



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

AL AMANA PRIVATE SCHOOL

17-20 OCTOBER, 2022

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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PURPOSE AND SCOPE

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

Purpose

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

Scope

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

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-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-level scale.




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

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

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as school self-evaluation form, students' attainment data, 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	127	
	School location	Ramla West, Sharjah	
	Establishment date	6 September 2004	
	Language of instruction	English	
	School curriculum	British	
	Accreditation body		
	Examination Board	Cambridge (CAIE)	
	National Agenda Benchmark Tests/ International assessment	IGCSE, GL, CAT4	
	Fee range	7,000-13,000 AED	
	Principal	Roshan Ahsan	
	Chair of Board of Governors	Abdul Azeez	
Staff	Total number of teachers	66	
	Total number of teaching assistants	0	
	Turnover rate	15%	
	Main nationality of teachers	Indian	
	Teacher: student ratio	14:1	
	Students	Total number of students	969
		Number of Emirati students	2
		KG: number and gender	57 male:42 female
		Primary: number and gender	264 male: 269 female
		Middle: number and gender	154 male: 87 female
		Secondary: number and gender	57 male: 39 female
Nationality groups		1. Pakistani 2. Egyptian	
Total number of students with special educational needs		4	

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
WEAK	ACCEPTABLE

School Performance Review of AL AMANA PRIVATE SCHOOL
17-20 OCTOBER, 2022



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 145 lesson observations, 26 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 an improvement since the previous inspection in 2018. Leaders' clear strategic direction in providing continuous programmes of training has improved the quality of teaching and learning, and students' overall achievement, especially in the secondary phase. Other aspects of provision in the school are at least acceptable and, in some cases, good. The learning environment supports students' learning adequately. Classrooms are cramped and this places constraints on the learning of the students.

KEY AREAS OF STRENGTH:

- Good achievement in Islamic education, PE and ICT in all phases; Arabic as a first language in EYFS, primary and secondary; mathematics, science, economics, accounting and business studies in secondary; and English in EYFS and secondary.
- Students' very good attitudes, behaviour and relationships, and good respect for Islamic values and awareness of UAE heritage.
- Good provision for ensuring the safety and well-being of students.
- The leadership of the principal and vice principal establishment of a positive culture across the school, the strong partnership with the parents, and the work of the governors in supporting the staff.

AREAS FOR SCHOOL IMPROVEMENT:

- Improvement of students' achievement to a good level in both Arabic and English-medium subjects.
- Improvement of the quality and consistency of teaching to meet the needs of groups and individuals more fully.
- Adaptation of the curriculum to ensure activities provided match the needs of all groups of students.
- Full implementation of current plans for middle leaders to support staff with introducing a full range of strategies to ensure that lessons precisely cater for the needs of different groups of students.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is good overall. In lessons and their recent work, the majority of students make good progress in primary, middle and secondary. This does not match with internal data, which shows all students make outstanding progress.• In lessons and samples of students' work seen, students' attainment is acceptable in primary and middle, and good in secondary. This does not match the internal assessment data, which shows outstanding attainment in all phases.• The majority of students make good progress over time. They gain secure skills in learning to recite the Holy Qur'an confidently and accurately. Students acquire values such as morals, etiquettes and codes of conduct and students are observed practising these during their everyday interactions. However, students sometimes struggle with memorising the Hadeeths and reading Islamic texts.• The majority of groups of students make better than expected progress. However, the progress of higher- and lower-attaining students is not as good as it should be because they are insufficiently challenged or struggle with the work provided.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' recitation skills of the Holy Qur'an using Tajweed rules.• Students' skills in presenting Du'aas and Hadeeth.	<ul style="list-style-type: none">• Students' reading skills.• Students' skills to memorise the Hadeeths.



Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first (AFL) and second (ASL) language is good overall; it is acceptable in AFL in middle, and acceptable in ASL in middle and secondary.• AFL students' attainment seen in lessons is acceptable in EYFS, primary and secondary and weak in middle. This does not match with the AFL MoE examination data, which show attainment in primary as outstanding and good in middle and secondary. ASL students' attainment seen in lessons is acceptable in EYFS and primary and weak in middle and secondary. While MoE examination results align with middle and secondary, they show very good attainment for students in primary.• In most phases, the majority of students make good progress in both AFL and ASL listening, speaking, reading and writing. Students handwriting and presentation is generally good in both AFL and ASL with good examples of calligraphy. In classroom discussions, most students use standard Arabic consistently in discussion work. In AFL and ASL, reading fluency and reading comprehension skills are less well-developed areas especially in middle for AFL and in middle and secondary for ASL. While writing skills are reasonably secure in AFL, they are less well developed in ASL, especially in middle and secondary.• The majority of groups of students make better than expected progress. However, higher-attaining students in both AFL and ASL do not always progress as well as they should.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' handwriting and presentation of work in AFL and ASL.• The use of standard Arabic by students in AFL and ASL especially EYFS and primary.	<ul style="list-style-type: none">• Students' reading fluency and comprehension skills in AFL and ASL, especially in middle AFL and middle and secondary ASL.• Students' writing skills, especially in middle and secondary



Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies is acceptable overall. In lessons and their work, most students make acceptable progress in primary, middle and secondary. This does not match with the school's internal data which shows all students make outstanding progress.• Internal assessment data for primary, middle and secondary shows outstanding attainment. This is not seen in lessons and students' books where, overall, students' attainment is weak as only the majority attain in line with curriculum expectations in primary and middle phases. Most students attain in line with curriculum standards in secondary,• Most students make acceptable progress in primary, middle and secondary. They gain a secure understanding about aspects of national identity, citizenship, values in society, and the history of the rulers of the UAE. They have a good knowledge about the heritage and culture of the UAE. They gain age-appropriate understanding about the geographical facts of other parts of the world. However, their knowledge of UAE geography, such as knowing about the physical features, borders, economic and climatic facts is limited. Also, their knowledge of other cultures around the world is underdeveloped.• Overall, most groups of students make expected progress. Higher-attaining students do not make good progress in primary and middle.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' knowledge and appreciation of the heritage and culture of the UAE.• Students' knowledge of famous personalities in the history of the UAE.	<ul style="list-style-type: none">• Students' knowledge of other cultures around the world.• Students' knowledge of UAE geographical facts.



English	<ul style="list-style-type: none">• Students' achievement in English is acceptable overall. In lessons and in their work, students make acceptable progress in primary and middle and good progress in EYFS and secondary.• Students' attainment is acceptable in EYFS, primary and middle and good in secondary. This does not match the internal assessment data for EYFS, which show weak attainment, the external data for primary and middle which show weak attainment, and the IGCSE results for secondary which show outstanding attainment.• In EYFS, children make good gains with building their knowledge of phonics and using these to decode and read a range of words. Secondary students progress well with developing their speaking and listening skills in class discussion work and they also make good gains with producing written accounts of good quality for a range of different purposes. Across the school, students develop confidence in speaking and answering questions. Where students progress less well, this is because of difficulties with reading comprehension and extended writing in particular and their lack of ability to express themselves at length and fluently in class discussions and collaborative activities.• Most groups of students make the expected progress. However, higher and lower-attaining students do not always progress as rapidly as they could, especially in primary and middle.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' speaking, reading and writing abilities in the secondary school phase.• Students' skills to answer questions confidently with appropriate vocabulary across the school.	<ul style="list-style-type: none">• Students' reading fluency and comprehension skills, particularly in primary and middle.• Students' extended writing skills across the school.• Students' skills to speak fluently with a good range of vocabulary in discussions and class situations.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is good in secondary. Most students make acceptable progress overall in lessons and their work, with a majority of students in secondary making good progress. This is contrary to the school's internal benchmarked data and IGCSE external results, which show weak progress in middle and acceptable progress in secondary.• In lessons and in students' work, attainment in mathematics is acceptable in EYFS, primary and middle. This does not fully match the school's internal assessments, which show good attainment in primary and weak attainment in middle. Attainment, as seen in lessons, is good in secondary, which is aligned to the external IGCSE attainment outcomes.• In the EYFS, children can count to ten and identify specific shapes. In early primary, students demonstrate a solid understanding of numbers, but their skills to place numbers in the correct order to make an addition work and to use tally marks to help with counting are less secure. Older primary students confidently estimate, measure and calculate the perimeter of different shapes. In middle, students confidently find the interior angle sum of a polygon, although their skills to use the unitary method to solve problems involving ratio and direct proportions in a range of contexts are less well-developed. In secondary, students demonstrate very good knowledge of how to calculate the surface areas of a range of different shaped prisms and can interpret scatter graph information.• Overall, all groups of students make at least expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Middle students' skills to solve problems using angle properties of a polygon.• Secondary students' analysis and interpretation of scatter graph information.	<ul style="list-style-type: none">• Primary students' skills in applying basic number operations.• Middle students' skills to solve problems involving ratio and direct proportions in a range of contexts.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is acceptable in EYFS, primary and middle, and good in secondary. In lessons and their work, most students make expected progress and in secondary a majority make better than expected progress. The school's internal data supports these results except for secondary where they are weak.• External data (TIMSS) indicates that attainment in primary is acceptable and that attainment in secondary is very good. This does not concur with evidence seen in lessons or in students' work. Internal assessment data indicates that attainment is good in primary, acceptable in middle and weak in secondary.• Overall, most students make acceptable progress from their starting points. For example, in the EYFS, children make acceptable gains with distinguishing living and non-living things. Primary students gain secure basic understanding about forces and middle students gain a secure understanding about cells and organisms. In secondary, a majority of students gain good biology, chemistry and physics skills; for example with in depth knowledge about the workings of electrical circuits and chromatography. Across the school, students do not sufficiently develop their practical investigation skills to carry out experiments independently.• Most groups of students make expected progress. Lower and higher-attaining students do not progress as well as they could because they do not have sufficient support or challenge.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in EYFS.• Students' knowledge of scientific facts and theory in secondary.	<ul style="list-style-type: none">• Scientific thinking, enquiry and investigation skills.• Practical and laboratory skills.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is good overall in secondary.• As seen in IGCSE results, lessons and in their work, students' attainment in ICT, economics, business studies and accounting is outstanding. Students' attainment seen in lessons and in their work in French, art and moral education is weak. In lessons seen in PE, attainment is good overall.,• In primary, middle and secondary in PE, students make good gains in their knowledge, skills and understanding for example, with developing their ball control and handball skills, and their skills working as a team with older students. In business, economics and accounting, students develop a very good understanding of concepts such as the relationships between price and supply and the underlying causes of deflation and inflation. In ICT they develop very good skills, for example with using spreadsheets. In French, art and moral education, only the majority of students make expected progress in the phases in which they are taught these subjects. In French, students do not progress sufficiently acquiring the reading, writing and speaking skills they need. In art, students do not gain sufficiently wide range of skills with using different art techniques.• Across the school, higher-attaining and lower-attaining students do not always progress as rapidly as they could, especially in the primary and middle.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Achievement of students in economics, business studies, accounting and ICT in secondary.• Ball control and team skills in PE in primary, middle and secondary.	<ul style="list-style-type: none">• Reading, writing and speaking skills in French in middle and secondary.• Students' artistic skills.



Learning Skills	<ul style="list-style-type: none">• Students' learning skills are acceptable overall; they are good in secondary.• Students enjoy learning and engage in an enthusiastic manner. They interact with each other and their teachers in a very positive way. When given the opportunity, they collaborate well with and support one another. This is a particular feature in secondary where students happily discuss and debate different approaches for project work being undertaken. However, in other phases, while students talk and answer questions in a lively fashion, they do not take their communication skills further by presenting ideas at greater length with each other or in class discussions to help promote their thinking and understanding.• Across the school, students relate what they are doing to the world around them. However, they do not do so consistently to expand their work and understanding in this way.• In some subjects and activities in secondary, students learn to think critically when working on problem-solving tasks and adopt an innovative or creative approach within an activity. However, this way of working for students is not apparent in students' work across the rest of the school.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Students' engagement in, and enthusiasm for, work.• The collaboration and interaction of students in secondary.	<ul style="list-style-type: none">• The development of students' wider communication skills in EYFS, primary and middle.• Students' innovation skills, critical thinking and creativity skills in EYFS, primary and middle.



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

Indicators:	KG	Primary	Middle	Secondary
Personal development	Very Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">• Overall, the students' personal and social development and their innovation skills are good.• Students display positive attitudes to learning and develop increasing self-reliance and responsibility for their learning.• Students' behaviour is positive, and they are courteous to adults and other students. Students are very friendly and supportive of each other and relationships amongst students, staff and parents are very good.• Students have positive attitudes toward healthy eating and maintaining active lifestyles. They follow the school's advice by selecting healthy choices for snack and meals. Most are active, willing participants in physical education classes and sports.• Attendance is at 98% is outstanding and reflects students' enjoyment of learning. Students are usually punctual.				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none">• Students demonstrate a good understanding of Islamic values and the way they influence life in the UAE, through the school's effective promotion during lessons, assemblies and Qur'an recitation.• Students have a good knowledge and understanding of the UAE's heritage, culture and history. They celebrate National Day and other national occasions, and regularly visit museums and cultural events.• Students develop an acceptable knowledge about their own identity and cultures and the wider world around them.				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• Students contribute to the life of the school and wider communities through planned responsibilities, volunteer activities and social contribution. They understand their roles as citizens and respond willingly to opportunities provided.• Students enjoy their work and are happy to be involved in activities but rarely initiate them.• Students understand the importance of environmental sustainability through the curriculum. They take care of their school environment, and take part in schemes to support conservation.				



- Students' involvement with innovation, enterprise and entrepreneurship is at the early stages of development.

Areas of Strength:

- Students' very positive attitudes and behaviour and excellent relationships with staff.
- Students' understanding and appreciation of Islamic values.

Areas for Improvement:

- Students' innovation and enterprise skills.
- Students taking initiative and volunteering within the school and the local community.
-



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable; it is good in secondary.• Most teachers have secure subject knowledge but their understanding of how students learn best is inconsistent, except in secondary. Lesson planning is consistent, with timed activities and resources identified to support learning. Lesson plans identify the different ability groups, but do not often identify the activities matched to the needs of the different groups. The classroom environment is often too small for the number of students, which limits the range and variety of learning opportunities for students.• Teacher and student interactions are positive. In some lessons, particularly in the younger age groups, the lack of established and consistently applied routines often creates a noisy environment, which slows progress. Questioning strategies are inconsistent. They are stronger in secondary where teachers require students to explain their answers and give their own solutions to problems. Extended dialogue between students is often encouraged through group activities in secondary but less so in the rest of the school.• Teaching strategies are inconsistent in providing learning activities matched to the identified needs of different groups of students. Critical thinking and problem-solving are seen in some secondary lessons but rarely in the other phases. There is little evidence of any innovation skills being taught across the school.				
Assessment	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school has consistent internal assessment procedures that provide appropriate measures of students' progress. The school's analysis and benchmarking of the data is inconsistent across the subjects. Diagnostic tests are used at the start of each year in all subjects to measure students' levels. Continuous assessments and unit tests provide further useful measures of progress.• ABT, CAT4, Checkpoint and IGCSE external tests and examinations provide useful benchmarks of students' attainment against national and international standards.• Assessment is rarely used effectively to match learning to students' identified needs.• Most teachers have reasonable knowledge of students' abilities. The marking of students' work is regular in mathematics and science but inconsistent in English and in the Arabic-medium subjects.				
Areas of Strength:				
<ul style="list-style-type: none">• Positive student and teacher interactions.				



- The use of a wide range of external tests to benchmark student progress against national and international standards.

Areas for Improvement:

- Greater consistency in the use of assessment for planning activities to ensure that activities in all lessons match the needs of groups of students of differing ability.
- The consistent application of routines in the younger age classes to ensure that activities always take place in a calm and orderly environment.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The curriculum is reasonably broad and balanced and aims to develop students' skills and knowledge. However, in lessons, the focus is more on knowledge acquisition rather than on skills development. The school complies with licensing and statutory requirements.• The curriculum progression meets the needs of students to prepare them for the next phase of their education.• Curricular choices are provided for older students targeted at developing the students' interests and aspirations. The school holds consultations with stakeholders to help in decisions regarding subject choices.• Cross-curricular links are planned for all subjects, but are not yet effective in lessons in facilitating students' transfer of learning. The school conducts regular reviews to ensure a broad provision in almost all subjects to ensure consistency and continuity.				
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The school makes adequate modifications to meet the needs of most groups of students. The curriculum is functional but lacks opportunities for students to have enriched experiences to strengthen their learning. Students have too few opportunities to engage in activities that promote enterprise, innovation, creativity and social contributions across the curriculum. The curriculum is insufficiently adapted to provide clear opportunities targeting higher- and lower-attaining students.• Good learning experiences are integrated through most aspects of the curriculum which enable students to develop a good understanding of the UAE's values, culture and society.• Assembly programmes, trips and local visits are planned to broaden students' understanding of UAE culture and society.				
Areas of Strength:				
<ul style="list-style-type: none">• The review and ongoing development of the curriculum.• Links with, and understanding about, the culture and traditions of the UAE.				
Areas for Improvement:				
<ul style="list-style-type: none">• Modifications to the curriculum to support all groups of students.• Opportunities for innovation and enterprise.•				



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

Indicators:	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection /safeguarding	Good	Good	Good	Good
<ul style="list-style-type: none">The protection, care, guidance and support of students is good overall. All staff know how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns to the nominated members of staff for child protection. The school clearly communicates its policies and procedures to staff, parents and students, including those for protecting students from bullying and potential dangers of the internet and social media. Policies are reviewed regularly, and all staff receive frequent training about updates or changes.The school conducts thorough checks to ensure that any risks are swiftly addressed. Students are always properly supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.Any incidents affecting students' health, safety or well-being are systematically logged and stored securely along with detail of any resultant action taken.The learning environment supports students' learning adequately. Classrooms are cramped and this places constraints on the learning of the students. The school is clean and well-maintained.The school regards the promotion of healthy living as an important part of its provision. The curriculum content of some programmes, such as Personal, Social and Health Education (PSHE), includes references to healthy lifestyles such as aspects of diet and exercise. Food brought by students is checked to ensure they have made healthy choices for their lunchboxes. Appropriate measures are taken to provide protection from the sun.				
Care and support	Good	Good	Good	Good
<ul style="list-style-type: none">Relationships between students and staff are very good, consequently, behaviour is very good. The school has very rigorous procedures in place to promote attendance. Consequently, overall attendance is outstanding.Students with special educational needs (SEND) are identified and have IEPs in place. Their progress is monitored to ensure their progress is as good as possible. However, there is insufficient support for gifted and talented (G&T) and SEND students through revised curriculum provision and appropriate intervention programmes.				



- The personal support systems for all students ensure all receive personal and academic guidance. Staff provide secondary students with good quality personalised advice and guidance about career choices and higher education pathways.

Areas of Strength:

- Staff-student relationships and behaviour management.
- The school's effective communication of its health and safety policies to all stakeholders.

Areas for Improvement:

- The cramped classroom environments.
- Support for G&T and SEND students.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- The overall quality of leadership and management is acceptable.
- Leaders, including the principal, vice principal and members of the senior leadership team set a clear and inclusive direction. They are successful in providing a positive learning culture so that students are happy and become enthusiastic learners.
- Relationships and communication are strong so that all members of the school community feel valued.
- Teamwork has now been successfully established within the leadership team but there remains insufficient clarity as to how some of the barriers to improvement can be addressed.
- Leaders have received a significant amount of training recently. They realise the importance of following through on this training to support staff with introducing a full range of strategies to ensure that lessons precisely cater for the needs of different groups of students. However, greater focus is needed on training middle leaders to help staff in the younger age classes introduce systematic classroom routines so all activities take place in a calm and orderly manner which enhances the learning atmosphere and reduces the need for teachers to constantly talk loudly.
- Self-evaluation is acceptable and staff teams have worked hard to evaluate the quality of provision across the school. However, the self-evaluation document is not sufficiently succinct and consistent and contains a few areas where there are mismatches in the judgements. It is not completely clear that the self-evaluation is efficiently informing the school improvement planning process.
- Clear systems exist to monitor the quality of lessons. However, there is insufficient focus on evaluating the attainment of students during the lessons.
- The school has a suitably prioritised and costed improvement plan that contains clear recommendations. However, it does not sufficiently focus on what is needed to improve specific weaknesses in students' skills, knowledge and understanding.



- The school has established a very strong partnership with parents. Very good systems are in place to communicate with parents and to report to them about their children's progress. The school is aware of the need to develop more international partnerships with other schools and organisations in order to strengthen students' understanding of their roles as global citizens.
- Governors work well to support senior leaders and staff and know the school well through frequent onsite visits and close liaison with the principal and staff. They are aware of the need to create sub-committees to help increase the efficiency of their various roles and responsibilities.
- The school runs very efficiently on a day-to-day basis. Classrooms across the school are small and often very cramped making it difficult for more extensive practical activities. Sports activities and some play centre activities are very restricted due to the lack of space but staff make the very best of the available facilities.

Areas of Strength:

- The positive culture for learning created across the school by the principal and vice principal.
- The strong partnership established with the parents.

Areas for Improvement:

- Provision for leaders to follow through on all recent training.
- The consistency of the presentation of areas within the school self-evaluation.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The school has fifteen Arabic teachers. Four teach Arabic as a first language, four teach Arabic as an additional language, three teach Islamic education to native Arabic speakers and three teach Islamic education to non-native Arabic speakers. In addition, two teachers teach social studies to native Arabic-speaking students and two teach social studies to non-native Arabic speakers. The overall ratio of students to teachers in the Arabic department is 31:1.
- The school has 1100 Arabic library books comprising 20 reference books, 191 non-fiction books, 679 fiction books, and 270 new arrivals currently being checked in.
- All classes have regular library periods when students are able to exchange books. In addition, the school has online book resources with a choice of 600 books currently available.
- Reading is intensively promoted during the annual 'Arabic Week.' Across the school, one day a week is a 'reading focus' day. The school does not currently run extra-curricular activities for reading.

The school's use of external benchmarking data

- The school provides CAT 4 (97% of students), GL progress tests (99%), PISA (95%), TIMSS (66%) and PIRLS examinations (100%). The school is an accredited centre for IGCSE examinations (100% of students) and carries out the Cambridge Checkpoint tests (99%).
- The school provides regular information to parents regarding examinations. It has a full National Agenda Programme (NAP) action plan to guide the activities. For example, meetings with students and parents are scheduled to provide orientation and preparation in advance of the examinations. Students are given regular examination familiarisation work with practice exam questions. Following preparation tests, there are regular follow-up meetings and discussions with parents about the progress being made by their children. As part of this follow-up, the school runs extra remedial and booster classes for students. Clear targets are set for the examinations; for example, the school is fully aware of its PISA and TIMSS targets for mathematics and science.
- The school shares and discusses all of the examination reports and information with students and parents. Students are aware of future targets set for them.

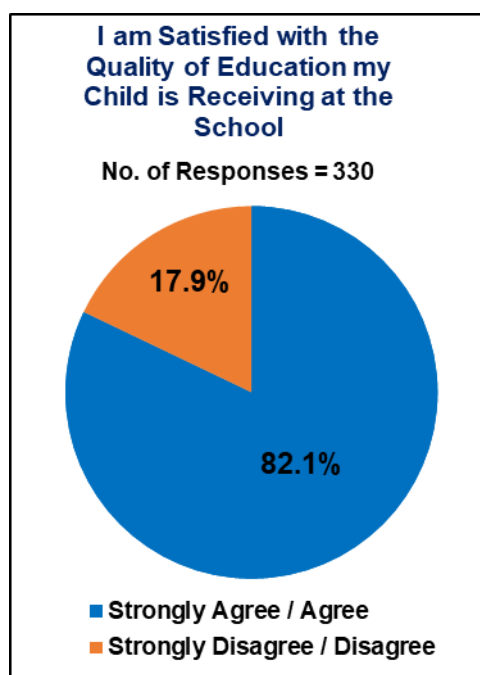
Provision for KG

- 99 children in four EYFS classrooms are taught by four teachers along with a teacher to provide Arabic instruction. There is a limit of 25 children per class. The teacher-to-child ratio is 1:20.
- Classrooms are small. Space restrictions mean that it is not possible for the school to organise play/activity centres within the rooms. The EYFS section has one 'Green Room' area with large climbing apparatus and slides.
- The school has clearly defined induction processes for children joining the school. Children are invited into school with their parents to meet with staff. Staff provide parents with information about the curriculum and methods of teaching used in the school. Once children are in school, monthly EYFS newsletters are sent to parents summarising all activities that have taken place and providing information for forthcoming activities.



- Children are regularly assessed in all areas of EYFS programmes of work. Towards the end of the academic year, EYFS staff share these assessments with Year 1 teachers to check children's readiness to move on to the next stage. Very occasionally, and, as sanctioned by SPEA, individuals who are struggling have the opportunity to repeat the year in EYFS.

VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement by:
 - ensuring that all lessons in all phases consistently provide opportunities for students to discuss and expand their ideas and understanding
 - reviewing lesson planning to ensure students have a full range of opportunities to produce extended pieces of writing and to improve their reading skills in English and Arabic
 - ensuring students have sufficient opportunities to gain a full understanding of number operations in mathematics in the primary phase and improve their problem-solving skills in mathematics in the middle phase
 - ensuring students have a full range of opportunities to develop their scientific investigation skills using the scientific method, particularly in EYFS, primary and middle phases
 - reviewing lesson planning to ensure all students have a full range of opportunities to develop their conversation and writing skills in French
 - providing opportunities for students to acquire an age-appropriate wide range of skills in art
 - providing opportunities for students to acquire in-depth knowledge and understanding about the main themes in moral education



- reviewing lesson planning to ensure that students consistently have opportunities to develop their innovation, creative and critical thinking skills across the school.
- Improve the quality and consistency of teaching by:
 - ensuring that all teachers, especially in EYFS, primary and middle phases provide activities in lessons that precisely meet the needs of groups of students of differing ability
 - improving the school's overall provision for teaching and encouraging students to read in English and Arabic
 - providing opportunities for teachers to observe best practice
 - further developing procedures to monitor lessons and feeding back to teachers about how they can improve
 - ensuring full consistency in the use of assessment for planning activities matched to students' identified needs.
- Adapt the curriculum to ensure activities provided match the needs of all groups of students by:
 - reviewing the current curriculum content and ensuring it provides activities that challenge higher-attaining and gifted and talented students and support the progress of lower-attaining students
 - monitoring all curriculum adaptations to ensure these are fully implemented.
- Fully implement current plans for middle leaders to support staff with introducing a full range of strategies to ensure that lessons precisely cater for the needs of different groups of students.

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

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

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

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