هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme

School Performance Review (SPR) Report

NIBRAS AL IMAN PRIVATE SCHOOL

16 - 19 January 2023

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

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

THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:
- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:
- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance, and support of students, comprising:
- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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

Judgements

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

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

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

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

SCHOOL INFORMATION

School		
	School ID	133
	School location	Al Azra, Sharjah
	Establishment date	09/09/2012
	Language of instruction	English
	School curriculum	American
	Accreditation body	COGNIA (Advance ED)
	Examination Board	N/A
	National Agenda Benchmark Tests/ International assessment	MAP, NEWA
	Fee range	AED 9,000 to 20,000
Staff	Principal	Salma Eid
	Chair of Board of Governors	Said Hasham
	Total number of teachers	25
	Total number of teaching assistants	7
	Turnover rate	0%
	Main nationality of teachers	Egyptian
	Teacher: student ratio	1:13
Students	Total number of students	333
	Number of Emirati students	0
	KG: number and gender	Total 100: 42 Boys, 58 Girls
	Primary: number and gender	Total 165: 73 Boys, 92 Girls
	Middle: number and gender	Total 51: 51 Girls
	High: number and gender	Total 17: 17 Girls
	Nationality groups	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	13

PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
WEAK	**ACCEPTABLE**

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SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers', 109 lesson observations, of which 32 were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The school's overall effectiveness is Acceptable. This is an improvement since the previous full inspection in 2018. A new principal and senior and middle leadership teams have made considerable improvements across the school. Achievement in English, mathematics and science have all improved from weak to acceptable overall. Achievement in Arabic and Islamic education have remained acceptable overall. Students' personal development is good as there has been a strategic focus on students' social development. Teaching and assessment for learning has also had strategic focus and is acceptable. There is also an emphasis on improving outcomes in MAP growth assessments and preparing Grade 9 students for electives. With the appointment of a SENCO, the inclusive environment is well established. The learning environment is adequately developed although the school lacks ICT equipment.

KEY AREAS OF STRENGTH:
- The focus which the school leadership team and governors have placed on school improvement.
- The improvement in attainment and progress in key subjects in lessons.
- Internal assessment processes which are coherently planned.
- The positive attitude of students, based on Islamic values, which result in a safe environment in the school.
- The positive impact the new role of SENCO is having on creating an inclusive school.

KEY AREAS FOR IMPROVEMENT:
- Further improvement to students' attainment and progress in all subjects across the school.
- Teaching strategies which have a greater impact on students' learning.
- Engagement of all students and especially boys and those who are gifted and talented.
- The promotion of technology, enterprise, and innovation in lessons.

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable

Indicators:		KG	Primary	Middle	High
Islamic Education	**Attainment**	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Arabic (as a Second Language)	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
English	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Good	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Science	**Attainment**	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	N/A
	Progress	Acceptable	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Acceptable	Acceptable

Islamic Education	- Students' achievement in Islamic Education is acceptable overall. It is good in KG, and acceptable in Primary, Middle and High. In lessons and in their work, the majority of the KG children make good progress and most students in Primary, Middle and High make acceptable progress. - Internal assessment data for Primary, Middle, and High show attainment as outstanding. This is not seen in lessons or in students' books where a majority of KG children attain above curriculum standards, and most students in Primary, Middle and High are in line with curriculum standards. - KG children make good progress, whereas students in Primary, Middle and High make acceptable progress. KG children learn how to perform ablution and apply Islamic etiquettes well. Students in Primary develop a secure understanding of the overall meaning of the Holy Qur'anic verses but understanding the exact meanings of Holy Qur'anic words is less well developed. Students in Middle and High apply a range of recitation rules and infer the Prophet Muhammad's (PBUH) guidance from Noble Hadeeth adequately well. However, students' knowledge of Seerah is less well developed in all phases. - All groups of students make at least the expected progress. High achievers and gifted and talented (G&T) students do not progress as well as they could.

Areas of Strength	**Areas for Improvement**
- Knowledge and understanding of Islamic values and etiquettes in the KG. - Understanding of the overall meaning of assigned Holy Qur'anic verses and applying recitation rules and understanding of the Noble Hadeeth.	- Understanding the exact meanings of Holy Qur'anic words within verses in Primary. - Knowledge of Seerah in all phases.

Arabic	• Students' achievement in Arabic first language (AFL) and Arabic second language (ASL) is acceptable. In lessons and in their work, students make acceptable progress in all phases. This is not in line with the school's internal data which shows all students make outstanding progress across the school. • Internal assessment data for Primary, Middle and High show attainment as outstanding. This is not seen in lessons and in students' books where most students attain in line with curriculum standards. • AFL students in Primary develop secure comprehension skills. They listen, read and find out the main ideas in narrative and informational texts. Students in Middle and High learn a range of sentence patterns and vocabulary which help them communicate through connected sentences. Writing skills and fluency in speaking are less well developed in all phases. • ASL students in Primary, Middle and High develop secure comprehension skills. They learn to communicate in full sentences and extract information from level appropriate texts. Paragraph writing and fluency in speaking are less well-developed skills for students across all phases. • All groups of students make at least expected progress. High achievers and gifted and talented students do not progress as well as they can.

Areas of Strength	Areas for Improvement
• Listening and reading for comprehension, in both AFL and ASL across all phases. • Vocabulary and grammar in Primary and Middle phases.	• Fluency in speaking in AFL and ASL across all phases. • Extended writing in AFL and ASL across all phases.

Social Studies	• Students' achievement in social studies is acceptable in Primary, Middle and High. In lessons and in their work, most students make acceptable 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 shows attainment as outstanding. This is not seen in lessons or in students' books where most students attain in line with curriculum standards. • Most students make acceptable progress. Students in all phases demonstrate a secure understanding of UAE heritage and culture and national values, like tolerance. Primary students are able to identify the components of the government and the Supreme Council. Students in Middle gain a secure understanding of geography, for example when they learn the advantages of using technology such as GPS. Students in High can explain the causes and consequences of population growth in the Arab world. Students' ability to present and explain subject related concepts is less well developed in Primary and Middle. A few less able students in Middle are still behind their peers in their knowledge of Islamic history. • Overall, all groups of students make at least the expected progress. High achievers do not progress as well as they could.

Areas of Strength	**Areas for Improvement**
• Knowledge of UAE heritage and culture, and national values in all phases. • Understanding of the advantages of modern technological applications in geography.	• Presentation of subject related concepts in Primary and Middle phases. • Students' knowledge of Islamic history, in the Middle Phase.

English	- Students' achievement in English is acceptable overall. In lessons and students' work, most students make progress in line with the curriculum expectations. This does not match with the school's internal data which indicates outstanding progress. - Internal assessment data indicates students' attainment to be outstanding. However, external data from MAP indicates that progress is weak. In lessons and in their recent work, attainment was seen to be acceptable overall. - Most students make acceptable progress in reading, writing, speaking, and listening. In KG, children are making acceptable progress with initial sounds in phonics such as consonants. As they frequently practice oral skills, their speaking skills are developing well. Progress in writing in the Primary, particularly for boys is limited. However, reading is fully embedded into all textbook based lessons and is developing at an acceptable rate. In the Middle and High Phases, students speak with confidence, brought about through opportunities to speak publicly to others with increasingly wider vocabulary. Students' extended writing abilities are less well developed than other skills. - Overall, most groups of students make expected progress in English. Progress for a few lower achieving students is slower and limited by tasks which do not engage their interest.

	Areas of Strength	**Areas for Improvement**
	- Phonic development for children in KG. - Students' confidence in public speaking in the Middle and High Phase.	- Writing skills for boys in the Primary Phase. - Extended writing skills in all phases.

Mathematics	• Students' achievement in mathematics is acceptable overall. It is good in KG and High. In lessons and in their work, most students make acceptable progress overall. This does not fully match with the school's internal data which shows all students make at least good progress across the school. • External MAP data indicates that progress is weak in all phases. Internal assessment data indicates attainment is good. This is not seen in lessons and in students' books, except in KG and Grade 9. Overall, most students attain in line with curriculum standards. • Most students make acceptable progress overall. In KG, progress is good. For example, when children learn to recognise numbers and learn measurement vocabulary. Students in Primary develop acceptable calculation skills and they can recognise prime numbers confidently. However, students find manipulating composite numbers challenging. In Middle, students make acceptable progress in developing skills in algebra, but their use of mathematical language is less well developed. In High, students make good progress in developing their mathematical thinking skills. • Overall, most groups of students make expected progress. Boys in Primary Phase and lower achieving students do not progress as well as they could.

Areas of Strength	Areas for Improvement
• Progress in recognising numbers and in measuring for children in KG. • Mathematical thinking skills for students in High Phase.	• Students' use of mathematical language. • Students' skills with composite numbers.

Science	- Students' achievement in science is acceptable overall. It is good in High. Most students make acceptable progress overall. This is not reflected in the school's internal data which indicates that progress is outstanding in all phases. - MAP data for science indicates that progress is consistently weak overall. Internal data indicates that attainment is outstanding across all grades. This is not seen in lessons and in recent work where most students attain in line with curriculum standards. - Most students make acceptable progress in science. In KG, children make acceptable progress when learning about their bodies. For example, they can describe the five senses. In Primary, students made acceptable progress when learning about the world. For example, they can explain the seasons and identify seasonal weather. In Middle, students make adequate progress learning about science theory and facts. For example, they can identify rock formations and describe vegetable cells. Students' progress accelerates in High, and the majority develop a good knowledge of how science is linked to technology. Overall, Primary and Middle students' skills to design investigations to explore hypotheses, and their skills to write up experiments using the correct method and format are less well developed. - Most groups of students make progress in line with curriculum expectations. A few boys in Primary do not progress as well as girls, as they are not always fully engaged in the learning.

Areas of Strength	**Areas for Improvement**
- Students' knowledge of science facts and theory. - Students' knowledge of the application of science to the world.	- Designing practical experiments in Primary and Middle. - Writing up of scientific experiments in Middle.

Other subjects	• Students' achievement in other subjects is acceptable overall. Students make acceptable progress overall, although this is variable across the other subjects taught at the school. • Students' achievement in ICT is weak overall. Students' progress in Primary is below expectations and in the Middle Phase progress is in line with the expectations. Primary students lack age-appropriate knowledge of the uses of ICT equipment. For example, different types of mobile devices. Students in Middle make acceptable progress as they explored different types of networks. • Students' achievement in PE is good overall. They develop strength and mobility above expectations of curriculum standards. Students show considerable flexibility in the turns, jumps, and stretches they performed and when holding a gymnastic balance position. • Students' achievement in Art is acceptable. They can use an appropriate range of two-dimensional media to produce work which matches age-related expectations. KG and Primary students' motor skills develop satisfactorily, as they learn to control pencil marks within pre-drawn shapes. Older students can experiment with colour blends made from acrylic paint. However, students only make use of a relatively limited range of artistic mediums.

Areas of Strengths	Areas for Improvement
• Strength and mobility in exercise programmes in PE.	• Students' knowledge of different types of ICT devices. • Students' use of a greater range of mediums for artistic creativity.

Learning Skills	• Students' learning skills are acceptable overall. Most students have a positive attitude towards their learning and want to learn, especially in High. However, a few younger boys can be easily distracted. KG children are keen to engage with learning through play. • Primary students lack skills to collaborate effectively. For example, when working in groups, only a few Primary students complete the task while the rest are onlookers. Older students can effectively tackle tasks in groups, such as completing a graphic organiser together in science. They communicate more effectively and work well together. For example, when preparing a presentation in English on reading. • Students have adequate skills to link their learning to the world outside school. However, the links they make lack depth. Students make limited use of technology in lessons. However, they can research textbooks and have completed on-line research at home. Students' critical thinking and problem-solving skills require further development to enable them to independently use these skills.

	Areas of Strengths	Areas for Improvement
	• Students' positive attitude towards their learning. • Group work in High.	• Collaboration and communication skills in Primary. • Critical thinking and problem-solving skills across the school.

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

Indicators:	KG	Primary	Middle	High
Personal development	Good	Good	Good	Good

- Students' personal and social development is good overall. Students' understanding of Emirati culture is good, and in assemblies they frequently celebrate Islamic values.
- Students demonstrate positive attitudes and are helpful to others. They generally respond well to critical feedback. Students display good behaviour and self-discipline, and incidents of bullying are very rare. There are strong relationships between students and teachers, and leadership opportunities in assembly help students to develop confidently.
- Students have a good understanding of healthy eating and maintain active lifestyles. They take part regularly in PE activities. Students' attendance is good at 94% and almost all students are punctual to lessons.

Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrate a good understanding of Islamic values and how these influence life in the UAE. They are knowledgeable and respectful of the traditions and heritage of the UAE.
- Students celebrate other cultures in assembly and respect each other. They participate in a range of events to deepen their understanding of other cultures, such as Culture Day and Saudi Day.

Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are active in volunteering within the school and the local community. They have participated in charitable events such as providing Iftar food packages and have organised a collection to help less fortunate children.
- Students show a positive work ethic. They enjoy lessons and a minority participate in the school council and other committees. However, their innovation and enterprise skills are less well developed.

- Students demonstrate some understanding of the benefits of sustainability. They participate in limited activities to promote sustainability and conservation in the community.

Areas of Strength:

- Students' positive attitudes, behaviour, relationships, and self-discipline.
- Students' understanding of Islamic values and Emirati culture and heritage.

Areas for Improvement:

- Students' innovation and enterprise skills.
- Students' involvement and leadership of activities to promote sustainability and conservation.

PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT

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

- The overall quality of teaching and assessment is acceptable. Most teachers demonstrate secure subject knowledge and adequate understanding of how students learn. Teachers interact positively with students, particularly in the KG.
- Teachers' lesson planning is detailed and includes success criteria, activities to consolidate understanding and the use of resources to support students' learning. However, these lesson plans are not always followed through in lessons. Teachers ask questions to check students' knowledge but not all teachers ask more open questions to develop students' thinking.
- Teachers design activities that meet the learning needs of most groups of students. In lessons which are teacher led, students, particularly boys, can become disengaged. Provision for High and low achieving students is variable.
- Teachers are generally less successful at providing activities that develop students' research, innovation, critical thinking, and problem-solving skills. This is particularly evident in Primary and Middle.

Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- Improved internal assessment processes link well to the school curriculum but are not always accurate. Departments measure attainment and track students' progress to identify gaps in students' learning. School leaders and administrators also use the analysis of MAP data to plan for development.
- Teachers do not consistently use the data available at the school to provide activities which meet the learning needs of all groups of students in lessons. This is particularly so for the High achieving students.

- Feedback to students about next steps in their learning has improved but remains inconsistent across the school. Students have few opportunities to take part in self-review and peer-review activities and this hinders their learning skills development.

Areas of Strength:

- Teachers' interactions with students, particularly in KG.
- Teachers' detailed lesson planning.

Areas for Improvement:

- The analysis of assessment data by teachers to plan support for all groups of students.
- The provision of opportunities to develop students' innovation, critical thinking, and problem-solving skills.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable

- The overall quality of the curriculum is acceptable in all phases. The curriculum follows all statutory requirements. However, it does not always develop students' skills sufficiently in preparation for external assessments.
- Overall, curriculum planning ensures adequate continuity and progression. It builds on prior learning and meets most students' needs. However, it does not always provide enough challenge for high achieving students.
- There are limited curriculum choices provided for older students. Cross-curricular links are systematically planned and integrated into lessons. This helps students link areas of learning and relate their studies to the wider world adequately.
- Regular curriculum reviews identify development priorities and encourage cross-curricular planning.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum modifications meet the needs of most groups of students but not always those who are the most able or those who need more support.
- Extra-curricular activities offer a range of clubs and activities, but this enhancement is limited in scope. Overall, the curriculum provides limited opportunities for students to be innovative and to develop students' enterprise skills sufficiently.

- The curriculum is more successful in supporting students' good knowledge and understanding of Emirati culture and UAE society. Frequent experiences are built into the curriculum to support students' appreciation of the country they live in.

Areas of Strength:

- Links to Emirati culture and UAE society.
- Cross curricular initiatives.

Areas for Improvement:

- The development of curricular choices for students in High.
- Further opportunities for students to develop skills in innovation and enterprise.

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	Good	Good	Good	Good

- The protection, care, guidance and support for students is good overall. Procedures for safeguarding are effective. All staff are trained thoroughly in child protection. Records of this and other procedures are kept carefully.
- Provision for health and safety is very good. In addition to staff, student leaders are now trained in these aspects, and this helps the school keep students safe. Students say they feel very safe and are pleased to be involved in monitoring health and safety. The social worker, SENCO and the nurse work closely with other managers to ensure students are kept safe, secure and free from bullying.
- The school provides a safe environment. Students are supervised well, including when getting on and off the buses. The premises are clean and well maintained. Ramps provide access to the ground floor for those with mobility issues, but the school has no elevator.
- The school promotes healthy living, with staff and outside speakers providing workshops. Most students make healthy food choices, which are carefully monitored by the nurse and other staff.

Care and support	Good	Good	Good	Good

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- Relationships between staff and students are positive. Behaviour management is good. The majority of students manage their own behaviour, with a few exceptions amongst younger boys. Attendance is managed well, and as a result students' attendance rates are good.
- The new SENCO identifies students with learning difficulties and G&T accurately and liaises regularly with parents. However, teachers are not yet providing adequate support for these groups.
- Student well-being and personal development are monitored at regular intervals. The students identified with additional needs, such as speaking neither Arabic or English, are carefully monitored and recorded and interventions evaluated.

Areas of Strength:

- Students' involvement in the health and safety aspects of school life.
- Accurate identification of students' additional educational needs by the new SENCO.

Areas for Improvement:

- Provision in classes to support students' additional learning needs.

PERFORMANCE STANDARD 6:
LEADERSHIP AND MANAGEMENT

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

- The overall quality of leadership is acceptable. All leaders demonstrate a secure knowledge of best practices for learning, but this has not led to a significant improvement in outcomes for students in all subjects and phases. Partly because key leaders are new to the school.
- Relationships are polite and positive. Communication is professional and all are aware of their role in the school. Monitoring of teaching and learning is continual and has supported the general

improvement in students' outcomes. Improvement is most evident in Grade 9 and KG. However, teachers are not yet fully delivering the improved lesson plans and making best use of data to support planning.

- The school has made progress in addressing the recommendations from the last inspection and there are some improvements in most areas. Internal and external data is now analysed well, but not yet consistently used by teachers. Leaders' capacity to improve the school is good as they have a clear understanding of what needs to be done and they have ensured that the school is fully compliant with relevant regulations.
- Parents support the school, and their views are considered for school improvement planning. Communications with parents are good and very good if students have special educational needs. Reporting on students' academic achievement and social development is regular and informative. Some social contributions are made to the local society and parents support school events.
- Governors are from a variety of professional backgrounds and include parents and a student. They meet regularly and have good knowledge of the school. They monitor school performance and hold school leaders accountable for outcomes. They have a positive impact on school leadership and direction, staffing and resources and ensure all policies are compliant.
- School daily routines and procedures are generally successful. There are sufficient appropriately qualified staff. Staff now receive regular professional development, and this is starting to raise students' achievement. The premises are adequate but resources, especially technology resources, are limited.

Areas of Strength:

- The capacity of the leadership team to improve outcomes for students.
- The support of the school governors.

Areas for Improvement:

- The monitoring of teachers' use of assessment data and their delivery of improved lesson plans.
- Resources, especially technological resources, in Primary and Middle.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are five teachers of Arabic and no specific support staff. Most, but not all students are Arabic speakers. The student teacher ratio is 1:66. The school library has 1200 books in Arabic, of which 25 are fiction and 1175 are non-fiction.
- Students are encouraged to visit the library and different teachers from all subjects are scheduled to take their classes there. They are encouraged to do active reading, summaries, research and use all the resources. The librarian speaks Arabic and English and assists students with their reading choices. Incentives are used to encourage students to attend the library.
- There are also 5 class libraries with Arabic books. There are reading resources online, and lessons start with reading activities, as curriculum enrichment. Links are sent to students and parents with specific assessments in Arabic such as reading and summarizing to improve reading skills.
- Arabic teachers encourage extra-curricular activities such as the "Arabic Reading Challenge", "The Emirates Reads" initiatives and activities for reading festivals in Sharjah. There are holiday tasks such as a hobbies initiative and read and summarize 20 Arabic books challenges. Parents are encouraged to read with students in sharing initiatives such as "My Mother Reads With Me", and "My Holiday".

The school's use of external benchmarking data

- The school only takes MAP growth, Measures of Academic Progress designed to measure students' academic progress over time in English reading and language use, science, and mathematics. They were not selected for TIMMS or PISA.
- The school used to take the assessments in spring and fall but now include winter. It is taken 3 times a year by all students from Grade 3 to Grade 9. (129 students). The school has an action plan in place to improve outcomes. There is a MAP coordinator. Teachers have all been trained in MAP procedures. This involves an analysis of data to find gaps in skills and knowledge, adjusted curriculum to focus on MAP thinking and questions in lessons and a weekly lesson in the key subjects dedicated to practicing MAP type questions. There has already been an increase in scores, but there is considerably more to achieve. Students are trained in the importance of good achievement in MAP and the need to develop their skills and why there is focus on this in their lessons.
- Results are communicated to students and each one has an analysis of the next steps for improvement. These are discussed with their teachers.
- Parents are informed of the essential information on MAP and how to support and participate in helping students. They also are sent the assessment results and the analysis for each student.
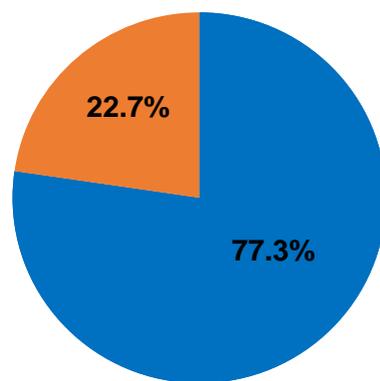
Provision for KG

- The kindergarten has five classes and teachers, 2 in KG1 and 3 in KG2.The full-time staff teacher ratio is 1:20. There are also five teaching assistants and activity teachers who teach art, PE and life skills.
- The indoor environment is well looked after and there are colourful displays of children's work, which creates a happy setting for learning through play. Each bright classroom has room for learning and movement, with books, games, bulletin boards and large screens for videos for activities such as singing, actions and phonics. There are also appropriate shared resources for all classes.
- The outdoor environment includes a large play space which has climbing and slide equipment in the shade. The children also have access to the shared garden, the library, and the mosque.
- After registration, which usually happens in August, there is an orientation day in school for parents and children. The school routines are explained and the expectations on child safety, uniform, behaviour, and other policies are clearly laid out. The parents and children meet their teachers and time is spent in the classroom, in order for the child to become familiar with the setting.
- The transition to Grade 1 is seamless as the children just move to another class in the same area.

VIEWS OF PARENTS

I am Satisfied with the Quality of Education my Child is Receiving at the School

No. of Responses = 92

- **Strongly Agree / Agree** 77.3%
- **Strongly Disagree / Disagree** 22.7%

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- Improve students' attainment and progress in all subjects across the school by:
    - raising expectations in outcomes in all lessons.
    - setting targets in attainment which challenge students to try harder.
    - providing extension tasks for all students to attempt in lessons.

- Improve teaching strategies to have a greater impact on student learning by:
    - moving beyond the curriculum in the textbook and expanding tasks and activities.
    - focusing on consistent, ready to learn expectations in lessons.
    - improving the quality of creative thinking and discussion by using open-ended questions.

- Engage all students and especially Primary Phase boys and gifted and talented students by:
    - providing activities which are of interest to boys, and which allow them to use their motor skills.
    - providing challenge and competition in lessons.
    - allowing time for students to explore concepts and find new knowledge for themselves.
    - providing tasks which require problem solving.

- Increase the use of technology, enterprise, and innovation in lessons by:
    - encouraging students to bring in their laptops/tablets for some lessons.
    - teaching high quality skills in using technology.
    - giving open access to the computers for lessons.
    - teaching goal setting and targets for enterprise and set up small businesses in school.
    - creating opportunities to identify problems, ask questions and create new ways of approaching a concept.

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.