ministry and met with the Sharjah police.
- Students demonstrate a positive work ethic. They are inventive and enjoy creating their own projects. While innovation is usually emphasised well, students' skills of entrepreneurship are not as well developed.
- Students show a strong interest and awareness of environmental issues and are keen to highlight their significance. They participated in 'Pink Day and Blue Day,' which highlighted the significance of maintaining a clean environment.

#### Areas of Strength:

- Students' positive and responsible attitudes to school and learning.
- Students' understanding of, and deep appreciation for, UAE culture, values and heritage.

#### Areas for Improvement:

- The punctuality to school or lessons for a very small number of students.
- Students' skills of entrepreneurship.

### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

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

- The overall quality of teaching and assessment is good, except in Middle where it is acceptable in mathematics and English.
- Most teachers have secure subject knowledge and understand how to support students to learn well. They adapt their approaches to ensure students make good progress.
- Most teachers plan purposeful lessons and use resources, including digital technologies, effectively to enhance students' learning and provide interesting and engaging lessons. Classrooms are typically well-equipped, especially those in practical subjects where resourcing is of very high quality.
- Teaching encourages students to think and reflect, gain confidence and achieve well. Questioning usually helps students to deepen their understanding. However, this is sometimes inconsistent, particularly in some English and mathematics lessons in Middle.



- Teachers provide support and challenge to meet the needs of different groups of students. However, they do not always have high expectations of all students, which sometimes limits the progress of high-attainers. For example, in Middle mathematics, all students acquired the basic skill of calculating the ratio and proportion of lengths, but high-attainers were not provided with activities to stretch and deepen their thinking.
- Teachers encourage students to complete research and problem-solving activities to promote critical and innovative thinking. However, this is sometimes a weaker feature of teaching in Middle, where most lessons rely on the textbook and teacher direction. By contrast, many students in High show strong independent learning skills.

**Assessment**

**Good**

**Good**

**Acceptable**

**Good**

- The school has a clear and coherent assessment policy. Internal assessment processes are carefully linked to the curriculum. They provide useful information about students' progress.
- External assessment relies significantly on students' outcomes in the MAP and CAT4 tests to determine a suitable baseline, and to benchmark students' performance. The school does not use other forms of external data, including for students' attainment.
- Teachers analyse assessment data to inform students' progress, as individuals and groups. This information is used to monitor and make comparisons between individuals and groups, although this is a weaker feature in Middle.
- Leaders and subject coordinators use different forms of assessment to influence the design of lessons and the curriculum, although this is sometimes less effective in Middle. They ensure appropriate moderation of standards across subjects and classes.
- Assessment approaches used in lessons help teachers to understand whether students have been successful. However, feedback on students' work is sometimes too general and provides only limited information about students' next steps or their targets, especially in English and mathematics in Middle.

**Areas of Strength:**

- Teachers' knowledge of their subjects and their use of assessment to design lessons.
- Teachers' use of resources and technologies to enhance students' learning.

**Areas for Improvement:**

- Providing lessons and feedback which enhance the learning of all groups of students, especially in Middle.
- Benchmarking students' attainment against a range of external, national and international expectations.



## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is good.</li><li>• The curriculum follows all statutory requirements and is broad and balanced. It is sensibly planned so that students' learning builds effectively over time. Students' progress well from their experiences in KG and Primary. However, students in Middle do not always progress from Primary as well as they could in English and mathematics. Older students are well prepared for their next steps and future choices.</li><li>• The curriculum typically provides well for students' choices and aspirations. It also helps to support those students who have missed out on previous learning. For example, the school has developed targeted provision for students who have important gaps in their knowledge in Arabic and English.</li><li>• Cross-curricular links are developing well but are sometimes inconsistent. For example, in Arabic, Islamic education, social studies and art, cross-curricular links are integrated effectively with UAE culture and history. Students are also able to make links between their learning in a range of subjects and with the wider world, especially in High.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>Acceptable</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• Curriculum modifications meet the needs of almost all groups of students. However, at times, the way the curriculum is taught means that some students who have special educational needs, and some gifted and talented students, do not progress as quickly as they could, particularly in Middle Phase.</li><li>• A variety of extra-curricular activities and community links enhance students' academic and personal development. Students participate in a range of activities including environmental awareness and charitable activities such as used books and toys sale, and student council initiatives, such as a bake sale and food drive in collaboration with Red Crescent.</li><li>• The curriculum supports students' knowledge and understanding of Emirati culture and UAE life and society well. Culture and society are integrated effectively into all aspects of students' life including in lessons and assemblies, along with the celebration of national festivals such as Flag Day and the National Day.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• The effectiveness of the curriculum in KG in preparing students to move from KG to Primary.</li><li>• The effectiveness of curriculum links with Emirati culture and UAE society.</li></ul>				



#### Areas for Improvement:

- The adaptation of the curriculum to meet the needs of students who have special educational needs, and those students who are gifted and talented.
- Curriculum progression from Primary Phase to Middle Phase in mathematics and English.

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

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>
<ul style="list-style-type: none"><li>• The overall quality of protection, care, guidance and support of students is very good.</li><li>• The overall quality of health and safety, including arrangements for child protection, are very good. The care and support for students is good.</li><li>• The school gives high priority to the welfare, health and safety of students. The school has effective child protection and safeguarding policies and procedures, which are shared with staff and the wider community. Staff attend training on child safety, which is regularly updated.</li><li>• The school is very clean, well maintained and record-keeping is thorough. There are effective arrangements to ensure security and safety, including supervision of students' use of school transport.</li><li>• There is suitable access for all students to the school buildings and classrooms. The school nurse and counsellors provide good support to students and their families on well-being and healthy eating.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>
<ul style="list-style-type: none"><li>• The school promotes positive relationships and has an effective whole-school approach to behaviour management. Older students provide excellent role models. Leaders ensure an orderly and calm learning environment where students and staff work in mutual respect.</li><li>• Systems for managing attendance and punctuality are improving. School counsellors ring parents promptly to check on students' absence and provide support to families where needed.</li><li>• The school has reviewed its inclusion policies and procedures. It is developing appropriate systems to identify students who have special educational needs (SEN) and those students who are gifted and talented.</li></ul>				



- The school has recently recruited a counsellor to work with SEN students and their families. SEN students receive support in lessons, but it is too soon to see significant impact from this work. Gifted and talented students do not always receive the support they need.
- The school provides effective academic guidance, including arranging seminars and workshops about universities and higher education. The school keeps a useful record of alumni and invites them to talk to students.

**Areas of Strength:**

- The school premises and facilities provide a very positive and safe environment for learning.
- Relationships between staff and students promote a climate of mutual respect.

**Areas for Improvement:**

- Further develop the system for identifying and monitoring SEN students.
- The support provided in lessons for SEN students and for those who are gifted and talented.

## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

**Indicators:**

<b>The effectiveness of leadership</b>	<b>Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Good</b>
<b>Partnerships with parents and the community</b>	<b>Good</b>
<b>Governance</b>	<b>Good</b>
<b>Management, staffing, facilities and resources</b>	<b>Very Good</b>

- The overall quality of leadership is good. The principal and leadership team promote a clear vision firmly rooted in the UAE National Agenda and driven by a commitment to provide a high-quality education for all students. is set clearly for school and stakeholders. There is a positive culture throughout the school, this is reflected in lessons and in the courteous and professional relationships amongst staff. There is a strong drive to meet the ambitious targets the school has set itself.



- The senior leaders demonstrate a good understanding of teaching quality, which has had a positive impact on students' learning and achievement overall. As a result, the quality of teaching and assessment has improved since the previous review, which has brought about important gains in overall levels of achievement and students' learning. Staff professional development makes an important contribution to improvement, although the review of the impact of this training is less well developed.
- Relationships and communication are positive and productive. Senior leaders delegate responsibility to subject and coordinator leads and assistant heads effectively. They are held accountable for improvements to teaching quality and students' outcomes. However, leaders have not yet had enough impact on ensuring teaching consistently meets the needs of all groups of students and raising expectations of students' learning and achievement in English and mathematics in the Middle Phase.
- Students' personal development and their care and protection have also improved since the previous review, along with other gains, such as the impact of governance. As a result, leaders and governors are demonstrating capacity to continue to drive and sustain improvement throughout the school.
- Leaders and governors have ensured that the school is fully compliant with the relevant statutory and regulatory requirements. Improvement planning is having a demonstrable impact on school development, and there is a good understanding of most of the school's important priorities. Leaders have rightly identified the need to ensure greater impact from the support provided for all groups of students, including those with SEN and those who are gifted and talented.
- Good progress has been made in improving the quality and impact of self-evaluation. Internal assessment data are analysed, and strengths and weaknesses are identified. These are used to inform improvements to teaching. However, external assessment information, along with benchmarking data, is not used sufficiently to drive school improvement.
- The evaluation of teaching is systematic and largely effective but does not always focus sharply enough on students' progress and on the expectations of the UAE Framework. The resulting school improvement plans are relevant and appropriately focused on the school's main priorities, and there is clear evidence of improvement over time.
- Parents are supportive of the school and their views are taken into account to inform school planning. Communication and reporting systems are regular and effective, and parents are well informed about students' academic progress and personal development. The school plays an effective role in the community, including through a range of national partnerships. The school does not yet have international partners.
- The school is governed by central committees from the group, which includes parental involvement. They are very knowledgeable about the school, meet regularly and fully support school leaders. Their influence and impact are positive. They hold leaders accountable for performance and finance and ensure that staffing and recruitment meets the needs of the school.
- School routines and procedures are well organised, and the school runs smoothly. Staffing meets the needs of the school well, and teachers benefit from regular training and professional development. Children in the KG Phase receive a high-level of staff support. Across the school, the premises, facilities and resources are of very high quality and are very well matched to meet the needs of the curriculum. For example, in practical subjects, the resources and equipment available to students would typically meet commercial and professional standards.

**Areas of Strength:**



- The overall quality and effectiveness of improvement planning and staff professional development.
- The provision of high-quality accommodation and resources, and the contribution of governors towards this.

#### Areas for Improvement:

- More rigorous alignment of self-evaluation processes with the expectations of the UAE Framework and a greater emphasis on student outcomes.
- Monitoring the impact of staff professional development on students' learning and outcomes.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- The Arabic department has 23 teachers across the school teaching 2,153 students. The ratio of teachers to students is 1:93, most of whom teach from Grade 6 upwards and include a teacher for Arabic as a second language.
- The school has five libraries spread across the phases and boys' and girls' sections. In total there are over 27,000 books of which around 9,000 are fiction, the remainder are non-fiction. Students visit the library on timetabled schedule set by librarians and teachers. They can borrow up to three books a week, two in Arabic and one in English. Students submit book reports to the librarians after completing their chosen reading.
- A reading scheme and eBooks are also shared with the middle school for lessons. All classrooms are provided with books and resources to promote Arabic reading and help improve students' comprehension skills. These books are organised into different levels. There is a weekly lesson in Arabic reading and support is given on the choice of reading level.
- Students write their own stories in Arabic, as extra-curricular library tasks. Older students act as 'buddy' readers. A range of other reading activities are held, such as the Arabic reading challenge, when students can borrow up to ten books. Parents participate in Arabic reading week and the 'reading month' held each year.

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

- The school meets UAE national agenda and SPEA requirements for setting international tests.
- In May 2022, 97 students in grades 10 to 11 sat the PISA international benchmarking for mathematics, science and reading for the first time and results are pending. Students in other grades have taken the TIMSS and PIRLS tests in 2022 and the results are also awaited. Currently, the school does not focus on preparing students for these international benchmarking assessments. The analysis of results will be shared with teachers, students, and parents.
- The MAP suite of assessments in mathematics, reading, language usage and science taken formally from Grade 3, although they are also taken informally for Grade 1 onwards.
- Students sit the MAP assessment 3 times annually, in each term. Teachers are provided with indicators of students' grade level. The school has a focus on improving outcomes for students in the MAP assessments, and the results are analysed to identify areas of strengths and



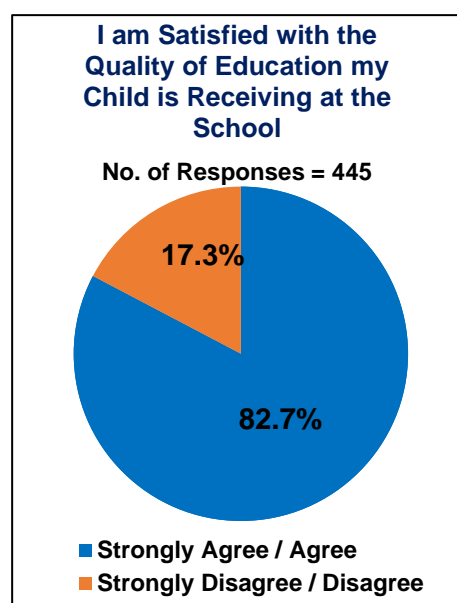


weaknesses in teaching and curriculum. Parents are informed of the test outcomes and students' areas for improvement after each assessment is completed.

### Provision for KG

- There are 342 children in KG1 and KG2, supported by seven teachers in KG1 and six in KG 2. This provides a teacher to student ratio of 1:22. There are also 13 classroom assistants and specialist PE, Art, and Moral Education teachers.
- The spacious indoor environment and resources are of very high quality and provide very well for children's needs. The classrooms are bright and airy, and there are inspiring displays of children's work. In each classroom there are a range of early-learning approaches such as 'inquiry corners,' displays of the key concepts of learning, action cycles and behaviour expectations. There are also a large variety of high-quality resources and games, along with interactive white boards, tablets, practical equipment and sensory resources.
- Outside the classroom there are large indoor play and PE areas, bicycles, a climbing wall, a well-equipped room for physical movement, a STEM room, clinic and a library and canteen. The outdoor environment provides shaded play areas and activity apparatus such as slides on safe flooring.
- Parents are invited in for orientation and induction of new children and to support transition to the next class. The information provided includes school routines, classroom visits and 'meet the teacher.' Communication to parents is mainly through an online platform and regular class journals.

## VIEWS OF PARENTS





## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in English and mathematics in Middle, by:
  - raising teachers' expectations of what students can achieve.
  - ensuring that teaching in these subjects in Middle Phase consistently challenges all students to achieve more highly.
  - improving curriculum progression between the Primary and Middle.
  - ensuring a greater emphasis on problem solving and critical thinking activities.
  - strengthening cross-curricular links between these subjects and the rest of the curriculum in Middle Phase.
- Improve the identification and support for students with special educational needs and those who are gifted and talented, by:
  - further developing the system for staff to report academic or personal development concerns to the SENCO and other counsellors.
  - ensuring that teaching consistently challenges those students who are gifted and talented, and supports those who have special educational needs.
  - making sure that adaptations to the curriculum, including extra-curricular provision, are consistently effective for students who have special educational needs, and those who are gifted and talented.
- Ensure rigorous benchmarking of students' outcomes against a range of external, national and international expectations, by:
  - providing training for staff on understanding and meeting the expectations of external and international assessments.
  - analysing the results from external assessments to identify strengths and weaknesses and use this analysis to adapt teaching and the curriculum, and inform school self-evaluation.
  - educating students and parents on the importance of external assessments and preparing students effectively to sit them.

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

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

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

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