



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

Sharjah British International Private
School

4 – 7 March 2024

**Overall
Effectiveness:
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-point scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

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

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

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

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

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

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

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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

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

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

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



SCHOOL INFORMATION

School	
School ID	106
School location	Muwaileh, Sharjah
Establishment date	2002
Language of instruction	English
School curriculum	National Curriculum for England (NCfE) and American: California Common Core State Standards (CCCSS)
Accreditation body	-
Examination Board	Cambridge Assessment International Education (CAIE)
National Agenda Benchmark Tests/ International assessment	CAT4, PT, PISA, IBT, TIMSS, PIRLS, ABA, IGCSE, GCE AS and GCE A Level
Fee range	14,000 to 32,870 AED
Staff	
Principal	Shaikha Obaid Khalifa Yoan Alsubousi
Chair of Board of Governors	Abdulla Khalifa Deemas Al Suwaidi
Total number of teachers	51
Total number of teaching assistants	5
Turnover rate	11%
Main nationality of teachers	Indian
Teacher: student ratio	1:10
Students	
Total number of students	488
Total number of students per Phase	Phase 1: 38 Phase 2: 172 Phase 3: 68 Phase 4: 210
Number of Emirati students	197
Number of Emirati students per Phase	Phase 1: 12 Phase 3: 42 Phase 2: 66 Phase 4: 77
FS: number and gender	Boys: 22 Girls: 16
Primary: number and gender	Boys: 93 Girls: 79
Middle: number and gender	Boys: 36 Girls: 32
High: number and gender	Boys: 116 Girls: 94
Nationality groups	1. Emirati 2. Pakistani
Total number of students with special educational needs	20



PROGRESS JOURNEY

Previous Review:2022-23	Current Review:
ACCEPTABLE	GOOD

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 4 reviewers' 112 lesson observations, 62 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is good. This is an improvement from the previous review in February 2023, where the overall effectiveness was judged to be acceptable. There are improvements in student achievement from acceptable to good, across almost all subjects and phases, except in mathematics. There are improvements in learning skills from acceptable to good across all phases. Students' personal and social development is now good overall, with good understanding of Islamic values. The teachers plan and deliver good quality learning activities using the National Curriculum for England (NCfE) curriculum from Phase 1 to Phase 4. with an option for students to choose the California Common Core State Standards CCSS in Phase 4. This provides good curriculum design across all phases. Adaptation of the curriculum is acceptable in Phases 1 to 3 and good in Phase 4. The protection, care, guidance and support for all children and students is overall good. The principal and leaders provide good leadership and management which supports a positive learning environment for all students. The effectiveness of governance is acceptable.

KEY AREAS OF STRENGTH:

- Students' good achievement in almost all subjects.
- Students' attendance, personal and social development.
- The good quality of teaching and learning in most subjects.
- The protection, care, guidance and support for students.
- The commitment of leaders to improving students' achievement.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in mathematics.
- The use of assessment to support the different learning needs of individual students.



- The use of technology to support learning.
- Curriculum adaptation in Phases 1, 2 and 3.
- The roles and responsibilities of governors.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is good overall.

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



Islamic Education	<ul style="list-style-type: none">Students' achievement in Islamic Education is good overall. In lessons and in their work, the majority of students make good progress in all phases including both the NCfE and CCSS curriculum sections in the Phase 4. This does not match with the school's internal assessment data which indicates outstanding student progress in Phases 2 and 3, and both sections in Phase 4. There is insufficient internal assessment data over time in the Phase 1 to compare.Internal assessment data shows students' attainment is outstanding in Phases 1, 2 and 3. and very good in the NCfE curriculum section and outstanding in the CCSS curriculum section in Phase 4. This is not seen in lessons and in students' books where the majority of students attain above curriculum standards across all phases.The majority of children in Phase 1, know the importance of showing respect, kindness, and fulfilling one's duties and obligations towards parents, and most can give examples on how to practice it. In Phase 2, students recite and memorise Surah from the Holy Qur'an but explaining Surahs from it is less well developed. In Phase 3, students can read and memorise the Noble Hadeeth, and most can explain the meaning of the Noble Hadeeth. In Phase 4, the majority of students can read accurately verses from the Holy Qur'an and explain the meaning of words and verses, but their reciting using Tajweed rules is less developed.Overall, the majority of all groups of students make better than expected progress, although high achieving students could make better progress if they were given appropriately challenging learning activities.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Children's knowledge and understanding of the importance of Islamic values in Phase 1.Students' ability to memorise the Holy Qur'an verses and Noble Hadeeth in all phases.	<ul style="list-style-type: none">Students' application of Tajweed rules when reciting Holy Qur'an verses in Phase 4.



Arabic Language	<ul style="list-style-type: none"> Students' achievement in Arabic is good overall for both Arabic as first language (AFL) and Arabic as a second language (ASL) students. In lessons and in their work, the majority of students make better than expected progress in both AFL and ASL in reading, writing, speaking and listening across all the phases taught. However, this does not match the higher levels shown in the school's internal data for AFL which indicates outstanding student progress in the Phase 2, Phase 3 and in both curriculum sections in Phase 4. Whilst in ASL the school's internal data indicates very good student progress in Phase 2 and outstanding in the Phase 3 and both curriculum sections in Phase 4. There is insufficient internal assessment data over time in Phase 1 to compare. School internal and external data shows that attainment is outstanding for both AFL and ASL across all phases taught. This was not seen in lessons and students' work where most children in Phase 1 studying AFL and most students in Phase 2 studying ASL attain levels in line with curriculum standards. Whilst the majority of students in Phases 1, 2 and 3 studying AFL and those in Phases 3 and 4 studying ASL attain levels above curriculum standards. In IBT, students' achievements for Arab and non-Arab students are above the Middle East average across all phases. In AFL in Phase 1, most children can differentiate between different forms of Arabic letters. They distinguish the sound but may find it difficult to categorise words with the same letters at the beginning, middle or end of a word. In the AFL in Phase 2, the majority of students are able to read and analyse stories. In ASL, most students read a passage and answer the related questions. In AFL in Phase 3, students can identify the main idea of a poem, interpret word meanings, and write sentences explaining their meanings. When answering questions, the use of standard Arabic is inconsistent. In ASL, students can read a paragraph and identify words and their opposites, answering questions using standard Arabic is less developed. In Phase 4, AFL students can read a descriptive paragraph in Andalusian poetry and identify through it the nature of Al-Andalus and its aspects of beauty. They can also read the verses analyse them, and interpret the themes conveyed through them. In ASL, students can read paragraphs, identify the key ideas. Students speaking skills in standard Arabic are less well developed in all phases. Overall, the majority of all groups of students make better than expected progress. Higher achievers in ASL make more rapid progress in lessons. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Students' improvement in reading skills in Phases 3 and 4. ASL students' reading and comprehension skills in Phase 3. 	<ul style="list-style-type: none"> Students speaking skills using standard Arabic in all phases. Students answering of questions in full sentences to develop their language skills in all phases.



Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is good overall. In lessons and in their work, the majority of students make good progress across both Phases 2 and 3 in which this subject is taught. This does not match with the school's internal data which indicates outstanding for both phases.Internal assessment data shows students' attainment to be outstanding in Phases 2 and 3. This is not seen in lessons and in students' books where only the majority of students attain above curriculum standards.In Phase 2, students have good understanding of the heritage of the UAE and can infer examples of both the economic background and moral heritage in the country. They can also discuss the importance of cultural heritage but find it difficult to link its significance to the development of individual national identity. In Phase 3, students can discuss the modern and contemporary history of the UAE. They know the significant tribes in the UAE that contributed to its unity and stability, acknowledging the role of leadership in supporting the country's progress.Overall, the majority of all groups of students make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' knowledge of UAE heritage and culture in Phase 2.Students understanding of modern and contemporary history of the UAE in Phase 3.	<ul style="list-style-type: none">Students linking of cultural heritage to the development of a sense of national identity in Phase 2.

English	<ul style="list-style-type: none">Students' achievement in English is good overall. In lessons and in their work, students make good progress overall and across all phases. The school's internal data shows that attainment is outstanding in all phases. This does not match what was seen in lessons and in students' work, which indicates that a majority of students make good progress in all phases.External data indicate that less students in Phases 2 and 3 attain levels that are above the curriculum standards. Data also show that attainment is above both the NCfE and CCSS curriculum standards in Phase 4. This is consistent with lessons and students' work. In Phase 1, majority of children can recite letter sounds and can sound out the letters in the simple words. In Phase 2, students can comprehend stories and reimagine a different end to a story. A few students struggled to end the story. In Phase 3, students can discuss and can write an imaginative descriptive diary entry. In Phase 4, students are learning about persuasive writing. They can write for and against an issue and convince the reader to believe in it and do something about it. Extended writing is less well developed in Phases 3 and 4.The majority of groups of students make better than expected progress. High attaining students and gifted and talented (G&T) students do not always make the progress that they are capable of.
	Areas of Strength



	<ul style="list-style-type: none"> Students' progress in listening, reading, speaking, and writing in all phases. Children's knowledge of letters and sounds in Phase 1. Students' analytical skills in Phase 3 and 4. 	<ul style="list-style-type: none"> Students' comprehension in Phase 2. Extended and creative writing skills in Phases 3 and 4. The progress of high attaining and G&T students in English in all phases.
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Mathematics	<ul style="list-style-type: none"> Students' achievement in mathematics is acceptable overall. In lessons and in their work, a majority of children in Phase 1, make better than expected progress while the progress of most students in the other phases is in line with curriculum expectations. This does not match the school's internal data which shows that, other than in the NCfE section in Phase 4, where progress is acceptable, progress in all phases is above curriculum expectations. Internal assessment data also shows that students in the CCSS section in Phase 4, make better than expected progress. External assessment data indicate that a majority of students in Phase 2 attain standards in line with curriculum standards and that most of a small cohort of students in Phase 4 attain levels above curriculum expectations in the NCfE, while a majority of students in the CCSS curriculum attain above the expected standards. In their exploration of space and shape, children in Phase 1, can recognise and name different shapes and know how many sides they have. A few children find the concept of one side for a circle more difficult to understand. In Phase 2, when learning about place value, and exploring number and quantity students recognise the value of numbers by their place in a four-digit number. A few students confuse the value of individual numbers in the larger numbers. In the Phase 3, students can measure the areas of a parallelogram and trapezium accurately in their study of measure using the appropriate formula. In Phase 4, students are learning about polynomials in algebra. They can solve basic equations but not all students understand the concept or its application. Most groups of students make similar rates of progress across all phases. 	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"> Children's knowledge of shapes and their characteristics in Phase 1. Students' ability to solve complex algebraic formulae in Phase 4. 	<ul style="list-style-type: none"> The consolidation of concepts before moving to the next steps in the Phase 2. Students' application of mathematics to real life across the school.



Science	<ul style="list-style-type: none">• Students' achievement in science is good overall. In lessons and in their work, a majority of children in Phases 1 and 4, make better than expected progress, while most students in Phases 2 and 3 make progress in line with curriculum expectations. This does not match the school's internal data which shows most students in all phases make outstanding progress.• Attainment is acceptable overall. Internal assessment data shows that most students in all phases attain above curriculum standards. External data indicates that a most students in the Grade 9, CCSS section, attain levels above curriculum standards while a majority of students in Phases 2 and 3 attain levels in line with curriculum expectations. In the NCfE section, the majority of Phase 4 students attain in line with curriculum standards in ICGSE biology and physics while most students attain in line with expectations in chemistry. This is not evidenced in lessons and in students' work, where most students attain in line with curriculum standards.• In Phase 1, children gain knowledge about life, earth and space in their study of plants. They know that flowers and plants grow from seed. A few do not fully understand the concept of growth. In the Phase 2, students enjoy practicing their laboratory skills in their study of solutions. They know which materials are soluble and can demonstrate and explain their experiments. In their study of light, not all students fully grasp the difference between natural and artificial light sources. In Phase 3, students learn about Hooke's Law and can draw conclusions from practical experiments with springs and weights. In the Phase 4, students understand the theory of the pendulum and can accurately solve the formula by calculating the values of kilo and gram.• Most groups of students make the expected progress across all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to conduct experiments accurately in the Phase 4.• Students' scientific knowledge in Phase 3.	<ul style="list-style-type: none">• Children' understanding the concept of growth in Phase 1.• Students' investigative skills across the school.• The consolidation of students' understanding of scientific experimentation.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall across all phases. The other subjects sampled in the review are art, ICT, music, physical education (PE), accounting, business studies and sociology. The progress of students seen in lessons is, overall, good across all phases. There is no internal or external data available to analyse and compare students' learning outcomes.• Attainment in lessons seen in Phase 4 ranges from acceptable to good. The attainment of students in the IGCSE business studies examinations is good.• In Phase 1, the majority of children in art produce colourful plate designs and can talk about the designs and explain their work. In PE they develop their gross motor skills through a range of exercises and using equipment such as balls and hoops. In Year 3, in Phase 2, students learn to use computer software to draw an Arabic lamp design. In Year 5, art lessons, students are learning about the falcon, the UAE national bird. They closely consider the body and feathers. Students' drawing techniques and skills to produce life like images are less developed. In Year 6, students in PE play football and develop their ball control techniques. In the Phase 3, students learn about, and design wind instruments and understand the range of wind instruments in an orchestra. In Phase 4, Year 10, NCfE students learn about promotions and sales in business studies though students' ability to make links to real work contexts are less developed. In Grade 9, CCSS, students studying sociology, learn about social structure and hierarchies within societies.• All groups of students including boys and girls make better than expected progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' skills and engagement in a broad range of additional subjects in Phase 4.• Students' developing creative skills in art, music, ICT and PE in Phases 1, 2 and 3.	<ul style="list-style-type: none">• Students' skills and drawing techniques in Phase 2.• Students' ability in Phase 4 to link their learning in business studies to real work contexts.



Learning Skills	<ul style="list-style-type: none">Students' learning skills are overall good across all phases. Almost all students are keen to learn and have positive attitudes towards learning, especially in Phases 1 and 2 when engaged in practical subjects. The majority of students in all phases take responsibility for their own learning and know their strengths and weaknesses. They know and understand what they have learned and are able to take steps to improve their work.The majority of students can work productively in groups and collaborate well in a range of learning situations. In all phases they communicate well, listen to their peers, exchange ideas, and share their learning clearly with each other.The majority of students make clear connections in their learning with the wider world and their everyday experiences. The application to real-life situations, problems and events is a strong feature of their learning.Students are enterprising individuals, and the majority can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are developing in the lower phases but are more common features of learning in Phase 4.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' and children's enjoyment of practical subjects and skills in Phases 1 and 2.Students' collaboration and communication skills in Phases 3 and 4.	<ul style="list-style-type: none">The more frequent engagement in enterprise and practical investigation activities.The more regular application of independent analytical and critical thinking skills across the school.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Good	Good	Good	Good

- Students' personal and social development is good overall across all phases. Students demonstrate, mature and responsible attitudes. Students are focused on learning, self-reliant and respond to critical feedback. Students demonstrate self-discipline, which is evident in lessons, assemblies and around the school. They are respectful of staff, other students and follow the rules and procedures both inside and outside the classroom. Bullying incidents are rare. Student-staff relationships are mutually respectful across the school. Students contribute effectively to discussions and show understanding towards others point of view. Students show independence and work collaboratively in groups and are supportive of each other.
- Students show good knowledge and understanding of safe and healthy living and the majority make healthy choices. Students participate enthusiastically in healthy exercise and activities in PE, and the additional activities offered in school.
- Students' attendance at 97% is very good, and they are punctual at the start of school and lessons.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
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- Students have a clear understanding of how Islamic values influence contemporary life in the UAE. Students start their day by reading verses from the Holy Qur'an. Every week, there is an assembly where students recite verses and share stories from the Holy Qur'an. Students celebrate religious events such as Hijri New Year, Isra' and Mi'raj day and Haq Al Lailah. Students participate in competitions between classes for memorising and reciting from the Holy Qur'an. Students join outside competitions and trips, such as visiting the Sharjah Islamic Museum.
- Students appreciate the UAE's heritage and culture and demonstrate good knowledge of famous places in the UAE. There is a special display room in the school showing students work and projects about the UAE and other cultures. Lessons and visits help students understand the past and future of the UAE. Students celebrate National Day, Flag Day, and Martyr's Day.
- Students appreciate and celebrate UAE culture and world cultures on International Day. They wear clothes from their countries, share food, and join in fun activities. On national days, they



take part in events such as military displays and traditional dances. Students from different countries exchange gifts and showcase famous landmarks from their homelands.

Social responsibility and innovation skills

Good

Good

Good

Good

- Students have clear understanding and awareness of their social responsibilities within the school community. They support charitable events and make contributions for example to the Red Crescent Society and participate regularly in activities such as visiting the elderly. Students are respectful and considerate to others in the community. Students demonstrate a positive work ethic, although their enterprise, innovation and entrepreneurship skills are less strong. Students in Grade 3, engage in ICT lessons and learn to use software to create an Islamic lamp and colour it creatively. Students' skills in enterprise and entrepreneurship are less well developed.
- Students are well aware of environmental and sustainability issues. They regularly volunteer to clean areas of the school. They have a well-developed sense of civic responsibility which they display when they volunteer to clean the beaches and parks. They make a positive contribution to improving the school environment with variety of a planting projects. Students understand the need to protect the environment and have started a planting project in the school.

Areas of Strength:

- Students' attendance.
- Students' understanding of Islamic values and Emirati and world cultures.
- Students' positive attitudes and relationships that supports their learning.

Areas for Improvement:

- More opportunities for enterprise and entrepreneurship.
- Students' involvement and awareness of international links.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Good	Good	Good

- The overall quality of teaching for effective learning is good. It is good across all phases. Most teachers consistently apply their knowledge of subjects and understand how students learn. Teachers plan interesting lessons and use a variety of strategies, including group work, to ensure effective student engagement in learning.
- Teachers set clear success criteria, use a range of resources and activities to support students learning. In most lessons, the range of activities lead to the effective engagement of students in achieving successful learning outcomes. Teachers' interactions with students, including questioning, leads to students considered responses and engages them in meaningful discussions. For example, in English, Year 7 students in the Phase3 wrote a script for a play, with characters, scenes and dialogue, showing imaginative and creative writing.
- Most teachers use effective strategies to ensure the individual needs of students are met. This approach remains inconsistent across lessons and phases. Strategies to differentiate learning for students with different abilities remains a developing feature across the school.
- Teachers do not yet consistently promote critical thinking, problem-solving and independent learning skills across the school. The use of ICT resources to support learning, remains limited and inconsistent.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable
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- Assessment is acceptable across all phases. Internal assessment processes are generally consistent. Assessments are appropriately linked to the school NCfE and CCSS to provide clear measures of students' progress. External assessments are used effectively to compare students' academic outcomes with national and international expectations. The school uses CAT4 to assess students' potential and external benchmark tests such as TIMSS, IBT and ABA for Arabic to compare students' attainment with national and international standards.
- Assessment information is analysed and used effectively to identify gaps in students' knowledge and skills and to monitor their individual progress. The use of assessment to influence teaching and to meet the individual learning needs of students, remains inconsistent across subjects and phases.
- Teachers have reasonable knowledge of the strengths of individual students and provide some challenge, support and feedback to students. The quality of oral and verbal feedback varies across subjects and phases. Students' use of rubrics to help them structure tasks and understand how well they are learning are emerging features. Marking and formative feedback to help students to improve, remains inconsistent.



Areas of Strength:

- Teachers' lesson planning and the development of varied teaching strategies.
- The analysis of assessment data and use to monitor children's and students' progress.

Areas for Improvement:

- The development of innovation and independence in students' learning.
- The use of assessment data to match learning activities more closely to students' needs.
- The quality of verbal and written feedback on students' work

PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is good overall.

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Good	Good	Good
<ul style="list-style-type: none">• The curriculum design and implementation is good overall across all phases. Both NCfE and CCSS curricula have clear rationales. The curricula are broad, balanced, and well-planned to prepare students for external examinations. The curriculum meets statutory requirements including the MoE curriculum requirements. Students are adequately prepared for the next stage of learning.• A range of curricular options provide older students, with a relatively broad choice to meet their interests and aspirations. Close consultations with parents and students help in decisions about subjects, courses and career choices, ensuring they are fully prepared for their chosen careers and future educational pathways. Cross-curricular links are well-planned and made clear in most, but not all, lessons. In the best lessons, teachers use real life examples and the UAE context to extend learning further.• Termly reviews are now regular features of updating the curriculum content, teaching and processes. These reviews consider students' performance data and the needs of the external benchmarking tests and examination board requirements in Phase 4.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good



- Curriculum adaptation is acceptable overall and good in the Phase 4, where students have the choice of following either the NCfE or CCSS curricula.
- Curriculum modifications are generally well planned to meet the needs of most groups of students. The modifications do not consistently ensure sufficient challenge for the G&T students in the core subjects. The school provides a wide range of extra-curricular activities and competitions to further develop students' personal and wider interests. Curriculum adaptations do not consistently ensure the promotion of enterprise, innovation, and critical thinking across the school.
- The curriculum supports students' knowledge and understanding of the heritage and culture of the UAE and Islamic values. Students regularly recite verses from the Holy Qur'an in morning assembly. Islamic values are well integrated in all aspects of students' lives through assemblies, lessons and the celebration of national festivals and events.

Areas of Strength:

- The enhancement of the curriculum to meet the aspirations of students.

Areas for Improvement:

- The promotion of students' enterprise and innovation skills.
- Challenge for G&T students.



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

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">All staff understand how to keep students safe. Policies and procedures are clearly communicated to staff, parents, and students. They include safeguards for protecting students from all forms of bullying, including cyber-bullying. Staff are aware of the school procedures if an issue of child protection arises. Students reported that they feel safe in school and are confident to confide in an adult if they have any concerns.Systematic records, of all aspects of student's health, safety and wellbeing are meticulously maintained. Policies are reviewed regularly training sessions ensure all staff are kept up to date. Potential risks are assessed and recorded. Risk assessments are carried out for all school activities including external visits. Regular fire drills and evacuation procedures are carried out and the school transport protocols are robust and safe. Medical staff are vigilant in their care of students and carry out routine checks and maintain detailed records. Relevant medical information on students is shared, in confidence, where appropriate to ensure the safeguarding of all students.In general, the premises are well suited to the educational needs of all students, including those with SEND and children in FS. However, classroom spaces are not sufficiently spacious to fully support activity based learning. The school has extensive well-maintained and equipped recreational areas. The school nurses and doctors provide advice, support and instruction about healthy lifestyles and good healthy diets.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between staff and students are very positive, purposeful and mutually respectful. Behaviour is well-managed, and students are well-behaved. The school systems, rules, and the behavioural code are supported by the student council and respected throughout the school.Rigorous procedures are in place to ensure good attendance. Parents are contacted in the case of unauthorised absences and appropriate follow-up processes have improved attendance from weak to good.The school has recently appointed a qualified psychologist, who leads the Inclusion team and has set up an effective internal process for the identification of students with special education needs (SEN) and the G&T. The school does not have designated special needs support staff. The Inclusion team and teachers observe, and record SEN students' progress which informs				



the monthly reviews of student's individual education plans (IEPs). Provision for the G&T students is being planned for the coming year.

- Additional intervention and support are provided by class teachers and the psychologist. The school plans to employ a specialist teacher for SEN students. External agencies are involved in the assessment of SEN and G&T students.
- Students are routinely monitored by school leaders, teachers, the school counsellor and the social worker, and effective personal support and advice is provided. Students receive career and academic support from the guidance counsellor who provides a range of activities to guide senior students in making suitable choices for work or for further study.

Areas of Strength:

- The safeguarding protection and care for students.
- Guidance for students in their preparations and decisions on their future education and career paths.

Areas for Improvement:

- The in-class provision and support for SEN and G&T students.
- Suitable programmes and activities for G&T students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good overall.

Indicators:

The effectiveness of leadership

Good

- The quality of leadership and management is overall good. The principal, supported by senior and middle leaders, sets a clear vision and direction for further improvement. Leaders demonstrate a clear vision that fully supports the UAE National and Emirate priorities. The school provides a supportive, inclusive, and mutually respectful learning community. Leaders clearly demonstrate the capacity to focus on students' academic and personal achievement in order to improve the school further. Most leaders demonstrate good knowledge of the curriculum and best practice in teaching, learning and assessment. Leaders have implemented a successful teacher training programme that is supporting improvement in classroom practice and is now impacting positively on students' achievement. The use of assessment to plan more effectively for individual needs of students remains a developing area of the school's work. Leaders, teachers and support staff now have clear roles and responsibilities. The school meets regulatory and statutory requirements.

Self-evaluation and improvement planning

Good

- The school's self-evaluation (SEF) provides various sources that support the school's overall judgements. The SEF accurately identifies priorities for school improvement which inform school improvement planning. The accuracy of the SEF varies slightly across subjects although most judgements are relatively accurate. Leaders have used the UAE School Inspection Framework effectively to support the SEF. School improvement plans also include the evaluation points raised in the previous review report. There is an emphasis on defining leadership responsibility and effective classroom practice. The monitoring of lessons is now well established and middle leaders check the impact of teaching on students' progress. Well focused continuous professional development (CPD) has helped to improve the SEF process.

Partnerships with parents and the community

Good

- Parents participate actively in the education and care of their children. They are represented on the governing board. They engage fully in school events, learning and progress. Parents say that termly report cards and regular updates keep them well-informed of their children's



<p>learning and progress. Communication and information systems between the school and parents are regular, informative, and supportive. Parents can contact both teachers and leaders to talk about their children's performance at any time.</p> <ul style="list-style-type: none">• Parents say there is a well-established school community of parents who participate and regularly support school activities, events and celebrations. Parents feel well informed about events in school and their children's wellbeing. Students and their families regularly contribute to charitable events. Parents participate fully in national and international events such as National Day and Flag Day. International partnerships are limited.	
Governance	Acceptable
<ul style="list-style-type: none">• The school governing board consists of the owner, the principal, external representatives, and parents. The board meets regularly. Parents are provided with an overview of the work of the board. Governors' roles and responsibilities are not clear particularly to parent members, in relation to accountability for students' performance. They are not familiar with the SEF and improvement planning processes or students' performance data. Governors gain the views of parents through parental representation on the board, parent surveys and discussions with groups of parents. Governors make sure the school meets regulatory and statutory requirements.	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none">• The day-to-day management of the school is effective. Buildings are of good quality and well maintained. Senior leaders and maintenance staff ensure a very safe and secure learning environment. The school premises consist of a range of both older and newer buildings. Staff have modified and maintained classrooms to provide learning environments that supports learning effectively. Learning resources across the curriculum contribute effectively to student's progress, although students access to electronic resources across subjects and phases is limited in supporting learning. Well qualified staff benefit from regular CPD to extend their range of skills. The impact of teacher training is now becoming a stronger feature of improving both teaching and learning. Not all classroom spaces are sufficiently spacious to support active and independent learning.	
Areas of Strength:	
<ul style="list-style-type: none">• The positive impact of school leaders on students' performance.• Leaders' success in establishing a positive and supportive learning culture.• The school's improving CPD programme for teachers, that is helping to strengthen the quality of teaching and learning.• Partnerships with parents.	



Areas for Improvement:

- Clarification of governors' roles and responsibilities in relation to the SEF and school improvement planning processes.
- The availability of technologies to support teaching and learning.
- National and international partnerships.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 6 Arabic language teachers and approximately 325 Arab students, with a ratio of teachers to students of approximately 1:55. The number of Arabic language teachers is 3 and the number of ASL students is approximately 92, this means that the ratio of students to teacher is approximately 1:30.
- There is a library in both the NCfE and the CCSS curriculum sections, which contain Arabic language books suitable for the development of students' reading skills. There are 541 non-fiction literary books and 522 fictional books distributed between the two libraries.
- Reading is addressed as one of the four language skills, through a weekly library lesson in each year from years 2 to 8. Year 9 and 10 students use the library in the CCSS section, teachers use a website to develop students' reading skills and parents are involved in reading activities in the library through Telegram.
- The implementation of activities and competitions such as Creative Reader are being implemented together with writing competitions and participation in the International Reading Challenge Competition.

The school's use of external benchmarking data

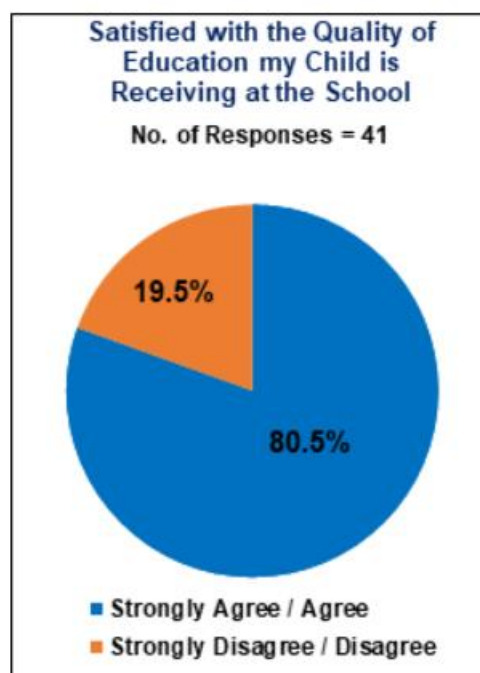
- The proportion of students taking international tests and examinations is compliant with SPEA requirements.
- Preparation for students for these examinations and tests includes communicating with parents to ensure they are well-informed of the requirements. Teachers provide past examination papers and benchmark test questions for students to practice.
- Students are provided with the results of benchmark tests along with their term assessments.
- Results are communicated directly to parents electronically.

Provision for KG

- There are 7 teachers and 5 nannies in Phase 1. The teachers work across the phase and teach English, mathematics, science, Arabic, Islamic Education, art, music, and PE. The teacher to student ratio in FS 1 is 1:10, in FS 2 1:14 and in Year 1 1:14.
- The indoor provision has spacious classrooms and resources. There are mathematics, English, science and Arabic reading corners and a small roleplay area. There are music and some other stations in each classroom. A separate room is used for role play activities and for presentations.
- There are 2 large playgrounds with sufficient resources for PE. All classes are timetabled and supervised with a teacher and nanny in the outdoor area.
- There are effective induction arrangements when children start school, and for their transition to Year 1. These are communicated to parents. Baseline tests are taken in when children start, for example, speech and motor skills, in partnership with parents. Assessments of any additional needs and oral and written assessments take place when transitioning into Year 1. This information is passed on to the teacher. Parent meetings take place every term. The supervisor has regular contact with parents.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in mathematics by:
 - providing clear analysis of data in order to identify the gaps in students' mathematical knowledge and skills across phases.
 - setting a clear strategic plan for improvement, shared with all staff in the department.
 - providing suitable training to support the improvement goals.
 - ensuring that teaching is focused on improving weaker mathematical skills across phases.
 - regularly monitor of the progress being made by students to adjust the teaching.
- Improve teachers' use of assessment to support the different learning needs of individual students, including their access to learning technologies by:
 - continuing the professional development for teachers to analyse and identify the learning needs of different groups including SEN and G&T students accurately.
 - ensuring teachers use of student performance data to plan learning tasks that are aimed appropriately to address the gaps in students learning.
 - providing more regular access to ICT in lessons to support learning in all subjects.



- securing regular assessment and monitoring of students' attainment and progress in lessons and short assessments.
- Improve curriculum adaptation in Phases 1, 2 and 3 by:
 - reviewing and identifying the different groups and the learning needs of students
 - ensuring that lesson plans are focused on providing differentiated learning activities matched to students' needs.
 - reviewing the progress of different groups of students more frequently to evaluate the impact of interventions.
- Update governors' roles and responsibilities by:
 - providing more detailed guidance for members of the board to evaluate the school's performance.
 - reviewing the roles and responsibilities of board members.
 - ensuring governors are fully involved in school improvement planning.
 - ensuring governors hold leaders accountable for students' performance.



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

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

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

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on quality.assurance@spea.shj.ae within three weeks of receiving this report.