



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

School Performance Review (SPR) | Report

East Coast Eng school
5 - 8 February 2024

**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-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	Staff	Students
	School ID	187
	School location	Khorfakkan, Sharjah
	Establishment date	1992
	Language of instruction	English
	School curriculum	Indian
	Accreditation body	-
	Examination Board	Central Board Secondary Education (CBSE)
	National Agenda Benchmark Tests/ International assessment	CBSE ASSET TIMSS
	Fee range	3,300 to 4,500 AED
	Principal	Suja Bobby
	Chair of Board of Governors	Bobby Mathews
	Total number of teachers	37
	Total number of teaching assistants	1
	Turnover rate	8%
	Main nationality of teachers	Indian
	Teacher: student ratio	1:18
	Total number of students	651
	Total number of students per cycle	KG: 101 Primary: 238 Middle: 231 High: 81
	Number of Emirati students	0
	Number of Emirati students per cycle	0
	KG: number and gender	Boys: 40 Girls: 61
	Primary: number and gender	Boys:112 Girls:126
	Middle: number and gender	Boys: 98 Girls 133
	High: number and gender	Boys: 38 Girls: 43
	Nationality groups	1. Indian 2. Bangladeshi
	Total number of students with special educational needs	0



PROGRESS JOURNEY

Previous Review: 2022-23	Current Review:
ACCEPTABLE	ACCEPTABLE

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 5 reviewers' 102 lesson observations, 9 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall performance of the school is acceptable. This is the same as the previous review visit. Some improvements have been made in assessment, safeguarding procedures, and inclusion for almost all phases. The provision for children in KG is now weak as leaders have not responded to the previous review's recommendations adequately for this phase. School leaders are committed to raising expectations and driving the school to higher standards of achievement. Self-evaluation, though lacking sharp focus is having some impact on development planning with recommendations from the previous review being met in phases other than KG. Improvements in teaching and learning remain an area for development. The curriculum is adapted to meet the needs of most students. Identification and support for students with special educational needs (SEN) is now in place, though needs more time to consolidate. Students' personal development is good with their appreciation of UAE culture and traditions a notable strength. Arrangements for the protection, care and guidance are acceptable overall. The maintenance of classroom facilities and resources remain weak as does governance because governors are not familiar with the school's improvement planning, and they do not hold leaders sufficiently to account. The governing body is not holding senior leaders sufficiently accountable for the quality of the school's performance.

KEY AREAS OF STRENGTH:

- Students' positive attitudes, behaviour and mutual respect for their peers and teachers.
- Students' appreciation of UAE culture and traditions.
- The quality of middle leadership support in their subject areas.

KEY AREAS FOR IMPROVEMENT:

- The quality of provision for children in KG.
- The quality of teaching and learning across the school.
- The school's learning environment, facilities and resources.
- The school's governance.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement is acceptable overall.

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	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	Weak	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Social Studies	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Acceptable	Acceptable
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Learning Skills		Weak	Acceptable	Acceptable	Acceptable



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. The school's internal data shows that students make good progress in Primary and Middle. This does not match with what is seen in lessons and in students' work, where students in Primary and Middle make acceptable progress. In High students make acceptable progress which matches with the school's own data.• The school's internal assessment data shows that attainment is good in Primary and High which does not match with what is seen in lessons and in students' work, which shows that students' attainment is acceptable. Internal assessment data matches with the attainment in Middle which is acceptable.• In the Primary, Middle and High phases, students reflect Islamic values in their daily practices. In Primary, students memorise short Surah of the Holy Qur'an and explain its meaning of Surat Al-Kawthar. In Middle, students can identify the role of maintaining the ties of kinship in building a cohesive society. Their understanding of modern Islamic issues is less well developed. In High, students show understanding of Sharia rules and can distinguish between each type. Students' skills in reading the Holy Qur'an with recitation and understanding Noble Hadeeth are less developed in Primary, Middle and High.• Most groups of students make expected progress overall. Some higher-attaining students do not make as much progress as they could.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' application of Islamic values in daily practices in Primary, Middle and High.• Students' understanding of Sharia rules in High.	<ul style="list-style-type: none">• Students' understanding of modern Islamic issues in Middle.• Students' recitation of Holy Qur'an verses and understanding Noble Hadeeth in Primary, Middle and High.



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. The school's internal data shows that students make outstanding progress in KG2 and good progress in Primary, Middle and High. This does not match with what is seen in lessons and in students' work, where students in these phases make acceptable progress.The school's internal assessment data shows that attainment is outstanding in KG2, good in Primary, acceptable in Middle and very good in High. This does not match with what is seen in lessons and in students' work, where attainment is weak across all phases.In KG2, Primary, Middle and High students make acceptable progress. In KG2, children can pronounce letters using basic grammar rules and link the letters with the correct pictures. In Primary, students can use suitable vocabulary to write short sentences. In Middle and High, students can read a range of different texts. Students' handwriting is legible and neat. Students' ability to speak with others and their extended writing skills are less developed in Primary, Middle and High.Most groups of students make expected progress overall. However, some higher-attaining students do not make the rates of progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">Students' skills in reading different texts, in Middle and High.Students' legible and neat handwriting in Primary, Middle and High.	<ul style="list-style-type: none">Students' ability to speak with others in Primary, Middle and High.Students' extended writing skills in Primary, Middle and High.



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. The school's internal data shows that students make acceptable progress in Primary and High, and good in Middle, which does not match with what is seen in lessons and in students' work, where students in Primary, Middle and High make acceptable progress. Students in Primary, Middle and High phases make acceptable progress.• The school's internal assessment data shows that attainment is acceptable in Primary and Middle and very good in High. This matches what is seen in lessons and in students' work, in Primary and Middle where attainment is acceptable. It does not match with the attainment in High which shows that students' attainment is acceptable.• In Primary, students show understanding of the importance of health and hygiene in life. In Middle, students show understanding of the elements of Asian culture and diversity. Students in High can talk about how the UAE educational system empowers the economy of the country. Students' skills in reading different maps and identifying the importance of conflict resolution strategies in Middle are less developed.• Most groups of students make expected progress overall. Some higher-attaining students do not make the progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the importance of health and hygiene in life and their knowledge of UAE's innovative goals in health care in Primary, Middle and High.• Students' understanding of how UAE educational system empowers the economy of the country in High.	<ul style="list-style-type: none">• Students' deep understanding of reading different maps in Middle.• Students' identification of the importance of conflict resolution strategies in Middle.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall in all phases, except for KG, where it is weak. In Primary, Middle and Higher Phases students are making acceptable progress. In KG students do not make acceptable progress as they have limited experiences in which to develop their knowledge. Student attainment in English is weak in KG and acceptable in all other phases.• The school's internal assessment data shows attainment as outstanding in KG, weak in Primary and Middle and very good in High. This does not align with what was observed in lessons and in students' books which show that students in Primary, Middle and High attain in line with curriculum standards with weak attainment in KG. External CBSE results are acceptable for Grade 10 students.• Students' spoken and written language skills develop progressively. A focus on improving students' fluency and confidence in spoken English has been successful. In KG children's phonic awareness and writing is underdeveloped. Creative writing skills have improved in higher phases due to the school's targeted approach. Students listen attentively and speak with confidence when given the opportunity to discuss and express their ideas. Students read with a greater degree of fluency and their comprehension skills are developing well. Many lessons include lengthy written recordings in worksheets and exercise books that reduce students' ability to take an active part in the lesson. In the best lessons, for example in Grade 9, students display developed reasoning and higher order thinking skills. They have opportunities to discuss their learning, be challenged, think for themselves, and lead their own learning through research. Opportunities for students' involvement in debate, role play, and drama are less well developed.• Most groups of students make expected rates of progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' confidence and fluency in spoken English across all phases.• Students' reading comprehension skills and development of creative writing techniques in the higher phases.	<ul style="list-style-type: none">• Children's phonics awareness, speaking and writing skills in KG.• Students' involvement in lessons so that they are more active in their learning through debate, role play and drama.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable in all phases. This is not fully aligned to the school's internal data which shows that progress in KG is outstanding, weak in Primary and Middle and acceptable in High Phase. Students' achievement in mathematics is acceptable overall.• The school's internal assessment data shows attainment in KG is outstanding, good in Primary and weak in Middle and High. This is contrary to the attainment seen in mathematics lessons and in students' work. Attainment in the KG, Primary, Middle and High is acceptable, which closely matches the CBSE external examination results.• In KG children demonstrate skills in basic addition and counting numbers. Children can skip numbers; they can add numbers from 1 to 10 and can count different objects. In Primary, students gain skills in basic geometry, pictograph, measurement, and time. Students can identify points, lines, line segments, rays, vertex, and angles, can read pictograph or pictorial representations and can ask and tell the time. In Primary and Middle, students' problem-solving skills are underdeveloped. In Middle, most students can determine the perimeter and area of plane figures, can apply Roman numerals, can identify term, factor and coefficient of algebraic expressions and they can use factorisation. In the best lessons, High students build skills in quadrilaterals, properties and circles with angles subtended by an arc of a circle. Students can describe and apply types of parallelograms, trapeziums, and their properties. Across all phases, students have few opportunities to practise their mental mathematics skills.• Most groups of students make expected progress overall. However, some higher-attaining students do not make the rates of progress of which they are capable.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to work with factorisation and algebraic problems in Middle and High.• Students' skills with geometry and measurement in Primary.	<ul style="list-style-type: none">• Students' problem-solving skills in Primary and Middle.• Students' mental mathematics skills in all phases.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. In lessons, students make acceptable progress across the school. This does not match the school's internal assessment data which shows outstanding progress in KG and Primary, good progress in Middle and acceptable progress in High.• The school's internal assessment data shows outstanding attainment in KG, and weak attainment in the other phases of the school. Grade 10 students attain acceptable results in CBSE examinations, where a large majority achieved grades of B1 or above. This matches what is observed in lessons and in students' books where most students attain in line with curriculum standards across all phases.• In KG, children can identify people who help them and draw links to real life experiences They know about their five senses and create posters to share their learning with others. In Grade 1 students discuss the phases of the moon and its movement around the Earth. Students in Grade 6 talk confidently about the bones and limbs of a wide range of mammals while in Grade 8 they discuss and write confidently about the water cycle. In the best lessons, teaching is well-planned, imaginative and engages students in building good scientific knowledge and skills. The linking of science to the UAE and wider world was evident in nearly all lessons. Most students use the correct scientific terms and vocabulary in discussions. Practical work is very restricted and there are few opportunities for students to carry out experiments in Primary, Middle and High. Scientific thinking, the ability to predict outcomes and the skills to plan practical activities are limited across all phases. The small classrooms make movement and active learning a challenge.• Overall, most groups of students make acceptable progress in all phases.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' ability to link their learning to the UAE and wider world across all phases.	<ul style="list-style-type: none">• Students' development of their practical and laboratory skills across all phases.• Students' ability to plan, predict and explore scientific ideas across all phases.



Other subjects	<ul style="list-style-type: none">• Students' achievement in PE, music, art and ICT is acceptable overall. In lessons and in their work, students make acceptable progress in all phases.• In Middle and High students make acceptable gains in their understanding of Information and Communication Technology (ICT) and become increasingly confident in its use. For example, in Grade 7 students can access information from a spreadsheet and use software to put data into tabular form. In Primary, insufficient access to computers means that lessons are almost always theory based. The practical application of technology, through robotics and engineering, are insufficient. Throughout all phases gains in art and music skills are acceptable. Throughout the school students make acceptable gains in one of four home languages.• Students in Primary, Middle and High have one PE lesson a week. In Grade 8 students enjoy playing football in a team but their skills progression is limited. Gains in skills in PE are generally acceptable but are restricted by the short time available. Across all phases, students' creative, performing and artistic skills are less well developed.• Overall, all groups of students in all phases make acceptable progress.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' increasing confidence in the use of ICT in Middle and High.	<ul style="list-style-type: none">• Students' development of skills in creative and performing arts across all phases.• Students' development of skills in technology and robotics across all phases.



Learning Skills	<ul style="list-style-type: none">• Students learning skills are acceptable overall and weak in KG. Students have some opportunities to develop independent learning skills and at times are active in their own learning in Primary, Middle and High. Students display a willingness to learn and have positive attitudes towards their work, listen intently and follow the tasks set by the teacher in Primary, Middle and High. Children's learning skills in KG are underdeveloped as their skills to work collaboratively and independently are less well developed.• Students work independently and in small groups and share their ideas with their teachers and with their peers in Primary, Middle and High. They answer questions with enthusiasm and sometimes make choices; for example, students in Grade 5 design posters about UAE road safety rules. Most students rely heavily on their teachers' guidance and their textbooks.• Students apply their learning to their understanding of the world. For example, in Grade 9 mathematics, students link mathematical abstract concepts to real life, such as the construction of the first circular building in Abu Dhabi and crop circles.• Students' ability to think critically is developing. Their research and enterprise skills vary in level across phases and are non-existent in KG. In general, students do not use their ICT skills sufficiently to research or present their work.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' collaborative working to articulate and express their ideas in Primary, Middle and High.	<ul style="list-style-type: none">• Children's ability to work together, be independent and make choices in their learning in KG.• Students' responsibility for their own learning and the use of technology to find out things for themselves in all phases.



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

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

Indicators:	KG	Primary	Middle	High
Personal development	Acceptable	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate positive and responsible attitudes. They can count on themselves and accept critical comments. Students are usually self-disciplined and respond well to others especially in Primary, Middle and High. They cooperate well with each other to resolve any disagreements. Bullying is very rare. Students understand the needs and differences of others; they help each other, which is reflected positively in the mutually respectful relationships between one another and with their teachers. Students show general understanding of safe and healthy living. They sometimes make informed choices about their health and safety. Students' attendance is acceptable at 92%. Students normally arrive at school and lessons on time. For assemblies, students are sometimes absent or late. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	Good
<ul style="list-style-type: none"> Students have a clear appreciation and understanding of Islamic values in UAE society, although some Middle students understanding of modern Islamic issues is less well developed. In assemblies, students recite verses from the Holy Qur'an. They celebrate Ramadan and Eid, understanding the importance and significance of such events. Students are knowledgeable and appreciative of the heritage and culture in the UAE. They celebrate National Day and Flag Day, and other national occasions. Students are actively involved in UAE cultural events. Students demonstrate a clear understanding, awareness and appreciation of their own and other world cultures. They visit Al Bidya Mosque, participate in different culture and food and appreciate the traditional costumes and cultures of different countries. They celebrate the International Day of Peace and Non-violence in addition to Islamic and national activities such as Eid Al Fitr. 				



Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students demonstrate a basic understanding of their responsibilities as members of the school's community, and some students have key roles. They work as volunteers through regular activities that benefit the school and the wider communities, including partnerships with the Red Crescent.• Students enjoy work even though they often lack initiative. Their innovation and enterprise skills are not well developed. Students can be creative at times and enjoy participating in projects. They rely on their teachers' instructions too much. Students actively participated in the Computer Coding and Science and Technology Exposition. They celebrate International Workers' Day and give rewards to workers in the school.• Students take care of the environment and are aware of the environmental concerns. They participate in a range of different activities. For example, they are involved in Environmental Day, tree planting around the school and grow their own plants as part of a project related to sustainability. Students take an active part in beach cleaning in Khorfakkan.				
Areas of Strength:				
<ul style="list-style-type: none">• Students' positive attitudes, behaviour and relationships with staff and each other.• Students' appreciation and understanding of UAE culture and heritage.				
Areas for Improvement:				
<ul style="list-style-type: none">• Students' overall attendance and punctuality at assembly time.• Students' innovation and enterprise skills.				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

The quality of teaching and assessment is acceptable overall.

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

- Most teachers have secure subject knowledge. In the best lessons, teachers give students practical tasks which encourage discussion and promote active learning. In these lessons, students display genuine enjoyment for learning and are keen to develop their knowledge further.
- Teachers' lesson plans contain carefully chosen curriculum content that governs the pace of learning. Only a few teachers extend their planning to enhance students' learning opportunities by including research and additional activities that stretch higher attaining students. Despite some elements of effective teaching in KG, the quality of teaching varies across different groups and the lack of a suitable environment impedes children's learning and development.
- Teachers questioning techniques vary significantly across the school. In most lessons, teachers used direct questioning which do not provide sufficient information to assess students' understanding or prompt them to think deeper. When teachers use challenging questions students' answers demonstrate thoughtful and more insightful responses.
- Most teachers have a clear understanding of the needs of the students in their lessons. Teachers do not always tailor their teaching to meet students' individual needs because many lessons lack challenge. When students receive work that is more challenging, most demonstrate capabilities above expectations.

Assessment	Weak	Acceptable	Acceptable	Acceptable
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- Internal assessment processes are gradually developing throughout the school. The current data system does not enable the school to track the progress of students over time, especially in KG. The school has plans to introduce a more rigorous process where skills of individuals and cohorts can be monitored more closely.
- External examinations link to the National Agenda for the UAE. ASSET examinations and TIMSS examinations also support the vision of the school. The data gathered from these examinations is insufficient to provide a comprehensive overview of students' attainment.
- Students receive oral feedback in most lessons. There is minimal evidence of teachers providing written feedback in workbooks to enable students to understand the next steps in their learning. Where teachers use peer- and self -assessment in lessons, students gain a better insight into the level of their personal progress.

Areas of Strength:



- Teaching that focuses on practical tasks which encourage students' discursive skills and promotes their active learning.
- Teachers' lesson planning and time management.

Areas for Improvement:

- The quality of teaching in all lessons.
- Teachers' feedback to students that is regular and detailed to enable them to understand their next steps in their learning.
- Teachers greater use of self- and peer-assessment across all phases.



PERFORMANCE STANDARD 4: CURRICULUM

The quality of the curriculum is acceptable overall.

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school offers a curriculum that is reasonably broad and balanced. It meets the requirements of the school's authorised curriculum and the CBSE statutory framework. The school's approach to curriculum design and implementation is acceptable.The curriculum meets the needs of a large majority of students. Curriculum planning takes place at whole school and departmental level to ensure continuity and progression. The curriculum is reviewed as part of the school's self-review cycle.Some cross-curricular links enable students to transfer their learning for example, between science and social studies. Curriculum options are narrow with few opportunities from which students can make a choice, the languages of Urdu, Malayalam, Bengali, and Hindu are offered from KG to High. There are no other subject choices offered to develop students' creativity.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">The school has implemented an inclusion policy that has improved the identification and support provided to students. Teachers' planning includes modification to lessons to meet most student needs. Classroom seating plans identify students who may require additional support.The school offers a range of after-school activities, including cyber safety, exploring nature's shapes and Islamic education. Opportunities for enterprise, innovation and creativity are insufficient. There are no after-school sporting activities for girls.In almost all lessons, teachers make links to Emirati culture and UAE society. This enables students to develop a clear understanding of the UAE's culture and values and is further illustrated in school displays.				
Areas of Strength:				
<ul style="list-style-type: none">A balanced curriculum that meets the needs of a large majority of students.				
Areas for Improvement:				
<ul style="list-style-type: none">The provision of additional opportunities to improve students' skills in creative subjects.The further development of community links and extra-curricular activities, particularly for girls.				



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

The protection, care, guidance and support of students is acceptable overall.

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Weak	Acceptable	Acceptable	Acceptable

- The protection, care, guidance, and support for students is acceptable overall. Health and safety arrangements in KG are weak. Staff are trained in child protection policy and know the procedures to follow if they have concerns about a student. Internet safety and anti-bullying is promoted through assemblies and students feel confident to approach staff if they have a concern or are worried. The arrangements for the supervision of students, including on school transport to and from school are good.
- The maintenance of the building and facilities is generally adequate in parts of the building, though it is inadequate in KG. The school maintains appropriate records, including the action taken to respond to incidents and records of accidents and incidents. Health and safety checks are insufficiently robust and fail to identify the potential hazards in the KG play area. Plans are in place to refurbish the girls' toilets.
- The school has suitable provision to promote a healthy lifestyle through lessons and PE. Students are encouraged to eat healthy snacks and to drink water regularly. The nurse provides information about the importance of personal hygiene and self-care, including dental health.

Care and support	Acceptable	Acceptable	Acceptable	Acceptable
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- Staff develop positive and respectful relationships with students and there are effective systems to manage students' behaviour. Consequently, students behave well.
- Systems for encouraging attendance and punctuality are acceptable, though students are sometimes late for assembly. Students' punctuality to lessons is a current focus for the school.
- Systems for identifying students with SEN are in their early stages and are developing. There are no formal systems to identify and support G&T students.
- The inclusion lead has introduced procedures for planning support and modifying teaching approaches for students who require extra support. There is no trained special educational needs coordinator (SENCO).
- The school gives students' well-being some consideration and offers support to help students' transition to their next school in Year 10. The school tracks the progress of alumni students



who are invited back to the school to share their achievements with other students. There are suitable procedures for welcoming children and families new to KG.

Areas of Strength:

- The arrangements for the supervision of students, including on school transport to and from school.
- The measures to protect students from all forms of abuse, including bullying on the internet and social media.

Areas for Improvement:

- The arrangement for health and safety and child protection in KG.
- The monitoring of risk assessment and health and safety checks for the premises.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

The quality of leadership and management is acceptable overall

Indicators:

The effectiveness of leadership

Acceptable

- Overall, the quality of the leadership in the school is acceptable. Most leaders, including the principal, set a vision and a clear strategic direction. With effective support from the vice-principal, the vision is shared across the school's community. Leaders are committed to delivering the UAE national priorities and creating an inclusive school.
- Senior leaders have improved some aspects of the school and understand that further improvement in students' achievement is required. An acceptable knowledge of the curriculum and suitable practices in teaching and learning are evident in recent improvements. Relationships and morale throughout the school are positive. Leaders across the school demonstrate sufficient capacity to improve. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Self-evaluation and improvement planning

Acceptable

- Leaders use a range of sources to self-evaluate the performance of the school to influence improvement planning with some progress made in responding to recommendations raised in the previous review. The school's own judgments of its quality are over-generous and do not include the views of wider stakeholders. Action planning linked to key priorities ensures that the school is monitoring teaching and learning, though this is not sharply focused on how it impacts on students' learning. Middle leaders monitor performance in their subject areas and know the strengths and areas for improvement. Lesson observations and performance management are undertaken at regular cycles and feedback is provided to help teachers improve. Staff benefit from the extensive range of professional development training available. There has been progress in addressing most of the recommendations though there is inconsistency, especially in KG phase.

Partnerships with parents and the community

Acceptable

- The school provides regular parental communication which enables parents to effectively contribute to their children's education. Parents receive regular reports and attend open days, where they receive helpful information about their children's academic and personal progress.
- The school has developed some partnerships with other schools and the local community for the benefit of sharing best practice in raising students' achievement.



Governance	Weak
<ul style="list-style-type: none">Governance remains weak. The governing body represents a suitable range of stakeholders, and input to governance is mainly from the school's staff including leaders, teachers, and staff parents. Governors are not familiar with school improvement planning and do not hold senior leaders accountable for the school's performance, or the achievements of all students. The school does not benefit from effective governance to impact sufficiently on the school's performance.	
Management, staffing, facilities and resources	Weak
<ul style="list-style-type: none">The school runs smoothly on a day-to-day basis. The school staff, including a nurse, are suitably qualified. Teachers benefit from relevant professional development. The school lacks spacious classrooms and stimulating resources for teaching and learning, especially in KG and Primary phase. The maintenance of facilities is weak, including the girls' washrooms and the KG facilities and outside play area.	
Areas of Strength:	
<ul style="list-style-type: none">The impact of middle leaders on driving improvement.The range of professional development programmes for teachers.	
Areas for Improvement:	
<ul style="list-style-type: none">The quality and accuracy of the school's self-assessment processes.Arrangements for governance that includes stakeholders that hold leaders to account for the quality for school's performance.The school's learning environment, facilities and resources for teaching and learning.	



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 4 teachers who teach the Arabic language. The teacher to student ratio overall in Arabic is 1:137.
- The school has approximately 250 Arabic library books, mainly text reference books. The school has established textbooks for Arabic for students in all phases. E-books are not available. The school has approximately 2000 titles frequently used by teachers during lessons and in the library to help improve students' reading and comprehension skills.
- Library lessons are not timetabled for students. In KG, children participate in Arabic lessons, but do not read in their lessons. There is no librarian and no timetable to access the reading room. Older students can use the library to read independently, but mainly for research. They may borrow books as required.
- The school offers limited Arabic reading activities such as competitions. Parents are also encouraged to help their children read at home and complete their homework but may not always be able to as they lack the time commitment and skills.

The school's use of external benchmarking data

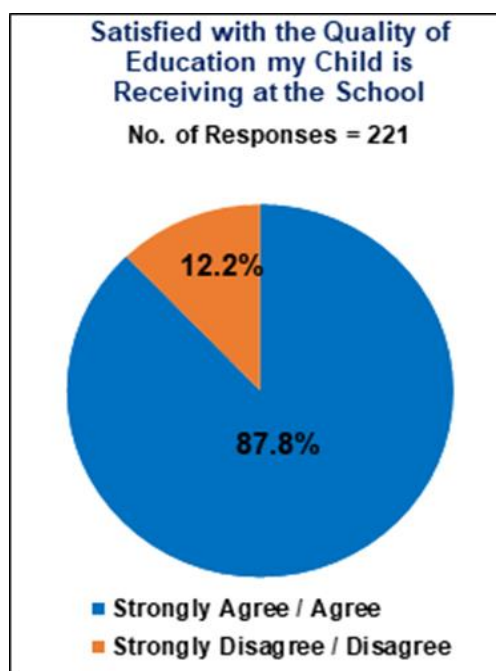
- In compliance with SPEA requirements, the school involves students in external tests and examinations such as ASSET, but the cohort is limited due to the cost.
- All students sit the CBSE examination in Grade 10. Teachers prepare students for the examinations with practice sessions and sample papers.
- Students identified as needing more support pair with a buddy and receive one-to-one support from the teacher.
- Parents are informed about the international test results. Students also receive a copy of their test results and learning benchmark.

Provision for KG

- The school currently has 4 KG classes, 4 full-time class teachers and one assistant. The adult to child ratio is 1:25
- Classrooms are small and restrictive, with no opportunity for independent learning and discovery. There is no access to the basic learning areas and limited resources to support teaching and learning. An inter-active whiteboard has recently been installed. There is no activity area with a range of resources to support children's creativity and imaginative play such as musical instruments, construction kits and role play resources.
- Children have weekly timetabled access to an outdoor area. There are climbing frames for children to use. The KG external play environment is unsafe and not fit for purpose. Children spend the day sitting in their classroom and do not have daily opportunities to develop their physical skills. Snacks and break times are taken in the classroom.
- Induction procedures are in place. The KG department invites children and their parents to visit before starting school and shares information with them prior to and during the first few weeks. Parents receive information about procedures and requirements. A transition system into Grade 1 has not been developed.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality of teaching and learning by:
 - using assessment data more effectively to better plan lessons and personalise students' learning.
 - raising the level of challenge, particularly for higher-attaining students.
 - sharing best practice in teaching and learning across the school to ensure consistency.
 - providing constructive feedback to students to enable them to understand the next steps in their learning.
 - widening students' use of self- and peer-assessment across all phases.
 - developing students' responsibility for their own learning and the use of technology to find out things for themselves.
 - evaluating rigorously the impact of teaching approaches on students' achievement.
 - training teachers to use methods and approaches that will achieve improved learning outcomes for all students.
- Improve leadership, management and governance by:
 - ensuring the school's planning for next steps improvements is guided by robust, accurate and reliable self-assessment.
 - widening the representation from all stakeholders on the governing body
 - ensuring the governing body holds leaders to account for the quality of the school's performance.



- ensuring facilities and resources are sufficient, of quality, maintained appropriately and fit for purpose, including the girls' toilets.
- undertaking robust monitoring of risk assessment and premises health and safety checks.
- Improve the provision in KG by:
 - training teachers on how young children learn best.
 - providing daily access to a safe outside learning environment.
 - introducing a range of resources that promote discovery, exploration, and motivation to learn.
 - planning opportunities for children to develop independence, creativity and collaborative learning skills.
 - ensuring the health and safety and child protection arrangements are effective, especially in the play area.
 - planning for children's smooth transition to Grade 1.



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.