



هيئة الشارقة للتعليم الخاص
SHARJAH PRIVATE EDUCATION AUTHORITY

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

SCHOOL OF KNOWLEDGE

6 - 9 February 2023

Overall Effectiveness

ACCEPTABLE



إتقان ITQAN





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PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services.'* This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

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



THE SCHOOL PERFORMANCE REVIEW PROCESS

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

Performance Standard 1: Students' achievement, comprising:

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

Performance Standard 2: Students' personal and social development, and their innovation skills, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

Performance Standard 3: Teaching and assessment, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

Performance Standard 4: Curriculum, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

Performance Standard 5: The protection, care, guidance and support of students, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

Performance Standard 6. Leadership and management, comprising:

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



Judgements

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




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

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

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



SCHOOL INFORMATION

| School | School ID | 112 |
|---|---|---|
|  | School location | Al Azra, Sharjah |
| | Establishment date | 09/09/1990 |
| | Language of instruction | English |
| | School curriculum | UK |
| | Accreditation body | N/A |
| | Examination Board | N/A |
| | National Agenda Benchmark Tests/ International assessment | CAT 4, PTE, PTM, PTS AND NGRT ABT (ARABIC ASSESSMENT) |
| | Fee range | AED 8,100 to 10,260 |
| Staff | Principal | Ms Junia Amanna |
|  | Chair of Board of Governors | Mr Joseph Flynn |
| | Total number of teachers | 83 |
| | Total number of teaching assistants | 9 |
| | Turnover rate | 9% |
| | Main nationality of teachers | Indian |
| Students | Teacher: student ratio | 1:18 |
|  | Total number of students | 1505 |
| | Number of Emirati students | 0 |
| | Foundation Stage: number and gender | Total 425: Girls 213, Boys 212 |
| | Primary: number and gender | Total 994: Girls 481, Boys 513 |
| | Middle: number and gender | Total 86: Girls 40, Boys 46 |
| | High: number and gender | N/A |
| | Nationality groups | 1. Pakistani 2. Indian |
| Total number of students with special educational needs | 62 | |

PROGRESS JOURNEY

| Previous Inspection (2018): | Current Review: |
|-----------------------------|-------------------|
| ACCEPTABLE | ACCEPTABLE |



SUMMARY OF REVIEW FINDINGS

These findings draw from our team of 6 reviewers' 169 lesson observations, 32 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 outcome as the previous inspection in 2018. The school's implementation of the improvements identified in the previous inspection and in the school improvement plan (SIP) has resulted in improvements in achievement in science across all phases, together with improved achievement in Middle school Islamic Education, social studies, mathematics and in Foundation Stage mathematics. The identified improvements are the result of good teaching and planned activities that engage students as active learners and meet the needs of all groups of students. Achievement in English and Arabic (ASL) remain acceptable across all phases. Senior leaders' regular lesson observations and the school's performance management system provide ongoing checks on the quality of teaching and learning across the school. There are inconsistencies in leaders' accountabilities for raising achievement in the Primary Phase in most subjects, but particularly in English and ASL. Students' personal development and the arrangements for their protection care and guidance create a positive, supportive, and safe environment for learning. The learning environment is suitable for the needs of all students.

KEY AREAS OF STRENGTH:

- Improvements in students' achievement in science across the school, in Middle Phase and Foundation Stage mathematics, in Middle Phase Islamic Education and social studies, and in Art and Music.
- The improvements in teaching and learning and children's achievement in the Foundation Stage.
- Students' personal development and the arrangements for their protection, care and guidance.
- The improving quality of teaching and learning in the subjects and phases where students' achievement has improved.
- The principal and all leaders' determination and drive to improve the quality of provision and raise students' achievement in a caring and supportive environment.

KEY AREAS FOR IMPROVEMENT:

- Improve achievement in all subjects, in particular English and Arabic across the school.
- Improve teaching and learning to meet the identified needs of individual and groups of students.
- Improve leadership accountability for improving students' achievement, particularly in the Primary Phase, and for raising students' outcomes in external assessments.



MAIN REVIEW REPORT

PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

Students' achievement overall is **Acceptable**.

| Indicators: | | Foundation Stage | Primary | Middle | High |
|------------------------------------|------------|------------------|------------|------------|------|
| Islamic Education | Attainment | N/A | Acceptable | Very Good | N/A |
| | Progress | N/A | Acceptable | Very Good | N/A |
| 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 | Acceptable | Acceptable | N/A |
| | Progress | N/A | Acceptable | Acceptable | N/A |
| Social Studies | Attainment | N/A | Acceptable | Very Good | N/A |
| | Progress | N/A | Acceptable | Very Good | N/A |
| English | Attainment | Acceptable | Acceptable | Acceptable | N/A |
| | Progress | Acceptable | Acceptable | Acceptable | N/A |
| Mathematics | Attainment | Acceptable | Acceptable | Good | N/A |
| | Progress | Good | Acceptable | Good | N/A |
| Science | Attainment | Good | Good | Good | N/A |
| | Progress | Good | Good | Good | N/A |
| Other subjects (Art, Music, PE) | Attainment | Good | Good | Acceptable | N/A |
| | Progress | Good | Good | Acceptable | N/A |
| Learning Skills | | Good | Acceptable | Acceptable | N/A |

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|--------------------------|--|--|
| Islamic Education | <ul style="list-style-type: none">• In Islamic Education, students' achievement is acceptable overall. It is very good in Middle. Most students make expected progress overall, with a large majority making better than expected progress in Middle. This is not aligned to the school's internal data, where students' progress is very good overall.• The school does not participate in any external assessments in Islamic Education. Internal assessments indicate that students' attainment in both Primary and Middle is outstanding. This is not aligned to the attainment seen in lessons and students' work, where most students' attainment is acceptable overall, attainment is very good in Middle.• Most students make acceptable progress overall, with a large majority of students in Middle making very good progress. In Primary, students relate to the story of Moses' visit to the pharaoh in Egypt. They can explain what a miracle is and relate to miracles accomplished by Moses and Issa, in addition to the Prophet (PBUH). They do not always make the link between Islamic values and daily life practices. In Middle, students develop a good knowledge of the historical events of the Battle of Badr and can make the links to teachings from the Noble Hadeeth in their understanding of teachings of Islamic values, such as respect, truthfulness and kindness. Students in Middle Phase are developing their reasoning skills, reading skills of the Holy Qur'an and application of the rules of Tajweed are developing.• Most groups of students make acceptable progress overall, with the large majority of groups making good progress in Middle. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' application of the values of Islam to their daily lives in Middle.• Students' communication skills to develop their understanding of Islamic values in Middle. | <ul style="list-style-type: none">• Students' reading skills of the Holy Qur'an for a better understanding of the values and teachings of Islam in Middle Phase.• Students' links between Islam and other areas of learning in Primary. |



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| Arabic as a Second Language | <ul style="list-style-type: none">• Students' achievement in Arabic as a Second Language (ASL) is acceptable overall. In lessons and in their work, students make acceptable progress overall. This is not aligned to the school's internal assessments, with very good progress in Primary and good progress in Middle.• Students' attainment as seen in lessons and their work is acceptable overall. This does not match the internal assessment data, which shows very good attainment in Primary and good in Middle. No external tests are taken in this subject.• Most students make acceptable progress in ASL. In Primary, students gain sufficient understanding of information in short, cohesive texts that address personal and social issues. Although a minority of students repeatedly misunderstand such texts. In Middle, students make acceptable progress in understanding sentences that express practical needs when listening, as well as some frequently used expressions and instructions, particularly those learned before. However, they struggle to use familiar memorised words and phrases when speaking and describing their learning. Writing skills, reading for comprehension, and accurate pronunciation are less well developed across the school.• Overall, all groups of students make acceptable progress in Primary and Middle, 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' adequate listening and comprehension skills in Middle.• Students' adequate reading of a prescribed text. | <ul style="list-style-type: none">• Students' communication and speaking skills across the school.• Students' writing, reading for comprehension, and pronunciation in Middle. |



Social Studies

- Students' achievement in social studies is acceptable overall. It is very good in Middle. In lessons and in students' work, most students make expected progress overall, with a large majority making better than expected progress in Middle. This is not aligned to the school's internal data, where progress is very good in Primary and outstanding in Middle.
- The school's internal assessments indicate that students' attainment in social studies is very good overall and outstanding in Middle. This is not aligned to the attainment seen in lessons and students' work, where student attainment is acceptable overall and very good in Middle.
- Most students make acceptable progress in social studies overall, with a large majority making better than expected progress in Middle. By the end of Primary, most students have a secure knowledge about the differences between past and present practices in UAE trade, brought about following the discovery of oil in the country. For example, students can relate to pearl diving and fishing as the main past livelihoods of the Emirati population and can explain why this industry has plummeted over time. However, in several lessons a minority of students are passive listeners who do not participate effectively in the discussions and activities. In Middle, a large majority of students understand that residents in the UAE have brought in a wide diversity of cultures and can relate to the benefits and challenges of a multicultural society with inclusivity being at the core. These students can interpret the data illustrated in a graph showing the change in UAE population over the past 10 years; and give reasons for these demographic changes, which relate to the safe and inviting UAE environment.
- Most groups of students make acceptable progress overall, with a large majority of groups making very good progress in Middle.

Areas of Strength

- Students' general understanding of UAE culture and respect for diversity in UAE society in Middle.
- Students' secure knowledge about the differences between past and present practices in UAE trade in Primary.

Areas for Improvement

- Students' skills in explaining their understanding of concepts in social studies in Primary.



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| English | <ul style="list-style-type: none">• Students' achievement in English is acceptable overall. Across all phases, most students make expected progress overall in lessons and in their work. This is not fully aligned to the school's internal assessments where progress is given as outstanding in Foundation Stage and Middle Phase, and good in Primary.• The school's internal assessment data shows attainment is outstanding in Foundation Stage and Middle Phase, and good in Primary. External assessment data in English shows weak attainment overall. These are not fully aligned to attainment seen in English lessons and in students' work, where attainment is acceptable overall.• Students' progress is acceptable overall. Children in Foundation Stage develop phonics skills and can use diagraphs to blend words which they practice through singing and rehearsing the letters and words, before framing words into sentences with capital letters and punctuation. In early Primary, students use conjunctions to join sentences together and later in the phase they can read age-appropriate books independently and research the meaning of unrecognised vocabulary. By the end of Primary, students use inference to support comprehension questions in text, however justification skills are inconsistent. Across the school, creative and extended writing skills are under developed. In early Middle Phase, students confidently use language skills to discuss an author's viewpoint.• Overall, most groups of students make expected progress overtime. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Blending and framing words into sentences in Foundation Stage.• Independent reading and researching unknown words in Primary. | <ul style="list-style-type: none">• Inference and justification skills in upper Primary.• Creative and extended writing across the school across the school. |



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| Mathematics | <ul style="list-style-type: none">Students' achievement in mathematics is acceptable overall. It is good in Foundation Stage and Middle. Most students make expected progress overall in lessons and in their work, with the majority making better than expected progress in Foundation Stage and Middle. This is not fully aligned to the school's internal data in Foundation Stage, where progress is given as outstanding.The school's internal assessment data shows attainment is acceptable overall, outstanding in Foundation Stage and good in Middle. External assessment data in mathematics shows weak attainment overall. These are not fully aligned to attainment seen in mathematics lessons and in students' work where it is acceptable overall, and good in Middle.Most students make acceptable progress in mathematics overall, with a majority making better than expected progress in Foundation Stage and Middle. In Foundation Stage, children make good progress in their knowledge of number and operations, with older children developing a good knowledge of the names of three dimensional (3D) objects. In early Primary, students learn about properties of two-dimensional (2D) shapes, leading later to extending their knowledge to quadrilaterals and polygons. A few students lack confidence in categorising different shapes. By the end of Primary, most students make progress in learning about ratios, although a minority are less confident in simplifying ratios. Middle students show good progress in developing their knowledge of inverse proportions by creating their own word problems for other students to answer.Overall, most groups of students make expected progress in mathematics, with a majority of groups making better than expected progress in Foundation Stage and Middle. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">Knowledge of number and operations in Foundation Stage.Students' ability to create inverse proportion word problems in Middle. | <ul style="list-style-type: none">Students' categorisation of different shapes in Primary.Students' understanding of simplification of ratios in Primary. |



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| Science | <ul style="list-style-type: none">• Students' achievement in science is good overall. The majority of students' make good progress across the school. This is not aligned to the school's internal data, where progress is outstanding in Foundation Stage, very good in Primary and acceptable in Middle.• Internal assessment and external test data show attainment as outstanding in Foundation Stage, very good in Primary and acceptable in Middle. This is not seen in lessons and students' work where the majority of students' attainment is good across the school.• The majority of students make good progress overall. Foundation Stage children make good gains learning about living and non-living things and different animal parts. They make comparisons and relate to living and non-living things in the UAE. In lower Primary, students gain secure understanding of parts of the plant and their function. By the time they reach the end of Primary, students can relate to variation in voltage, the effect of the wire and the transformation of energy leading to alteration in the brightness of an electric bulb. A minority of students are unclear about voltage fluctuation and fuse of bulb wire. Students, through experiential learning, can verify scientific assumptions and are secure in their predictions. In Middle, students gain secure understanding of concentrated and dilute solutions through scientific facts and reasoning. Across the school, students do not sufficiently develop their practical investigation skills to carry out experiments independently.• Overall, the majority of groups of students make better than expected progress in science. This includes those identified with special education needs and higher-attaining students, girls make better progress than boys. | |
| | Areas of Strength | Areas for Improvement |
| | <ul style="list-style-type: none">• Foundation stage children's understanding of living and non-living things and animal body parts.• Students' knowledge of scientific facts through experiential learning in Middle. | <ul style="list-style-type: none">• Development and application of practical skills independently across the school.• Students' understanding of voltage fluctuation and fuse of the bulb wire in Primary. |



| | | |
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| Other subjects | <ul style="list-style-type: none">• Students' achievement in other subjects is good in Foundation Stage and Primary and acceptable in Middle. In Foundation Stage, there are no scheduled lessons in Music. Several subjects, such as Music, is taught weekly in Primary up to Year 3 only. Internal data indicates that students make good progress in French, Urdu, Physical Education (PE) and Moral Education, but this is not evident in lessons and the students' work where progress is in line with expectations. Progress is good in Art and Music.• Attainment is good overall. There is no external data for other subjects. Internal data in Primary indicates attainment is outstanding in Urdu and French and good in Moral Education. This does not match the acceptable attainment observed in lessons. However, the majority of students attain above curriculum standards in Art and Music in Primary and Middle.• Progress in Foundation Stage and Primary is good overall in Art and Music. It is acceptable in PE. There are limited opportunities to play a variety of games to develop coordination skills, particularly for girls. The majority of students develop good Art skills, such as pencil control and colour strokes and Music skills, such as rhythm, notation and tone, but the use of technologies to support learning is limited. Students' oral fluency is developing in French and Urdu.• The majority of groups of students make above expected progress in Art and Music subjects, and most groups make expected progress in PE with some inconsistencies in girls' PE. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none">• Students' confidence and well-developed skills in Art.• Students' understanding of sense of rhythm, notation and tone in Music. | <ul style="list-style-type: none">• Students' oral fluency in French and Urdu.• Students' opportunities to be physically active to develop collaboration, team spirit and coordination in PE for girls. |



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| Learning Skills | <ul style="list-style-type: none"> Students' learning skills are acceptable overall and good in Foundation Stage. They have positive attitudes toward learning and can work for short periods without the teachers' intervention. For example, children in Foundation Stage can complete integrated activities in the learning centres and in their lessons when given clear and concise instructions. Art students in early Primary develop fine motor skills pasting together and colouring a peacock and they can communicate their accomplishments adequately to their peers. Across the school, students sometimes collaborate and work productively in groups to discuss and make simple connections to their understanding of the world. Science students in Middle investigate water resistance by dropping objects into the water and then make conclusions. However, group work is sometimes inconsistent and lacks effective structure. In Foundation Stage, children in mathematics link 3D shapes to real life objects they may find in the UAE. They relate the Burj Khalifa to a triangle, an ice cream to a cone and ice cubes to a cube. Primary students in English relate their work to the water conservation project, recycling and healthy eating, which are identified school priorities. Students in Primary use technology and resources to research unknown vocabulary, but technology is not a regular feature in the classrooms. Students in Middle use Blooms taxonomy to design higher order questions, however, critical thinking and problem-solving skills are still developing. | |
| | Areas of Strengths | Areas for Improvement |
| | <ul style="list-style-type: none"> Students' communication of learning and language skills. Connections between learning and the UAE and life experiences. | <ul style="list-style-type: none"> Problem solving and critical thinking skills across the school. Structured collaborative groupwork across the school. |

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

| Indicators: | Foundation Stage | Primary | Middle | High |
|----------------------|------------------|---------|--------|------|
| Personal development | Good | Good | Good | N/A |



- The overall quality of Students' personal and social development, and their innovation skills is good.
- Students show positive attitudes towards their learning and are well-mannered. They are self-reliant and respond well to constructive feedback. Students are self-disciplined overall. Teacher and student relationships are respectful and positive, this ensures that most lessons are organised and productive. They demonstrate the ability to take the initiative and assume leadership roles such as a health inspector in every class.
- Most students demonstrate very good knowledge of healthy food habits and how to stay healthy. For example, students conduct role-play comparing healthy food benefits with unhealthy food. Attendance is very good at 96%. Almost all students are punctual to school and lessons.

| | | | | |
|--|-------------|-------------|-------------|------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good | Good | N/A |
|--|-------------|-------------|-------------|------------|

- In Primary and Middle, students have a secure appreciation and understanding of the role and values of Islam in UAE society. Primary students know the values of kindness and giving to charity are acts based on Islamic values that are observed in UAE society. In Middle, students are able to explain why 'Martyr Day' in the UAE is celebrated to commemorate UAE soldiers who fell while protecting their homeland, based on the teaching that self-sacrifice in defence of one's home country is a duty.
- Across Primary and Middle, students are aware of important milestones in the history of the UAE, celebrated as national holidays. These include National Day, Union Day and Flag Day. Students also know about practices that were common in the past, e.g., the pearl industry and camels that were used as vehicles to carry goods when travelling on land.
- Across Primary and Middle, students demonstrate a clear understanding, awareness and appreciation of their own cultures and of the diversity of cultures in the UAE due to its multi-national population. Students know that Islamic teachings require all people to be treated with respect.

| | | | | |
|--|-------------|-------------|-------------|------------|
| Social responsibility and innovation skills | Good | Good | Good | N/A |
|--|-------------|-------------|-------------|------------|

- Students participate in an appropriate range of activities to support the local community. They visit old age homes and centres for special needs children.
- Students have an acceptable work ethic and are engaged in a few innovative activities. For example, two girls from the Middle Phase made an egg incubator machine that hatches eggs in a specific environment. Innovation and creativity in lessons are less evident.
- Students initiate environmental projects to raise awareness and save the environment. For example, students use car wheels as containers for plants.

Areas of Strength:

- Students' understanding of Islamic values and environmental awareness.
- Respectful teacher-student relationships.



Areas for Improvement:

- Innovation and creativity in lessons.
- Students' involvement in the community and their social contributions.

**PERFORMANCE STANDARD 3:
TEACHING AND ASSESSMENT**

| Indicators: | Foundation Stage | Primary | Middle | High |
|--|------------------|-------------------|-------------------|------------|
| Teaching for effective learning | Good | Acceptable | Acceptable | N/A |
| <ul style="list-style-type: none">• The overall quality of teaching and assessment is acceptable. It is good in Foundation Stage. Most teachers have a secure understanding of their subjects and understand how students learn. Teachers use a range of strategies in the Middle Phase in science, mathematics, Islamic Education, and social studies to engage and challenge students. Lesson plans and use of time and resources are appropriate. In Foundation Stage and Islamic Education, science and mathematics in Middle, effective planning leads to implementation of detailed lessons with positive time management. Although videos are used to make lessons interesting, active based learning is not a regular feature in passive, teacher-led lessons.• Teacher and student interactions ensure students are willing learners, particularly in Foundation Stage and in science, where students are engaged learners across the school. Questioning and dialogue engages students in a meaningful way, but often does not always enhance creativity and critical thinking, particularly in Arabic and English. | | | | |
| Assessment | Good | Acceptable | Acceptable | N/A |
| <ul style="list-style-type: none">• Internal assessment processes are coherent and consistent, but the data provided on students' attainment is often inflated and unreliable. External national and international benchmarking is appropriate, and the students undertake CAT 4, GL progress tests, TIMSS and PIRLS, ABT for Arabic, along with NGRT for Year 5. Assessment data is analysed, and the progress is tracked from diagnostic tests through 'Skill Tracker,' but the information gathered is superficial and underdeveloped. As a result, the needs of students are only adequately met through lesson and curriculum planning.• Individual students are provided with challenge and support as teachers have reasonable knowledge of their strengths and weaknesses. In mathematics and science, high attainers are not challenged sufficiently. Students are sometimes involved in self and peer assessment. The | | | | |



process often lacks rigor since the rubric for assessment is not always shared with students. The feedback provided to the students on their work is seldom formative in helping them to improve.

Areas of Strength:

- Teacher and student interaction in Foundation Stage and in Islamic Education, mathematics, and science in the Middle.
- Clear and coherent Internal assessment processes.

Areas for Improvement:

- Effective lesson planning and implementation in all subjects.
- Use of assessment information to meet the needs of all students.

PERFORMANCE STANDARD 4: CURRICULUM

| Indicators: | Foundation Stage | Primary | Middle | High |
|---|-------------------|-------------------|-------------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable | N/A |

- The overall quality of curriculum design and implementation is acceptable. The curriculum is broad and balanced and supported by 'Active Learn' in Primary and 'Active Teach' in the Middle Phase. The Foundation Stage follows the seven stages of the UK early years framework and early learning goals. Arabic subjects follow the Ministry of Education curriculum requirements.
- Continuity and progression of the curriculum is guided by a published curriculum and the topics are designed so students are adequately prepared to move into the next phase of their education. However, it does not meet the needs of all groups of students in lessons, specifically SEN and G&T students. Teachers share student profiles and include parents in the transition process. The school is preparing to extend the Middle Phase to Year 9 and full Key Stage 3 provision.
- Cross curricula links and STEAM activities are identified in lesson plans; however, this is not always seen in lessons. From Year 4, students take part in project-based learning. For example, water conservation, recycling and healthy eating, these are identified within the school's priorities. The curriculum is reviewed termly or when required and simplified to meet students' needs and to fit external examination requirements. In 2019, it was adapted to follow the UK year system which has positively impacted students in higher phases.



| Curriculum adaptation | Acceptable | Acceptable | Acceptable | N/A |
|---|------------|------------|------------|-----|
| <ul style="list-style-type: none">The overall quality of curriculum adaptation is acceptable across all phases. The curriculum caters for the educational needs and personal development of most groups of students. A few students have been identified as SEN and G&T, and in most cases differentiated work has been seen, however this is not consistent across the school.The curriculum is functional and offers some opportunities for participation in extra-curricular activities, such as opportunities to participate in clubs such as mathematics, entrepreneur, film, music, and sports. However, opportunities for innovation and creativity in lessons are limited. The curriculum allows opportunities for the students to participate in the 'Go Green' project. There are some links established with the local community and schools within the St Mary's group.The curriculum effectively integrates links with Emirati and UAE culture. There are coherent links and meaningful opportunities for students to appreciate the heritage and culture of the UAE and Islamic values, for example Holy Qur'an recitation each morning. Every lesson is linked to the UAE, and students celebrate Flag Day, National Day and Martyrs Day, children's day and anti-bullying days. | | | | |
| Areas of Strength: | | | | |
| <ul style="list-style-type: none">The curriculum is broad, balanced and age appropriate and follows national statutory requirements.The curriculum effectively integrates links with Emirati and UAE culture. | | | | |
| Areas for Improvement: | | | | |
| <ul style="list-style-type: none">Continuity and progression to meet the needs of all groups of students specifically SEN and G&T.Opportunities for innovation and creativity in lessons. | | | | |

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

| Indicators: | Foundation Stage | Primary | Middle | High |
|--|------------------|-----------|-----------|------|
| Health and safety, including arrangements for child protection /safeguarding | Very Good | Very Good | Very Good | N/A |



- The protection, care, guidance, and support of students is good overall. 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 bullying, including social media. All staff receive frequent training.
- The school conducts thorough and frequent safety checks and the daily maintenance logs 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 wellbeing and subsequent actions are secure and comprehensive.
- The safe and inclusive learning environment, its facilities and premises are suited to the learning needs of all students. The school has well-resourced science and STEAM laboratories, IT laboratory, library, language rooms, music room and activity rooms.
- The promotion of healthy living is very effective and permeates almost all aspects of school life. Activities include very short breathing breaks in lessons, workshops on healthy food choices, weight monitoring and promotion of sport and exercise. Wellbeing sessions are provided by teachers and the school medical team.

| | | | | |
|------------------|------|------|------|-----|
| Care and support | Good | Good | Good | N/A |
|------------------|------|------|------|-----|

- Relationships between students and staff are warm, friendly and supportive. Students' behaviour is very good. The school's rigorous procedures promote very good attendance and punctuality.
- The school has appropriate systems to identify SEN students and detailed individual education plans (IEPs). Procedures are less thorough for G&T students. There is appropriate support for SEN students to enable them to make consistent personal and academic progress. Support is presently less effective for G&T students. Counselling sessions are provided for children who need special attention following a parental request.

Areas of Strength:

- Rigorous procedures for the safeguarding of students and promoting healthy lifestyles.
- Positive relationships between staff and students.

Areas for Improvement:

- More rigorous systems to identify SEN students.
- More support and challenge for G&T students.



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 | Acceptable |

- The overall quality of leadership and management is acceptable. The principal and leadership team set a direction for the school and share the mission and vision with all stakeholders. They demonstrate commitment to the UAE national and Emirate priorities. They create a positive and inclusive environment where students are happy and enthusiastic learners. They demonstrate knowledge of the curriculum and best teaching practices in creating a school culture that focusses on improving students' learning and personal development. This is impacting positively on raising achievement in science across all year groups, together with improved achievement in Middle Phase Islamic Education, social studies, mathematics and in Foundation Stage mathematics. However, it is not yet consistent across phases and subjects.
- Relationships and communications are professional and staff morale is generally positive. Senior and middle leaders have clear roles and responsibilities. Accountabilities for middle leaders are insufficiently focussed on their impact on improving students' external test results. The improvement strategies initiated by school leaders have resulted in raising students' achievement in a few phases and subjects. They recognise that further improvements are needed, particularly in Primary in most subjects and in Arabic and English across the school. School leaders demonstrate sufficient capacity to make the required improvements. They ensure that the school is compliant with statutory and regulatory requirements.
- All stakeholders' views and ideas are considered in the self-evaluation and school improvement process. They increasingly use internal and external data outcomes to produce a realistic review in most subjects and performance standards. School leaders undertake regular lesson observations and walk-throughs. Performance management processes provide opportunities for all staff to reflect on their practices and to identify their professional development needs aligned to the school's improvement priorities. The school improvement plan (SIP) covers all the



improvements from previous reports, but also embraces identified improvements in each of the performance standards. There has been some improvement in areas identified in previous reports, but they are not yet having a consistent impact in some phases and subjects.

- The school involves parents in aspects of school life and as partners in their children's education. Parents are positive about the quality of education and the care and support their children receive. There are four parent representatives on the Governing Body and the Parents' Council actively supports the school in events and celebrations. They welcome the regular communications, including the school diary, weekly circulars and access to the school's portal where they can monitor every aspect of their children's education and personal development. End of term reports and parent and teacher meetings provide further opportunities to discuss their children's progress. The school has links with a variety of community organisations, including students visiting centres for special needs students and homes for elderly citizens. They undertake recycling activities and participate in charity events with the Red Crescent organisation. Links with other schools enables teachers to share best practice.
- Stakeholders are represented on the governing body, including four parents and two teachers. They regularly seek the views of parents to inform their improvement planning. They meet termly to review all aspects of the work of the school, including the progress in meeting targets in the School Improvement plan and students' outcomes in internal and external assessments. They are proactive in supporting the school, with one of the governors regularly working with senior leaders on school improvement initiatives. They hold senior leaders accountable for continually improving students' achievement and personal development. They ensure that staffing and resources are available, and all statutory requirements are met.
- The school is well managed on a daily basis, with effective procedures and routines. Staff are suitably qualified and deployed to support students' achievement. They have regular professional development opportunities aligned to their own and the school's school improvement priorities. The premises and facilities are suitable to support learning for all students. They include specialist facilities that provide experiential learning opportunities for students. The school is reasonably well resourced to support learning. The increasing use of technology in some classrooms provides opportunities to widen students' learning experience.

Areas of Strength:

- The school's partnership and communications with parents.
- The effective daily management, procedures and routines.

Areas for Improvement:

- Leadership accountability for improving students' outcomes in external assessments.
- Strategic planning to target improvements in achievement in Arabic and English.



SPEA ADDITIONAL FOCUS AREAS

Provision for Arabic Language

- The ratio of Arabic teachers to students is 1:30. There are 8 Arabic teachers in the school teaching ASL to all years from Year 1 to Year 7.
- The school library has 2638 books out of which 850 are Arabic books that cover a wide range of Arabic literature, poetry and novels to short stories and fiction. Some of those books are donated by teachers and parents.
- The school applies some programs to encourage reading such as Drop Everything and Read (DEAR). Students read their choice of books for 5 minutes every day after break. The reading record is also maintained in their notebooks. The library is open for students during break time.
- Other activities include the Arabic Club, PBL project, interclass reading competitions and students read Arabic newspaper in the class with the help of the teacher.

The school's use of external benchmarking data

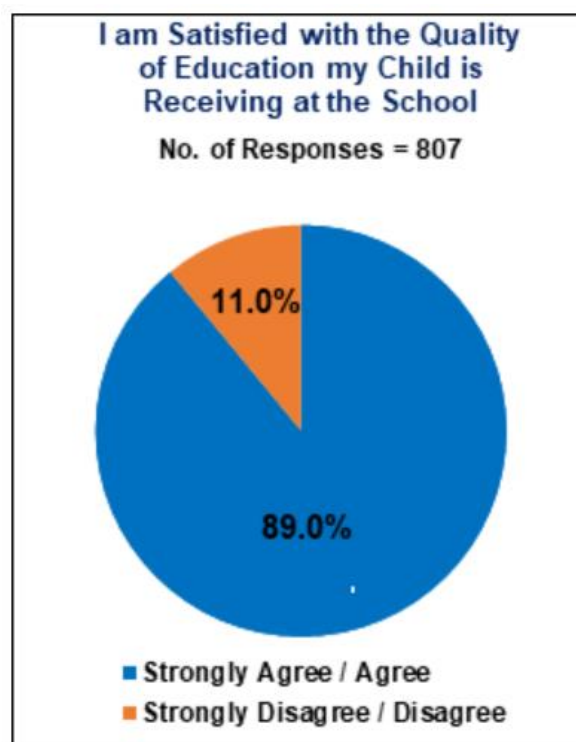
- The school makes use of a variety of external testing including: CAT4, GL PT SERIES, PIRLS, TIMSS, NGRT, ABT ARABIC.
- Worksheets are provided for practice. Cerebry platform is used for practicing TIMMS examination question. Progress Test model questions are included in the lesson as per the concepts covered.
- The students are made aware of their profiles based on the CAT4 results and PT series.
- Parents are informed about the exam dates and results are shared through emails. National Agenda Parameter is shared with the parents through parent portal and uploaded on the school website.

Provision for KG

- There are 19 spacious classrooms with 19 teachers, 6 classroom assistants managed by the EYFS Coordinator. The teacher to student ratio is 1:25 (excluding classroom assistants).
- The EYFS section and the classrooms have good facilities and resources. There are wall displays showcasing student work and national celebrations. There is an activity area with various learning centres. Teaching resources include manipulatives, plastic bricks, building blocks, clothes pegs and paints.
- There is an outdoor play area with slides, sand and water play equipment. There is an outside play area with Turf. The PE lessons are well resourced with balls, cones, hopscotch and other equipment.
- New children and their parents are invited to an open day prior to term starting. The first week is Fun Week for new children with play-based activities. Transitions are planned for promotion from FS2 to Year 1 and from Year 1 to Year 2. Communication is through email and phone calls. Parents track their children's activities and progress on the parent portal.



VIEWS OF PARENTS



STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve achievement in all subjects, in particular English and Arabic by:
 - ensuring all teachers use strategies to reinforce students' speaking, listening and writing skills in English across every subject.
 - improving creative and extended writing in English across the school.
 - improving students' communication and speaking skills across the school in ASL.
 - enhancing students' writing and reading for comprehension, as well as pronunciation in ASL.
- Improve teaching and learning to meet the identified needs of individual and groups of students by:
 - ensuring lesson planning creates opportunities for students to be active learners in every phase of a lesson.
 - improving the use of assessment in planning activities that meet the needs of individuals and groups of students.



- ensuring that all lesson observations are fully focussed on the effectiveness of students' learning to ensure that all students are appropriately challenged and supported.
- targeting teacher professional development on improving achievement in the Primary Phase and in English and ASL across the school.
- Improve leadership accountability for improving students' achievement, particularly in the Primary Phase, and for raising students' outcomes in external assessments by:
 - reviewing leadership accountabilities in all areas of provision in need of improvement, particularly in English and ASL.
 - undertaking themed observations to target identified areas of improvement, particularly in the Primary Phase.
 - increasing the exposure and familiarisation of students to external test questions through curriculum adaptation and lesson planning.
 - setting challenging and measurable improvement goals for all students, teachers, middle and senior leaders in respect of improving students' outcomes in external assessments.

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.