



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

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

**Al Mawahib British Private School**

**13 – 16 February 2023**

**Overall Effectiveness**

**ACCEPTABLE**





## TABLE OF CONTENTS

<b>PURPOSE AND SCOPE</b> .....	<b>3</b>
<b>THE SCHOOL PERFORMANCE REVIEW PROCESS</b> .....	<b>4</b>
<b>SCHOOL INFORMATION</b> .....	<b>6</b>
<b>THE SCHOOL PERFORMANCE REVIEW FINDINGS</b> .....	<b>7</b>
<b>Performance Standard 1: Students' Achievement</b> .....	<b>8</b>
<b>Performance Standard 2: Students' personal and social development and their innovation skills</b> .....	<b>17</b>
<b>Performance Standard 3: Teaching and assessment</b> .....	<b>18</b>
<b>Performance Standard 4: curriculum</b> .....	<b>19</b>
<b>Performance Standard 5: the protection, care, guidance and support of students</b> .....	<b>20</b>
<b>Performance Standard 6: Leadership and management</b> .....	<b>22</b>
<b>ADDITIONAL FOCUS AREAS</b> .....	<b>23</b>



## 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.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	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	117	
	School location	Halwan, Sharjah	
	Establishment date	September 12, 2004	
	Language of instruction	English	
	School curriculum	British National Curriculum	
	Accreditation body	Cambridge	
	Examination Board	Cambridge	
	National Agenda Benchmark Tests/ International assessment	GL Progress tests GL CAT 4, TIMSS, PIRLS, IBT	
	Fee range	AED16,000 to 22,000	
	Staff	Principal	Abdulbaki Alahmad
		Chair of Board of Governors	Omar Tahir Al Hammadi
Total number of teachers		62	
Total number of teaching assistants		19	
Turnover rate		19%	
Main nationality of teachers		Egyptian	
Teacher: student ratio		1:9	
Students		Total number of students	574
		Number of Emirati students	138
		FS: number and gender	Total 111: 50 Girls, 61 Boys
		Primary: number and gender	Total 360: 172 Girls, 188 Boys
	Lower Secondary: number and gender	Total 103: 42 Girls, 61 Boys	
	High: number and gender	N/A	
	Nationality groups	1. Emirati 2. Jordan	
	Total number of students with special educational needs	5	

## PROGRESS JOURNEY

Previous Inspection (2018):	Current Review:
<b>WEAK</b>	<b>ACCEPTABLE</b>



## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 169 lesson observations, 59 of which 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 inspection in 2018. Students' achievement is now good in Islamic Education, Arabic as a first Language, social studies and English across the school and in mathematics and science in Lower Secondary and other subjects in the Foundation Stage (FS). Achievement in Arabic as a second language, mathematics, science and other subjects are now acceptable overall. The quality of teaching and assessment and the curriculum has improved and is now good in Lower Secondary but remains acceptable in FS and Primary. Improvement strategies introduced following the previous review in May 2022 have not had enough time to deliver consistent improvement in the quality of teaching and curriculum in these two phases. Good care, support and guidance, positive relationships and consistent expectations ensure students' safety, health and good personal development across the school. Students' application of Islamic values and knowledge and understanding of UAE culture and heritage are good. Leadership and management are now acceptable overall. However, senior leaders and subject leaders have implemented a number of successful strategies to improve the learning environment resulting in positive improvements in most aspects of the school. There is good capacity to improve.

### **KEY AREAS OF STRENGTH:**

- Achievement in Islamic Education, Arabic as a first language, social studies and English across the school, science and maths in Lower Secondary and other subjects in FS.
- Students' personal development, especially knowledge and understanding of Islamic values and UAE heritage and culture.
- Teaching and assessment in Lower Secondary.
- Care and guidance for students resulting in a safe environment, good behaviour and positive attitudes and relationships.
- The school's capacity to improve.

### **KEY AREAS FOR IMPROVEMENT:**

- Consistency in student achievement so progress is good in all subjects and phases.
- Students' use of learning technologies, critical thinking, innovation and problem-solving skills in lessons.
- Consistency in the quality of teaching and assessment.
- Embedding the improvement strategies leaders and governors have introduced this year.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

Indicators:		FS	Primary	Lower Secondary	N/A
Islamic Education	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as a First Language)	Attainment	Good	Good	Good	N/A
	Progress	Good	Good	Good	N/A
Arabic (as a second Language)	Attainment	N/A	Acceptable	Good	N/A
	Progress	N/A	Acceptable	Good	N/A
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Good	Good	Good	N/A
Mathematics	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Science	Attainment	Acceptable	Acceptable	Good	N/A
	Progress	Acceptable	Acceptable	Good	N/A
Other subjects (Art, Music, PE)	Attainment	Good	Acceptable	Acceptable	N/A
	Progress	Good	Acceptable	Acceptable	N/A
Learning Skills		Acceptable	Acceptable	Good	N/A





<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education is good in the Foundation Stage (FS), Primary and Lower Secondary school. Progress in lessons observed is good which does not match the school's internal assessments which indicate very good progress.</li><li>• There are no externally benchmarked assessments in Islamic Education. Internal assessment data indicates outstanding attainment in FS, Primary and Lower Secondary. This does not match what was seen in lessons and in students' work, where the majority of students attain above curriculum standards which is good.</li><li>• In FS, the majority of children develop a secure understanding of the meaning of the short Surahs of the Holy Qur'an. They read the verses of short Surahs with support and have good knowledge about the life of the Prophet (PBUH). Their understanding of the reason for the revelation for short Surah is less well developed. In Primary, the majority of students develop a secure understanding of Islamic etiquette. They make good progress in reading verses of the Holy Qur'an and clarify the meaning of new terms mentioned in the verses. Students' accurate reading of the Noble Hadeeth and application of Tajweed rules are less well developed. In Lower Secondary, the majority of students develop a secure understanding of Tajweed rules and extract these rules from the verses of the Holy Qur'an. They memorise different verses of the Holy Qur'an. However, students' application of all Tajweed rules remains less well developed.</li><li>• The majority of student groups make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' understanding of Islamic etiquette and the meaning of Surahs in FS &amp; Primary.</li><li>• Progress in Holy Qur'an recitation skills in Lower Secondary.</li></ul>	<ul style="list-style-type: none"><li>• Students' application of Tajweed rules in Lower Secondary.</li><li>• Students' understanding the reasons for revelation for short Surahs in FS.</li></ul>



Arabic

- Students' achievement in Arabic as a first language (AFL) is good across the school. Students' achievement in Arabic as a second language (ASL) is acceptable overall, it is good in Lower Secondary. Progress in lessons is good in AFL and acceptable in Primary and good in Lower Secondary in ASL. This does not match the school's internal assessments which say that progress is very good in AFL and good in ASL.
- There are no externally benchmarked assessments in AFL and ASL. Internal assessment data for AFL indicates that the majority of children in FS and students in Lower Secondary attain above curriculum standards which is good and matches what was seen in lessons and in students' work. Internal assessments indicate a large majority attain above curriculum standards in Primary which is very good and does not match the good attainment seen. In ASL, internal assessments indicate very good attainment. This does not match the acceptable attainment seen in lessons in Primary, where most students attain the curriculum standards or the good attainment in Lower Secondary, where a majority attain above curriculum standards.
- In AFL, the majority of students make better than expected progress in listening, speaking, reading, and writing. In FS, children learn to read and write letters and simple words accurately. In Primary, students make good progress using new words when speaking and writing complete sentences and in extracting verbs, nouns and letters. In Lower Secondary, students make good progress identifying the main ideas in texts and they use new terms when reading and writing short paragraphs. While progress is good, writing using their own words is less well developed. In classroom discussions in AFL and ASL across the school, the majority of students use standard Arabic consistently when speaking. In ASL, Primary students develop acceptable speaking, listening, reading, and writing skills. They read and write letters and simple words, but they find reading and writing complete sentences more difficult. Lower Secondary students make good progress reading and writing words and simple sentences but find reading and writing short paragraphs more difficult.
- The majority of groups of students make better than expected progress in AFL and all groups of students make the expected progress in ASL.

**Areas of Strength**

- Students' listening skills and speaking in standard Arabic in AFL and ASL lessons across the school.
- Progress in reading and writing skills in AFL and in Lower Secondary in ASL.

**Areas for Improvement**

- Students' progress in reading and writing full sentences in Primary and short paragraphs in Lower Secondary in ASL.
- Students' progress in using their own words when writing in AFL across the school.



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good. Internal assessments indicate outstanding progress. In lessons and in their work, the majority of students make better-than-expected progress which is good.</li><li>• Internal assessments indicate most students in Primary and Lower Secondary attain above curriculum standards which is outstanding. This is not seen in lessons and in students' work, where the majority of students attain above curriculum standards which is good. There is no external assessment data for social studies.</li><li>• In Primary, students build a secure understanding of the UAE national identity and give examples of official documents such as passports, identity cards, and birth certificates. They conclude the characteristics and hobbies of Sheikh Zayed (RIP) and the different careers in Emirati society, relating their knowledge to real-life situations. Their understanding of historical changes, such as the evolution of careers from the past to the present, are less well developed. In Lower Secondary, the majority of students build well on their understanding of UAE's increasing population, but progress is slower in suggesting the impact this may have on lifestyles and economics. Students develop a good understanding of life in the UAE before the union and make comparisons between past and present. Ideas of what the country may be like in the next 10 years are less well developed.</li><li>• The majority of student groups make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Primary students' knowledge and understanding of national identity.</li><li>• Students' knowledge and understanding of UAE past and present in Lower Secondary.</li></ul>	<ul style="list-style-type: none"><li>• Applying understanding of the impact changing demographics and lifestyles may have in Lower Secondary.</li><li>• Primary students' understanding of historical changes.</li></ul>



English	<ul style="list-style-type: none"><li>• Students' overall achievement in English is good. Internal assessments indicate good progress across the schools which matches the progress seen in lessons and students' work.</li><li>• The school does not conduct benchmarked assessments for FS and Years 1 to 3. Results in externally validated tests (GL and CAT4) in 2022 for Years 4 to 9 were below national averages. This does not match what was seen in lessons or in students' recent work, where most students attain curriculum standards in FS and Primary and a majority attain above curriculum standards in Lower Secondary.</li><li>• Children in FS quickly develop their vocabulary so they can communicate their needs, talk to friends during free play and share their learning with the class. In Primary, students become increasingly confident in discussing and presenting their learning. In Lower Secondary, students confidently ask questions, take part in debates and evaluate in some detail the content of collaborative discussions. Children develop good listening skills in FS and so follow instructions and get to know the routines quickly. Good progress continues through Years 1 to 9 as students listen carefully to develop secure note-taking skills. Reading skills develop well. In FS, children learn the letters and their phonemes so that by Year 1, most can read and write simple words and sentences. The guided reading program supports good development of phonics and comprehension skills from Year 1, although the reading of more challenging texts and development of higher-level reading skills, such as prediction and inference are less well developed. Students show good skills in creative writing in Upper Primary and Lower Secondary, and use accurate spellings, structure and grammar. By Lower secondary, students write fluently.</li><li>• A majority of student groups make better-than-expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' good progress in listening and speaking across the school.</li><li>• Students' extended and creative writing in Upper Primary and Lower Secondary.</li></ul>	<ul style="list-style-type: none"><li>• Reading a wide range of more challenging texts in Lower Secondary.</li><li>• Students' creative and extended writing in Primary.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is acceptable overall. It is good in Lower Secondary. In lessons and in their work, most children and students make expected progress in FS and Primary which is acceptable. In Lower Secondary, the majority of the students make better than expected progress which is good. This does not match the school's internal data, which indicates progress is good in FS, very good in Primary and acceptable in Lower Secondary.</li><li>• External CAT 4, GL and TIMSS assessment data shows most Year 4 to 9 students attain in line with national and international averages. In lessons, most students attain the curriculum standards and the majority attain above curriculum standards in Lower Secondary</li><li>• In FS, most children make expected progress in recognising and counting numbers of objects to 14. Higher attainers make slower progress because they are capable of learning about numbers greater than this and are ready to develop their addition and subtraction skills. Most students in Primary develop adequate calculation skills that meet curriculum standards by solving number problems. They are starting to apply these skills when calculating perimeters of regular and complex shapes. In Lower Secondary, the majority of students develop proficiency in calculating unknown angles and creating algebraic equations in using inequalities. However, a minority of students struggle to understand the use and integration of symbols for equal to, greater than, and less than when using inequalities.</li><li>• All groups of students make at least expected progress. Boys make better progress than the girls.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' improving skills in developing algebraic equations in Lower Secondary.</li><li>• Counting and recognising numbers in FS.</li></ul>	<ul style="list-style-type: none"><li>• How to manipulate inequality equations in Lower Secondary.</li><li>• Calculation skills in FS and Primary.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is acceptable overall. It is good in Lower Secondary. Internal assessments indicate children in FS make good progress, students in Primary very good progress and in Lower Secondary acceptable progress. In the lessons observed, progress was acceptable in FS and Primary and good in Lower Secondary.</li><li>• External benchmarking examinations (GL, CAT4 and TIMSS) for Years 4 to 9 show attainment is in line with national and international averages. In lessons and in students' books, most children in FS and students in Primary attain curriculum standards which are acceptable and the majority in Lower Secondary attain above curriculum standards which is good.</li><li>• In FS and Primary, children and students make expected progress in developing knowledge and understanding of physical, life and earth sciences. They develop expected exploration and investigation skills. The majority of students in Lower Secondary make better than expected progress in practical laboratory and investigative skills and use these to explore the properties of alkalis and covalent and ionic compounds respectively. Children and students across the school rarely plan and carry out independent investigations into questions that they raise themselves and so make slower progress in developing systematic enquiry and scientific thinking skills.</li><li>• Most groups make expected progress. Girls make better progress than boys in FS and boys make more progress than girls in Primary and Lower Secondary in Internal data and in lessons.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' investigation and practical lab skills in Lower Secondary.</li><li>• Knowledge and understanding of physical, life and earth sciences in FS and Primary.</li></ul>	<ul style="list-style-type: none"><li>• Independent practical and investigative skills across the school.</li><li>• Systematic enquiry and thinking scientifically skills across the school.</li></ul>



<b>Other subjects</b>	<ul style="list-style-type: none"><li>Students' achievement in other subjects is acceptable overall. It is good in FS. The school's internal assessments indicate outstanding progress in Computer Studies (ICT) and Art. In lessons and in students' work, most students make expected progress in Primary and Lower Secondary in ICT, PE and Art which is acceptable. The majority of children make better than expected progress in FS in Art and Physical Education (PE) and a majority of students make better than expected progress in Lower Secondary in Moral Education which is good.</li><li>There is no external data for other subjects. In lessons and in students' work, most students attain the curriculum standards in Moral Education, PE, ICT and Art in Primary. In FS, the majority attain above curriculum standards in Art and PE and while most students attain the curriculum standard in ICT, PE and Art in Lower Secondary, the majority attain above the curriculum standard in Moral Education in Lower Secondary.</li><li>In Moral Education, Primary students build their understanding of the importance and balance between praise and criticism. In Lower Secondary, the majority of students develop a good understanding of how Islamic and moral values influence their own and others' lives.</li><li>In ICT, most students in Primary and Lower Secondary develop adequate skills of searching the internet and using software to create a set of instructions for a simple virtual game.</li><li>In Art, FS children select from a variety of materials to design and create pictures and models independently. Students in Primary develop an adequate understanding of art elements but work in sketchbooks shows limited drawing skills and application. In Lower Secondary, students extend their understanding of how to create silhouette and perspective. Drawing skills are less well developed.</li><li>In PE, students develop suitable skills. In FS, children develop increasingly a range of skills such as ball control, climbing, balancing, and using space safely.</li><li>All groups make at least expected progress. Most groups of children make better than expected progress in FS.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>Students' moral understanding in Lower Secondary.</li><li>Children's creative and physical development in the FS.</li></ul>	<ul style="list-style-type: none"><li>Students' creativity and drawing skills in Art in Primary and Lower Secondary.</li><li>Students' progress in developing skills in ICT and PE across the school.</li></ul>



<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students' learning skills are acceptable overall. They are good in Lower Secondary. Students enjoy learning and have positive attitudes. Students take responsibility for finishing tasks they are set but unlike students in Lower Secondary, children in FS and primary students rarely take responsibility for following their own ideas and learning.</li><li>• Students work productively in groups to develop and share ideas in most subjects and all phases. Students in all years are confident speakers and they present and talk about their learning in both English and Arabic.</li><li>• Students make connections between subjects and give examples from real-life or learning in other subjects when talking about their work. The thematic curriculum in the FS helps children relate learning to real life and a range of other subjects to boost their progress.</li><li>• Most Primary students can find things out for themselves using the internet but unlike Lower Secondary who use tablets to conduct independent research, there is too little opportunity for them to use learning technologies to develop research skills in lessons. Critical thinking, problem solving, enterprise and innovation skills are less developed in lessons.</li></ul>	
	<b>Areas of Strengths</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' linking learning across subjects and to real life.</li><li>• Students' collaborative and communication skills.</li></ul>	<ul style="list-style-type: none"><li>• Students' taking responsibility for planning their own activities and learning in FS and Primary.</li><li>• The development of students' critical thinking, problem solving, innovation and enterprise skills in lessons across all subjects and phases.</li></ul>



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

Indicators:	FS	Primary	Lower Secondary	N/A
<b>Personal development</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students' personal and social development and their innovation skills is Good overall.</li><li>Students' personal and social development is good. Their innovation skills are acceptable.</li><li>Students demonstrate positive and responsible attitudes. They are self-reliant in Lower Secondary but not always in FS and Primary. Students feel safe. Behaviour is good across the school. Students follow school rules and are always courteous to adults and other students. Bullying is rare.</li><li>Student-staff relationships are friendly and respectful. Student council members express their pride in the school and say the staff encourage them to pursue their interests and aspirations.</li><li>Students make healthy food choices and understand the importance of being fit and healthy.</li><li>Attendance is good at 95%. Only a few students are late for school.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students show their secure understanding of Islamic values through their respectful attitudes towards each other, adults and visitors. Their respectful attitude is shown in assemblies and listening to Holy Qur'an recitation.</li><li>They are knowledgeable and respectful of the traditions and heritage of the UAE and talk in depth about the National Day and Flag Day held in school. Through participation in assembly, cross-curricular projects and through artwork and school competitions.</li><li>Students develop a deep understanding of their own and other world cultures.</li></ul>				
<b>Social responsibility and innovation skills</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students have a well-developed civic responsibility and are active in volunteering and engaging with a range of community campaigns like breast cancer awareness and beach cleaning campaigns.</li><li>Students show a positive work ethic and enjoy lessons, but a minority lack Initiative. Innovation, enterprise and entrepreneurship are developing through projects and competitions, but are less well developed in lessons.</li><li>Students demonstrate a good understanding of the benefits of sustainability through projects and the work of the environment team. They participate in programmes such as tree planting that promote environmental awareness and conservation.</li></ul>				



**Areas of Strength:**

- Students' understanding of Islamic values and respect for UAE values and for their own and other cultures promote students' positive attitudes and relationships and good behaviour.
- Students' strong sense of responsibility through volunteering and being involved in community and school events and projects.

**Areas for Improvement:**

- Innovation, enterprise and entrepreneurship in lessons.
- Children's and students' initiative in lessons so they become more self-reliant.

**PERFORMANCE STANDARD 3:  
TEACHING AND ASSESSMENT**

Indicators:	FS	Primary	Lower Secondary	N/A
<b>Teaching for effective learning</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>• The quality of teaching and assessment is acceptable overall. It is good in Lower Secondary.</li> <li>• Most teachers have good subject knowledge which helps them explain learning clearly. Most understand how students learn and a variety of strategies, including group work and practical exploration ensure student engagement in most lessons.</li> <li>• Lesson planning is thorough and includes all the necessary elements to promote successful learning and meet the needs of all students. However, these plans are not always delivered as written in Primary and FS, and all students complete the same task regardless of their prior learning or assessed needs. Where subjects are taught well in Lower Secondary, the timing is precise. Too often, there is insufficient time for group work or plenaries in Primary. Resources do not always develop students' independent learning skills, such as using learning technologies to boost research skills.</li> <li>• Teacher-student interactions promote students' good speaking skills. Teachers promote vigorous debates in subjects such as English. Teachers use questioning techniques well but questioning to deepen understanding beyond the learning objective is rare in FS and Primary.</li> <li>• Teachers' use of various strategies to match work to students' different needs is inconsistent. It is good in Arabic subjects and in English, and good in mathematics and science in Lower Secondary and other subjects in FS. However, this is inconsistent in other subjects.</li> <li>• Teachers do not consistently promote skills in critical thinking, problem-solving, innovation, enterprise or independent learning across the school.</li> </ul>				
<b>Assessment</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>• The quality of assessment is acceptable. It is good in Lower Secondary.</li> </ul>				

**School Performance Review of Al Mawahib British Private School  
13 – 16 February 2023**





- Internal assessment processes are coherent and provide suitable measures of attainment and progress of individuals and groups of students. The school uses external TIMSS, PISA, CAT4 and GL tests to benchmark students' attainment accurately against national and international averages. Assessment information is used effectively to monitor students' progress and identify gaps in students' knowledge, understanding and skills.
- Teachers use assessment well in Lower Secondary to influence what is taught next, and to give students tasks according to ability. Assessment use is inconsistent in FS and Primary. In successful lessons, mostly in Lower Secondary, there are different levelled tasks for different abilities. There are still too many lessons where students do not complete the most challenging task as they complete the same work as other students first. Good support is given to the few students identified with SEN. The analysis and use of assessment for G&T students is limited.
- The school's detailed marking and feedback policy ensures teachers give students regular verbal and written feedback. The quality of feedback varies across subjects and phases. Students are increasingly involved in self and peer assessments, especially in Lower Secondary, where rubrics and checklists help them understand how well they are learning and how to improve.

#### Areas of Strength:

- Teachers' knowledge of their subjects and students.
- Good teaching and assessment in Lower Secondary.

#### Areas for Improvement:

- Teaching a range of strategies to promote independent learning skills, including innovation, enterprise and critical thinking.
- Use of assessment to match tasks more closely to students' learning needs.

## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	FS	Primary	Lower Secondary	N/A
Curriculum design and implementation	Acceptable	Acceptable	Good	N/A

- The overall quality of the curriculum is acceptable. It is good in Lower Secondary.
- All statutory requirements are met. The curriculum is reasonably broad and balanced and focuses on content and developing students' skills in Lower Secondary.



- Curriculum planning ensures adequate continuity and progression overall. It builds on prior learning and meets most students' needs in Lower Secondary. Recently, the school has revised the curriculum, the effectiveness of which is not yet evident in all learning areas and all subjects.
- There are no subject choices offered in the school as there are no students enrolled in Upper Secondary. However, STEM lessons, projects and competitions offer older students' good choice.
- Cross-curricular links are systematically planned and consistently integrated into lessons. FS children follow thematic units which enables them to link learning across a number of subjects during free-flow activities, creative development and understanding of the world.
- The curriculum is reviewed annually and provides acceptable provision to meet the needs of most students. The review process is robust; however, development areas remain, such as planning for enhancement, enterprise and innovation.

<b>Curriculum adaptation</b>	<b>Acceptable</b>	<b>Acceptable</b>	<b>Good</b>	<b>N/A</b>
------------------------------	-------------------	-------------------	-------------	------------

- There are adequate modifications to meet the needs of most students. In AFL, new grammar and spelling activities have been introduced which have enhanced students' development of writing and speaking skills. Weekly guided reading from Year 1 has raised achievement in reading this year in most year groups.
- Extra-curricular activities offer a range of clubs after school where students have opportunities to be innovative, such as in robotics.
- The curriculum supports students' good knowledge and understanding of Emirati culture and UAE society well.

**Areas of Strength:**

- Curriculum provision for knowledge and understanding of Emirati culture and UAE society.
- Cross-curricular links and extra-curricular activities.

**Areas for Improvement:**

- Curriculum adaptation to focus on skills as well as content and on enhancement, enterprise and innovation in lessons.
- Strengthen review to improve the effectiveness of the FS and Primary curricula.

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

<b>Indicators:</b>	<b>FS</b>	<b>Primary</b>	<b>Lower Secondary</b>	<b>N/A</b>
--------------------	-----------	----------------	------------------------	------------



<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The overall quality of protection, care, guidance, and support for students is good. The school has effective procedures and policies for the safeguarding of students. All the parents, staff and students are aware of the appropriate procedures to follow. There are effective procedures to protect students from cyber-bullying.</li><li>The school conducts regular and thorough checks of the school building ensuring students' safety while in school. The very effective arrangements for transport ensure students' safe arrival and departure.</li><li>There is accurate and secure record keeping and maintenance. The students' health-related information is shared regularly with the teaching staff. The classrooms are spacious for the number of students. There is a contingency plan for physically challenged students to access the upper floor. However, this does not cater for students or adults with a temporary need. There are adequate facilities to support the teaching of Art, ICT and PE.</li><li>The school systematically promotes healthy eating during assemblies and breaks. Students are encouraged to make healthy food choices during special events such as healthy weeks, obesity awareness, diabetic day and world heart day.</li></ul>				
<b>Care and support</b>	<b>Good</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>The school has effective procedures for promoting and maintaining good behaviour and good attendance.</li><li>The school has appropriate systems for identifying SEN students. The specialist staff have established systematic procedures for planning support and modifications to the teaching strategies and resources for these students. There are no formal systems to identify and support for G&amp;T students.</li><li>The school regularly monitors the wellbeing of all students. To help support students' transition to their next school in Year 10, students receive a graduation survey in term three of Year 9, which supports parents and students in choosing their career path.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>Consistently applied policies and procedures to ensure students health, safety and security.</li><li>Systems for promoting good behaviour and attendance.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>The formal identification, support and guidance for G&amp;T students.</li></ul>				



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

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

- Most leaders including the new principal are clear about the direction of the school and further improvement needs. All staff show commitment to UAE and Sharjah vision and improvement priorities. The commitment to inclusion is not yet fully reflected in the support for SEN and G&T students.
- Under the leadership of the academic director, a personalised professional development (PD) program challenges all teaching to be at least good. Some improvement is evident, but there has not been enough time for the program to result in consistent improvement across all subjects and phases. The middle leaders are playing a bigger part than previously and accept their accountability for the performance of students in their subjects. Morale throughout the school is positive.
- The school's improvement needs are set out in a structured and clearly focused improvement plan. Most improvements have been tackled successfully and are reflected in improvements in most subjects and in teaching since the previous inspection. Systems ensure statutory requirements are met. Teaching is monitored by its impact on student achievement, ensuring accountability. However, final evaluations are not moderated to ensure everyone reaches the same conclusions about effectiveness against the levelled rubrics used. The improvements since the previous inspection reflect the school's good capacity to improve.
- Parents feel welcome and fully involved in school events and in their child's education. Regular parent surveys gain suggestions and feedback about school improvement. Parents receive advice about how they can help their child at home, including those with SEN. Regular opportunities enable parents to meet with teachers both at formal meetings and informally on request. Any concerns are handled professionally and quickly.
- Reports that include test results are sent regularly to parents. Induction and orientation meetings help parents understand new arrangements and help their children settle with a new teacher



each year. Parents feel they know a lot about the school, although they feel the end of year curriculum expectations would enable them to be more aware of what their children should be doing at school.

- A range of community partnerships support the curriculum but there are few international partnerships.
- There are six members of the governing board including staff, community and parent members. The student council is consulted. Governors gather detailed information about the school's performance through student and parent surveys, assessment analysis, visits to the school and weekly reports from senior leaders. Governors monitor through regular meetings with the school leaders and ask questions for clarity and to offer support, and to hold school leaders to account. The governing board supports the hiring of staff, the personalised CPD program and the provision of resources. The Board ensures statutory requirements are met.
- The school runs smoothly each day. Staff are qualified. The accommodation meets most students' learning needs. There is a good range of resources to support teaching overall. While the computer lab is well resourced, children in FS and students in Primary would benefit from additional access to learning technologies in lessons.

#### Areas of Strength:

- The school's good capacity to improve.
- Communication and relationships resulting in a commitment from all staff to school improvement and positive partnership with parents.

#### Areas for Improvement:

- Embedding improvement strategies including the moderation of monitoring evaluations.
- Providing parents with their child's end-of-year curriculum expectations.

## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are 10 Arabic teachers with a ratio of 1:6. The Arabic leaders monitor planning, lessons, resource needs and assessment information.
- There are 1200 books in the Arabic library, 176 of which are fiction books and 1024 non-fiction. Students visit the library weekly for a whole class guided reading session and to borrow books. Records are kept of the books borrowed. An Arabic teacher gives students advice on suitable books to borrow during the weekly lessons.
- There is a limited range of books in classrooms, but students read from workbooks, texts displayed on smartboards and computers in ICT lessons in Primary and personal devices in Lower Secondary.
- Students participate in a number of reading initiatives including the Skilful Reader Competition in school, the Creative Narrator Initiative and external reading competitions such as the Arabic





Reading Challenge. The school encourages parents to support their children's reading and provides them with appropriate reading books.

### The school's use of external benchmarking data

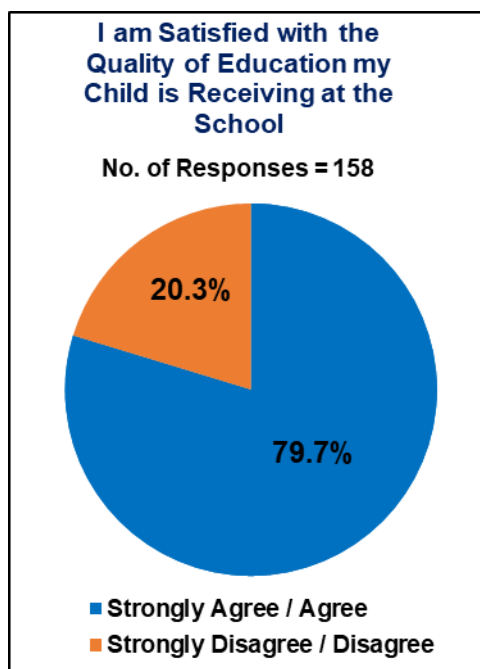
- Almost all eligible students from Years 4 to 9 participated in GL (2022), CAT4 (2022), PISA (2015) and TIMSS (2020) assessments. The school is still waiting for IBT Arabic results taken in 2022. Attainment data in TIMSS in 2015 shows that the school is above the UAE benchmark in mathematics and science and has met the target in English in PISA.
- Students talk about their participation, know their scores and the activities in lessons that will support them next time they take the test.
- The school has a report that includes results in all the international benchmarking tests which is shared with students and parents.
- Parents are informed about the tests via the school website, talking to teachers and attending orientation meetings.

### Provision for FS

- There are five teachers and five teaching assistants for the five classes, and a designated FS lead. Teacher and student ratio is 1:22. A consultant visits twice weekly to support improvement initiatives.
- The indoor environment has five classes each with its own set of accessible resources for all areas of learning. Displays are colourful with worksheets and individual pictures and writing. Common exception words for Year 1 are displayed in FS2 to challenge the higher attainers. Topic related vocabulary, days of the week, class rules and words to aid writing are displayed. Spaces are well organised for floor and table work. The large, well-resourced free flow area is set up for child-initiated learning which is recorded in learning journals and an 'explore book' to show progress.
- There are two outdoor areas. One includes a large open space for PD activities and is also set up for child-initiated learning although some areas are not in use currently. The other has climbing equipment to develop PD skills. There is a limited range of wheeled toys.
- There are suitable arrangements for induction. Parents come to an orientation meeting and staff hold events during the year to welcome and engage parents. There is an online two-way communication program to share learning between the setting and home and for parents to access their child's learning journals. Years 1 classes are immediately next to FS classes, so children are familiar with them when they transition.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement so progress is good in all subjects and phases by:
  - deepening FS children and Primary students' conceptual understanding and investigation skills in mathematics and science.
  - giving enough time in lessons for students to complete and extend their learning in practical tasks.
  - enabling children and students to explore and follow their own lines of inquiry.
  - developing further children and students' critical thinking, innovation and problem-solving skills and their use of learning technologies in lessons.
- Improve consistency in the quality of teaching and assessment by:
  - teachers using assessment information to match learning tasks more closely to students' needs.
  - identifying and providing opportunities for G&T students to build on their talents.
  - consistently giving feedback about how students can improve their learning.
- Improve leadership and management by:
  - embedding the school improvement strategies, the senior leaders, middle leaders and governors have introduced this year.
  - moderating outcomes of lesson visits so that the evaluations match more closely the lesson observation levelled rubric.
  - giving parents information about the curriculum expectations their children are expected to achieve at the end of each year.



- conducting a resources audit alongside the assessment analysis and annual curriculum review.

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](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.