



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

AL DELTA ENGLISH SCHOOL

16 - 19 January 2023

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





TABLE OF CONTENTS

PURPOSE AND SCOPE	3
THE SCHOOL PERFORMANCE REVIEW PROCESS	4
SCHOOL INFORMATION	6
SUMMARY OF REVIEW FINDINGS	7
MAIN REVIEW REPORT	8
Performance Standard 1:	8
Students' Achievement	8
Performance Standard 2:	16
Students' personal and social development and their innovation skills	16
Performance Standard 3:	18
Teaching and assessment	18
Performance Standard 4:	19
curriculum	19
Performance Standard 5:	21
the protection, care, guidance and support of students	21
Performance Standard 6:	22
Leadership and management	22
SPEA ADDITIONAL focus areas	24
VIEWS OF Parents	25
STRATEGIC RECOMMENDATIONS & NEXT STEPS	25



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	115	
	School location	Muwailih Commercial Area, Sharjah	
	Establishment date	12/05/1992	
	Language of instruction	English	
	School curriculum	Indian	
	Accreditation body	N/A	
	Examination Board	CBSE	
	National Agenda Benchmark Tests/ International assessment	ASSET, PISA, TIMSS, CAT4, ACER, IBT	
	Fee range	AED 3,700 to 12,000	
	Principal	Anita D'Cruz	
	Chair of Board of Governors	Denis D'Cruz	
Staff	Total number of teachers	45	
	Total number of teaching assistants	0	
	Turnover rate	20%	
	Main nationality of teachers	Indian	
	Students	Teacher: student ratio	1:18
		Total number of students	803
		Number of Emirati students	0
		KG: number and gender	Total 162: Boys 87, Girls 75
		Primary: number and gender	Total 393: Boys 202, Girls 191
		Middle: number and gender	Total 148: Boys 81, Girls 67
		High: number and gender	Total 100: Boys 44, Girls 56
Nationality groups		1. Indian 2. Pakistani	
Total number of students with special educational needs		10	

PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review:
ACCEPTABLE	ACCEPTABLE



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of five reviewers' 147 lesson observations, 17 of which were carried out jointly with school leaders.

SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:

The overall effectiveness of the school is acceptable. Although this is the same as reported at the previous review visit, there are areas where educational provision and students' achievement have improved. The leadership has established clear plans to guide the school along a path of improvement, and improved teaching and achievement is now apparent, especially in Middle and High. The learning environment appropriately supports students' learning, although classrooms are not fit for purpose in KG and rather small for large class sizes.

KEY AREAS OF STRENGTH:

- Students' achievement in Islamic Education and social studies in High, English and mathematics in Middle and High and science in High.
- Students' attitudes, behaviour and relationships and their respect for Islamic values and awareness of UAE heritage.
- The overall continuity and progression of the curriculum for Primary, Middle, and High.
- Provision for ensuring the welfare and safety of the students and guidance given to them about their further education and career choices.
- The leadership of the principal in establishing a positive culture across the school and systems for communicating with parents to ensure they are fully informed about all aspects of their children's education.

KEY AREAS FOR IMPROVEMENT:

- The overall provision in KG.
- The overall achievement of students, especially in KG and Primary.
- The quality and consistency of teaching especially in KG and Primary.
- The accuracy and validity of assessment systems.
- The adaptation of the curriculum to ensure activities provided match the needs of all groups of students, particularly for those who are higher attaining.
- The role of the governing body to hold leaders accountable.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**

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



Islamic Education	<ul style="list-style-type: none">• Students' achievement in Islamic Education is acceptable overall. It is acceptable in Primary and Middle and good in High. In lessons and in their work, students make acceptable progress in Primary and Middle and good progress in High.• Students' attainment is acceptable in Primary and Middle and good in High. This does not match the internal assessment data, which shows outstanding attainment across the school. No external tests are taken in this subject.• In Primary and Middle, most students gain a secure understanding of Nobel Hadeeth by explaining the meaning of its content, such as praising Allah Almighty for his blessing. However, students are not confident in linking their learning to real-life situations. In High, the majority of students gain a secure understanding of the values and ethics in Islam, following Prophet Mohammad's (PBUH) etiquettes of conversation with others. However, students are not confident in discussing other Islamic etiquettes taught by the Prophet Mohammad (PBUH).• Overall, all groups of students make acceptable progress in Primary and Middle and good progress in High, however, higher attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' understanding of the importance of praising God for his blessing.• Students' understanding of the importance of following the Prophet's (PBUH) guidance.	<ul style="list-style-type: none">• Students' application of the concepts learned from Nobel Hadeeth to real-life situations.• Students' awareness of Islamic etiquettes taught by the Prophet (PBUH).



Arabic as a Second Language	<ul style="list-style-type: none">• Students' achievement in Arabic as a second language (ASL) is acceptable overall. It is weak in Primary and acceptable in Middle and High. In lessons and in their work, students' progress in Primary is weak and acceptable in Middle and High.• Students' attainment is weak in Primary and acceptable in Middle and High. This does not match the internal assessment data, which shows outstanding attainment across the school. No external tests are taken in this subject.• In Primary, students' progress is weak, they do not make sufficient gains remembering and recognising letters and simple words taught in lessons. They do not understand instructions and are not able to respond to simple and direct questions in Arabic. In Middle, students make acceptable progress in understanding basic information. However, a minority do not always make sufficient progress in learning to speak fluently. In High, students make acceptable progress in acquiring basic reading and writing skills. However, they cannot yet apply their learning to more complex sentences through speech. Students make appropriate gains in writing in Arabic, but they do not always learn to write accurately, especially in Primary.• Overall, all groups of students make acceptable progress. The progress of groups is weak in Primary and acceptable in Middle and High. Higher attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' listening and comprehension skills linked to familiar topics in Middle and High.• Students' reading comprehension skills.	<ul style="list-style-type: none">• Students' speaking skills and communication using increasingly complex vocabulary across all phases.• The accuracy of students' writing, especially in Primary.



Social Studies	<ul style="list-style-type: none">• Students' achievement is acceptable overall in social studies. It is acceptable in Primary and Middle and good in High. In lessons and in their work, students make acceptable progress in Primary and Middle and good progress in High.• Students' attainment is acceptable in Primary and Middle and good in High. This does not match the internal assessment data, which shows outstanding attainment across the school. No external tests are taken in this subject.• In Primary, students gain acceptable knowledge of civilisations, development, and inventions. They learn to discuss the effect of the Islamic developments on society. However, students do not acquire a confident ability to distinguish between the historical and contemporary growth of Islamic civilisation. In Middle, students gain acceptable geographical knowledge. However, they do not acquire confidence in using maps. In High, students gain good knowledge of types of services provided by the UAE government. However, students do not always become confident in discussing the history of the UAE in terms of how government services have been developed over time.• Overall, all groups of students make acceptable progress in Primary and Middle, and the majority of groups make good progress in High. A few higher attaining students do not progress as rapidly as they could because they find the work easy.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' awareness in High of the types of services provided by the UAE government.• Primary students' ability to discuss inventions that have been made.	<ul style="list-style-type: none">• Students' ability to distinguish between the historical and contemporary growth of Islamic civilization.• Students' use of map skills in Middle.



English

- Students' achievement in English is acceptable overall. It is weak in KG, acceptable in Primary and good in Middle and High. In lessons and in their work, children make weak progress in KG, acceptable progress in Primary and good progress in Middle and High.
- Students' attainment is weak in KG, acceptable in Primary and good in Middle and High. This does not match the internal assessment data, which shows outstanding attainment in KG, very good in Primary, good in Middle and outstanding in High. No external tests are taken in KG. External tests show very good attainment in Primary and acceptable in Middle and High. The results do not match what is seen in lessons.
- In KG, children do not make sufficient gains in building their knowledge of phonics and using these to decode and read a range of words and write short sentences. From Primary, students build more secure reading comprehension skills, these skills become good in Middle and High. In Primary, students make acceptable gains in writing for a range of different purposes and their skills in this area accelerates in Middle and High. However, in Middle and High, while students make good progress in producing accurate and well-presented pieces of extended writing, the writing does not always use an extended range of vocabulary. In Middle and High students develop a good standard of handwriting and presentation and develop confidence in answering questions. However, a minority, do not sufficiently express themselves at length and fluently, this is particularly evident for boys across the school.
- Overall, most groups of students make acceptable progress. In KG the progress of groups of students is weak, it is acceptable in Primary and good in Middle and High. Higher-attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.

Areas of Strength

- Students' reading comprehension skills.
- Students' handwriting in Middle and High.

Areas for Improvement

- Students' extended writing skills using more adventurous vocabulary.
- Students' skills to speak fluently and at length, for a minority of students, especially boys.



Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is acceptable overall. It is weak in KG, acceptable in Primary and good in Middle and High. In lessons and in their work, students make weak progress in KG, acceptable progress in Primary and good progress in Middle and High.• Attainment in KG is weak, acceptable in Primary and good in Middle and High. Internal assessment shows attainment as outstanding in KG and Primary, very good in Middle and weak in High. This does not match with what is seen in lessons and in students' books.• KG children make insufficient gains in their mathematical knowledge and understanding. In particular, they do not progress sufficiently in gaining a secure understanding of using numbers. Primary students mostly make acceptable gains in learning mathematical concepts although their understanding of shape, space and measure is less well developed. Students make good gains in their geometry skills in Middle and in mathematical problem solving in High.• Overall, all groups of students make acceptable progress. In KG however, the progress of groups of students is weak. It is acceptable in Primary and good in Middle and High. Higher attaining students do not always progress as rapidly as they could because they do not always find the work sufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Students' mathematical problem solving in High.• Students' geometry skills in Middle.	<ul style="list-style-type: none">• Children's understanding of the use of numbers in KG.• Students' understanding of shape, space and measure in Primary.



Science	<ul style="list-style-type: none">• Students' achievement in science is acceptable overall. It is acceptable in KG, Primary and Middle and good in High. In lessons and in their work, students make acceptable progress in KG, Primary and Middle, and good progress in High.• Students' attainment is acceptable in KG, Primary and Middle, and good in High. This does not match the internal assessment data, which shows outstanding attainment across the school. There is no external testing for KG. External tests for Primary show acceptable attainment, which matches what is seen in lessons and students' work. The tests show good attainment at Middle and acceptable at High, this does not match with what is seen in lessons.• In KG, children make acceptable gains with learning about the natural world and about the five senses. Primary students gain secure basic understanding of the immune system and Middle students gain a secure understanding about forces and gravity. In High, students gain a good knowledge of scientific facts and theory; for example, learning to interpret the PH value of magnesium sulphate. Across the school, students do not sufficiently develop their scientific thinking, enquiry and investigation skills, and do not sufficiently develop their practical and laboratory skills.• Overall, most groups of students make expected progress. Progress of most groups in KG, Primary and Middle is acceptable, and the majority of groups make good progress in High. Although overall, most groups make acceptable progress, the progress of higher attainers is less effective as they often find the work easy and insufficiently challenging.	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none">• Children's understanding of the natural world in KG.• Students' knowledge of scientific facts and theory in secondary.	<ul style="list-style-type: none">• Students' scientific thinking, enquiry and investigation skills.• Students' practical and laboratory skills.



Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is acceptable overall. It is weak in KG and acceptable in all other phases. Progress is weak in KG and acceptable in all other phases.• In lessons and in their work, students' attainment is weak in KG and acceptable in all other phases. Internal assessment for computer science shows students' attainment as outstanding. Internal assessments for Indian second languages show students' attainment as very good. These results do not match what is seen in lessons and students' work.• In KG, children make only limited gains in completing their drawings in Art and do not follow the prescribed techniques carefully enough. In Primary, Middle, and High in PE, students make acceptable gains in acquiring basketball and handball skills and show application of teamwork skills. In business studies in High, students develop acceptable understanding about money markets. In Computer Science they develop acceptable skills in learning how to create logos. While students make broadly acceptable progress in reading and writing in Hindi, Urdu, Tamil and Malayalam across the school, they do not always show confidence and proficiency in speaking in these languages. In Art across the school, students do not gain a sufficiently wide range of skills with using different techniques.• Overall, all groups of students across the school make at least expected progress in Primary, Middle and High. However, higher-attaining students do not always progress as rapidly as they could because they find the work insufficiently challenging.	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none">• Team sports skills in Primary, Middle and High.• Students' understanding of money markets in Business Studies at High.	<ul style="list-style-type: none">• Students' speaking skills in Hindi, Urdu, Tamil and Malayalam in Middle and High.• Students' skills in using different art techniques across the school particularly in KG.



Learning Skills	<ul style="list-style-type: none"> Students' learning skills are acceptable overall. Children's learning skills are weak in KG. Students learning skills are acceptable in Primary and Middle and good in High. Most students engage in all class activities and show positive attitudes. They interact with each other and their teachers in a positive way. Some examples are seen of students collaborating and supporting each other with their work across the school, especially in High. However, although students have opportunities to collaborate, they do not always do so effectively, especially in KG and Primary where students do not apply rules of turn taking. Students usually talk and answer questions with enthusiasm and communicate their learning appropriately. Across the school, students sometimes relate what they are doing to the world around them. However, this is not a consistent feature of lessons. In the majority of subjects in High, students learn to think critically. However, across the school, students' innovation and critical thinking skills are less well developed. Students make use of learning technology to support their learning. 	
	Areas of Strengths	Areas for Improvement
	<ul style="list-style-type: none"> Students' positive attitudes towards their work. Students' use of learning technology. 	<ul style="list-style-type: none"> Students' innovation and critical thinking skills. Students' communication skills in KG and Primary classes.

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

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

- Overall, students' personal and social development and their innovation skills are good across all phases.
- Students display positive attitudes to learning and develop increasing self-reliance and responsibility.
- Students' behaviour is good across all phases, they show respect towards each other and adults. Students are friendly and supportive of each other, and relationships amongst students and staff are good.



<ul style="list-style-type: none"> Students have positive attitudes towards healthy eating and maintaining active lifestyles. A few students do not bring healthy snacks to school. Most are active, willing participants in Physical Education classes and sports. Attendance at 94% is good and reflects students' enjoyment of learning. Students are usually punctual. 				
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> Students demonstrate a good understanding of Islamic values and the way these influence life in the UAE. Students have a good knowledge of, and respect for, the UAE's heritage and culture. They celebrate National Flag Day and other National occasions, and regularly celebrate cultural events. Students develop a good knowledge about their own identity and cultures in the UAE, their knowledge of other world cultures is less well developed in the younger phases. 				
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students undertake volunteering within the school and the local community. This includes regular visits to a local residence for older members of the community and holding a Food Drive to donate food to local charities. Most students show a positive work ethic. Overall, they enjoy lessons and sometimes take the initiative to organise activities themselves, particularly in Middle and High. However, their innovation and enterprise skills are less well-developed across all phases. Students demonstrate an appropriate awareness of the environment. They participate in activities to promote sustainability and conservation, such as the annual Environmental Day held each summer. 				
Areas of Strength:				
<ul style="list-style-type: none"> Students' positive attitudes and behaviour. Students' understanding of Islamic culture and their respect for the traditions and heritage of the UAE. 				
Areas for Improvement:				
<ul style="list-style-type: none"> Students' involvement in innovation, enterprise, and entrepreneurship. Students' knowledge of other world cultures. 				



PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Weak	Acceptable	Acceptable	Good
<ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable, the quality of assessment is weak across all phases except in High where it is acceptable. Teaching is weak in KG, acceptable in Primary and Middle and good in High.• Most teachers have a secure knowledge of their subjects and understand how students learn in Primary, Middle and High. In High, teachers use a good range of strategies to engage students. However, the teaching in KG indicates the teachers do not have a secure understanding about how children of this age learn.• Teachers plan lessons and manage time and resources appropriately. Expectations for learning are set, especially for students in High. Time and resources are not always used appropriately in KG lessons.• Teacher and student interactions are positive across the school. The quality of questioning is variable but is used appropriately in most subjects to check and correct understanding. The use of questioning to promote higher-order thinking skills is evident but is inconsistent between subjects. It is more challenging in High but is weak in KG. Challenges in tasks set for groups of students are not always sufficiently personalised.• Teachers do not consistently promote critical thinking, problem-solving and innovation skills in lessons. However, this is more evident in High.				
Assessment	Weak	Weak	Weak	Acceptable
<ul style="list-style-type: none">• Internal assessment processes are inconsistent and do not provide valid or reliable measures of students' progress as they present data that does not accurately measure student progress. The assessment data in High is more accurate in reflecting the progress of students.• The school benchmarks students' outcomes against international averages. However, this is a developing feature as the school works to increase the numbers of students enrolling in ASSET and IBT tests. Current results available do not accurately reflect the standards seen in the classrooms.• The school analyses assessment data. However, the inaccuracy of the assessment information means that it does not provide an accurate picture of students' progress or help inform teaching and curriculum planning. As a result, too often lesson activities do not fully match the needs of different groups of students, particularly in KG, and higher attainers in Primary and occasionally in Middle. In High, teachers make appropriate use of assessment information so that in the main, tasks match the needs of groups of students.• The school does not have a consistent marking policy and written feedback does not provide examples of how students can improve their work.				



Areas of Strength:

- The subject knowledge of most teachers in Primary, Middle and High.
- Interactions between teachers and students.

Areas for Improvement:

- Teachers' knowledge about how children learn in KG.
- The accuracy and validity of assessment systems across the school and the match of activities to the needs of different groups of students in KG, Primary and Middle.

**PERFORMANCE STANDARD 4:
CURRICULUM**

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Weak	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> • The overall quality of the curriculum is acceptable. • The curriculum has a clear rationale, is broad, balanced and complies with statutory requirements. In Primary, Middle and High, it is suitably planned to ensure students build progressively on previous learning. • The implementation of the curriculum is weak in KG as the current provision does not meet the needs of the children based on best practice. • A wide range of curricular choices are provided for older students, to meet their interests and aspirations. • Close consultations with parents and students are held to help in decisions regarding subject choices, ensuring students are well prepared for their chosen careers. Cross-curricular links are planned but are not yet effective in lessons. • Regular curriculum reviews are conducted ensuring provision meets the needs of most students. 				
Curriculum adaptation	Weak	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> • Curriculum modifications meet the needs of most groups of students. There is a good match of curriculum provision for the needs of students in High. However, across the school, the curriculum does not ensure sufficient challenge for higher-attaining students. • The curriculum is not sufficiently adapted to meet the needs of children in KG as too little time is currently planned for child-centred practical activities. 				



- An appropriate range of extracurricular activities, and competitions are offered to students. However, opportunities to engage in activities that promote enterprise, innovation and creativity within lessons are an underdeveloped feature.
- Varied learning experiences are provided to enable students to develop an understanding of the UAE's values, culture, and society, especially in Middle and High.

Areas of Strength:

- Curricular choices offered for older students.
- The provision within the curriculum to enable students to develop a clear understanding of the UAE's values, culture, and society, especially in High.

Areas for Improvement:

- The adaption and implementation of the curriculum provision to fully meet the needs of children in KG.
- The modification of the curriculum to ensure sufficient challenge for all groups of students, especially higher attainers.



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
<ul style="list-style-type: none">• The protection, care, guidance and support of students is good overall. All staff know how to safeguard students and the procedures to follow if an issue of child protection arises. Students feel safe and are confident to report any concerns. The school clearly communicates its policies and procedures to staff, parents, and students, including those policies for protecting students from bullying and potential dangers from the internet and social media. Policies are reviewed regularly, and staff receive frequent training about updates or changes.• The school conducts thorough checks to ensure that any risks are swiftly addressed. Students are always supervised around the school and on school transport. The school meets all legal and regulatory requirements, including emergency evacuation drills.• Any incidents affecting students' health, safety or well-being are systematically logged and stored securely along with details of any actions taken.• The learning environment generally supports students' learning effectively. However, a few classes are small for the rather large class sizes. KG classrooms are not currently set up in a way that is fully conducive to promoting provision and practice for this age group. The school is clean and well-maintained.• The school regards the promotion of healthy living as an important part of its provision. The awareness about a healthy lifestyle is promoted through the curriculum and through assemblies. Not all students follow the guidelines for eating healthy food.				
Care and support	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none">• The staff develop positive relationships with the students; consequently, behaviour is a positive feature of the school.• The school is successful in promoting students' attendance and punctuality.• The school systems to identify and support students with special educational needs (SEN) and those who are gifted and talented (G&T) are underdeveloped. There are limited plans in place to support these students.• Systems are in place to regularly monitor the personal development and well-being of students although these are not yet consistent.• The personal support systems ensure that students receive personal and academic guidance. Staff provide students with personalised advice and guidance about career choices and higher education pathways.				



Areas of Strength:

- Procedures for ensuring students' safety.
- The promotion of attendance.

Areas for Improvement:

- Systems for identifying and supporting students with SEN and those who are G&T.
- The consistency of systems to monitor personal development and wellbeing and the learning environment for children in KG.

PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

Indicators:

The effectiveness of leadership

Acceptable

Self-evaluation and improvement planning

Acceptable

Partnerships with parents and the community

Good

Governance

Weak

Management, staffing, facilities and resources

Acceptable

- The overall quality of leadership and management is acceptable.
- The principal, along with members of the senior leadership team, set a vision for the school's direction. They are successful in providing a positive learning culture so that students are keen to do their best.
- Leaders are knowledgeable about the curriculum and have clear knowledge of what constitutes good practice in Primary, Middle and High related to methods of teaching.
- Relationships and communication are strong so that all members of the school community feel valued. There is positive morale amongst the staff.
- The leadership team have clarity on what is needed to keep the school improving. Leaders rightly recognise that there remains work to do in improving the overall progress of students especially in the KG and Primary.



- Since the last review, leaders have improved aspects of school performance. Overall, they ensure that the school is fully compliant. However, they are aware of the need to reduce the class sizes in Primary and KG.
- Self-evaluation is acceptable and provides a clear picture of the school's strengths and areas for improvement and teachers are fully involved in its construction. Although assessment data is used to inform the self-evaluation, it is insufficiently accurate to inform the process.
- Leaders ensure that teaching and learning are regularly monitored across the school but recognise that current systems do not sufficiently focus on evaluating students' achievement during the observations.
- The school has a suitably prioritised improvement plan that contains clear recommendations. However, there remains scope for further embracing areas of improvement in line with school self-evaluation findings. The school has made acceptable progress over time in addressing the recommendations from the previous review.
- The school has established a good partnership with parents, and robust systems are in place to communicate with parents and to report to them about their children's progress. The school is aware of the need to develop a wider range of international partnerships, in order to strengthen students' understanding of their roles as global citizens.
- The chair of governors has supported the school and helped improve facilities. In the last year he has constituted a full range of stakeholders to join him on the governing body. However, overall, governance remains weak because the newly appointed governors have not yet had a chance to develop their roles and gain a full knowledge and understanding about the quality of educational provision, the standards achieved by students and the views of the parents.
- The school runs efficiently on a day-to-day basis and has mainly appropriate levels of staffing. However, KG classes and a few Primary classes have more than 40 students on roll in the classes and the school rightly has plans in place to alleviate this by employing more staff in the near future. The school has suitable accommodation and resources, including technology resource. Teachers receive a full range of training. However, there is a particular need to provide further training for teachers in terms of developing more accurate use of assessment and to provide full training for KG teachers to help them improve the provision in this part of the school.

Areas of Strength:

- The leadership of the principal in providing a positive culture for learning across the school.
- The partnership with the parents.

Areas for Improvement:

- The roles of the governors.
- The use of accurate assessment information to inform self-evaluation.
- Leadership of KG to improve provision.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are three teachers and a student ratio of 1:41
- The school has 227 Arabic books in the library, but these are not divided into fiction and non-fiction.
- The school uses the MoE textbooks and students go to the library once a week and have the opportunity to use the library in their free time. There is no use of technology currently to support reading.
- The school participates in the SPEA Arabic reading challenge, the public speaking competition and the Arabic calligraphy competition.

The school's use of external benchmarking data

- In compliance with SPEA requirements, the school involves students in PIRLS, TIMSS, PISA and CBSE exams. All of the students at the relevant age groups who are required to sit these examinations, do so.
- ASSET 2022 - 82% of Primary, 72% of Middle and 85% of High sat the tests.
- ACER IB - In 2021 3% of Primary and 4% of High took the test. No students sat the tests during 2022-23. In 2023-24 it is intended that there will be 100% participation.
- The school intends to have full participation of students in CAT 4 exams in 2023-24.
- Students sit 'mock' examinations in preparation for all tests and extra study lessons are provided to support students as required.
- The school ensures that parents are kept fully informed about all of the processes and preparations.
- The school keeps students and parents fully informed about all test results.

Provision for KG

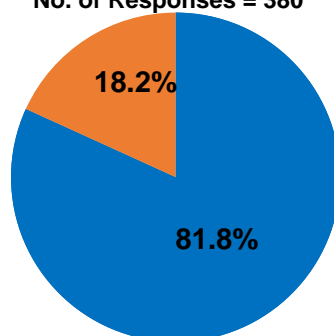
- The KG currently has 4 teachers and a student and teacher ratio of 1:42. Plans are well advanced to establish another classroom and new teacher to reduce the current class sizes.
- KG rooms are reasonably spacious with a suitable range of resources available. In addition, there is one specialized room for extra activities such as role play.
- Due to weather damage to a sunshade, the school does not currently have a functioning outdoor play area for KG and there are no outdoor facilities such as slides and swings to promote gross motor skills.
- The school has suitable induction programmes for parents when their children start school. Also, parents are given a full briefing when their children transition to Grade 1. In this context, staff provide parents with much detail about the curriculum and the expectations for children.



VIEWS OF PARENTS

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

No. of Responses = 380



■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement to consistently good or better in all subjects by:
 - develop students' skills in Islamic Education to understand basic concepts and etiquettes connected with the Noble Hadeeths.
 - develop the accuracy of students' speaking and written work in ASL.
 - develop students' map skills and understanding about civilizations and societies in social studies.
 - develop students' extended writing skills and speaking skills especially for boys in English.
 - develop in mathematics, KG children's understanding of number and improving the standard of work with shape, space, and measure in Primary.
 - develop students' scientific thinking, enquiry, and practical investigation skills across the school.
 - develop students' innovation, creative and critical thinking skills and communication skills across the school.
 - ensuring that work in all lessons consistently challenges higher attaining students across the school.
- Improve the quality and consistency of teaching across the school, particularly in KG and Primary by:
 - ensuring that tasks provided in lessons always match precisely with the needs of different groups of students.



- ensuring books are marked on a regular basis with feedback given to show students how they can improve.
- Improve the accuracy and validity of assessment systems by:
 - reviewing all systems for internal assessment and ensuring that teachers' ongoing assessments of students' attainment and progress match precisely with what is seen in lessons on a day-to-day basis.
 - ensuring that work in lessons prepares students fully for the external benchmark tests.
- Improve the overall provision in KG by:
 - moving ahead with current plans to reduce class sizes in KG by opening new classes and recruiting new teachers.
 - reviewing all lesson plans to ensure the provision of practical, child orientated activities match the needs of this age group.
 - providing training for the KG teachers and chances for them to view what constitutes good practice for this age group.
- Improve the curriculum provision by:
 - adapting the curriculum to ensure activities provided match the needs of all groups of students and particularly for those who are higher attaining.
- Improve provision for students with special educational needs and for those who are gifted and talented by:
 - ensuring systems are in place to test students and identify those who are identified with SEN.
 - using the current CAT4 testing to identify students who are gifted and talented.
 - introducing individual education plans for students who are identified as either having SEN or who are gifted and talented.
- Improve governance of the school by:
 - delegating specific roles to the new members and ensuring they hold leaders to account.
 - providing opportunities for governors to monitor the work of the school and acquire a clear overview of the quality of educational provision and the standards achieved by students.
 - involving the governors in reviewing the school self-evaluation and improvement planning.
 - ensuring governors survey the views of parents and take account of these when working on future strategic planning.



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.