



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**Far Eastern Private School –
Halwan Branch**

24 – 27 October, 2022

Overall Effectiveness

ACCEPTABLE





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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 | 214 | |
|---|---|--|------------------|
|  | School location | Al Halwan, Sharjah, UAE | |
| | Establishment date | 29/8/2016 | |
| | Language of instruction | English | |
| | School curriculum | Philippines | |
| | Accreditation body | Dept of Education, Manila | |
| | Examination Board | Professional Regulatory Commission (Philippines) | |
| | National Agenda Benchmark Tests/ International assessment | PISA, CAT4, ASSET | |
| | Fee range | 8000 | |
| | Staff | Principal | Mr Marlon Rita |
| |  | Chair of Board of Governors | Mrs Nini Serrano |
| Total number of teachers | | 26 | |
| Total number of teaching assistants | | 4 | |
| Turnover rate | | 0.04% | |
| Main nationality of teachers | | Philippine | |
| Students | | Teacher: student ratio | 1:28 |
|  | | Total number of students | 727 |
| | | Number of Emirati students | 1 |
| | | KG: number and gender | 44B 29G = 73 |
| | | Primary: number and gender | 203B 188G = 391 |
| | Middle: number and gender | 37B 92G = 129 | |
| | High: number and gender | 75B 59G = 134 | |
| | Nationality groups | 1. Filipino 2. (none) | |
| Total number of students with special educational needs | 17 | | |

| Previous Inspection in 2018: | Current Review: |
|------------------------------|-------------------|
| ACCEPTABLE | ACCEPTABLE |



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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 146 lesson observations, 21 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Acceptable. This is similar to the previous inspection in 2018. Despite changes in leadership and the relocation of the school since the last review, leaders have ensured that acceptable teaching and achievement have been sustained, with improvements in students' achievement, particularly in senior high. Students' progress accelerates as they move through the school. Students' learning skills are acceptable overall but are most effective in senior high. Students' personal and social development is good. Assessment procedures are acceptable. The curriculum is acceptable, meeting both the requirements of the MoE locally and the Department of Education in Manila, Philippines. Arrangements for the protection, care, guidance and support of students are acceptable. The premises are safe, secure and inclusive. A few classrooms are rather crowded and uncomfortable and this impacts upon students' learning.

KEY AREAS OF STRENGTH:

- The positive relationships evident across the school.
- Students' learning skills in the senior high phase.
- The progress made by students in senior high.
- The school's partnership with parents and the community.

KEY AREAS FOR IMPROVEMENT:

- More effective benchmarking of students' achievement to ensure greater consistency in students' attainment and progress across the school.
- The planning of lessons and the adoption of more flexible teaching strategies across the school.
- The provision made to support students with special educational needs and those who are gifted and talented.
- The effective monitoring and improving of teaching to ensure improved practice across the school.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

| Indicators: | | KG | Primary | Middle | High |
|------------------------------------|------------|------------|------------|------------|------------|
| Islamic Education | Attainment | n/a | Acceptable | Acceptable | Acceptable |
| | Progress | n/a | Acceptable | Good | Acceptable |
| Arabic (as a First Language) | Attainment | n/a | n/a | n/a | n/a |
| | Progress | n/a | n/a | n/a | n/a |
| Arabic (as an additional Language) | Attainment | n/a | Weak | Weak | n/a |
| | Progress | n/a | Acceptable | Acceptable | n/a |
| Social Studies | Attainment | n/a | Acceptable | Good | n/a |
| | Progress | n/a | Acceptable | Good | n/a |
| English | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Acceptable |
| Mathematics | Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| | Progress | Acceptable | Acceptable | Acceptable | Good |
| Science | Attainment | Acceptable | Acceptable | Acceptable | Good |
| | Progress | Acceptable | Acceptable | Acceptable | Good |
| Other subjects (Art, Music, PE) | Attainment | n/a | Acceptable | Acceptable | Acceptable |
| | Progress | n/a | Acceptable | Acceptable | Good |
| Learning Skills | | Acceptable | Acceptable | Acceptable | Acceptable |



| | | |
|--------------------------|--|---|
| Islamic Education | <ul style="list-style-type: none">• Students' achievement in Islamic education is acceptable overall. It is acceptable in the elementary and senior high phases, and good in the junior high phase. In lessons and their recent work, most students make acceptable progress. This does not match with internal data, which shows all students make good progress across the school and over time.• In lessons and samples of students' work seen, students' attainment is acceptable in elementary, junior and senior high phases as it is in line with curriculum standards. This does not match the internal assessment data, which shows good attainment in all phases. There are no external examinations.• Most students make acceptable progress over time. Across the school, students are developing skills in learning to recite the Holy Qur'an confidently and accurately. Through the work they do, they acquire values such as morals, etiquettes and codes of conduct and students are observed practising these during their everyday interactions. In elementary, students develop acceptable understanding of Islamic values and its application to their daily lives. In junior and senior high, students show good knowledge of Islamic values, such as how rumours can have a negative impact on Islamic society. They can recite prescribed verses and explain their meaning. However, they do not all follow the Tajweed rules correctly. Across the school, students often do not make sufficient progress in memorizing the Holy Qur'an, Hadeeths or in reading Islamic texts.• Most groups of students in the elementary and senior high phases make acceptable progress. The majority of groups of students in junior high make better than expected progress. Neither higher nor lower-attaining students achieve as well as they should because work is not well matched to their needs. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' understanding of Islamic teaching and etiquettes, linked to their daily lives.• Students' knowledge of Islamic values in the senior high phase. | <ul style="list-style-type: none">• Students' skills in Qur'an recitation using Tajweed rules.• Students' capacity to memorize Nobel Hadeeths. |



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| Arabic | <ul style="list-style-type: none">• Students' achievement in Arabic as a Second Language (ASL) is now acceptable overall. School data and evidence from lessons indicates that students' progress has improved over time so that progress is now acceptable in the elementary and junior high phases.• Despite emerging improvements in progress in lessons, students' attainment remains weak in both phases. This does not fully align with MoE-aligned internal test data, which shows outstanding attainment in the elementary and very good attainment for students in the junior high phase.• The majority of ASL students are now making acceptable gains in their skills, knowledge and understanding in the elementary and junior high phases. Speaking and listening skills have improved so that students can communicate with some fluency. In the elementary phase, students learn to speak in accurate, full sentences. However, their reading and writing skills remain less well developed. In junior high, students develop acceptable speaking, listening, and reading skills. They can read and comprehend words and phrases and develop skills to speak. However, the majority still lack confidence in applying their skills in everyday contexts when expressing their ideas and their writing skills are not sufficiently well developed. Students write clearly and neatly in Arabic script.• Most groups in elementary and junior high now make the expected progress, so that deficits in learning are being addressed. However, neither higher nor lower-attaining students achieve as well as they should because work is not well matched to their needs. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' handwriting and presentation of work. | <ul style="list-style-type: none">• Students' fluency in reading and their comprehension skills especially in elementary phase.• Students' writing skills across the school. |



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| Social Studies | <ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and in their work, most students make acceptable progress in the elementary phase and good progress in the junior high phase. This does not match with the school's internal data which shows that all students make good progress both in lessons and over time.• Internal assessment data for the elementary phase indicates that attainment is outstanding in grades 3 and 5. This is not evident in lessons or in students' books where, overall, students' attainment is acceptable against the curriculum standards. There are no relevant external examinations.• Most students in the elementary phase make acceptable progress. Students gain acceptable understanding about aspects of national identity, citizenship, values in society and the history of the rulers of the UAE. They can read maps accurately. Students in junior high make better than the expected level of progress. They have good knowledge about the heritage and culture of the UAE. They gain some age-appropriate understanding about the geographical facts of other parts of the world. However, their knowledge of UAE geography, such as knowing about the physical features and economic facts is less secure.• Overall, most groups of students make expected progress. Higher-attaining students do not progress as well as they should in either the elementary or junior high phases because there is insufficient challenge in lessons. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' skills in reading maps.• Students' knowledge of other cultures around the world. | <ul style="list-style-type: none">• Students' knowledge of UAE geographical facts. |



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| English | <ul style="list-style-type: none">• Students' achievement in English is acceptable in all phases. In lessons and over time, students make acceptable progress in all phases.• Attainment across the school is acceptable as it is in line with curriculum standards. External ASSET data shows attainment as weak. This is not reflected in lessons or in students' work. There are no external exams or results for KG.• In KG, children develop their understanding of phonics, reading and the sounding of letters and words, such as b, m and r, and 'bat', 'mat' and 'rat' as they build them into sentences. They use these to support and develop their early reading skills. In elementary, students build upon these foundations and can recognise common nouns, irregular nouns, and single and plural nouns, but there is limited evidence of extended writing skills. The rules of language are further expanded in junior high, as students use adjectives, verbs and modal verbs exploring elements of journalism, and work on writing, grammar, research and oral skills. They further develop their reading skills through utilising the school library with book reviews into their lessons. Senior high students develop their skills further through 21st Century Literature, discussing poetry and philosophy, and English students debate the topic of mandatory national service using prepared for and against arguments.• In all phases, most groups of students make expected progress, and there is no significant variation for any other group. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' progress in writing, grammar, research and oral skills in senior high. | <ul style="list-style-type: none">• Students' reading skills and their use of the library facilities and other opportunities to promote reading for pleasure.• Students' extended writing skills in elementary. |



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| Mathematics | <ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall but good in senior high, as reflected in lessons and students' work. This does not correlate with the school's internal data which shows weak progress across KG and very weak progress in elementary and junior high and over time.Attainment is acceptable in all phases against the curriculum standards, as seen in lessons and students' work. External data for ASSET shows attainment data as weak for elementary and very weak for junior high and senior high.In KG, foundation skills in mathematics are developing and students make acceptable progress in the recognition and sequencing of numbers and performing simple operations in addition and subtraction. The use of practical activities, where students create number caterpillars, supports progress well. In elementary, the level of challenge in lessons is sometimes low and students' multiplication and division skills are under-developed, reducing their ability to carry out simple operations. The use of questioning engages students effectively in reflective learning where they discuss fractions and perform basic numerical operations with increasing confidence. In junior high, students struggle with equations and complex word problems. However, they are beginning to extend their skills in algebra and geometry, manipulating algebraic expressions and solving inequalities. They engage in group work and independent research. In senior high, where progress accelerates, students solve polynomials in algebra and sketch parabolas with some confidence. However, their understanding of quadratic and exponential functions is under-developed. Students' learning is facilitated well in senior high through the use of devices to research and complete online activities.The majority of all groups make expected progress and students in senior high make better than expected progress, particularly in algebra and data where real-life connections support learning well. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Progress in high school where students' independent research and critical thinking skills support their learning in mathematics well. | <ul style="list-style-type: none">Students' skills in multiplication and division in elementary.Students' ability to solve equations and complex word problems in junior high.Students' understanding of quadratic and exponential functions in senior high. |



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| Science | <ul style="list-style-type: none">• Students' achievement in science is acceptable overall but good in senior high school. This does not match the school's internal data which shows students make acceptable to very weak progress as they move up from KG to senior high school.• Internal and external assessment data also show weak to very weak results from KG to senior high school. However, in the lessons seen and in students' work, attainment for most students from KG to junior high school is in line with curriculum expectations, while in senior high school the majority attain above curriculum standards.• Most students in KG, elementary and junior high phases make expected progress. In KG to junior high, they gain sound understanding of concepts of matter, living things and their environment, force, motion and energy. They acquire knowledge about solids, liquids and gases, physical and chemical change, can identify habitat of different animals, know the five senses and how to care for the sense organs and can describe the relationships between force, motion and energy. However, most students are not confident in their understanding as they can only cite examples already in the textbook or those that have been used by the teacher. The majority of students in senior high school make better than expected progress in biology in tackling cell structures and in physics, students are able to demonstrate the understanding of motion through experiments and distinguish between kinetic and potential energy through the construction of 3-D objects. However, students are less able to plan enquiries independently. Senior high students taking specific fields of science make better than expected progress.• Overall, most students make expected progress. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' progress in biology and physics in senior high.• The development of scientific skills in elementary and junior high, to enable students to observe, record, classify, and differentiate. | <ul style="list-style-type: none">• Application of scientific concepts and making connections to their understanding of the world.• Extending scientific enquiry skills that go beyond acquisition of knowledge through well-planned laboratory and experiential activities. |



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| Other subjects | <ul style="list-style-type: none">Students' achievement is acceptable overall in elementary and junior high. No other subjects were seen in KG during the review visit as the timetable had no scheduled lessons in other subjects. Achievement is good in senior high. Although internal data indicates that students make mostly good progress in elementary and junior high, this is not evident in lessons, other than in IT in junior high. Progress in lessons and over time in senior high is good overall.Attainment in elementary and junior high is acceptable overall, based on lesson observations and internal data. There is no external data for these subjects. Attainment in music is acceptable. No PE or art lessons were observed as they are not scheduled in the current semester. Internal data shows that attainment is good. However, a wide range of additional subjects is offered in senior high. Although attainment in philosophy, business and accounting, contemporary arts and physical education/dance was mostly acceptable, progress in lessons was good.Students in elementary and junior high make only acceptable progress in music, because of the limited opportunities to make music, although students sing enthusiastically. Students demonstrate limited artistic skills. By grade 8, the majority of students have developed good skills in IT, although the use of IT to support learning is limited. Students demonstrated impressive skill in a contemporary dance lesson, led by a student, in grade 12. Others made good progress in evaluating contemporary art from the Philippines. The very good progress made by the oldest students in philosophy demonstrated good development of critical thinking skills.Most groups of students make acceptable progress. However, other than in senior high, the higher-attaining students seldom make accelerated progress. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">The good progress made by students in a philosophy.Students 'physical education skills. | <ul style="list-style-type: none">Students' skills in playing musical instruments.Students' creative skills in two- and three-dimensional art. |



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| Learning Skills | <ul style="list-style-type: none">• Students' learning skills are acceptable overall in all phases, although most embedded in senior high. While often rather passive in lessons, students demonstrate enthusiasm for learning and work co-operatively with others. Older students only occasionally take responsibility for their own learning but have an awareness of the strengths and weaknesses of their work. Younger students, including children in KG, take too little age-appropriate responsibility for their learning.• Students often work in groups, although the level of active collaboration is sometimes limited as the productive interaction varies in quality.• Older students can identify relevant links between subjects. However, the application of scientific understanding to real life, for example, is under-developed. While the capacity of senior high students to communicate their ideas and observations, particularly in English-medium subjects, is good, this is less evident elsewhere.• While students' use of research and learning technology is acceptable for the high school, this is less well developed across the main areas of learning in other phases. Students' critical thinking skills are well-developed in senior high, but this is a weaker feature in the other phases. Students' innovation skills, also evident in senior high, remain underdeveloped in other phases. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' enthusiasm for learning in lessons.• The development of students' critical-thinking skills in senior high. | <ul style="list-style-type: none">• Younger students' capacity to take responsibility for their learning.• Students' innovation and research skills in lessons and their use of information technology across all phases and areas of learning. |



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

| Indicators: | KG | Primary | Middle | High |
|--|-------------------|-------------------|-------------------|-------------------|
| Personal development | Good | Good | Good | Good |
| <ul style="list-style-type: none">Students' personal and social development and innovation skills are good across all phases. Generally, students demonstrate responsible attitudes to learning. Concepts in senior high are linked to learning streams across the curriculum and facilitate depth of learning and critical feedback, which can be seen in a minority of elementary classes where students are encouraged to discuss their learning and critically appraise each other's work.Students are confident, have strong relationships with teachers and display good behaviour and self-discipline across all phases. Students demonstrate a sound understanding of safe and healthy living and promote sports and healthy lifestyle events.Attendance across all phases is above 95%. | | | | |
| Understanding of Islamic values and awareness of Emirati and world cultures | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">Students have an adequate, if sometimes superficial, appreciation and understanding of how Islamic values influence contemporary UAE society but are appreciative of the heritage and culture of the UAE and celebrate UAE activities, for example National Day and Flag Day.Students demonstrate a clear understanding, awareness and some appreciation of their own culture, particularly in the elementary and junior high phases. However, their understanding of other world cultures remains limited. | | | | |
| Social responsibility and innovation skills | Acceptable | Acceptable | Good | Very Good |
| <ul style="list-style-type: none">Community involvement and social contribution, which is very limited in KG, is more established in junior and senior high. Students in grades 10 to 12 lead on the Student Central Council and are proactive, responsible members of the school, initiating, for example, a range of campaigns including the 'go green, go clean' campaign and the recycle campaign that involves all phases collecting recyclable materials.Students have an adequate awareness of environmental issues from KG upwards, for example they take part in planting trees. Students' innovation skills are deployed in entrepreneurship | | | | |



projects, devising methods to alleviate food waste, while grade 11 biology students construct models of the cell membrane using simple recyclable materials. Students' innovation skills remain under-developed in the lower phases.

Areas of Strength:

- The strong and respectful relationships between students and teachers.
- Students' good behaviour in all phases.
- Students' sound understanding of safe and healthy living.

Areas for Improvement:

- Students' innovation skills in the lower phases.
- Students' understanding of other world cultures.
- Community involvement and social contribution in KG.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

| Indicators: | KG | Primary | Middle | High |
|---|-------------------|-------------------|-------------------|-------------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable | Good |
| <ul style="list-style-type: none">The overall quality of teaching and assessment across the school in the English-medium, Arabic-medium and other subjects is acceptable across all phases. Most teachers demonstrate secure knowledge of their subjects and how students learn them. This is demonstrated in KG phonics where the systematic approach used by teachers provides a foundation for students' literacy skills moving through the grades and is more consistently applied in senior high where English philosophy students use debating skills to present persuasive arguments.Teachers' planning, learning environments, time management and use of resources in lessons is variable in quality. This is evident across all phases where technology is not effectively utilised and student resources are limited, with most lessons being teacher led from the board. Planning is sometimes superficial and lacks detail, particularly in identifying or providing effectively for students with additional learning needs.Teachers interact effectively with students, especially in junior and senior high. They mostly ensure that students are sufficiently engaged and use a range of questions to test students' knowledge. Across all phases, teachers do not sufficiently differentiate lessons to meet the needs of groups of students and provide appropriate challenge and support. This is evident in elementary grades where students are easily distracted, lack engagement and lessons are sometimes slow paced.In grade 12 science, teachers develop students' critical thinking and problem-solving skills effectively through a variety of challenging activities, including opportunities to produce diagrams, illustrate, make models, write essays and reflect. Elsewhere, the promotion of these skills is only adequate. | | | | |
| Assessment | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">The quality of assessment is acceptable. Internal assessment processes are regularly carried out across all phases. Assessments are written internally and mapped to the standards of the ASSET external examinations to help provide information on areas for student development. Teachers use the mean percentage score across grades to drill down and analyse test items.External benchmarking is based around CAT4 and ASSET testing, the only external tests available to the school. The data produced is analysed to an extent to inform teaching. Most teachers use assessment information adequately to inform planning, but the full range of student needs within classes is not always provided for adequately.Teachers mark students' work adequately overall, but the quality of the guidance given is variable across the school. | | | | |



Areas of Strength:

- Teachers' rapport with students.
- The effective assessment strategies and more rapid achievement in senior high.

Areas for Improvement:

- The thoroughness of lesson planning to make best use of time and resources.
- Differentiation of tasks to meet the needs of the full range of students.



PERFORMANCE STANDARD 4: CURRICULUM

| Indicators: | KG | Primary | Middle | High |
|--|-------------------|-------------------|-------------------|-------------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | Good |
| <ul style="list-style-type: none">The overall quality of curriculum is acceptable. The curriculum is adequately broad and balanced and complies with the statutory requirements of both the Philippines and the UAE.There is adequate planning and implementation of the curriculum to ensure continuity and progression in lessons and levels with more provisions to assist grade 10 and 12 students to transition to the next phase of their education. There is an adequate range of curricular choices in the form of electives and streams of specialisation in senior high but these options are not a feature in elementary and junior high, except for some co-curricular interest clubs in sports and academics.Cross-curricular links are planned and incorporated in the lesson plans but its implementation to transfer learning to other subjects is inconsistent. Review and development of the curriculum is superficial to adequately meet the needs of students across all cycles. | | | | |
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">The curriculum is modified to meet the learning needs of most students although it is not sufficient to adequately cater to students with special educational needs and the gifted and talented. There are few opportunities to promote enterprise, innovation, creativity particularly in the lower levels although this is developing in senior high school.Appropriate learning experiences to develop the understanding and appreciation the UAE culture and heritage is provided through celebration of UAE events and holidays, in assembly and in social studies but this is not fully integrated within the curriculum. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">Continuity and progression in senior high as students choose an appropriate track and strand as they enter and leave senior high school.Curricular choices offered to senior high students and the opportunities provided to students to take electives from other strands. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">More rigorous review of the curriculum to ensure adequate provision to meet the academic and personal development needs of most students. | | | | |



- Additional opportunities for enterprise, innovation, creativity within the curriculum, to meet the academic and personal development of students.



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

| Indicators: | KG | Primary | Middle | High |
|---|-------------------|-------------------|-------------------|-------------------|
| Health and safety, including arrangements for child protection /safeguarding | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">The overall quality of protection, care, guidance and support for students is acceptable. The school has adequate procedures for the safeguarding of students and a policy is in place, although not all staff are fully aware of the appropriate procedures to follow.Arrangements to ensure health and safety are robust. Supervision of students is very effective. Buses are maintained and checked regularly, and all documentation is in place and processed through the appropriate systems with SPEA. The buildings and facilities are well-maintained and full records are held. Both parents and students note hygiene as a concern, particularly around toilets. This is being addressed by the school operations lead.The premises are safe, secure and inclusive. A few classrooms are rather crowded and uncomfortable and this impacts upon students' learning. The older air-conditioning units are sometimes noisy.The school promotes healthy living effectively through schemes like the weekly 'Fruit Day'. The canteen has recently re-opened but does not display information on healthy eating. | | | | |
| Care and support | Acceptable | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none">Relationships between staff and students are consistently good. Systems for managing student behaviour are adequate and staff are considerate towards students. The school promotes attendance effectively. There are robust systems to monitor punctuality and tackle tardiness.There are weaknesses in the identification of SEN students or of those who require additional support with aspects of learning. Only a small number of students are identified. There is a lack of specifically and professionally trained learning support assistants. Class teachers require additional professional development so that they understand fully the needs of the full range of students and reflect this in the precise match of work planned. Gifted and talented students are not adequately identified or supported. Consequently, this impacts upon their personal and academic progress.The career counsellor supports students in their transition to university. Industry specialists are invited to speak with students to guide their choice of course. There are well-established links with universities in the UAE and in the Philippines. The counsellor is available to meet the needs of all students. | | | | |
| Areas of Strength: | | | | |



- The school's promotion of healthy living
- The positive relationships between students and teachers

Areas for Improvement:

- Identification and support of SEN and Gifted and Talented students
- The awareness of all adults of their responsibilities in relation to Child Protection



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The quality of leadership and management is acceptable. Senior and subject leaders have sustained students' achievement during a period of disruption, with some improvements evident in the senior high. Leaders demonstrate commitment to the UAE and national priorities. They have a mostly secure understanding of best practice in teaching, learning and the curriculum. While there is a broad commitment to inclusion, some aspects of provision to support students with special educational needs and those who are gifted or talented are under-developed. Relationships and communication are professional. Staff mostly have a clear view of their roles and responsibilities. Morale in the school is positive.
- The relocation of the school, changes in staffing and senior leadership and public health issues have impacted significantly upon school development. However, despite these barriers, school leaders have ensured an acceptable rate of improvement, and acceptable capacity for further improvement. Statutory and regulatory requirements are met.
- The school's self-evaluation provides a broadly accurate view of students' achievement, referencing the limited external data available, although the impact of teaching is slightly over-valued. The development plan identifies key priorities for improvement but requires updating. There is an acceptable level of monitoring and evaluation of lessons, although the improvement of teachers' practice is less effective.
- The school informs and involves parents well in supporting their children's learning. There are detailed written reports termly. Parents have open access to teachers, in person or by message. There are good community and national partnerships, particularly through the Filipino community networks, extensive sporting links and international university connections.
- The Governing Board includes parental representatives. There are good opportunities for parental views to be shared. Governors have a good knowledge of the school. School leaders are held accountable for school performance, although this aspect could be strengthened.
- Day-to-day management is efficient. Lessons and activities run smoothly. Staff have access to online training to improve their skills and effectiveness. Current school premises provide

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adequate accommodation with suitable specialist facilities. There are limitations in the resources available to support teaching and learning in KG, the Arabic-medium subjects, music, practical mathematics and special educational needs.

Areas of Strength:

- The school's engagement with parents and the community and national partnerships.
- The management of the day-to-day life of the school.

Areas for Improvement:

- The impact of continuous professional development in improving staff practice and the capacity off school leaders to support and improve teachers' practice.
- The updating of school improvement planning.
- The sufficiency and availability of relevant resources, including those to support students with special educational needs.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are four full-time teachers who cover Arabic as a Second Language and Islamic education. Social studies in English is taught by five Filipino teachers.
- There are 150 books in Arabic in the school library. These were donated by Sharjah Public Library. Around two-thirds of the texts are non-fiction. The books appear to have limited use.
- The provision for reading in classrooms in Arabic is under-developed. There are no book corners in Arabic or English. There are no Arabic readers readily available. No online reading resources are accessed.
- There is a weekly extra-curricular club for social studies. An Arabic club was proposed but was not supported by students. There is no involvement in Arabic competitions. Although limited, there is an effort to communicate with parents through Google Classroom uploads.

The school's use of external benchmarking data

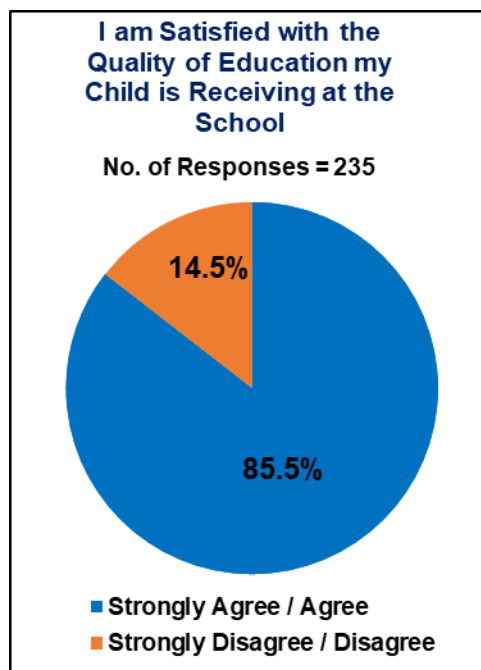
- The school is compliant with SPEA requirements in offering three international tests: ASSET, CAT4 and PISA. The school indicates that around 70% of students sit for these tests.
- While the current Principal was not in post for most of the disrupted period prior to the PISA tests in 2021, he indicates that a programme of preparation was provided, with some additional school sessions at the weekend, particularly in the period leading up to the tests.
- The school indicates that the test results are made available to students although this could not be confirmed.
- Both ASSET and CAT4 provide detailed analysis of the performance of individual students. The school shares these with parents.

Provision for KG

- There are 73 children in the three KG classes, distributed as KG1 (27), KG2a (24) and KG2b (22). The ratio of teachers to children is 1:24. Each class has one full-time assistant who assists with children's personal and social, rather than learning, needs.
- The indoor environment is colourful, with appropriately-sized tables and chairs. There are basic, but not extensive, learning resources to support the key areas of language and mathematics. Resources are, therefore, limited in range and quantity. There is a colourful indoor play area with soft flooring which is used occasionally, under supervision, as a play or comfortable reading area. Some basic materials were observed in an art and craft session.
- The outdoor environment consists of an enclosed space, reasonably close to two of the classrooms. The play area has soft surface flooring and a climbing frame. It was not observed to be used during the review period.
- Children have familiarisation visits when they are about to start school. There are planned visits when children move from KG2 to Grade 1, so they can meet their new teachers who also have access to their profiles. Parents are interviewed prior to a child's entry to ascertain any information relevant to their child's development. Students are assessed on entry and, later, to measure progress against the ECDC standards, which evaluate fine and gross motor skills, social and communication skills.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Raise achievement in all subjects by:
 - improving students' research and critical thinking skills and their use of educational technology.
 - providing more opportunities for student to develop their extended writing skills in English in the elementary phase.
 - developing students' knowledge of basic phonics, and their skills in reading for comprehension, speaking and writing in Arabic as a Second Language.
 - developing more robust basic mathematical skills.
- Enhance the impact of teaching by:
 - improving the analysis and benchmarking of students' assessment results to gain a more thorough overview of whole-school performance and to support the planning of lessons.



- ensuring lesson planning and implementation of strategies meet the needs of individuals and groups more effectively.
- ensuring the accurate identification and support of students with special educational needs and those who gifted and talented through improved classroom practice and interventions so that these students make consistent personal and academic progress.
- Improve leadership by:
 - ensuring that school leaders have sufficient training and skills to positively impact upon teaching, learning and assessment.
 - ensuring that professional development courses, available to staff, impact upon classroom practice and students' achievement.
 - enhancing the level of resourcing to support effective teaching and learning, particularly in the Arabic-medium subjects, the practical aspects of mathematics, the KG provision, music and for special educational needs.

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.