



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**OUR OWN ENGLISH HIGH
SCHOOL**

07 - 10 November, 2022

Overall Effectiveness

VERY GOOD





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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; and
- analysing the outcomes of the surveys returned by parents.



SCHOOL INFORMATION

School	School ID	177	
	School location	Industrial Area 6	
	Establishment date	01/10/1982	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	N/A	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	AISSE for Grade 10 AISSCE for Grade 12	
	Fee range	AED 7,712 – AED 14,488	
	Staff	Principal	Asma Gilani
		Chair of Board of Governors	Michael Guzder
Total number of teachers		279	
Total number of teaching assistants		30	
Turnover rate		12%	
Main nationality of teachers		Indian	
Students		Teacher: student ratio	1:20
		Total number of students	5677
		Number of Emirati students	0
		KG: number and gender	855 females
		Primary: number and gender	2371 females
	Middle: number and gender	1138 females	
	High: number and gender	1313 females	
	Nationality groups	1. Indian 2. Pakistani	
	Total number of students with special educational needs	801	

PROGRESS JOURNEY

Previous Inspection in 2019:	Current Review:
GOOD	VERY GOOD



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 8 reviewers 239 lesson observations, 14 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is very good. This is an improvement since the previous reviews in 2019 and June 2022. School leaders' planning, regular teacher professional development (PD) and the rigorous performance management programme has resulted in improved quality of teaching and learning in all phases and most subjects. This has led to a significant improvement in students' achievement levels. Students' personal and social development, together with safeguarding, are outstanding. Students have very positive attitudes to learning, high levels of self-discipline and show interest and engagement in their studies. There is a highly supportive learning environment throughout the school. The curriculum offers students opportunities to explore their interests and increase their knowledge and understanding of the wider world.

KEY AREAS OF STRENGTH:

- Students' outstanding achievement in English, mathematics, science and other subjects in High.
- Students' very positive and exemplary behaviour.
- The impact of professional development on improved teaching and learning
- Partnership with parents.
- The principal and senior leaders' impact on continuous school improvement.

KEY AREAS FOR IMPROVEMENT:

- Building on the significant improvements in students' achievement since the last review.
- Continuing to improve teaching and learning.
- Strengthening responsibility and accountability processes for ensuring higher student outcomes in external benchmark tests, particularly in Middle mathematics and science.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Very Good**

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic education is very good overall. In lessons and in their recent work, a large majority of students make better-than-expected progress in Primary, Middle and High. This matches the school's data which shows that progress is very good.• The school's internal assessment shows that attainment is very good across the school, which matches the very good attainment seen in lessons and students' work.• Overall, a large majority of students make better-than-expected progress. They show a strong understanding of Islamic principles and values which is reflected in their daily lives and routines. In Primary, students acquire the values of Islam etiquette and know the importance of 'Salam'. Middle and High students extend their discussions about various concepts such as equality and 'Al Muharramat' in Islam, supporting their discussions with verses from the Holy Qur'an and Noble Hadeeth. They can communicate and interpret the Noble Hadeeth successfully. Students build clear understanding of the Islamic 'Shareaa' and laws and the Prophet (PBUH) 'Seerah' which they link to the current global goals. Recitation skills show improvement, but application of Tajweed rules is underdeveloped.• Overall, most student groups make better than expected progress across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' communication of knowledge through debates and group discussions.• Strong understanding of Islamic principles and values which students apply to everyday life.	<ul style="list-style-type: none">• Students' recitation skills of the Holy Qur'an verses and application of Tajweed rules.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic second language (ASL) is very good overall. It is good in Primary. A large majority make better than expected progress overall in lessons and in their work, with the majority of Primary students making better than expected progress.The school's internal assessment data shows attainment in Primary as outstanding. This is contrary to the good attainment seen in lessons and students' work. Attainment in Middle and High in lessons is very good, which matches the school's internal assessment.In Primary, students show good progress in reading skills in comparison to their entry level. They improve the communication of their ideas using appropriate vocabulary. Middle and High students develop very good skills to listen to texts, identify the main idea and confidently and correctly respond to teachers' questions. However, their reading skills in applying grammar rules and their extended writing skills are less developed. A few Primary students continue to make basic spelling errors and struggle with pronunciation of letters and words.Overall, the majority of student groups make better than expected progress. Most student groups make better than expected progress in Middle and High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' listening, reading and speaking skills in Middle and High.Students' reading skills in Primary.	<ul style="list-style-type: none">Students' independent extended writing with consistently correct application of grammar rules in Middle and High.Pronunciation of letters and words in Primary.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is very good overall. In lessons and recent work, the large majority of students make better-than-expected progress. This does not match with the school's internal data which shows outstanding progress.• Students' attainment in the school's internal data is outstanding across all phases. This does not align with the very good attainment seen in lessons.• A large majority of students make better-than-expected progress overall. Primary students learn to communicate their knowledge about weather, the features of deserts and the adaptation features of plants and animals in the UAE. They make progress in using mind maps to show the difference between consumers and producers, but they have less confidence in using maps to extend learning about UAE and the world geographical features. They describe the world's cultures confidently and link them to the UAE's cultures and heritage, comparing the UAE currency with other world currencies. They classify wastage successfully to recycle, reuse and reduce and describe the UAE's efforts in this field. In Middle and High, students develop secure knowledge of the values of sustainable global goals and link them consistently to the UAE vision. They learn about climate change in the UAE and how it impacts the social and economic life cycle and the measures adopted to combat climate change.• Most student groups make better than expected progress across all phases. Lower attainers and SEN students make slower progress in their content knowledge.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of values of sustainable global goals and linking them consistently to the UAE vision.• Students' skills to show their understanding of UAE climates, weather and culture.	<ul style="list-style-type: none">• Use of different types of maps to learn about the geographical features of the UAE and the world.



English	<ul style="list-style-type: none">• Students' achievement in English is very good overall. It is outstanding in KG and High. A large majority of students make better than expected progress overall in lessons and their work, with most KG and High students making better than expected progress. This is in line with the outstanding progress in internal assessments shown in KG and High but not in Primary and Middle,• The school's data shows outstanding attainment in all phases. This aligns with attainment seen in lessons and students' work in KG and High but not Primary and Middle where attainment is very good. It does not align with the ASSET external test results which show very good attainment overall. The outstanding attainment in High aligns to the CBSE external results.• KG children develop their knowledge of phonics to decode and read a range of words and to write short sentences, and develop confident speaking skills. Primary students make very good progress in speaking, listening and writing. Middle and High students read and write for specific purposes. Students learn to read comprehension passages and apply them to current issues. They understand and interpret the themes in poems. Students make very good progress in writing for different purposes and use persuasive writing to express their point of view in High. They use grammatical conventions correctly. In discussion and debates, students learn to express their opinions confidently. They passionately discuss the role of women in a patriarchal society. However, despite learning about different styles of writing, students in Primary and Middle rarely apply their skills to longer pieces of writing.• Most student groups make better than expected progress in Primary and Middle and all groups in KG and High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Well-developed speaking and listening skills in KG and Primary.• Students' skills to articulate and express their opinions confidently.	<ul style="list-style-type: none">• Extended writing skills in Primary and Middle.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is very good overall. It is outstanding in High. A large majority make better than expected progress in lessons and in their work in KG, Primary and Middle, with most in High. This does not align to the outstanding progress for KG and Primary in internal assessments but aligns to the progress seen in High and Middle.• The school's internal assessment data shows attainment is outstanding in KG and Primary. ASSET external tests show mostly weak attainment in Middle. This is contrary to the very good attainment seen in lessons and in students' work in all three phases. Attainment in High in lessons is outstanding, which matches internal assessments and the CBSE external examination results.• KG children build their number skills very well and apply them in basic addition questions. In early Primary, students make very good progress to solve word problems involving subtractions. Older Primary students are unsure of the relationship between metric units of measurement. Middle students make very good gains in their geometric understanding and use Pythagoras theorem to find unknown sides in a right-angled triangle. By the end of Middle, students make very good progress in mastering angle properties in circles. High students learn to solve problems involving arithmetic and geometric progressions, with older students learning to find local maximum and minimum points using calculus.• Overall, most student groups, including SEND students, make better than expected progress. All groups of students making outstanding progress in High.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Middle and High students' progress solving geometric problems.• KG and Primary students' understanding of number.	<ul style="list-style-type: none">• Primary students' knowledge of the relationship between metric units of measurement.



Science	<ul style="list-style-type: none">• Students' achievement in science is very good overall. It is outstanding in High. A large majority of students make better than expected progress in lessons and in their work in KG, Primary and Middle. Most High students make better than expected progress. This matches with the school's internal data.• Attainment is very good overall, as evidenced by lessons and the quality of the work. Attainment is outstanding in High. This is in line with the outstanding CBSE results. However, the ASSET external results for Middle indicate weak attainment.• In KG, children acquire good observational and questioning skills and a good range of subject-specific vocabulary, though students lack experience of how science impacts on their daily lives, Primary, Middle, and High students gain very good skills in investigation, interpretation, and communication. The science content of lessons is of a high standard. In many cases, it allows students to learn the practical links to technology, the environment, and society. Students develop skills in laboratory work including the use of Archimedes screw, simple circuits and measuring sugar content of everyday drinks. Students gain very good skills in analysing and recording the results of their investigations and experiments. Students' evaluating their experiments is less developed across all phases.• Most groups make better than expected progress overall.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills to manipulate equations using simple circuits in the middle phase,	<ul style="list-style-type: none">• Students' skills to evaluate their experiments across all phases.• KG children's understanding of how science impacts on their daily lives.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is very good overall. A large majority of students make better than expected progress in lessons in all phases except High where it is outstanding.• Attainment overall is very good. Internal assessment data indicates that students perform at an outstanding level. The CBSE examination outcomes for High students are outstanding. In lessons and in their work, students' attainment is very good in KG, Primary and Middle and outstanding in High.• In physical education (PE), students develop very good motor skills through competitive sprint exercises, and manoeuvring obstacle courses with coordination and balance. In Primary and Middle, students develop very good skills in cricket, basketball, and badminton. In art, students learn to draw and paint creatively. Children in KG know their colours and complete simple drawing tasks. In Middle and High, students progress to using water colour techniques and sponges to create their own rainforest designs and recycled materials to create pop art linked to onomatopoeia words. In music, students show very good progress singing in harmony. In second languages, students make very good progress to speak with accuracy. They respond to simple, and direct questions or requests for information. In French, they can place the negative forms in verbs correctly; however, writing skills are underdeveloped.• Most student groups make better than expected progress.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Students' performance in art, music and PE.• Students' speaking and listening skills in second languages.	<ul style="list-style-type: none">• Students' writing skills in French.



Learning Skills	<ul style="list-style-type: none">• The overall quality of learning skills is very good. It is outstanding in High.• Students in High are actively involved in their own learning and development and have an excellent awareness of their progress and strengths. They demonstrate proficiency in finding out new information. Students in other phases enjoy and show genuine interest in their learning, becoming increasingly less reliant on teachers' direction.• Students collaborate and communicate very well and contribute ideas when solving problems. Students do not always initiate collaborative activities in KG, Primary and Middle. In High, students readily find things out for themselves by researching using technology. Across the school, students share their learning confidently.• Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of the world. They are independent learners and use ICT very effectively. Students are confident to find things out for themselves in a range of ways, including textbooks and technology. They sometimes take information at face value without interpreting, questioning, or finding alternative viewpoints. They can think for themselves, and their reflections are productive, although it may lack depth or insight. Critical thinking is a normal feature of their learning in High. Students' work often reflects maturity and independence of thought.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Independent learning, critical thinking, and research skills in High.• Making meaningful links across areas of learning and to deepen understanding of the world.	<ul style="list-style-type: none">• Initiating collaborative activities in the Primary and Middle phases.• Researching alternative ideas and viewpoints when presented with information.



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

Indicators:	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students' personal and social development is outstanding overall. Students have very positive and responsible attitudes. Levels of trust, morale and commitment towards meeting high expectations in student outcomes and well-being are very high. Students are consistently self-disciplined and respond very well to others. Almost all students always greet teachers, leaders and visitors respectfully.Students are sensitive and show empathy to the needs and differences of others. The sense of camaraderie amongst all students is very strong, with students buddying and mentoring their peers. They initiate and participate in activities that promote safe and healthy lifestyles and demonstrate excellent understanding of safe and healthy living. Almost all students participated in the Etiquette Week activities, and 'Eat Healthy' and 'Be Safe' campaigns.Attendance is very good at 96.8%. Students almost always arrive at school and to lessons on time.				
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students have an excellent appreciation and understanding of how Islamic values influence contemporary UAE society. Almost all students appreciate the features and importance of Eid Al Fitr and Eid Al Adha as demonstrated in class activities and assemblies.Students fully respect and appreciate the heritage and culture that underpin and influence contemporary life in the UAE. They initiate and involve themselves in a range of cultural celebrations like UAE Flag Day, Martyrs Day and National Day.Students demonstrate an excellent understanding, awareness, and appreciation of their own and other world cultures. Almost all students prepare presentations on Indian Republic Day and Independence Day and UN Day and portray the cultures and traditions of various countries.				
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding



- Students are proactive and responsible members of the school and wider communities. As volunteers, students purposefully and frequently initiate and lead activities. Almost all students participate in Make a Difference campaigns, where they contribute towards the charity Il Mondo, Zero Plastic School campaign and in Our Own exhibition.
- Students show very positive work ethics. They are innovative and creative, and successfully initiate and manage projects. Almost all students collaboratively create innovative projects like Solar Cookers and Balloon Carts and conduct workshops for their peers (Eduquer) on topics like peace and anti-bullying. Students develop verbal communication skills when presenting the news on The OON (Our Own News) platform.
- Students care for their school and are successful in improving its environment. They initiate and take part in schemes that contribute effectively to sustainability and conservation in the local and wider world environment. Almost all students engage in eco awareness and school eco-club activities, such as Earth Day, EVA Green and energy conservation, and being Eco ambassadors. They raise awareness in their neighbourhood by making and distributing pamphlets on how to save electricity and water.

Areas of Strength:

- Students' appreciation and celebration of their own culture, and knowledge of cultural diversity and breadth.
- Students' active contribution to the life of the school and wider communities, including volunteer activities.

Areas for Improvement:

- Raise attendance to be at least 98%.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Very Good	Very Good	Very Good	Outstanding
<ul style="list-style-type: none">The quality of teaching and assessment is very good. It is outstanding in High. Teachers have very good knowledge of their subjects and understand how students learn. In the best lessons, teachers use a wide range of strategies to make learning interesting and well-matched to the needs of all students, such as student-led lessons in High where they deliver presentations to their peers, who have opportunities to pose questions.Teachers plan lessons that are strongly aligned to the core curriculum standards. Teacher-student interactions are very positive and ensure students are engaged and eager to learn. Basic questioning is used to check and correct understanding and high-level questioning is often seen to facilitate deeper understanding. Teachers regularly engage students in discussion and dialogue. Students are given the opportunity to talk at greater length in presentations to build their language confidence and understanding.Teachers consistently promote critical thinking, problem-solving and independent learning throughout all phases, but is a constant feature in lessons in High. The development of Innovation skills is less consistent in lessons, but is a very strong feature in activities, projects and competitions in which the students readily engage.				
Assessment	Very Good	Very Good	Very Good	Outstanding
<ul style="list-style-type: none">Internal assessment processes are coherent and provide a valid, reliable, and comprehensive measure of students' progress. They are linked well to the school's curriculum standards and largely align to lesson observation outcomes and student work. The school effectively uses an analysis of external assessments to benchmark attainment against national and international standards, including CAT4 and ASSET in English, mathematics and science, TIMSS in mathematics and science, PISA in reading and CBSE in a range of different subjects to track progress.Most teachers use the comprehensive assessment information very well to monitor students' progress and to influence teaching. They modify the syllabus content based on students' responses. Teachers usually use the information to precisely match and support group work in lessons to students' needs, especially for Gifted and Talented and SEN students.Teachers mark students' work regularly following the school's marking and assessment policy. However, feedback does not always inform students sufficiently how to improve.				
Areas of Strength:				
<ul style="list-style-type: none">Teachers' knowledge of the subject and how students learn best.				



- Teachers' use of assessment information to monitor progress and influence teaching.

Areas for Improvement:

- More detailed and specific feedback to students about how to improve.
- Consistent development of innovation in lessons.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Very Good	Very Good	Very Good	Outstanding
<ul style="list-style-type: none">The overall quality of curriculum design, implementation and adaptation is very good. The curriculum is broad and balanced and has a clear rationale based on the CBSE Indian Curriculum for core and other subjects, and the MOE curriculum for Arabic-medium subjects. The school follows the CBSE and Little Gems curriculum for KG. Additional subjects in art, music, PE, moral education, computer science and second languages in Middle, and a science or humanities pathway and accountancy, business studies, economics, marketing, informatics, psychology, and home science in High give students rich learning experiences. All statutory requirements are met.Curriculum planning ensures very good continuity and progression between the different phases. In KG and Primary, the skills-based approach develops children's competences well. The rich curriculum in Middle enables students to follow a seamless progression between subjects. In High, a significant number of students progress to universities in India, US and the UK to study degrees in medicine, engineering, and multimedia.Cross-curricular links are meaningfully planned and integrated into lessons that promotes students' very good achievement in nearly all subjects. Regular curriculum reviews identify development priorities that become the foci of continuous PD.				
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">The school is very successful in making modifications to the curriculum to systematically meet the needs of all groups of students. This often leads to very well-planned differentiated group activities with integrated independent learning strategies.Adaptations and modifications to the taught curriculum support students' innovation, enterprise, and independent learning skills. For example, students develop skills in visualization and risk-taking when avoiding checkmate in chess. In KG, children develop enterprise skills by replicating small businesses to sell goods.There is a range of extracurricular activities led by the student council. Coherent learning experiences are provided in most subjects and lessons to develop students' understanding of the UAE's culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">The very good curriculum adaptation to meet the needs of student groups.The rich range of options for Middle and High students.				



Areas for Improvement:

- Review of the curriculum for KG and Primary to identify further enhancement opportunities.



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is very good. Safeguarding and health and safety arrangements are outstanding. Procedures for safeguarding are rigorous and highly effective. All staff, students and parents fully understand the child protection policies and procedures. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying. Parents sign a cyber-use contract when their child enrolls with the school and social media is banned in school. Bullying is extremely rare. Students state they feel safe.All students have ready access to the safeguarding team who are known and trusted members of staff. Students are very effectively supervised, including school transportation, break time and home time where teachers, staff and student prefects supervise the students. Comprehensive records of regular and routine fire drills, evacuation procedures and other incidents include clearly stated action taken to prevent any recurrence of issues. Buildings and equipment are maintained in excellent condition. The school has ramps on the ground floor and chair lifts which allows access to all floors for those with mobility issues. Some classrooms are small for the number of students.The school promotes healthy living extremely well. The curriculum content of some programmes such as moral instruction, form time and assemblies include references to healthy lifestyles such as aspects of diet and exercise, including students' food choices. Extensive shading in the outdoor areas, headwear and ready access to fresh drinking water including during PE, provide reasonable protection from the heat and sun.				
Care and support	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">Relationships between staff and students are exemplary. Behaviour management systems are highly effective. Most students demonstrate very high levels of self-discipline. The school's systems are successful in promoting very good attendance and punctuality.The school has a rigorous system to identify SEN and G&T students, liaising with teachers and parents. Specialist staff is available for SEN and G&T students and support is often effective through the curriculum and in lessons. The parents stated they are very impressed with the provision for their SEN children., There are inconsistencies in the support for G&T students. Students' well-being and personal development is closely monitored, and they have regular health checks throughout the year. In each class, there is a student monitor for the wellbeing of their				



peers. Through the student council, students voice their ideas, which are heard and actioned by the leadership.

- The school provides taster days for students to meet teachers and comprehensive parent orientation evenings for induction and transition, followed up by extensive emails and newsletters. Career guidance through the counsellor is extensive. The counsellor sets up links, including higher education in the UAE and abroad, together with career fairs in house and externally, which helps High students pursue their career aspirations.

Areas of Strength:

- Care, welfare and safeguarding of students.
- Exemplary staff/student relationships.

Areas for Improvement:

- Increased support and challenge for G&T students within the classroom setting.
- Class sizes to reflect available space.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The principal and leaders at all levels set a clear strategic direction and bold vision which is shared with all stakeholders. The school demonstrates high commitment to the UAE national and Emirati priorities. School leaders create an all-inclusive environment that embraces and supports all learners. Senior leaders have a thorough knowledge of the curriculum and continuously promote best practices in teaching, learning and assessment. The positive, harmonious and inclusive environment created promotes students' very good quality learning and personal development.
- Relationships and communications are consistently professional and highly effective. The principal has established a very dynamic leadership team with clearly defined roles, responsibilities, and accountabilities. Together, they demonstrate an accurate understanding of actions needed to continuously improve the school including greater accountability in benchmarking external assessment data analysis, especially in Middle. School leaders demonstrate very good capacity to innovate and improve, evident in significantly enhanced quality in teaching, learning and students' outcomes. The school is fully compliant with statutory and regulatory requirements.
- Self-evaluation and improvement planning systematically embraces the views of all stakeholders. Senior and middle leaders undertake regular lesson observations, with follow up discussions and further visits. Quality assurance and improvement goal setting is undertaken twice a year during rigorous performance management sessions conducted by the principal for all staff. This is further enhanced by weekly PD. The school improvement plan (SIP) effectively addresses all improvement needs from previous review reports. There has been sustained improvement in all key areas.
- Parents express in surveys and meetings positive views on the very good quality of education received by their children. Communication is highly effective in keeping parents fully informed, through online communication, regular circulars and termly reports on their children's academic and personal development. The parents' council is highly supportive in the organisation of school



events and UAE celebrations. The school has extensive links with local and international organisations and universities. The school works closely with other GEMS schools in their group and link with local MoE schools to share best practice. They support innovative initiatives organised by the national and international community on environmental issues, such as climate change.

- The school is part of the GEMS organisation and is governed by the School Support Centre and the Vice President of Education. Parents are not directly involved in the school's governance, but their views are regularly sought through the parent advisory group. The Vice President for Education makes regular visits to the school to review the work of all school leaders, visit lessons, review students' workbooks, and receive feedback from parents. From these, they set key performance indicators for school leaders to ensure accountability for students' achievement and personal development.
- The daily organisation of the school is highly efficient and has a very positive impact on students' achievement. Staff are qualified and have weekly PD linked to the school's SIP priorities. There are good facilities and resources to support students' learning and the curriculum, although some classrooms are small for the number of students.

Areas of Strength:

- Relationships and communication including with parents.
- Day-to-day management at the school.

Areas for Improvement:

- Accountability for external examination outcomes.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There is one teacher for 30 students in across primary, middle and high phases.
- Library provision includes 1700 Arabic fiction and 150 non-fiction books. The I Read and I Start Arabic program gives students in grades 4 to 9 access to a high number and variety of eBooks where students can read, listen to, and even record themselves reading. All reading materials are based on the child's independent level, as determined by placement tests conducted online.
- The school participates in numerous activities and competitions outside school, including Sad El-Elfajwa (A program that helps everyone from non-Arabic-speaking parents and teachers), twinning with local schools, a book club focused on sustainable development and Celebrating the Arabic Language in November.
- Students participate in intra- and inter-school competitions including My Favourite Book: Students captured the audience at Sharjah Book Fair with their spoken Arabic and dramatic performance. In addition, students develop Arabic speaking skills in assemblies and through National Celebration events.

The school's use of external benchmarking data

- Most students (85% of grades 1 to 12) participate in PASS, 58% of grades 3 to 9 in ASSET, 39% in grades 1, 3, 5, 8, and 10 in CAT4 and selected students in grades 4 and 8 in TIMSS and in grades 10 to 12 in PISA.
- The school's preparation for external benchmarking tests takes place through orientation meetings and communication with parents about the international benchmarking testing and exam dates.
- Students attend booster revision classes and study ASSET-based and PISA-based questions. Students take part in mock tests and revision tests in November. Based on the PASS data, intervention strategies are implemented for targeted students to build students' confidence and reduce anxieties..
- Results are shared with parents and students online. Reports of all international benchmarking tests are shared with parents. The CBSE predicted performance helps the parents to provide the necessary support to prepare students for the CBSE board exam.

Provision for KG

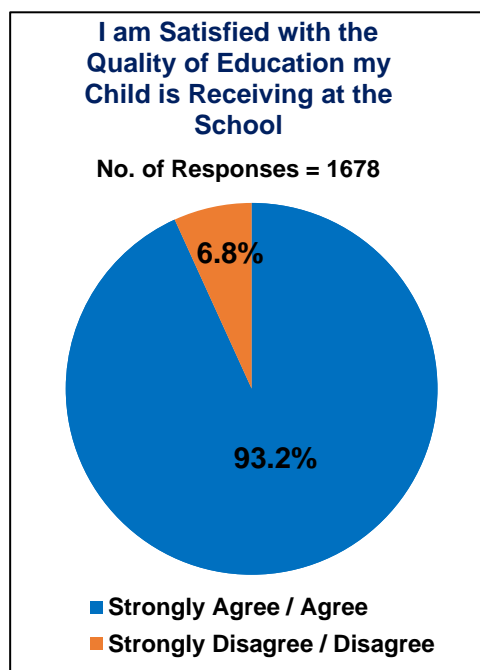
- There are thirty classes in KG1 and KG2. The staffing provision ratio is 1:25. There is a dedicated teaching assistant for each class.
- The indoor environment has age-appropriate reading texts. There are subtraction and addition kits for numerical concepts, resources for letter and number recognition and resources for play activities.. Each classroom has a whiteboard and a smartboard where teaching apps can be accessed. Each classroom has wall-to-wall displays which include a sight word wall, number charts, motivational charts, and self-attendance displays. The corridor is equipped with displays and play areas with resources for individual and group activities. Learning centres in the corridors have resources based on the topics currently taught.



- The outdoor activities and learning resources include a play area with age-appropriate equipment. The quadrangle is for free play and physical education. There are resource rooms for music and an activity room.
- The arrangements for the induction for new children and transition arrangements for Grade 1 commence with a parent orientation. There are online and onsite monthly scheduled meetings with parents to discuss students' progress. There is an open-house event scheduled three times a year for parents.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Build upon the significant improvements in students' achievement since the last reviews by:
 - analysing the improvements achieved
 - identifying the phases, grades, subjects, and classes where further improvements are needed
 - checking that the needs of different groups of students are being met
 - looking at the balance in lessons between independent and group-based learning
 - setting measurable goals for all teachers in respect of defined areas for improvement.
- Continue to improve the quality of teaching and learning by:
 - creating a teaching and learning improvement team to undertake themed observations that look at specific aspects of provision
 - reviewing the quality of provision in each phase, subject and for each teacher
 - identifying and sharing best practice in each phase and subject
 - using the findings to inform the improvement priorities.
- Review responsibility and accountability processes for ensuring higher student outcomes in external benchmark tests, particularly in Middle in mathematics and science by:
 - completing a full review, analysis and comparison of all data for Middle students
 - adapting the curriculum to ensure all the external examination components are fully integrated

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- ensuring the external examinations play an important role in the end-of-year outcomes
- setting goals with each student in respect of the outcomes in external tests and share them with parents to uplift their profile and importance.

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.