



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

Gems Millennium School

17-20 October, 2022

Overall Effectiveness

Outstanding



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	198	
	School location	Muweilah	
	Establishment date	5/23/2010	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	CBSE	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	CBSE, PISA, TIMSS, PIRLS, CAT4, ASSET, PASS, EMSAT, NGRT, IBT - Arabic	
	Fee range	10,800 - 20,700	
	Staff	Principal	Ms. Teresa Varman
		Chair of Board of Governors	Mr. Jonathan Bramley
Total number of teachers		128	
Total number of teaching assistants		26	
Turnover rate		9.3%	
Main nationality of teachers		Indian	
Students	Teacher: student ratio	1:17	
	Total number of students	2238	
	Number of Emirati students	0	
	KG: number and gender	B 261 G 217	
	Primary: number and gender	B 451 G 351	
	Middle: number and gender	B 353 G 254	
	High: number and gender	B 185 G 158	
	Nationality groups	1. Indian 2. Pakistani	
	Total number of students with special educational needs	103	

PROGRESS JOURNEY

Previous Inspection:	Current Review:
GOOD	OUTSTANDING



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 180 lesson observations, 71 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Outstanding. This is a significant improvement since the previous review in May 2019. Students' achievements are very good in Arabic-medium subjects and outstanding in English-medium subjects. Teaching is outstanding overall; teachers make very effective use of questioning and assessment. The curriculum is highly modified, and the school is inclusive of all students. Strong leadership has resulted in highly accurate self-evaluation and improvement planning. The learning environment is exceptionally well developed, with plentiful specialist resources, including the availability of learning technologies for teachers and students.

KEY AREAS OF STRENGTH:

- Students' achievement in English-medium subjects.
- Students' appreciation of the role and values of Islam in UAE society.
- Students' very effective use of technology and learning skills.
- Teaching strategies and creative lesson planning which are successfully embedded across the school.
- Teachers' effective use of extensive assessment data and analysis to inform curriculum and students' progress.
- The planning of innovative cross-curricular links.
- Opportunities for an extensive choice of subjects to enhance all students' learning, including those with SEN.
- The provision of an excellent physical environment that meets the students' learning needs.
- Students' exemplary behaviour and attitudes to learning, and their relationships with staff.
- Leaders at all levels demonstrate comprehensive knowledge of the curriculum and best practices in teaching, learning and assessment
- School leaders strive for sustained school improvement.
- The governing board systematically and very effectively monitors the school's performance, and students' achievements and personal development.

KEY AREAS FOR IMPROVEMENT:

- Students' achievement in Arabic language, particularly in extended writing skills.
- Students' achievement in Islamic Education particularly in Tajweed (reciting) skills.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Outstanding

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is very good overall. Their attainment is very good in primary, middle, and high. In lessons and in their work, the large majority of students make more than the expected progress in all phases. This does not match with the school's internal data which shows all students make outstanding progress across the school.• Internal assessment data for the primary, middle and high phases show attainment as outstanding, including in Grade 12. This is not seen in lessons and in students' work where attainment overall is very good.• Students make very good progress overall. In primary, students demonstrate very good recitation and reading skills. They can infer wisdom behind performing salat. They understand the ties of kinship. In middle and high, students develop very good skills in reading Hadith. They understand the rules of travel and sick prayer. They are aware of health principles and human development. They also understand Al-Shora in Islam and are fully aware of respecting others. In middle and high, students' extended recitation skills are marginally less well-developed.• Overall, the large majority of groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' understanding of Islamic values and principles.• Students' understanding of humanity and universe.• Students' understanding of identity and faith.	<ul style="list-style-type: none">• Students' extended recitation of the Holy Qur'an (Tajweed).



Arabic	<ul style="list-style-type: none">Students' achievement in Arabic language is very good overall. Attainment is good in primary and very good in middle and high. Progress is very good across all phases. In lessons and in their work, the large majority of students make more than the expected progress.External assessment data for the primary was not available. For middle and high, attainment was judged to be very good by the school. This matches well with what is seen in lessons and in students' books.Students make very good progress overall. In primary, students develop very good listening, speaking and reading skills. The large majority of students can read words and sentences which include new key words and infer their meaning. In middle, the large majority of students use grammar well; they speak with intonation confidently in short and long discussion using familiar phrases. However, a minority of students only demonstrate basic speaking skills. In high, students develop very good skills in listening, speaking and reading, they can choose the appropriate vocabulary and grammar when describing male, female, single, dual and plural. However, writing skills of the minority of students are less well developed.Overall, most groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">Students' listening, speaking and reading skills.Students understanding of grammar.	<ul style="list-style-type: none">A minority of primary students' speaking skills.Students' extended writing skills in high.

Social Studies	<ul style="list-style-type: none">Students' achievement in social studies is outstanding overall. Their attainment is very good in middle and outstanding in primary and high. In lessons and in their work, most students make better than expected progress. The school's tracking system for attainment and progress supports the results.Internal assessment data for all phases indicates that attainment is outstanding, and this was found to be the case in primary and high. In middle, attainment was seen to be very good.Students' progress is outstanding overall. In primary, students can describe the meaning of producers and consumers and give in-depth examples of how these are linked to their own experiences. In middle, students can describe the climate of Central Asia and compare Central Asian countries with the UAE, for example their area, population and resources. In high, students can explain ADNOC work and its value in the economy. Students can summarize the development of the company and analyse the impact, and what the future can be for it.Overall, all groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement



	<ul style="list-style-type: none"> Students' depth of knowledge of current affairs in UAE. Students' achievement and progress in phase 2 and phase 4. Students' achievement in CBSE social studies examinations. 	<ul style="list-style-type: none"> The minority of middle phase students' greater knowledge of UAE social studies curriculum content.
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English	<ul style="list-style-type: none"> Students' achievement in English is outstanding in all phases of the school. The school's internal data show all students make outstanding progress over time, which matches what is seen in lessons and students' work. Internal assessment data show attainment as outstanding in all phases, as does external Asset data. Students' attainment in Grade 10 and Grade 12 CBSE examinations is outstanding. Overall, most students attain above curriculum standards, as seen in lessons and in their books. In KG, children develop their understanding of phonics quickly. They use this knowledge to support their early reading skills, and also learn 'tricky words' so that they quickly develop fluent reading skills. KG children are confident speakers, using a wide range of vocabulary. Primary students build rapidly on the firm foundations learned in KG. They are very articulate, expressing their ideas and opinions clearly. They gain skills to read and comprehend increasingly complex texts. They develop stamina for writing, producing imaginative work with accurate spelling and punctuation. Middle students develop extensive vocabulary, and this supports their confident public speaking and their expansive writing. High students become highly adept at critically analysing a range of different texts. For example, they can justify, using convincing arguments, the impact of writing devices such as sub-plot and characterisation. Occasionally, in all phases, slight grammar errors are made when writing. In all phases, all groups of students make better than expected progress. There is no significant variation for any particular group. 	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none"> Children's and younger students' understanding of phonics and their skills to read and comprehend. Older students' skills to speak and write using a wide range of vocabulary and their ability to critically analyse texts. 	<ul style="list-style-type: none"> Fully accurate use of grammar conventions, and careful self-review and correction of written work.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is outstanding across all phases. The school's internal assessment information indicates that a large majority of students attain levels that are above curriculum standards and are making better than expected progress.• External assessment data for the previous three academic years indicates that, in external examinations, a large majority of students attain levels that are above national and international standards. Data shows outstanding attainment across primary and very good attainment across middle and high. There are no external exams in KG. However, in lessons most students' attainment was seen to be above the curriculum expectation.• In lessons, most students make better than expected progress. In KG, children can confidently count and identify and name 3-D shapes. In primary, students develop sound number manipulation skills and use these to solve real life problems for example how much will it cost to buy multiple pieces of software. However, primary students' mental mathematics skills are marginally less well developed. In middle, students develop skills in algebra and number relationships, and use these skills effectively, for example when investigating energy saving. In high, students quickly develop mathematical thinking skills, for example when formulating the steps to solve given linear equations and they can explain fluently linear equations and their proposed solutions.• Overall, all groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">• Students' ability to apply real-life context to their learning in space and shape.• Students' skills to communicate technical vocabulary when explaining steps in formula.	<ul style="list-style-type: none">• Primary students' mental mathematics skills.



Science	<ul style="list-style-type: none">Students' achievement in science is outstanding across all phases. The school's internal assessment information indicates that a large majority of students attain levels that are above curriculum standards and are making better than expected progress. During the review, it was seen that students' attainment and progress are now consistently outstanding.External assessment data for the previous three academic years indicates a rising trend in students' attainment from very good towards outstanding.In lessons, most students make better than expected progress. In KG, children learn confidently about the world, for example they can identify and name Jungle animals and describe their adaptation to the environment. In primary, students quickly develop scientific understanding for example about friction and gravity. They can relate this knowledge to observable phenomena such as falling objects. In middle, students' investigation and laboratory skills develop well, for example when they conduct carefully controlled experiments using plane mirrors. At times, a minority of students are less confident in using correct scientific vocabulary in primary and middle. In high, students continue to develop high levels of competency in laboratory work, including drawing conclusion and communicating ideas; for example, when they extract DNA from a fruit and compare these to human DNA.Overall, all groups of students make better than expected progress.	
	Areas of Strength	Areas of Improvement
	<ul style="list-style-type: none">Children's interpretation of the world.Primary and middle students' knowledge of facts and theory.High students' skills to apply science knowledge and to communicate ideas.	<ul style="list-style-type: none">Primary and middle students' scientific vocabulary skills.



Other subjects	<ul style="list-style-type: none">• In the wide range of other subjects taught at the school, students make outstanding progress overall, in all phases.• In music, KG children learn quickly a wide variety of songs and rhymes, and the actions that go with them. They show great enjoyment and high levels of participation, for example when they take part in the weekly community singing activity in the KG corridors. Older students learn how to play a wide range of instruments including drums, keyboards and guitars. Students are adept at playing traditional instruments.• Students' athletics skills develop quickly in PE, and they develop proficient skills in strategic game play. For example, they understand concepts of drill and practice in order to achieve mastery of important techniques in a range of different sports.• In art, students develop a wide range of traditional and digital art skills. Students develop high levels of art and multimedia production skills.• In French, younger students make outstanding progress learning to identify the difference between the definite and indefinite article. Older students make outstanding progress when applying conjugation rules when learning about the recent past tense.• Older students achieve high levels of success in external examinations in nearly all the other subjects. Their attainment in applied mathematics is less successful overall.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Students' overall achievement in the wide variety of other subjects offered by the school.• Students' high levels of attainment in external examinations.	<ul style="list-style-type: none">• Students' achievement in applied mathematics.



Learning Skills	<ul style="list-style-type: none">• Students' independent learning skills are outstanding. Students collaborate very effectively in a wide range of learning situations and communicate their learning very clearly. Students are independent learners and are highly aware of their personal attainment and progress. Students of all ages can confidently make decisions about how to improve their academic and personal achievements.• Students consistently make meaningful connections between areas of learning, such as when creating presentations and multimedia, and use these to deepen their understanding of the world. They make regular links between their learning and the UAE and wider-world contexts. Students' skills to communicate ideas in the Arabic language are marginally less well developed.• Students can use a wide range of technology resources, for example, Sphero robots and Lego, and they can code using a variety of high-level languages, such as Python.• Students are innovative and enterprising. They use computers and hand-held devices proficiently, competently and independently to research and to find things out for themselves.	
	Areas of Strengths	Areas of Improvements
	<ul style="list-style-type: none">• Students' independence and their confidence to make decisions.• Students' skills to collaborate and to make meaningful connections between areas of learning and the world.• Students' confidence to be innovative and enterprising, and to use technologies.	<ul style="list-style-type: none">• A minority of students' skills to communicate ideas and their learning in the Arabic language.



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

Indicators:	KG	Primary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students' personal and social development and innovation skills are outstanding across the school. Students' attitudes toward learning and their self-esteem as observed in lessons are outstanding. Students' behaviour is nearly always exemplary. They show very positive attitudes toward one another and have highly productive learning relationships with their teachers and other adults.Students contribute significantly to the very positive learning environment through their diligent and enthusiastic approach to their studies. They have a thorough knowledge of how to stay safe and healthy; they have a clear understanding of healthy and unhealthy foods and lifestyle choices.Attendance is very good at 96% and students are punctual when arriving to school.				
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students' appreciation of the role and values of Islam in UAE society is outstanding. They have high levels of respect for the heritage and the culture of the UAE. For example, students are knowledgeable about the heritage and history of unions in the UAE and the culture of the UAE such as traditional clothes.Students often initiate, plan and lead events to celebrate the UAE. They participate willingly and enthusiastically in UAE cultural events,Students are very aware of different cultures around the world and can compare and contrast between different cultures.				
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Students of all ages regularly lead and take part in initiatives to support the local wider community. For example, students fundraise in the local community and make contributions to a variety of charities, locally and internationally.Students' work ethic and their positive attitudes contribute significantly to the highly effective learning environment. They are innovative and enterprising in how they approach their studies.				



- Students regularly lead and take part in initiatives to support the environment. For example, they take leadership roles to keep the school free of litter and they regularly contribute to school developing displays around the school.

Areas of Strength:

- Students' attitudes toward learning and their self-esteem.
- Students' behaviour and their respect for each other and for teachers and other adults.
- Students' appreciation of the role and values of Islam in UAE society

Areas for Improvement:

- Students' attendance levels so that they become outstanding.



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Teaching and assessment in the English-medium subjects and social studies is outstanding across all phases. Teaching is very good in Arabic-medium subjects overall.Teachers expertly apply their knowledge of their subjects and how students learn them. This is seen in the innovative and creative lessons provided, for example in KG phonics where the systematic approach used by teachers provides a foundation for students' literacy skills moving through the grades. Occasionally, a minority of students' needs in Arabic-medium subjects are not fully met.Teachers plan imaginative lessons and provide inspiring learning environments to challenge students to exceed expectations, for example in primary where students investigate static electricity and balloon levitation, and middle where students collaborate to investigate sustainable energy.Teachers use effective questioning to challenge students' thinking and promote insightful responses. They carefully select students to answer questions and encourage students to build upon their peers' contributions to develop extensive answers.Teachers make use of successful strategies that meet the individual needs of students, and these are embedded in lessons across the school. Teachers are highly successful in encouraging students to think critically, and they regularly incorporate problem-solving activities to promote students' innovation skills; for example, in the many innovation rooms in the school.				
Assessment	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">Internal assessment processes are consistent and well developed. Teachers and leaders routinely analyse all assessment outcomes and link these to the school's curriculum standards to measure students' development. Assessment procedures accurately identify the strengths and areas for improvement of individual students, and teachers make highly effective use of assessment outcomes to plan outstanding lessons.The school goes well beyond the minimum requirements for external benchmarking. External assessments applied in nearly all grades and are mapped to the curriculum standards and used to moderate teachers' assessments. As a result, external benchmarking contributes well to the accuracy of the school's assessment processes. Internal Arabic-medium examinations are set internally and moderated by other GEMS schools for challenge and standard levels, and KG children are assessed against the 'Early Learning Goals' based on the EYFS framework which is adapted to suit the expectations of the UAE.				



- Teachers use multiple approaches when assessing students including using assessment-for-learning questions, the 'Learning Journey' and exit tickets. Teachers have high expectations for the achievement of all groups of students and adapt the curriculum and tasks to meet students' needs. Teaching is highly inclusive. It is supportive of SEN students and provides high levels of challenge for gifted and talented students.
- Students' work is marked frequently, and students are provided constructive feedback. Teachers encourage and support students to reflect on their learning and make self-corrections.

Areas of Strength:

- Consistently well-planned lessons which provide high levels of challenge for all students.
- Assessment systems which are consistent and embedded into all phases.
- The analysis of assessment data and its effective use to improve students' outcomes.

Areas for Improvement:

- Teaching to fully meet the needs of all students in Arabic-medium subjects.



PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• The curriculum is effectively planned to provide stimulating experiential and hands-on learning opportunities for all groups of students across all phases. The curriculum is accredited by CBSE and is organised so that the full CBSE scope and sequence is delivered. In addition, the curriculum is enhanced so that there are frequent links made to the UAE context.• Students are very well-prepared for each stage of their school life and life beyond school. The curriculum is enriched and modified to ensure full engagement and challenge for students of all abilities, including students with special educational needs, gifted and talented students and KG children.• A wide range of subject choices in the high phase provides students with many options to suit their interests and career aspirations. Successful and meaningful cross-curricular links are embedded into the curriculum, such as the integration of technology into subjects and the whole-school approach to supporting students' English language skills. As a result, students gain a well-round development.• The curriculum is reviewed frequently against students' attainment levels and against UAE national priorities. The curriculum fully supports the UAE National Agenda and effectively supports students' achievement in international benchmarking tests, for example through referencing test material and practising test questions.				
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• Teachers are adept at modifying the curriculum and lesson plans, including during lessons, in response to students' needs. They systematically re-teach if necessary and move through the curriculum more quickly if students are secure in their knowledge and skills. As a result, all groups of students are very well supported. Modification strategies are marginally less successful in Arabic-medium Subjects, for example in supporting lower-attaining students' Arabic speaking and writing skills.• Students have many opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. The extensive range of after-school clubs are very well attended and provide students with opportunities to further their interests in sports, arts, crafts, music and opportunities to gain more teaching in the core subjects. A wide range of social, cultural, scientific and athletic extra-curricular activities across all phases allows students to extend and develop their skills.				



- Students' understanding and appreciation of UAE society and Emirati culture is effectively supported through the scope and sequence of the curriculum which has been enhanced and modified to make frequent links to the local and national community.

Areas of Strength:

- The design, delivery and modification of the curriculum.
- The extensive links the curriculum makes to the UAE.
- The extensive range of extra-curricular choices.

Areas for Improvement:

- Curriculum and lesson modification strategies in Arabic-medium subjects



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

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection /safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• The school has rigorous procedures, policies and risk analysis processes to ensure the safeguarding of students. These include clear and well-communicated policies about child protection, bullying and cyber-bullying. Parents are informed through regular sharing of policies and procedures. The outstanding relationships between school staff and students ensure that students feel safe when at school. The student support body is effective in communicating care and safeguarding messages to students.• The school consistently provides a fully safe, hygienic and secure environment for students and staff. Safety checks are frequent and rigorous. Supervision of students is effective at all times.• The building, premises and equipment are maintained in excellent condition and are fully inclusive of all students' needs. The school maintains very detailed and secure records, including records of incidents and subsequent actions.• Students receive effective information about how to lead safe and healthy lifestyles including personal health checks. As a result, students make healthy choices consistently and understand their personal responsibilities.				
Care and support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none">• The staff know their students' individual needs in detail. They have very positive relationships with all students. Systems and procedures for managing students' behaviour are highly effective. As a result, there is very little disruption to learning during lessons. Occasionally teachers need to remind younger boys of the need to settle down, or not to run in the corridors.• The school's approach to promoting attendance and punctuality is rigorous and successful, although attendance is not yet outstanding. Systems, including follow-up of unauthorized absences and lateness, are very efficient and effective. Parents are notified promptly of any concerns about individual students.• The school has effective systems to identify students with special educational needs and those who are higher attaining, and gifted and talented. The school has well-trained specialist staff who are able to diagnose students' additional needs accurately and communicate these needs efficiently to teachers and others. Identification leads to highly successful intervention and support in classrooms and in specialist provision. The quality of support enables most students to make their best personal and academic progress.• Students are exceptionally well guided and supported in their academic and personal development. Students are encouraged and supported to peer- and self-review their own				



development and to identify and take responsibility for making improvements themselves. For seniors, the school is proactive in providing personalised advice and guidance about career choices and higher education pathways. This includes the alumni programme which connects students to previous students to gain support and advice.

Areas of Strength:

- Care, welfare, and the safeguarding of students.
- Provision for, and promotion of, safe and healthy lifestyles.
- The identification and support of students with special educational needs, and those who are gifted and/or talented.
- Guidance and support for all students.

Areas for Improvement:

- Reinforcement of the schools' expectations for the behaviour of younger boys.



PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

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

- School leaders are fully committed to the UAE national and Emirate priorities. They have established a fully inclusive school. Senior leadership is characterised by setting and communicating high expectations for the quality of provision and the achievement of students. Leaders at all levels demonstrate comprehensive knowledge of the curriculum and best practices in teaching, learning and assessment. Relationships and communication with all stakeholders are consistently professional and highly effective. Leaders have ensured that all the recommendations from the previous inspection have been implemented and they have made further improvements based on their own analysis.
- Leaders at all levels demonstrate a very clear and accurate understanding of what needs to be done to innovate and improve the school. They ensure that all staff members are fully involved in the systematic and rigorous self-evaluation cycle and improvement planning. Self-evaluation and improvement planning is very effectively supported by the extensive systems and procedures for the use of attainment data from internal and external tests. As a result, improvement planning has led to significant improvements over time.
- The school's highly effective communication with parents ensures parents are consistently well informed about their children's learning, progress, achievements and developments. The school encourages parents to be partners in their children's education and provides a substantial amount of help and guidance to parents.
- The governing board systematically and very effectively monitors the school's performance. This includes the achievement and personal development of all students. The board has effective methods by which to gather and understand stakeholder views. It effectively holds leaders to account and exerts a positive influence towards supporting school improvement and maintaining high levels of provision.
- The school is very well run on a day-to-day basis and provides an outstanding physical learning environment that meets the learning needs of all students. School staff are well qualified and deployed effectively. Leaders recognise the need for supporting staff to model Tajweed (reciting)



skills or to employ specialist staff for this. The school is exceptionally well resourced. For example, there are science labs, technology labs, innovation labs, Kindergarten sensory and play areas, a swimming pool, indoor and outdoor sports grounds, gardens and an auditorium. All classrooms are provided with an extensive range of electronic resources which support excellent teaching and learning.

Areas of Strength:

- Senior leaders, who are highly effective and knowledge of their school.
- The school's systematic and rigorous self-evaluation and improvement planning processes.
- The school highly stimulating learning environment and well-developed resources.

Areas for Improvement:

- The development of staff Tajweed skills or the availability of staff to model this more successfully.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The Arabic team has 8 teachers for Arabic classes from Grade 1 to Grade 9. Every teacher is deployed for 24 to 28 sessions weekly.
- In both the secondary and primary library, there are different and varied sources for the Arabic language, including fiction, non-fiction and story books. The libraries have an extensive range of scientific and literary books and stories that suit the different stages of learners. The libraries are well-stocked with different levels of Arabic books for example, phonics books, intermediate level and expert reader level. There is a wide range of multimedia resources including audio, visual and tactile games for students to learn the Arabic language. There are two Arabic library classes per month for boys and girls.
- Classrooms are stocked with Arabic-medium texts which are used to support students' independent reading and guided reading. The school has a range of electronic Arabic reading resources including using 'I start Arabic' which supports students' reading and comprehension and provides a monitoring process to review students' development in reading skills. The platform also has been used to serve the reading challenge.
- Extra-curricular activities to support Arabic language include quizzes, near pod, ballet, and Kahoot. There are high levels of participation in whole-school competitions and with other schools in the UAE. These include Arabic calligraphy, anthem, poetry, story writing and recitation. Younger students benefit from kinaesthetic activity tables in each grade in primary which are differentiated to the levels of students' ability and communicate clear Arabic language learning objectives.
- Students can attend extra classes in Arabic language, which include specific focus on developing the four skills of listening, speaking, reading and writing. The TAG hour classes for students are effective in support students' language skills, particularly those who have recently joined the school.

The school's use of external benchmarking data

- The school meets the registration requirements for the National Agenda Parameter with 100% of students, including SEN, taking the required assessments, international tests and examinations. The school participates in CBSE Board Examinations for Grade 10 and 12 students, ASSET, CAT4, TIMSS, PISA.
- Students are well-prepared for benchmarking exams and tests. The school uses a range of tradition examination preparation methods and innovative online methods as follows:
 - a. Arabic language – I start Arabic (an e-resource to track progress)
 - b. English language - Reading A to Z (KG to Grade 4), Achieve 3000 (Grades 5 to 8), Mindspark (Grade 9 and 10) and Read Theory (Grade 11 and 12).
 - c. Mathematics - Mindspark (Grade 1 to 10), Tabbie Math (Grade 3 to 12), Geogebra, and Desmos
 - d. Science - Gizmos, Merge Cube, VR, PHET Simulation, Creya; and Decode AI.
- Kindergarten and Grade 1 children are prepared for external examinations in the future through the school's Seesaw software. The school also makes use of ASSET Question-a-day, and TIMSS and PISA-type questions are included in worksheets and assessments to prepare students for benchmarking assessments.



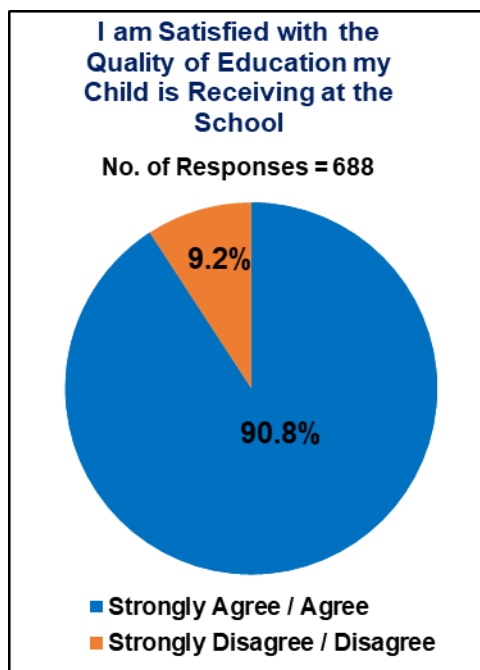
- CAT4, ASSET and DA reports are shared with parents and the findings are explained during one-on-one sessions with parents and students. The school's performance in N.A.P benchmark tests, TIMSS and PISA/PBTS are shared with parents through newsletters and other sources of information.

Provision for KG

- The adult: child ratio in KG is 1:8. Each class has a teacher, a teaching assistant and a support staff. SEN students at level 3 have a learning support assistant.
- Kindergarten classrooms are equipped with a wide range of resources to support learning and sensory development. Samples of student work on displays are colour coded as per their abilities and show a very good progression of work. The KG section has several creatively designed learning spaces to stimulate children to explore and be independent learners. The 'Corridor Free Flow' activities are set up to provide literacy, mathematics, understanding of the world and problem-solving activities.
- The FABLAB provides excellent provision for STREAM integrated lessons. The Imaginarium room is creatively designed for all areas of children's learning and development. The section has three play areas with different equipment that helps physical development. The Traffic Park provides real-life experiences to learn about road safety. Teachers establish strong cross-curricular links in literacy and numeracy, and provide visual, kinaesthetic and auditory experiences to all children.
- An orientation session is conducted for Pre-K, KG1 and KG2 to inform parents about the academic and co-curricular activities. Induction sessions are conducted throughout the year when a new child joins school. Towards the end of KG2, Grade 1 teachers and teaching assistants are invited to visit KG. Communication with parents is via circulars, orientation sessions, emails, phone calls, meetings, newsletters and social media.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement in Arabic language by:
 - supporting a minority of students' with less developed speaking skills to speak more extensively and to make wider use of Arabic vocabulary
 - encouraging the minority of students with less-developed writing skills to write more extensively, including for different audiences and purposes
 - make further adjustments to lesson plans and to the curriculum to support speaking and writing, for example through cross-curricular links.
- Improve students' achievement in Islamic education by:
 - more accurate teacher modelling of Tajweed recitations
 - further opportunities for students to practise Tajweed recitations
 - better peer and teacher feedback to help students understand how to make improvements to their recitations.



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.