ITQAN Programme

School Performance Review (SPR) Report

ROSARY PRIVATE SCHOOL LLC.

30 January - 2 February 2023

Overall Effectiveness	ACCEPTABLE

إتـقان ITQAN

TABLE OF CONTENTS

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	209
	School location	Muwaileh, Sharjah
	Establishment date	29/08/2000
	Language of instruction	English
	School curriculum	British
	Accreditation body	Cambridge Assessment International Education
	Examination Board	Cambridge
	National Agenda Benchmark Tests/ International assessment	PISA, TIMSS, PIRLS, CAT4, PT, IBT ARABIC, IGCSE, AS, A level
	Fee range	AED 10,000 to 17,000
Staff	Principal	Sister Wisal Hani Odeh Halaseh
	Chair of Board of Governors	Aisha Abdel Wahid Alzarooni
	Total number of teachers	132
	Total number of teaching assistants	3
	Turnover rate	11%
	Main nationality of teachers	Indian
Students	Teacher: student ratio	1:15
	Total number of students	1998
	Number of Emirati students	133
	Phase 1: number and gender	Total 455: Boys 188, Girls 267
	Phase 2: number and gender	Total 1037: Boys 340, Girls 697
	Phase 3: number and gender	Total 425: Girls 425
	Phase 4: number and gender	Total 81: Girls 81
	Nationality groups	1. Egyptian
		2. Syrian
	Total number of students with special educational needs	21

PROGRESS JOURNEY

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

SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 7 reviewers' 209 lesson observations, 27 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 the same as the previous inspection in 2018. There has been an overall improvement in student achievement, especially in Phase 1, although students' achievement is still acceptable overall. Students' personal and social development has improved considerably and is now very good overall. The quality of teaching remains acceptable, as effective strategies for raising students' achievement still need development. Assessment is now being used more purposefully to identify strengths and weakness in students' achievement. Curriculum design and implementation has remained acceptable, although there are improvements in curriculum modification. With the appointment of a SENCO and support teachers, the care and support of students is now good, although the identification of all students with additional learning needs still requires further development. A new principal started this school year, she has put in place plans for improvements which are beginning to develop processes across the school. The school provides a welcoming and safe environment for learning.

KEY AREAS OF STRENGTH:
- Students' positive attitude towards their learning.
- Students' personal and social development.
- The improvement in students' attainment and progress in science, English, Islamic Education and Arabic in Phase 1 and Phase 2.
- The improvement in the use of assessment processes to inform curriculum and lesson planning.
- The appointment of a SENCO and support teachers.

KEY AREAS FOR IMPROVEMENT:
- The quality and effectiveness of teaching.
- Students' attainment in all subjects and phases.
- Provision for the learning needs of all students, including those who are gifted and talented.

PERFORMANCE STANDARD 1:
STUDENTS' ACHIEVEMENT

Students' achievement overall is Acceptable.

Indicators:		Phase 1	Phase 2	Phase 3	Phase 4
Islamic Education	**Attainment**	Good	Acceptable	Good	Good
	Progress	Good	Acceptable	Good	Good
Arabic (as a First Language)	**Attainment**	Good	Good	Acceptable	Acceptable
	Progress	Good	Good	Good	Acceptable
Arabic (as a Second Language)	**Attainment**	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
Social Studies	**Attainment**	N/A	Acceptable	Acceptable	N/A
	Progress	N/A	Acceptable	Acceptable	N/A
English	**Attainment**	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Science	**Attainment**	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
Other subjects (Art, Music, PE)	**Attainment**	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning Skills		Good	Acceptable	Acceptable	Acceptable

Islamic Education	• Students' achievement in Islamic Education is good overall. It is acceptable in Phase 2. The majority of students make better than expected progress in lessons and in their recent work. • The school's internal assessment data indicates that in all phases, attainment is at least good overall. This nearly matches with attainment observed in lessons, where the majority of students' attainment is above the curriculum expectation, except in Phase 2. • The majority of students make good progress overall. In Phase 1, children make good progress. They learn to recite a few Surahs by heart from the Holy Qur'an. They have a good knowledge of the basic features of Islam and of the values and teachings from the Sunna relating to good behaviour. In Phase 2, students develop a good knowledge of historical events, such as the emigration from Makkah and of the teachings of Sunna concerning good deeds. However, reading skills of the Holy Qur'an are underdeveloped. In Phase 3, students develop good knowledge of Islamic values and teachings concerning safety and security. For example, the sanctity of mosques and appropriate behaviour in life. At times, students in Phases 2 and 3 cannot explain the content of rote learning of Islamic values. In Phase 4, students confidently apply Islamic values and teachings in their reasoning to find solutions to real life situations. • Overall, the majority of groups of students make better than expected progress. Where instruction is in English language, students make better progress.

Areas of Strength	Areas for Improvement
• Children's basic knowledge of Islamic values and teachings in Phase 1. • Students' application of Islamic values and principles in their behaviour.	• Students' reading skills of the Holy Qur'an in Phase 2. • Students' understanding of content learnt by rote, for a deeper knowledge of Islamic values and teachings in Phases 2 and 3.

Arabic	- Students' achievement in Arabic as a first language (AFL) is good overall. For Arabic as a second language (ASL) it is acceptable. In AFL, students make good progress in Phases 1, 2 and 3 and acceptable progress in Phase 4. In ASL, students' progress is acceptable in both Phase 2 and 3. - IBT examination results for AFL indicate acceptable attainment. Internal data indicates that students' attainment in AFL is very good in Phases 1 and 2 and acceptable in Phases 3 and 4. In lessons, attainment was seen to be good in Phases 1 and 2 and acceptable in Phases 3 and 4. School data indicates that attainment in ASL is outstanding across Phases 2 and 3. This does not match with what was seen in lessons, where attainment was seen to be acceptable in all phases. - In AFL, students make good progress in Phases 1, 2 and 3, particularly with their listening and reading. For example, in Phase 1, the majority of children can distinguish letter sounds and position in words. In Phase 2, students can extract and determine the main settings of a story. However, a few students struggle to understand new vocabulary. In Phase 3, students can read accurately and fluently, but struggle to hold conversations using standard Arabic. In Phase 4, students make acceptable progress in reading fluently and accurately and their extended writing becomes well developed. Overall, students' conversation and speaking skills are less well developed in AFL. In ASL, progress is acceptable. Most students develop good listening skills. However, skills to speak in conversations using standard Arabic language, are less well developed. In Phases 2 and 3, most students can read and write adequately, but their wider vocabulary development is inconsistent. - Overall, all groups of students make the expected progress in both AFL and ASL. Higher-attaining students do not always progress as expected.

Areas of Strength	Areas for Improvement
- Reading and listening skills for comprehension. - Extended writing in Phase 4 AFL.	- Conversation skills in standard Arabic language for AFL and ASL. - The acquisition of wider vocabulary in Phases 2 & 3.

Social Studies	- Students' achievement in social studies is acceptable in Phases 2 and 3. This does not match the school's internal data for students' progress which indicates outstanding progress. - Students' attainment is acceptable overall. This does not match with the internal assessments from the school, which indicate attainment to be outstanding. In lessons and in students' books, most students attain in line with curriculum standards. - Most students make acceptable progress from their starting points. In Phase 2, students develop adequate awareness of national identity and history. For example, they can name the means of transport used in the past and the present, and the natural resources and environment of the UAE. Across Phases 2 and 3, students make acceptable progress learning about UAE heritage and culture, and their understanding of the national values develops well. In Phase 3, students' understanding of economic principles and the role of government in the development of the national and global economy improves adequately well. However, students across all phases show less developed skills in using maps and in using geographical concepts and terminology, to link their learning to real-life and the region. - Overall, all groups make at least the expected progress. Higher-attaining students do not progress as well as they could.

Areas of Strength	Areas for Improvement
- Students' knowledge of national identity in Phase 2. - Students' understanding of UAE culture and national values in Phases 2 and 3.	- Students' conceptual understanding of geographical terminology and skills in reading maps across all phases. - Students' ability to make effective links between their learning and real-life experiences across all phases.

English	- Students' achievement in English is acceptable overall. Progress is good in Phase 1 and acceptable in Phases 2, 3 and 4. This is not fully aligned with the school's internal data, which shows acceptable progress overall, with Phase 1 students making good progress and Phase 2 students making very good progress. - Internal assessment indicates at least good attainment in Phases 1 and 2, and acceptable attainment in Phase 3. There is no attainment data for Phase 4 as this is the first cohort. The external iGCSE data for June 2022 indicates outstanding attainment. This level of attainment is not seen in lessons and students' work, where students' attainment was found to be acceptable overall. - Most students make expected progress in lessons developing listening, speaking, reading and writing skills. Listening, speaking and reading skills develop more consistently than writing skills. In Phase 1, children make adequate progress in listening and speaking, they learn to speak in longer phrases with improving accuracy. For example, when they respond to questions to describe the weather and their own feelings. In Phases 2 and 3, students develop adequate speaking, listening and reading skills. For example, when discussing the impact of tourism in Venice. However, their spoken language accuracy is inconsistent. Most students in Phase 4 make acceptable progress in developing their overall language skills. For example, when students use their devices to research unusual sports and when writing up their findings. Extended writing skills are less well developed in Phases 2 and 3, although acceptable in Phase 4. - Overall, all groups of students make at least expected progress.

Areas of Strength	Areas for Improvement
- Progress in listening for communication across all phases. - Older students' reading skills when researching.	- Spoken language accuracy in Phases 2 and 3. - Extended writing skills in Phases 2 and 3.

Mathematics	- Students' achievement in mathematics is acceptable overall. It is good in Phase 1. Most students make progress in line with expectations as seen in lessons and in students' books, except in Phase 1, where progress is good. - Internal assessment indicates that student attainment is very good in Phase 1, outstanding in Phase 2 and acceptable in Phase 3. External GL assessments in the upper year groups of Phase 2, indicate acceptable attainment and weak attainment in Phase 3. Phase 4 iGCSE examination outcomes indicate weak attainment. In lessons, students' attainment was found to be acceptable overall and good in Phase 1. - Lesson observations and analysis of students' workbooks confirms that most students' progress is in line with the expectations of the curriculum, except in Phase 1, where children's progress is good. Phase 1 children develop their number skills and their skills to recognise quantities well. For example, when counting to 35 and matching groups to numbers. Phase 2 students develop this knowledge further by performing the four computational operations of addition, subtraction, multiplication and division. However, their skills only remain in line with the expectation. Throughout the school, students learn to use precise mathematical language when explaining to the teacher or to their peers, this supports their mathematical thinking. Phase 4 students develop adequate mathematical skills and strategies. For example, they can manipulate algebraic expressions to solve problems. However, they are not able to reason mathematically as successfully. Overall independent mathematical problem solving is less well developed in Phases 2 and 3. - All groups of students make the expected progress.

Areas of Strength	**Areas for Improvement**
- Students' number skills, particularly in Phase 1 and the early years of Phase 2. - Students' use of precise mathematical language.	- Students' ability to reason mathematically in Phase 4. - Students' ability to solve problems independently in Phases 2 and 3.

Science	- Students' achievement in science is acceptable overall. It is good in Phase 1 and acceptable in Phases 2, 3 and 4. In lessons and in their work, students make acceptable progress in Phase 2 to 4 and good progress in Phase 1. - Students' attainment is good in Phase 1 and acceptable across all other phases. This does not match the internal assessment data, which shows outstanding attainment in Phases 1 and 2 and acceptable attainment for Phase 3 students. Students will be taking external examinations in Phase 4 for the first time in 2023. - In Phase 1, children make good progress in understanding their bodies and the world around them. For example, when learning about human characteristic traits, such as size and type of hair. Phase 2 students gain secure basic understanding of earth sciences. For example, they can describe herbivores, carnivores and the food chain. Phase 3 students gain a secure understanding of physical sciences and theory. For example, when describing the concept of resistance in electrical circuits and its affect. In Phase 4, students develop an adequate understanding of the application of science to technology. For example, the concept of genetic engineering and how genes are manipulated to get the desired organism. 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 acceptable progress. However, the higher attaining students across the school do not progress as rapidly as they could.

Areas of Strength	**Areas for Improvement**
- Application of scientific knowledge and understanding to technology in Phase 4. - Children's understanding of human features in Phase 1.	- Practical and laboratory skills across the school. - Scientific thinking and skills in investigation and enquiry across the school.

Other subjects	- Students' achievement in other subjects is acceptable overall. The progress they make in other subjects across the school is acceptable, except in ICT in Phases 3 and 4, where it is good. There is limited internal data for other subjects. - In iGCSE results, students' attainment in ICT is acceptable but it is weak in Business Studies and Economics. Students' attainment seen in lessons and in their work in French, Art, Music, Business Studies and PE is acceptable overall. - In all phases in PE, students make good progress in their knowledge, skills and understanding. They progress from throwing and catching in Phase 1 to using developing basketball and handball skills and working as a team when they are older. In Business Studies and Economics, older students only develop an acceptable understanding of concepts, such as the relationships between price and supply, and the underlying causes of deflation and inflation. In ICT, students develop good skills when learning about designing websites and how to use programming languages for real life applications. In French, students make acceptable progress in Phases 2 and 3 as they acquire reading, writing and speaking skills and apply these to tasks such as organising a French café. In Art, in Phases 2 and 3, students only use a limited range of skills and artistic techniques. - Overall, all groups of students across the school make at least expected progress. However, gifted and talented students do not always progress as rapidly as they could, especially in Phases 2 and 3 in all other subjects.

	Areas of Strengths	**Areas for Improvement**
	- Newly acquired vocabulary when speaking in French. - Students' ball control and team skills in PE.	- Students' wider skills development in Art when using a range of different mediums. - Students' deeper understanding of concepts in Business Studies.

Learning Skills	- Students' learning skills are acceptable overall. They are good in Phase 1. Students display a positive attitude to learning, particularly in Phase 1 where they clearly enjoy their learning. Students in Phases 2 and 3 can work for short periods without their teacher's intervention. In these phases there are a few passive learners. They are aware of what they have learned and how to improve in general terms. Older students sometimes lead the learning and present their ideas with confidence. - Students can work productively in groups. Interaction and collaboration are less developed in Phase 2. Students in all years can communicate their learning clearly. They are confident speakers. - Across all phases, students generally make a few connections between areas of learning, mostly with adult support. They can relate their learning in simple ways to their understanding of the world, for example students singing songs of peace, reflecting on friendship and discussing the emergence of a butterfly from its chrysalis. - Students can carry out basic research, but they are still too dependent on the teacher. Students in French are able to research the meanings of words and use Google maps to give them effective directions. In Phase 2 social studies, students use their tablets to search the internet. Critical thinking and problem-solving skills are developing slowly across the school. Overall, students make too little use of learning technologies across the school, except in Phase 1, where they are commonly used in mathematics, and in Phase 2 Islamic Education to search for the location of Habashah. A few students are enterprising and sell books they have written. However, entrepreneurship is an underdeveloped feature overall. Students take part in sustainability and other projects, such as planting trees and a robotics club. Overall, students' skills to be innovative, enterprising, creative and critical thinkers are underdeveloped.

Areas of Strengths	**Areas for Improvement**
- Students' positive attitudes towards learning. - Students' communication skills in group work and presentations.	- Students' enterprise, entrepreneurship and innovation skills in class and around the school. - Students' creativity and critical thinking skills.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Personal development	Very Good	Very Good	Very Good	Very Good

- Overall, students personal and social development is very good across all phases. Students have positive and responsible attitudes towards learning. Behaviour and relationships with adult staff and with their peers are very respectful and harmonious.
- Students' consistent adoption of safe and healthy practices and the guidance of the nurse and teachers of science and PE have succeeded in improving general fitness. Students generally make wise choices about their health. They have a well-developed understanding of how to lead healthy lifestyles.
- Attendance is very good at 96%. Punctuality is very good across all phases.

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

- Across all phases students show a very good appreciation of how Islamic values influence life and society in the UAE, particularly concerning safety and security.
- Students show great respect and secure knowledge of the heritage and culture of the UAE. They celebrate the national UAE ceremonies and are involved in a number of cultural activities. They donate to the UAE's contribution to other countries in distress.
- Students express their respect for the heritage and culture of the UAE in most lessons and activities. They appreciate the welcoming attitude to the diversity of nationalities hosted by the UAE. They have a well-developed understanding of their own culture and secure knowledge of other cultures both in the UAE and around the world.

Social responsibility and innovation skills	Good	Good	Good	Good

- Students in Phases 2 and 3 are willingly involved in activities that serve the community to help local families. They volunteer to support old age homes and local charitable organisations. The student council organises an annual bazaar, selling homemade products. The revenue is used in charitable campaigns, though more students could be involved in the planning.
- Students show a very positive work ethic. However, they lack skills to initiate enterprise, innovation and entrepreneurship projects themselves, and often rely on guidance from adults.

- Students show awareness of protecting their environment and a few are involved in sustainability actions such as reusing plastic bottles. Further development of students' support for the environmental sustainability is required overall.

Areas of Strength:

- Students' positive attitudes to learning.
- Students' good behaviour and relationships with peers and adults in the school.

Areas for Improvement:

- Greater involvement in volunteering opportunities for fundraising by all students.
- Student' participation in a wider range of environmental issues in school and in their community.

PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Teaching for effective learning	Good	Acceptable	Acceptable	Acceptable

- The overall quality of teaching and assessment is acceptable overall. It is good in Phase 1.
- Most teachers have secure knowledge of their subjects and understand how students learn. In Phase 1, teachers use a wider range of strategies to activate and consolidate learning. In higher phases, the majority of teachers use questioning inconsistently to challenge students.
- Teachers plan detailed lessons aligned to the curriculum standards. Lesson plans include sections on differentiation, learning skills, higher order thinking and 21st century skills, however delivery of these areas is sometimes limited. At times, teachers and students use technology effectively to support learning across the curriculum, for example, to research topics and facilitate problem-solving in core subjects, French and business studies.
- Teacher-student interactions are positive and ensure students are engaged in lessons. Teachers regularly provide verbal feedback to students. However, they are less successful at promoting self or peer feedback to help students understand their progress. Also, opportunities to extend knowledge, particularly for higher-attaining students, are inconsistently provided.
- Independent learning is more effectively promoted in the higher phases. Elsewhere, teachers are less successful in promoting students' critical thinking, problem-solving and innovation skills in lessons.

Assessment	Good	Acceptable	Acceptable	Acceptable

- Internal assessment processes are organised and provide broadly suitable measures of students' progress. However, these processes can be inaccurate.

- The school consistently benchmarks students' outcomes against national and international levels in core subjects from Phase 2 onwards. These assessments are analysed and provide leaders with an understanding of students' attainment levels.
- Most teachers use assessment information in their lesson planning but there is scope to improve the use they make of this information, especially when planning for higher-attaining students. Teachers incorporate skills-building sessions to help students prepare for external benchmarking tests, such as IGCSE, PISA and PIRLS assessments.
- Teachers know their students, but teaching does not consistently address different ability levels. They provide feedback to students which helps understand how to make improvements.

Areas of Strength:

- Teachers' subject knowledge in core subjects.
- Teacher and student interactions which ensure student engagement.

Areas for Improvement:

- Teaching strategies, including questioning techniques to meet all students' needs, particularly for higher attaining students.
- Teaching to further develop students' independence, critical thinking and innovation skills in lessons.

PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Curriculum design and implementation	Good	Acceptable	Acceptable	Acceptable

- The overall quality of the curriculum is acceptable. The curriculum has a clear rationale, it is balanced and complies with statutory requirements. Planning and monitoring ensure students build progressively on previous learning.
- A range of curricular choices are provided for older students which 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 and for future learning.
- Cross-curricular links are systematically planned but are not yet fully integrated in all lessons. As a result, students miss out on making links between subjects and to the world.

- Regular curriculum reviews are conducted ensuring adequate provision to meet the needs of most students. Reviews have not yet led to significant improvements in curriculum provision.

Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- Curriculum modifications are adequate to meet the needs of most groups of students. However, the provision does not always sufficiently challenge the higher-attainers and gifted and talented in lessons.
- An appropriate range of extra-curricular activities, and competitions are offered to students. These enhancements enable some students to be innovative and enterprising. However, opportunities to engage in activities that promote enterprise, innovation and creativity within lessons need to be further developed.
- The curriculum supports students' good knowledge, understanding and appreciate of UAE's values, culture and society. Frequent opportunities are provided in and out of lessons for students to gain a good appreciation of Islamic values and Emirati culture. As a result, students' understanding of the society they live in is very well developed.

Areas of Strength:

- Planning and monitoring of the basic curriculum provision.
- The curriculum for learning about Islamic values, Emirati heritage and culture.

Areas for Improvement:
- Curriculum modification to effectively challenge and support higher-attaining students in all phases.
- Create and embed more opportunities for enterprise and innovation in all subjects.

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

Indicators:	Phase 1	Phase 2	Phase 3	Phase 4
Health and safety, including arrangements for child protection /safeguarding	**Very good**	**Very good**	**Very good**	**Very good**

- The overall quality of protection, care guidance and support of students is very good. All staff, students and parents are fully aware of safeguarding procedures including child protection. Students feel safe and are confident to report any concerns to the nominated members of staff

for child protection. There are effective and rigorous arrangements to protect all students from abuse from bullying, and cyber bullying. All staff receive frequent training on safety procedures.

- The school conducts thorough and frequent safety checks and the daily maintenance logs are kept up to date. The processes put in place ensure the school is safe, clean and secure. Supervision of students is highly effective at all times.
- Records of incidents affecting students' health, safety or well-being and subsequent actions are secure and comprehensive. The learning environment, its facilities and premises are well suited to the learning needs of all students. However, more effective use of the school's specialist facilities to support better learning can be made, for example specialist science facilities.
- The promotion of healthy living is very effective in almost all aspects of school life through activities such as exercise breaks in lessons, workshops on healthy food choices, weight monitoring and promotion of sports and exercise.

Care and support	Good	Good	Good	Good

- Relationships between students and staff and students' behaviour are very good. The school's very rigorous procedures promote very good attendance and punctuality.
- The school has adequate systems to identify accurately students with special education needs (SEN) and creates individual education plans (IEPs) to support teachers' understanding of their needs. Identification and support processes are less thorough for the gifted and talented (G&T) students. However, there is scope to improve the support SEN and G&T students receive in lessons.
- The personal development systems to support students are effective as are the processes to support students' academic development. Every student has access to quality individual advice, counselling, and guidance services. Staff and volunteer parents provide effective personalised advice and guidance about subject choices and future pathways.

Areas of Strength:

- Rigorous procedures for the safeguarding of students and staff student relations.
- Promotion of attendance and punctuality among students.

Areas for Improvement:

- Systems to identify and support the learning needs of all students, including those who are gifted and talented.

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	Acceptable
Management, staffing, facilities and resources	Good

- The overall quality of leadership and management is acceptable. Most leaders including the principal are fully committed to the vision for the school and to meeting national priorities. There is a full commitment to educational leadership from senior leaders who have sound knowledge of how to improve teaching and learning. Assessment processes have been improved and are used to inform curriculum planning, but some middle leaders are not sufficiently effective in raising standards because they lack knowledge in best educational practices.
- Professional relationships and the delegation of leadership across the school means that all leaders are held accountable for improvement in quality of teaching and learning. This has resulted in some improvement. However, the needs of all students, particularly higher-attaining students, are not yet being met in lessons. Overall, communication and morale are good across the school.
- Senior leaders demonstrate the capacity to raise standards in the school. They understand the school's needs. Provision for SEN students has improved, as has students' achievement in lessons, especially in Phase 1. However, improvements are not yet consistent across all subjects and phases.
- The school has a process for self-evaluation which involve all teaching staff. These processes are largely effective. Self-evaluation makes use of internal and external student attainment data and identifies strengths and areas for improvement related to students' achievement.
- Self-evaluation links to the school improvement plan adequately. School improvement plans focus on key priorities and some effective changes have been made in school processes recently. These include a more systematic use of attainment data and more focus on the requirements of the UAE national agenda. The impact of improvement planning is not yet consistently evaluated by leaders and teachers. However, students, parents and governors, are surveyed for their feedback,

- The school has made progress in addressing the requirements of the last report and the new principal has put in place some improvement initiatives quickly, such as greater inclusion in the school, though this still needs further development. Closer attention still needs to be given to developing teaching strategies to provide greater challenge, to raise expectations, and to provide opportunities for developing students' learning skills in lessons.
- The parents are supportive of the school and feel that they are involved in their children's academic and social development. Some parents regularly volunteer at the school to support supervision routines outside the classroom. Their views are taken account of through surveys and are considered in the planning processes. Communication through the school portal and class phone groups ensure information is always available. Reports and meetings about students' achievement are termly. Parents support links with the local community and offer local and international workshops to students.
- Most members of the board of governors have been recently appointed. The board includes representation from stakeholders such as specialists in technology and wellbeing. They do not yet hold the school leaders sufficiently accountable for their actions. They exert some influence on school performance and have ensured that necessary school resources are provided.
- Day to day management and routines of the school are well organised and result in a sense of wellbeing and a positive focus on student learning. The premises, resources and facilities are matched well to learning needs of students, especially in Phase 1. Staffing is sufficient and appropriate to meet students' learning needs. Staff receive regular training, though further training on effective teaching strategies would improve students' achievement.

Areas of Strength:

- The use of assessment data analysis to identify strengths and weaknesses.
- The involvement of teachers in the self-evaluation processes.

Areas for Improvement:

- Evaluation of the impact school improvement planning initiatives, to monitor and ensure the implementation of improvements.
- Training for school governors to improve their understanding of how to hold leaders accountable.

SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- There are 1455 Arabic speaking students in the school from Year 2 to Year 13 with 17 teachers, giving a ratio of 1:85. There are 73 non-Arab students with 5 teachers giving a ratio of 1:14. In FS2 and Year 1, there are 460 Arab and non-Arab students, 10 teachers and a ratio of 1:46.
- The school libraries contain 3789 books of which 1908 are fiction, the rest are a wide range of non-fiction topics. There is a virtual reading library for all students. This is classified into scientific, religious, historical and fiction books. Parents also contribute to the library with more specialized books.

School Performance Review of Rosary Private School LLC.
30 January - 2 February 2023

- Arabic speaking competitions, poetry writing competitions and reading competitions are held in school.
- The school also participates in the Emirates Airline Festival, and a forum for Arabic teachers in Sharjah. Students have entered and won audio/video events and greetings cards competitions to celebrate the 50 years of the UAE.

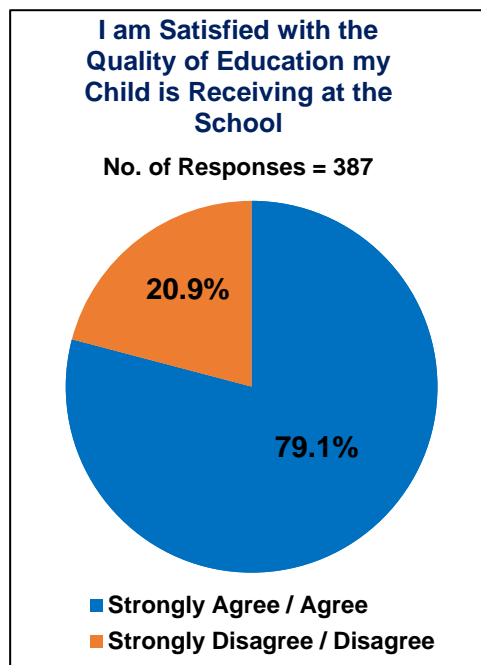## The school's use of external benchmarking data

- The school is fully compliant with national agenda requirements. In 2017 and 2019 100% of 15-year-old students sat the PBST (PISA based tests for schools) in mathematics and science. In 2012 and 2015 and 2018, 100% of 15-year-old students sat the PISA assessment. In reading, mathematics, science, 93% of Year 5 students sat the PIRLS assessment in reading literacy in 2021. In 2022 -2023, 100% of students sat the Granada Learning progress tests (PT). In 2021-2022 100% of Year 11 students sat IGCEs and 100% of students sat AS (GCE) levels. TIMSS was conducted in 2015 with 93% of Year 5 and 100 % of Year 9 students taking part. In 2019 100% of Years 5 and 9 sat the assessments. In 2022 98% of Year 5 and 9 students sat the field trial in TIMSS.
- The students and parents are very aware of these assessments and their importance. The parents are sent a circular about them, and a parent's orientation is held to ensure understanding the external assessments.
- After the results are analysed and based on past papers, a gap analysis identifies areas for development and targets are set. Students are then set questions based on these targets in key subject lessons. There are catch up lessons for any students who require them.
- Reports on the assessments are shared with students and parents. Strengths and areas for development are discussed with students and targets are decided. These are further reviewed with parents at their meetings with teachers.

Provision for KG

- In Foundation Stage 2 there are 12 teachers and 223 children giving a ratio of 1:19. There are 5 classroom assistants who move between all the classes.
- The indoor environment contains examples of children's work in the corridors. In the classrooms there are reading corners, choice corners, extension corners and a range of resources, such as tablets, manipulatives, games, and sand play, which are appropriate to learning activities across all subjects. There is also a science centre, a library, a drama room, computer lab, mathematics and English activity rooms. There is a large, safe, covered indoor play area. There is large, covered outdoor play area with climbing frames, slides and a garden.
- There is an orientation day for parents and new entrants to FS2 in September before the school year starts, where all the admission procedures are explained. The teachers meet with parents and the children. Any medical needs are discussed with the nurse. When the children transition, their portfolios of skills performance are discussed with their new teachers. The children spend some time in their new classes.

VIEWS OF PARENTS

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

No. of Responses = 387

20.9%

79.1%

■ Strongly Agree / Agree
■ Strongly Disagree / Disagree

STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve the quality and effectiveness of teaching by:
    - improving the understanding of best practice in teaching and learning in all middle leaders and their skills to pass these on to teachers.
    - providing training on teaching strategies which develop students' learning skills effectively in lessons.
    - communicating higher expectations to students in lessons and providing higher levels of support to enable students to meet these expectations.
    - making more use of open-ended questions to promote discussion and stimulate critical thinking.
    - making better use of time and activities to promote students' better progress.

- Improve attainment in all subjects and Phases by:
    - using assessment data to set challenging but realistic evidence-based targets for students' attainment and progress.
    - planning and delivering lessons which take account of the prior attainment of all students so that learning proceeds at a brisk pace.
    - ensuring that internal assessments are accurate and based upon the curriculum expectations at each phase.
    - practicing exam type/assessment questions at the end of each topic.
    - revising previous learning regularly.

School Performance Review of Rosary Private School LLC.
30 January - 2 February 2023

- Improve provision for the learning needs of all students by:
    - identifying all students with special educational needs and those who are gifted and talented.
    - training teachers on how to meet the needs of all learners, including in how to use IEPs to inform lesson planning.
    - providing higher level challenge in lessons for G&T students.
    - providing further extra-curricular activities to support the learning of students with SEN and those who are G&T.

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.